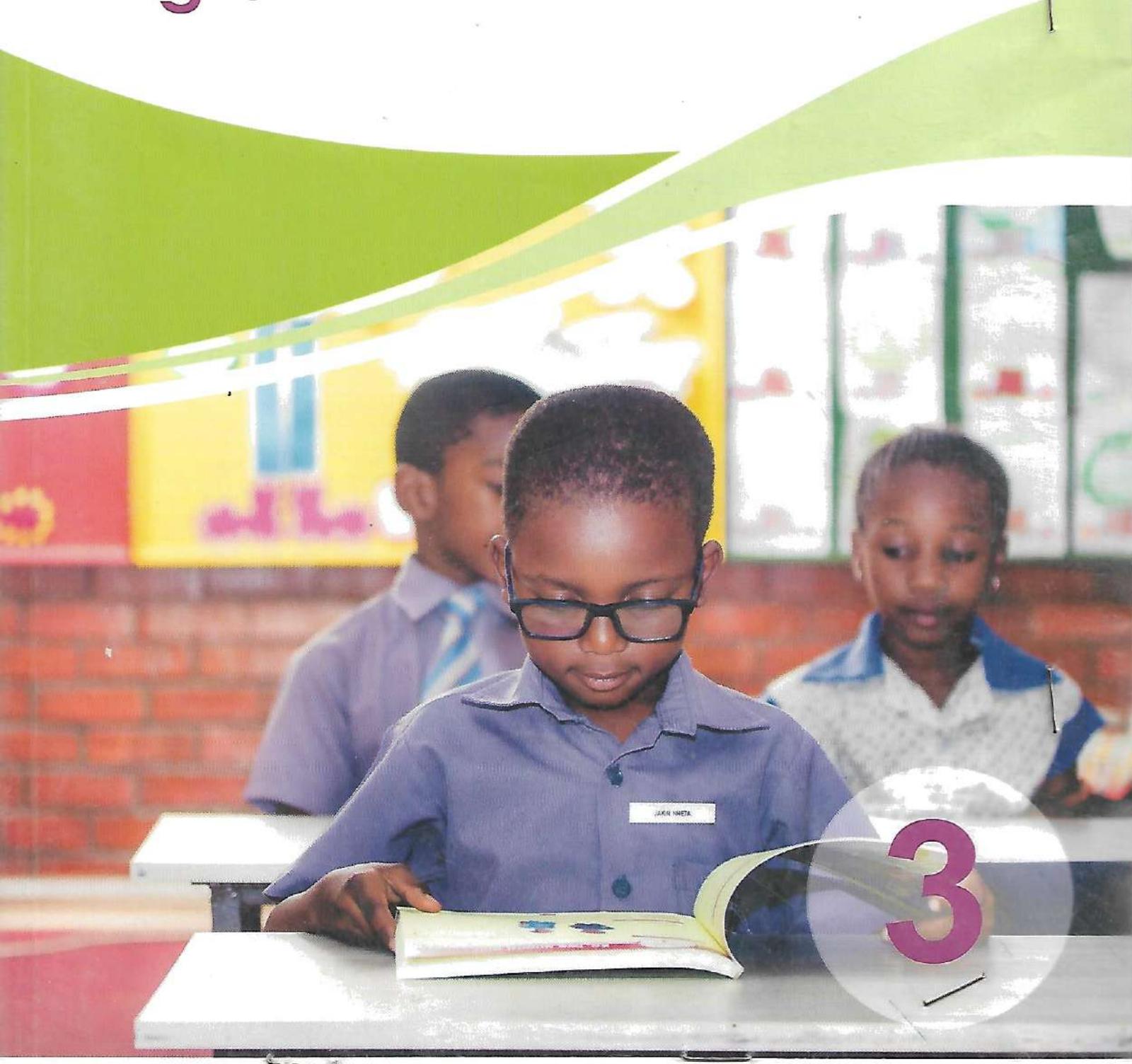


Ventures Primary English

New Curriculum



Ventures Primary English

Learner's Book Grade

3



college press

Ventures Primary English Learner's Book Grade 3

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**UNIT
1**

Getting to know one another



Listen

Your teacher will tell you his or her name and where he or she lives.

Say the following:

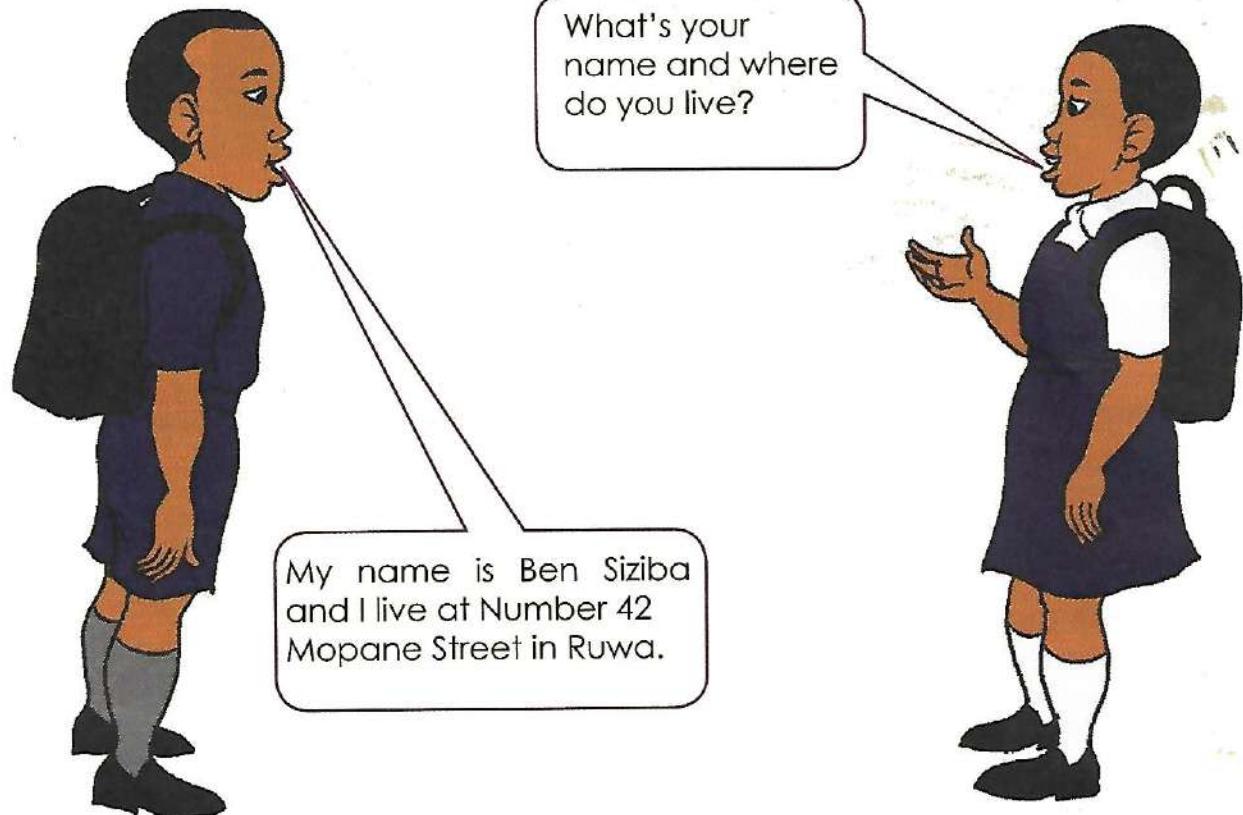
"The teacher's name is Mr/Mrs/Miss/ _____."



Speak

A short play to act

In pairs, read the dialogue below. Take turns to tell one another your real names and addresses.



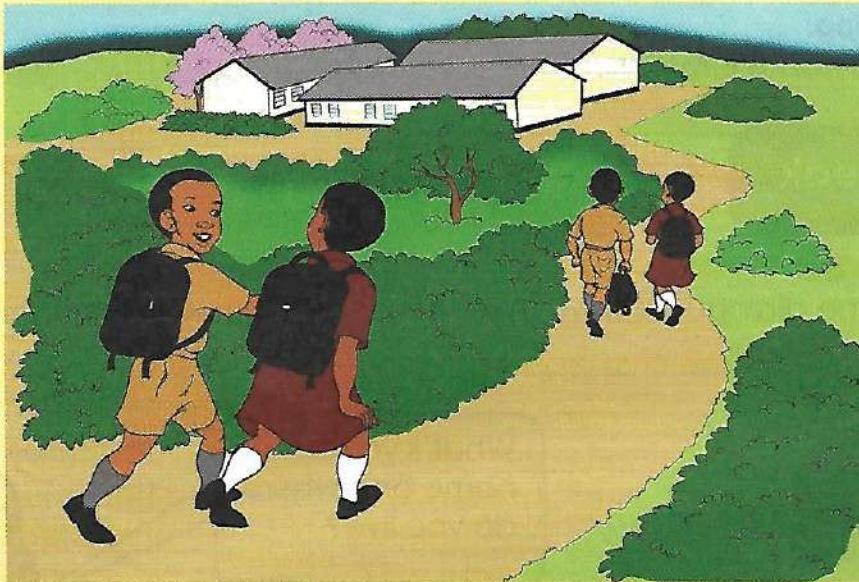


Read

Going to school

laugh uniforms village leave goodbye knows Miss

Nomsa goes to school with Sam. Sam and Nomsa are brother and sister. They live with their parents in Tamuka Village. Sam is nine years old and Nomsa is eight. Nomsa is in Grade Three. Her teacher is Miss Gomo. There are many other learners in Grade Three. Miss Gomo knows all the learners in her class by name.



Sam and Nomsa walk to school every morning. The school is near their home. Before they leave home, their mother gives them food. Then they say, "Goodbye mother! Goodbye father!" There are many other learners who walk to school too. The learners go to school in clean uniforms. They talk and laugh as they walk to school.



Write

Answer these questions.

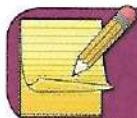
1. Who is Nomsa's brother?
2. Who does Nomsa stay with?
3. How old is Nomsa?
4. How old is Sam?
5. How do Nomsa and Sam go to school?



Speak

Take turns to answer the following questions in full correct sentences.

1. Do you have brothers/sisters?
2. How many children are in your family?
3. How many brothers/sisters do you have?
4. What is the name of one of your brothers/sisters?
5. Is he/she older or younger than you?
6. How old is he/she?
7. When is his/her birthday?
8. Does he/she go to the same school with you?
9. In what grade is he/she?
10. Do you like your brother/sister? Why?



Write

Write four good sentences about your brother/sister. In the sentences, use the real name of your brother/sister. You may make use of the questions in **Speak** above.



Write

A paragraph

A paragraph is a short piece of writing that begins with a new line. It has a few sentences talking about one thing or one subject. In the passage *Going to school* we read about Nomsa.

Write a short paragraph about Nomsa. Write the paragraph by answering the questions below in full. Remember the answers must all talk about one subject, who is Nomsa.

Nomsa

Is Nomsa a boy or a girl? How old is she? Where does Nomsa live, with who? Whose sister is Nomsa? In which grade is Nomsa this year? Who is Nomsa's teacher? Does Nomsa like going to school?



Speak

Using **and**

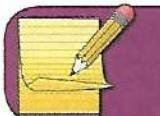
The word **and** is a joining word. **And** can be used to join two sentences.

Examples 1. What's your name **and** where do you live?

2. My name is Pamela Moyo **and** I live at Number 42 Hillside Road in Ruwa.
3. John opened the door **and** ran outside.

Use 'and' to join the following pairs of sentences. Leave out the underlined words.

1. She stood up. She looked through the window.
2. He tried to jump over the fence. He fell down.
3. Liz sat down. Liz began to read a newspaper.
4. James fell from a tree. James broke his arm.
5. The learners stood up. The learners greeted their teacher.



Write: Extra mile

Join the two sentences using the word **and.**

1. The baby wants milk. The baby wants porridge.
2. We saw a fish. We saw a frog.
3. A carpenter uses a hammer. A carpenter uses nails.
4. I can dance. I can sing.
5. The log is long. The log is thick.

**UNIT
2**

Making friends



Read

Nomsa meets Pamela

same
age

asked
laughing

where

answered

began



On the way to school, Nomsa began to talk to one of the girls. She asked her, "What's your name and where do you live?" The girl answered, "My name is Pamela Moyo and I live at Number 42 Hillside Road in Ruwa." Then the girl asked Nomsa, "What's your name and where do you live?" Nomsa answered, "My name is Nomsa Dube and I live at House Number 35, Tamuka Village."

From that day, Pamela Siziba and Nomsa Dube became friends. The two girls were of the same age and in the same class.

Write 3

Answer these questions.

1. Where does Nomsa live?
2. Where does Pamela live?
3. Do you think Nomsa and Pamela liked one another?
4. Nomsa was older than Pamela. True or false? .
5. Why is it a good thing to have friends?



Speak

The short **a** sound as in **and, cat, man, happy, ran bag**

(i) Say this verse aloud after your teacher and learn to recite it.

The happy man, the cat and the rat

An old happy man with a big flat hat
Ran into the house to fetch a pan and
a tin of jam.
In his hand he had a big black hand bag.
Then he saw a big black cat.
The big black cat sat on a flat mat,
Eating a big fat rat



Write

Here are some writing rules:

- every sentence begins with a capital letter, and ends with a full stop:
They were going to school.
- a person's name always begins with a capital letter:
David goes to school with **D**anisa and **M**aria.
- the pronoun **I** is always written as a capital letter:
John and **I** are good friends.

Write these sentences correctly, with capital letters and full stops:

1. sam and nomsa were brother and sister

2. pamela moyo and nomsa mabasa were friends
3. when I saw anna i remembered her
4. everyday i walk to school with elizabeth



Write

Write a composition about yourself. Your composition should be in one paragraph. The title of your composition should be *Myself*.



Speak

Introducing friends: **A short play**

Divide yourselves into groups of four. Present this play:

Actors: two friends, and parents of one of the friends

The play:

The two friends come home. The friend at home introduces his/her friend to the parents.

Step 1

Start by greeting your parents. Then speaking to the parents, say:

Mother and Father, this is my friend _____ (full name). _____ (first name only)
_____ lives with his/her _____ at/in _____.

(In one sentence tell your parents something good about your friend)

Step 2

Speaking to your friend, say:

_____ (first name only) meet my mother/father.

Step 3:

The friend speaks to the parents:

Starts by greeting the parent(s)

Then says: I am glad/pleased to know you mother and father. How are you?

Step 4:

The parents answer the friend of their child.

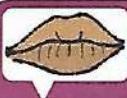
They say:

I am/We are pleased to know you too.

Then they can ask the friend other things like:

Do you go to the same school with _____ (their child)? Are you in the same class with _____ (their child)? So, how old are you now?

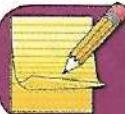
Which group was the best in presenting the play?



Speak: Extra mile

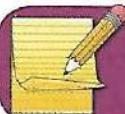
Answer these questions in full, correct sentences.

1. Do you have many friends or just one friend?
2. What is your best friend's name?
3. Is your best friend a boy or a girl?
4. Where does your best friend live?
5. Is your best friend older or younger than you?
6. How old is your best friend?
7. To which school does your best friend go?
8. In what grade is your best friend?
9. (a) Is it good to have a friend?
(b) Why?



Write

Write four good sentences about your best friend. Use the real name of your friend.



Write

We also use **and** for showing that one thing happens after another.

Look at these two sentences:

Jane came in. Jane sat next to me.

Using **and** we can write the two as one sentence like this:

Jane came in and sat next to me.

Note that we do not repeat the name.

Using **and, write these pairs of sentences as one sentence.**

1. Mother switched off the lights. Mother went to bed.
2. He saw a big snake. He shouted for help.
3. The farmers ploughed their fields. The farmers planted their crops.
4. The bus came. The bus stopped for a while.
5. The teacher walked in. The teacher greeted us.
6. Father picked a hoe. Father began to dig in the garden.
7. My dog saw another dog. My dog began to bark.
8. Jacob was late for school. Jacob was punished.
9. The fast car skidded on the road. The fast car overturned.
10. I made a fire. I boiled some water for tea.

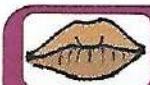
Revision and assessment 1



Listen

Your teacher will tell you two things about himself/herself using **and** in every sentence:

My name is Mrs Moyo **and** I live in Mapako Village, Gutu District. I am now thirty years old **and** I have two children.



Speak

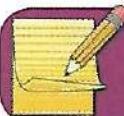
1. Using **and**, tell the class two things about yourself.
2. **Complete the following sentences:**
 - (a) We are three children in our family and _____.
 - (b) I was late for school this morning and _____.
 - (c) Jane's sister is a nurse and _____.
 - (d) It started raining in the morning and _____.
3. **Make your own sentences using and.**



Read

Read this paragraph correctly, pausing where there is a comma and stopping where there is a full stop.

Jonas lives in Gobo Village in Bubi District. He lives with his parents, three brothers and one sister. The three brothers are Melusi, Bonani and Don. His only sister is Maria. Jonas goes to school. He is in Grade Three and his teacher is Miss Dube. Jonas has two friends: Moses and Jabulani. Both live in the same village with Jonas. Like Jonas, the two friends are also in Grade Three at the same school.



Write

Write a short paragraph of 4 – 6 sentences under the topic *My best friend*.

Use: the comma, the full stop, and capital letters correctly.

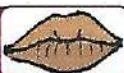
Make use of the word **and** to join some of your sentences.

UNIT 3

Funny people do funny things



Listen and speak



Someone or something that is **funny** makes people laugh. Your teacher will read to you this funny story of a farmer whose cattle were stolen.

A funny story

A farmer had two of his **cattle** stolen from his farm. This is the written note the farmer sent to the police station:

My two **kettle** have been stolen from the farm. Please help.

On going out to look for the thief, the police met a woman carrying two new **kettles** that she had just bought. The police took her to the farm to ask the farmer if these two **kettles** were not his. That was when the farmer realised that he had made a spelling mistake in his report to the police. He had written **kettle** instead of **cattle**.

Tell the class:

1. What is funny in this story?
2. Why did the police look for kettles instead of cattle?
3. This is a funny story. It teaches us that when we write words we must _____.

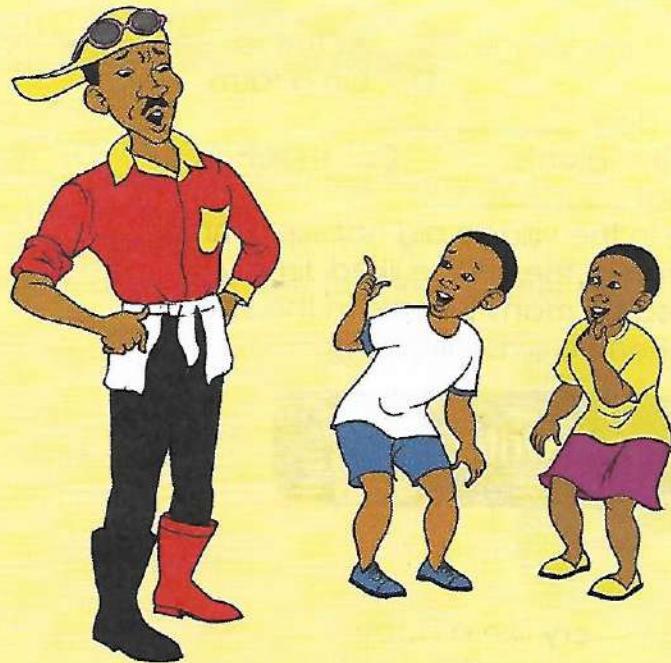


Read

Jimmy, the funny man

jokes tricks rushed knew especially
gather around knows moved brick

In Duma Village, there is a funny man called Jimmy. The young boys and girls in the village call him Jimalo. Jimmy lives all by himself in a small brick hut. The hut is at the far end of the village. Everybody in the village knows Jimmy. They all know him because he is a funny man.



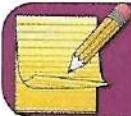
Everyday many people, especially children, gather around Jimmy. They gather around Jimmy to see or hear him. Jimmy does different things just to make people laugh. Sometimes Jimmy barks like a dog. Sometimes he grunts like a pig. Sometimes he crows like a cock. Sometimes he roars like a lion. Sometimes he runs like a very old man.



Write

Complete these sentences.

1. Jimmy is also called _____.
2. Jimmy lives in a _____.
3. Jimmy's hut is at the far end of the _____.
4. What is Jimmy's hut built of?
5. Jimmy is a _____ man.



Write

Choose the correct answer.

1. Jimmy is a _____ man.
A. thief B. greedy C. rich D. funny
2. Jimmy lives all by himself. This means that he lives _____
A. in the village. B. alone.
C. with other boys and girls. D. in a round brick hut.

3. Where is Jimmy's hut?
A. At the centre of the village. B. At the far end of the village.
C. In town. D. On a farm.
4. A lion roars and a dog _____.
A. barks. B. grunts. C. shouts. D. crows.
5. This story shows that _____.
A. many people in the village did not like Jimmy.
B. only the children of the village liked Jimmy.
C. Jimmy was liked by many people in the village.
D. Jimmy died when he was still young.



Speak and write



Doing words (**verbs**)

Take turns to:

- | | |
|----------------------------|---------------------------|
| -bark like a dog | -cry like a baby |
| -crow like a cock | -meow like a cat |
| -bray like a donkey | -bleat like a goat |
| -roar like a lion | -grunt like a pig |
| -bleat like a sheep | |

Tell the class what you do, for example, I **bark** like a dog.

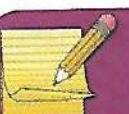
The words in bold are called **verbs**.

Verbs are **doing words** or **action words**. They tell us the **action** or what is being **done**.

Match the animals to their sounds.

1. A dog _____ bleats.
2. A pig _____ brays.
3. A cock _____ barks.
4. A goat _____ meows.
5. A donkey _____ roars.
6. A lion _____ bleats.
7. A cat _____ crows.
8. A sheep _____ grunts.

Write



Writing a paragraph

Under the heading **A funny story** write a paragraph about a funny story that you know.

Begin like this:

One day _____.



Listen and speak



The silent **k**

Say this sentence after your teacher:

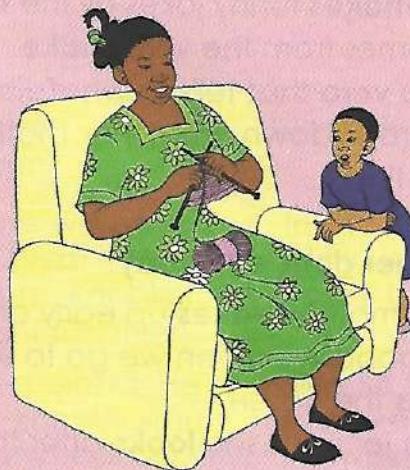
Everyone in the village **knew** Jimmy, the funny man.
In the word **knew** the **k** is silent.

Rule: wherever there is **kn** in a word, the **k** is silent.

(i) **Say this short poem after your teacher. Remember in **kn** the **k** is silent.**

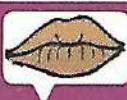
Did you know?

Did you **know** that
When mother **knits** the jersey
She does not use **knives**,
And is not making **knots**
With the long **knitting** needles?
And did you **know** that
You don't have to **kneel**
When you **knock** on the door
Of someone well-**known** to you?



(ii) **Say these words correctly after your teacher:**

knew	knives	know	knitting
knee	known	knit	kneeling
knot	knowing	knock	knocking
knife	knobkerrie	kneel	knowledge



Speak, read



and write



Spelling: the short **a** and **e** sounds

Say this sentence correctly:

The **man** sat with the other **men**.

The word **man** has a short **a** sound.

The word **men** has a short **e** sound.

The sound in the words **man** and **men** is not the same.

Read this short paragraph saying all the words correctly.

The fat man and the sad men

At sunset I sat by the side of a track. Then a fat man came along the track. The fat man had a bag full of apples. Two sad men came from behind the fat man. The sad men began to beg the fat man for the apples.

Spelling

Your teacher will call out some words with the short **a** and **e** sounds for you to write.



Write

More **verbs**, the action words

Say this sentence from the story **Jimmy the funny man**:

He **makes** funny jokes all the time.

makes comes from the verb **make**

makes is a **verb** that tells us what Jimmy does all the time.

A child wrote down what her mother does everyday or all the time. The child wrote like this:

What mother does everyday.

Everyday, mother **wakes** up early and **makes** breakfast for us.

She **says** goodbye when we go to school and **remains** alone at home.

She **cleans** the house.

She **cooks** for us as she **looks** after the baby.

She **greets** us when we come back from school.

She **prays** before we go to bed and **locks** all the doors.

She **gives** us all her love as she **takes** care of the whole family.

Note that she added 's' to the verbs.

Rewrite the following sentences correctly.

1. A baker (**make**) bread and cakes.
2. A vendor (**sell**) things, but not in a shop.
3. A farmer (**grow**) crops.
4. A shepherd (**look**) after sheep.
5. A shoemaker makes or (**repair**) shoes.
6. A builder (**build**) or repairs houses.
7. A barber (**cut**) people's hair.
8. A plumber (**fit**) and repairs water pipes.
9. Maria (**talk**) too much, even as she (**eat**).
10. Our dog (**bark**) whenever it (**see**) a stranger.

**UNIT
4**

Jimmy plays a dirty trick



Read

Jimmy plays a dirty trick

trick dirty thief middle arrows bow
spears knobberries fight laughed quietly blankets
disappointed heard nobody thought

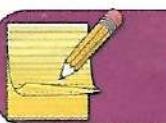
One dark night Jimmy played a trick on the whole village. In the middle of the night he cried aloud, "Thief! Thief! Help! Help!" All the people in the village heard Jimmy's cries. They came out with guns, knobberries, spears, bows and arrows. They all wanted to help Jimmy to fight the thief.

When Jimalo saw all the people he laughed aloud. He shut himself in his hut and laughed even more. Then the people knew. Jimmy had played a dirty trick on them. The villagers were very disappointed. Quietly, they walked back to their houses.

Then, on another dark night a thief came to Jimmy's hut. The thief took away Jimmy's blankets and clothes. Jimmy saw the thief and cried out aloud, "Thief! Thief! Help! Help!" Jimalo's cries for help were loud and clear.



The people in the village heard Jimmy's cries. But nobody came out of their houses to help Jimmy. They all thought it was another trick. So the thief got away with Jimmy's blankets and clothes. This time Jimmy cried a lot.



Write

Choose the correct answer.

1. The first time Jimmy cried out, "Thief! Thief! Help! Help!" _____.
A. there was no thief B. nobody heard him
C. there was a thief D. his blankets were stolen
2. The second time Jimmy cried out, "Thief! Thief! Help! Help!" _____.
A. the people did not hear him B. it was another trick
C. he laughed aloud D. there was a thief
3. What disappointed the people in the story?
A. Jimmy himself was the thief. B. The thief had run away.
C. The dirty trick played on them. D. Their stolen blankets.
4. This story teaches us _____.
A. that orphans are bad people B. how to live in the village
C. not to play dirty tricks on people D. about life in the village
5. Why did Jimmy cry a lot at the end?
A. He never cried; it was just another trick. B. Nobody heard him cry.
C. Jimmy himself was a thief. D. He had lost his blankets and clothes to a thief.



Read

The comma

When we are reading, we pause a little where there is a **comma** like this one ,.

The sentence in the box below is from the story *Jimmy the orphan*. Listen to your teacher reading the sentence with pauses where there is a **comma**.

The villagers came out with guns, knobkerries, spears, bows and arrows.

The teacher also raises his or her voice a little when he or she pauses at the comma to show that the sentence is still going on.

Read the following sentences correctly. Pause where there is a comma.

1. My friends are Mpho, Melusi, Kudzai, Tshidino and Naison.
2. We come to school on Monday, Tuesday, Wednesday, Thursday and Friday.
3. The wet months are December, January, February, March and April.
4. My father bought me a new shirt, a pair of shoes, a track suit and a jacket.
5. School uniforms come in many colours: blue, green, white, khaki, pink and maroon.



Write and speak

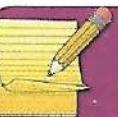


Writing sentences with **commas**

Rewrite the following sentences correctly. Put in the comma in the right places.

1. It was raining on Saturday Sunday Monday and Tuesday.
2. We have cold weather in May June July and August.
3. At school I play football tennis cricket and volley ball.
4. Yesterday Nomsa Kuda Jabulani Tendai Liz and Fadzai were late for school.
5. The people who came first second third fourth and fifth in the race got prizes.

Now read aloud the sentences you have written, pausing a little at the comma.



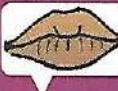
Write

Writing a short **story**

Write a short story about a funny person you know using the following paragraph sketch:

A funny person I know

I know a funny person called _____. He/She lives in/at _____. (Name of person) _____ likes _____. He/She also likes to _____.



Speak

More verbs telling us what someone does everyday:

In Unit 3 we learned about verbs telling us what mother does everyday.

For example, mother drinks some tea and eats a piece of bread as she reads a newspaper.

Note that **-s** has been added to the underlined verbs.

The paragraph below is about what Tom does everyday. Say the sentences one by one with the correct form of the verbs in brackets.

What Tom does everyday

Tom (**live**) in town where he (**work**). Everyday Tom (**get**) up early in the morning. He (**clean**) the house; and (**make**) breakfast for himself. Then he (**ride**) his bicycle to work. Sometimes Tom (**travel**) to work by bus. When he (**arrive**) at his workplace, Tom (**greet**) other workers that he (**meet**). Tom (**spend**) the whole day at work. During work hours Tom (**talk**) to other workers. At mid-day Tom (**rest**) for a while. At mid-day Tom (**eat**) a piece of bread and (**drink**) some tea. After work, Tom (**return**) to his house. He (**prepare**) supper for himself. After supper he (**read**) some

newspapers. Sometimes Tom (**sit**) in front of his television and (**listen**) to the news. Tom (**like**) sports news very much. He (**say**) he enjoyed taking part in sports during his school days. Tom (**enjoy**) living and working in town.



Write

Using the beginning given, complete each sentence with the correct form of the verb of your own:

1. Everyday our teacher _____
2. Every week the bus _____
3. Every night my dog _____
4. Every month my father _____
5. Every morning our school head _____
6. Every Sunday my friend _____
7. Every year the farmer _____
8. Every time that man _____



Listen

More about the **comma**

When we read, we pause a little where there is a comma; and stop where there is a **full stop**.

Take turns to read aloud this short paragraph correctly.

The four friends

Joyce, Susan, Anna and Maria are good friends. They walk to school together on Monday, Tuesday, Wednesday, Thursday and Friday. During the holidays, the three girls visited the vegetable market. There were women, boys, girls and men at the market. The people there were selling oranges, bananas, apples, mangoes and vegetables.



Speak

Answer these questions pausing a little where there should be a comma and stopping where there should be a full stop. Use **and** between the last two names.

1. Who are the children in your group?
2. Who are some of the teachers in your school?
3. Which are some of the towns and cities of Zimbabwe?
4. Which are the first five months of the year?
5. Which are the last four months of the year?
6. On which days of the week do we come to school?
7. Who are your best four friends?
8. Which are some of the animals people keep in their homes?
9. Which are some of the wild animals found in Zimbabwe?

Revision and assessment 2



Listen

Listen carefully as the teacher tells you three things that he/she does:

On Sunday I go to church. After the church service I play golf with my friends. Then in the afternoon, I go to watch a game of football.

Everyday I get up early in the morning and wash myself. I drink a cup of tea and eat some porridge. Then I hurry to work where I stay for the rest of the day.

On Saturdays, I travel to town to meet _____. Together we sit in a fast food shop and we buy chicken for lunch. Then we talk about our school days and our work. I enjoy these Saturday meetings.



Speak

In turns, tell the class what the teacher does.



Read

Read these sentences correctly:

1. I beg you to lift this bag for me.
2. They sleep on a bad bed.
3. We sat on a set of new chairs.
4. He had a big head.
5. His dad is dead.
6. The cattle milk is in the kettle.
7. She was sitting on a mat when we first met.
8. She likes to pat her pet.
9. Mother bought a pan for herself and a pen for me.
10. I bet that is a bat.

Write

Dictation

Your teacher will call out five sentences from **Read** above. Listen carefully and write the right words in those sentences.

UNIT 5

Morning assembly at school



Listen

Your teacher will tell you about the school morning assembly.



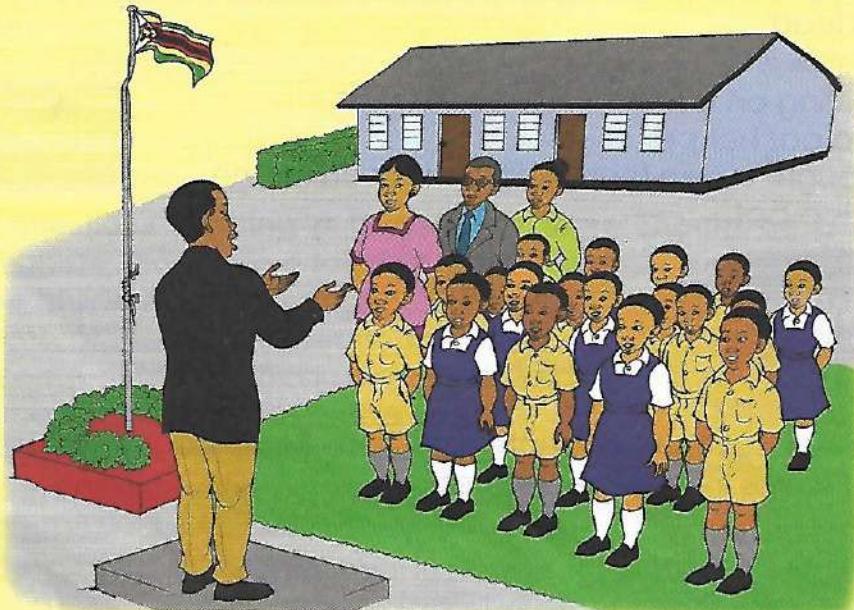
Read

Morning assembly

flag-pole assembly important prayer sometimes hymn
flooded bridge dangerous rows national flag season
hoist national anthem

Every Monday our school starts with morning assembly. We all stand quietly in neat rows. The teachers all come to the morning assembly. The school head is always there for the morning assembly.

First, we greet the teachers. Then we stand quietly as the national flag is hoisted up the tall flag-pole. After that, we sing the national anthem. The national anthem is the song for our country, Zimbabwe. We then say a prayer and sing a hymn together. Finally, the school head tells us important things.



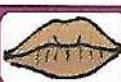
The school head tells us important news at assembly. Last week he told us about the rivers in our district. He said we must use bridges when crossing rivers. The school head said these rivers are sometimes flooded. The rivers are flooded in the rainy season. The school head said flooded rivers are dangerous. So, we must not cross flooded rivers.



Write

Choose the correct answer.

1. This school has morning assembly _____.
A. everyday B. only when the school head wants
C. on Mondays D. twice a week
 2. What is the song of the country called?
A. a prayer B. the national flag
C. a hymn D. the national anthem
 3. The passage says: '...the flag is hoisted up the flag-pole.' The word **hoisted** means _____.
A. lifted B. pulled down
C. respected D. looked at quietly
 4. It is dangerous to _____.
A. cross flooded rivers B. go to morning assembly at school
C. sing a hymn D. walk on the bridge
 5. The **oo** in the word **flooded** have the same sound as the **oo** in the word.
A. floor B. blood C. poor D. spoon
 6. What would you say?
A. Morning assembly at school is a waste of time.
B. Morning assembly at school is very important.
C. Teachers should not go to morning assembly.
D. The national anthem should not be sung at morning assembly.



Speak

A short play to act in groups: **Morning assembly**.

In groups, act the morning assembly at your school. Pretend that:

- one learner is the head teacher
 - four learners are the teachers
 - the rest are the learners.

Do all the things that are done at morning assembly, like:

- the school head tells the learners about the national anthem or the national flag
- the learners and the teachers say a prayer and sing a hymn together
- the learners and the teachers all sing the national anthem in the local language
- the school head makes some important announcements.



Listen

The short o sound

(i) Say this sentence correctly:

We must **not** cross flooded rivers.

In the word **not** the o has a short sound.

(ii) Now say this sentence also from the passage Morning assembly:

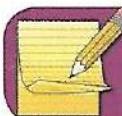
The teachers all **come** to the morning assembly.

In the word **come** the o has a short a sound.

Recite this poem in turns. The poem has words with the different sounds of o

Mother and son

When it gets hot and dry,
Mother and son pray to God above
And sing a song for the rains to come.
But when it rains on and on for long,
Mother and son pray to God above;
And sing a song for the rains to stop.



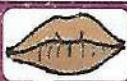
Write

Write two paragraphs about morning assembly at this school. In the heading, give the school a name of your own choice.

Morning assembly at _____ School

Every _____ school starts with morning assembly. First the learners _____. The learners all stand quietly in _____. After that they all _____. The _____ is the song for the country, Zimbabwe. Then they _____ and also _____. Finally the school head _____.

Last week the school head told the learners about _____. He said flooded rivers are _____. So the learners must not _____.



Speak

Every time there is morning assembly, listen carefully to what is said. Afterwards, tell the class what was said.

Say it like this:

During morning assembly today/yesterday Mr/Mrs/Miss _____ said _____

Then afterwards:

- (a) Sing the National Anthem in your groups.
- (b) Repeat the National Pledge one by one.



Write

(a) Write the National Pledge.

(b) Write the National Anthem in the local language.

You can also use the internet to find the words of the National Anthem in English, then write it in full.



Speak

Matching words in pairs.

You read these words in the passage *Morning assembly*.

Match the words in suitable pairs, starting with the word on the left side.

flooded	assembly
National	pole
morning	season
neat	rivers
rainy	head
flag	anthem
school	rows

UNIT 6

Our national flag



Read

The Zimbabwe national flag

respect
agriculture
minerals

stripes
blood
peace

horizontal
country
independence

majority
represents

history
especially

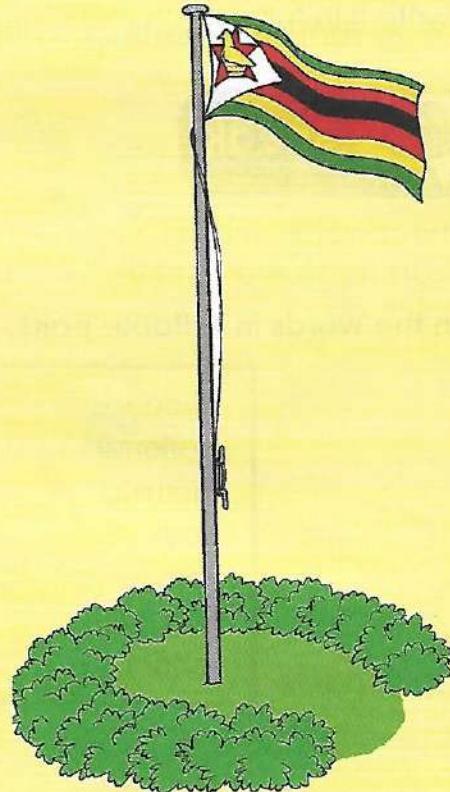
Each country has a national flag. A national flag is a piece of cloth or other material that represents a country. The Zimbabwe national flag represents our country, Zimbabwe.

The Zimbabwe national flag has seven horizontal stripes of green, yellow, red and black. It also has a white triangle with a five-point red star and the Zimbabwe Bird.

The colours and symbols on the national flag represent the culture and history of Zimbabwe. Green represents agriculture. Yellow stands for the mineral wealth of Zimbabwe. Red is for the blood of the people who died fighting for the independence of the country. Black represents the black people who are the majority in Zimbabwe.

The white triangle stands for peace and progress in Zimbabwe. The Zimbabwe Bird is the national symbol of Zimbabwe. The five-point red star represents the wishes of the people of Zimbabwe.

It is very important to respect the national flag.





Write

Writing a **describing** paragraph

Under the heading: The Zimbabwe national flag, first draw the Zimbabwe flag. Below it, describe the national flag by answering these questions in full sentences:

What does the national flag represent?

Answer: The national flag represents _____.

Is the national flag important or not?

Answer: The national flag is _____.

How many horizontal stripes are there on the Zimbabwe national flag?

What colours are the stripes?

Write in one sentence saying what each one of the colours represents.

What else is on the Zimbabwe national flag?

What is represented by (a) the white triangle (b) the Zimbabwe Bird (c) the red star?



Read and speak



The silent **a** as in **head**

Say this sentence from the passage Morning Assembly:

The school **head** tells us important news.

In the word **head** the letter **a** is silent. The letter **a** is also silent in the word **road**.

(i) **Read aloud and enjoy this short story.**

The healthy peasant

There was a peasant who had only two goats. He was poor but healthy. One day the peasant was on his way to the shops to buy a loaf of bread and some oats. The weather was cold and he needed to make some tea to drink with the bread. On the road he met a woman wearing a heavy leather coat, leather shoes and a leather hat with feathers on it. Only rich people have the money to buy such heavy leather clothes. The woman was walking slowly and speaking softly. The peasant could see that the rich woman was sick. The poor peasant said to himself, 'Health is better than wealth.'

(ii) **Discuss:**

What do you think this saying means: **Health is better than wealth?**



Speak

Adverbs

Words that describe actions

Answer this question:

How could the peasant see that the rich woman was sick?

Answer like this:

The peasant could see that the rich woman was sick as she was walking _____ and talking _____.

Say this sentence from the story *The healthy peasant*:

The rich woman was walking **slowly** and speaking **softly**.

-the word **slowly** tells us how the woman **was walking**

-the word **softly** tells us how the woman **was speaking**.

Complete the sentences below. Choose your words from this box:

heavily neatly happily quietly brightly

1. After winning the match, the learners were singing _____.
2. Our teacher wants us to write _____ all the time.
3. Last night it was raining _____.
4. The girls opened their books and began reading _____.
5. The moon was shining _____.



Write

Spelling

Your teacher will call out some words for you to write.



Read and write



Adding -es to some verbs

Zodwa wrote a paragraph about what her father does everyday. She wrote it all in one long verse. Read the verse aloud.

What my father does everyday

Everyday my father:
Washes himself,
Brushes his teeth,
Dresses up in a suit,
Goes to the school on foot,
Crosses three roads on his way,
Teaches all day at that school,
Catches the bus to take him back home,
Fixes my bicycle when I ask him to,
And fetches some firewood for mother to make a fire.
He does all this everyday.

Rule: for everyday actions by one person, add -es to all verbs ending with: -sh -ch -x and to the verbs do and go.

For example: She **washes** herself and **brushes** her teeth everyday.
washes comes from **wash** and **brushes** comes from **brush**.

Rewrite these sentences correctly by adding -es to the verb in brackets:

1. Everyday my brother (**wash**) himself in warm water.
2. On her way to school, Mary (**cross**) two big roads.
3. My sister (**teach**) at a secondary school.
4. Everyday mother (**catch**) the morning bus to work.
5. The man (**go**) to the market every week.
6. The girl (**fetch**) some water from the borehole every day.
7. When the car breaks down, the mechanic (**fix**) it.
8. Sometimes my mother (**dress**) like a nurse.

After writing, read aloud to the class the sentences you have written.



Listen and write



The **long** and **short i** sounds

Listen as your teacher reads these two sentences from the passage Morning assembly.

1. We stand in **neat** rows and **greet** the teachers.
Both **neat** and **greet** have a long **i** sound
2. **It is** very important to respect the national flag.
Both **it** and **is** have a short **i** sound.

Some words may have a sound that is nearly the same but they mean different things. Always be careful to write the right word in your sentences. **Say these sentences correctly:**

1. People who are not drivers must not **sit** in the driver's **seat**.
2. The **ship** carrying the **sheep** sailed across the big dam.
3. I **beat** the dog that **bit** my young brother.
4. If you give me a banana, I will **eat** it.

(ii) Look at, and say the words below in their pairs after your teacher.

In each pair one word has a short i sound, and the other has a long i sound.

it/eat	fill/feel	is/ease	ship/sheep
bit/beat	dip深深	sit/seat	fit/feet
hill/heal	sick/seek	bins/beans	did/deed
hit/heat	slip/sleep	lid/lead	whip/weep
pick/peak	tin/teen	hip/heap	sin/seen

(iii) Choose the correct word to complete each sentence.

1. Cattle and goats (**it, eat**) grass.
2. There are a lot of trees on the (**hill, heal**).
3. It was difficult to open the (**lid, lead**) of the tin.
4. The farmer has a flock of (**ship, sheep**) on his farm.
5. I (**fill, feel**) cold in the morning.
6. When full of water, the pool is very (**dip, deep**).
7. There are seven days in a (**weak, week**).
8. We throw the dirt from the yard onto the rubbish (**hip, heap**).



Capital letters, commas, and full stops

Look at this sentence from the passage *Morning assembly*.

The flag has seven horizontal stripes of green, yellow, red and black.

Note that:

- the sentence begins with a capital letter
- the sentence ends with a full stop
- there are commas between the names in a list: green, yellow, red and black
- between the last two names in the list we put the word **and** instead of the comma.

Rewrite the following sentences. Put in capital letters, commas and full stops.

1. at school the learners play football netball tennis rugby and cricket
2. we grow tomatoes cabbages onions beans and carrots in our garden
3. she went to the supermarket to buy sugar salt bread jam and milk
4. some of the colours of the rainbow are red orange yellow green and blue
5. farmers keep cattle sheep goats pigs horses and donkeys on their farms



Writing a letter

Write a letter to a friend telling him / her what you have learned about Zimbabwe's National Flag. Remember to put your own address at the top of your letter.

Begin your letter with this sentence:

Today, I would like to tell you about the National Flag of Zimbabwe.

Revision and assessment 3



Listen

Listen and watch carefully as your teacher shows you and reads to you a passage about Zimbabwe's National Flag.



Speak

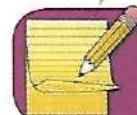
Tell the class what the teacher said or read about Zimbabwe's National Flag.



Read

Read this paragraph correctly:

A mad man with his funny hat sat on a flat mat. He had a big bag and a black cat in his hands. Then, the black cat saw a fat rat on the flat mat where the mad man was sitting. The black cat ran to catch the fat rat and the mad man ran after his black cat. The fat rat ran into the mad man's big bag. The cat ran after the fat rat into the mad man's big bag. The mad man also ran after his black cat into his own big bag. Then, the mad man, the black cat and the fat rat were in one big bag on the flat mat. Oh, what a funny little story!



Write

Imagine that you have a sister who is a teacher. Re-write the following passage saying what your sister does every time by using the correct form of the verbs in brackets. Spell the words you change correctly.

My sister, the teacher.

I have a sister called _____. She (teach) at a school in the next village. Every morning she (wash) herself. After breakfast she (brush) her teeth. Then she (rush) to the bus stop. She always (catch) the only morning bus that (go) to the school where she (teach). If she (miss) that bus, she (go) to the school on foot and (pass) through the village houses. On the way she (cross) a railway line before she (reach) the school. She (do) this every week. When it rains, my sister (wish) she had a car of her own.



**UNIT
7**

Giving directions



Listen

Carrying out commands/instructions

Stand outside. Listen carefully and do what the teacher tells you to do.



Speak

Using **past**

Tell the class any two places that you go **past** on your way from home to school.
Say it like this:

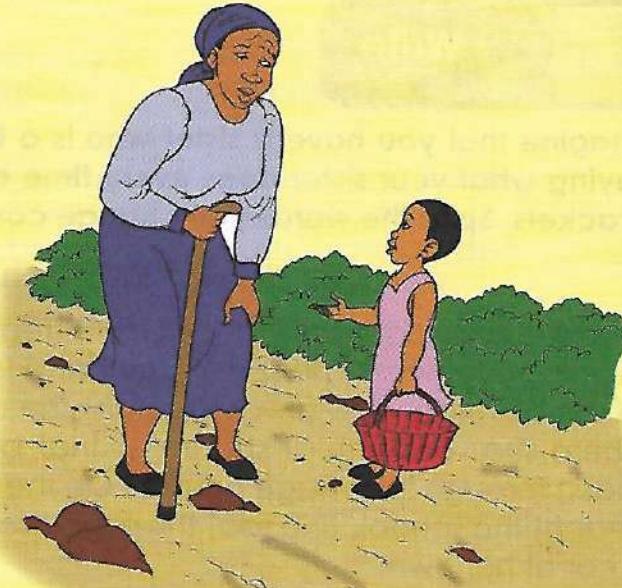
On my way from home to school, I go **past** the _____ and the _____.



Read

In groups of **three** read this passage, acting it as a short play:

Narrator: Tabeth was going to the shops to buy a loaf of bread. She left the house and turned **left** at the gate. Then she walked **down** the road leading to the shops. She walked past the vegetable market before turning **right**. At this corner she met an old woman. The old woman was



standing **in the middle** of the way. Tabeth stopped to greet the old woman.

Tabeth: Good morning madam. You seem to be lost. Can I help you?

Old woman: Good morning my dear girl! I am indeed lost and I need help. Please tell me **where** the clinic is. My leg is painful and I must have it bandaged.

Tabeth : Oh! I'm so sorry, madam. The clinic is right **behind** that tall building **over** there. Just walk **along** this pathway until you get **to** the corner. Then turn to your **left** and walk **along** the path until you reach a borehole. **At** the borehole turn to your **right into** a wide road. Go **along** the wide road until you see the big clinic sign-post on your right. Just **next** to that big sign-post is the clinic itself.

Old woman: Thank you very much. You are such a good girl. Goodbye!

Tabeth: Don't mention, madam. It was a pleasure helping you find your way to the clinic. Bye-bye.

(Afterwards say which group of actors was the best.)



Write

Answer these questions.

1. Where was Tabeth going when she met the old lady?
2. Where did Tabeth meet the old lady?
3. Where was the old lady going?
4. Why was the old lady going to the clinic?
5. Why was the old woman standing in the middle of the road?



Speak

Give full answers to these questions from your teacher.

Who is sitting on your **right/left**?

Who is sitting **behind** you/in **front of** you?

Who is sitting **beside** you/**next to** you?

Who is sitting **between** _____ and _____?

Who is sitting **in front/at the back** of the class?

Who is sitting **near** you/the door/window/teacher's table?

Who is sitting far **away from** you?

Who is sitting **between** yourself and _____?



Listen and read



The short and the long oo

Say this sentence after your teacher.

Note: make the oo in looks and good short and long in room and broom.

My room looks good when I sweep it with a new broom.

A poem to read and recite.

Take turns to read aloud then to recite this poem. The oo have a short sound; the other oo have a long sound.

After school

After school in the afternoon,
My room looks good
When I sweep it with a broom.

After a good day at school,
I sit on the wooden stool
Under the roof or under the moon,
And read a book or polish my boots;
Or help mother to cook some food.



Write

short or long sound of oo

In each line select two words that have the same short or the same long oo sound

- | | | |
|--------------|----------|---------|
| 1. A. food | B. moon | C. wood |
| 2. A. book | B. roof | C. took |
| 3. A. shoot | B. look | C. hook |
| 4. A. cook | B. tooth | C. took |
| 5. A. school | B. stood | C. pool |
| 6. A. roots | B. crook | C. wool |



Speak

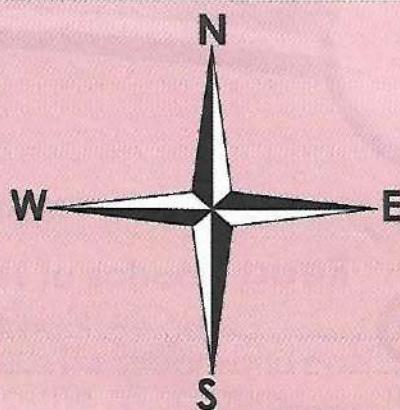
Learn to recite this poem below about directions:

As you recite, turn and face or point to the directions that you are saying.

Everyday

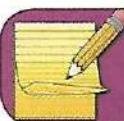
The sun rises in the **east**,
And sets in the **west**.

When I go to school,
I face the **north**;
And on my return home,
I face the **south**.



Answer these questions about directions:

1. Where does the sun rise every morning?
2. Where does the sun set every evening?
3. Which direction do you face when coming to school?
4. Which direction do you face when returning home from school?
5. Which direction is the door of your classroom facing?
6. Which places are to: (a) the east (b) the south (c) the west
(d) the north of your school?



Write

Write a short paragraph giving directions from the school to one of these places:

- the clinic or hospital
- the shops
- to the fruit and vegetable market
- the police station
- the chief's home
- the borehole (or) water well
- the next school
- the council offices

In your heading say: **From the school to the _____**

Start by saying:

You walk out of the school yard facing the _____

UNIT 8

Themba goes to school



Read

Themba goes to school

pathway
bottom

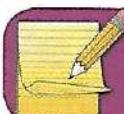
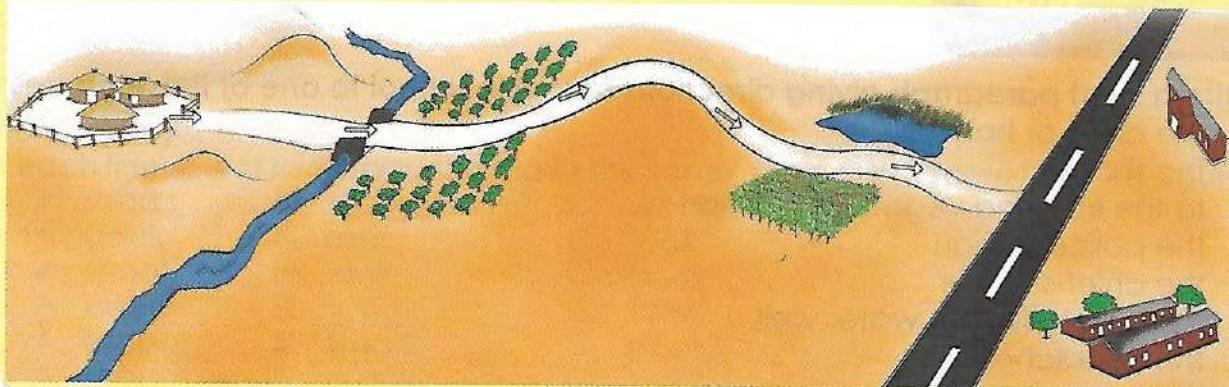
stream
forest

wide
hurry

through
supplies

towards
corner

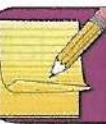
Every morning I carry my books in a satchel and hurry to school. I go along a pathway between two ant-hills and walk towards a stream. I go across the stream and pass through the forest with many trees. I walk up one side of a hill and run down the other side of it. At the bottom of the hill I walk past a vegetable garden and a small dam. This small dam supplies the village and the clinic with water, and it never dries up. Then I go round the corner of the fence to join the main road. Finally I walk along the wide road past a clinic. Then I am at school.



Write

Answer these questions.

1. Where does Themba hurry to every morning?
2. What does Themba go across on his way to school?
3. What does Themba walk past on his way to school?
4. What does Themba walk through on his way to school?
5. Where does Themba run on his way to school?



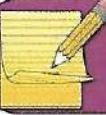
Write

Using where words (**prepositions**).

Complete this paragraph by filling in the right **where** words:

Themba goes to school

Every morning Themba hurries _____ school. He goes _____ a pathway, two ant-hills, _____ a stream. He walks _____ the stream and pass _____ a forest with many trees. He goes _____ one side of the hill and runs _____ the other side of it. At the _____ of the hill he walks _____ the vegetable garden and a small dam. Then he goes _____ the corner of the fence to join the _____. Finally Themba walks _____ the wide road _____ the clinic. Then he is _____ school.



Write

Using **verbs** to report what someone does from time to time

In the story Themba goes to school, it is said:

Every morning I **carry** my books in the satchel and **hurry** to school.
The words **carry** and **hurry** tell us what Temba does.

If someone else reports what Themba does, this is how he/she will say it:

Every morning Themba **carries** his books in a satchel and **hurries** to school.
Note that the word **carry** becomes **carries** and the word **hurry** becomes **hurries**.
Rule: drop the **y** and add **-ies**

Rewrite the following sentences with the correct form of the verbs in bold and in brackets. Remember the rule to drop the **y** and then add **-ies** to the verb.

1. The baby (**cry**) every time mother goes away.
2. This dam (**supply**) the village with water.
3. An aeroplane (**fly**) over our school every week.
4. This boy is good; he always (**try**) to do the right things.
5. Whenever I write her a letter she (**reply**) quickly.
6. My new satchel (**carry**) more books than the old one.
7. The farmer (**worry**) if there is no rain.
8. A woman (**marry**) the man she loves.

Read aloud to the class the sentences you have written.



Write

Look at this sentence from the story Themba goes to school:

I go **up** one side of the hill and run **down** the other side.
The words **up** and **down** tell us the **position**.

up and **down** are known as **prepositions**.

Select the right preposition in the box to fill in the spaces in the sentences below. Use each preposition only once.

between by from along through before across on

1. Themba walks _____ the forest on his way to school.
2. Themba goes to school _____ foot.
3. Themba walks along a path that passes _____ two small hills.
4. On his way to school Temba goes _____ a stream.
5. Some learners go to school _____ car.
6. All the learners are tired when they return home _____ school.
7. They greet their parents _____ they sit down to eat.
8. My father was going to the shops and I went _____ with him.



Read and speak



In the story **Themba goes to school**, it is said:

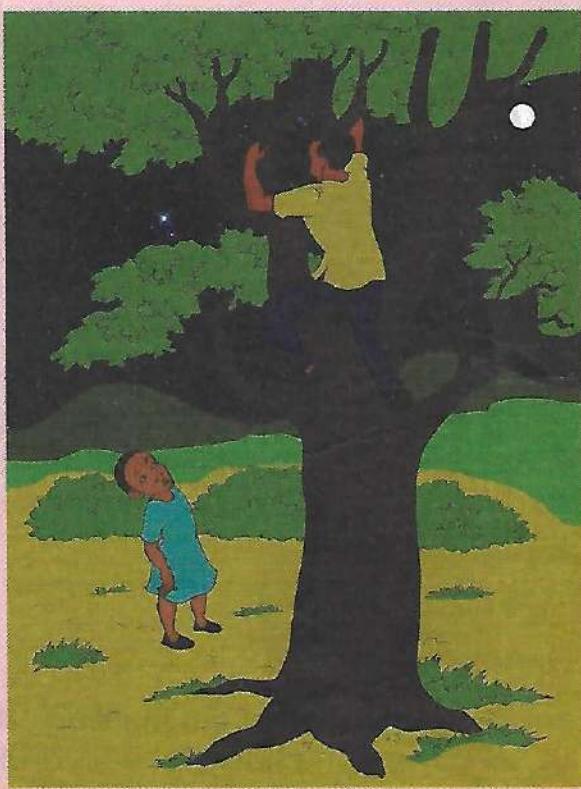
I go across the stream and pass **through** the forest with many trees.

In the word **through**, the **gh** is silent.

(i) Read and enjoy this short poem. The **-gh** is silent in the words.

A night thought

Last **night** I hurt my **right** thigh
As I climbed a tall **straight** tree
While my **neighbour's** daughter watched.
I **thought** I could reach the **bright** moon
That **lights** through the **night**
But I was not **right** in my **thoughts**
As the **height** of the tall **straight** tree
Did not get me to the **bright** moon
Although **I thought** I got nearer the
bright night moon
Than my **neighbour's** daughter
watching from below.





Write

Spelling

Your teacher will call out some words from the poem for you to write.



Write: Extra mile

More prepositions

Select the right prepositions to fill in the blanks.

1. The aeroplane flies _____ the mountains.
A. up B. between C. over D. into
2. When mother is away I look _____ the baby.
A. after B. with C. to D. across
3. In class I sit _____ Jonas and Mary.
A. at B. between C. in D. from
4. The roots of the trees grow _____ ground.
A. on B. over C. under D. at
5. I have come to play _____ you today.
A. by B. at C. on D. with
6. Look _____ the moon. It's very bright tonight.
A. from B. in C. at D. to
7. Father is travelling to town _____ bus.
A. by B. with C. in D. on
8. When I grow _____ I want to be a farmer.
A. to B. of C. in D. up



Write

Writing paragraphs

Choose any one of the places listed below. Write two paragraphs in 6 – 10 lines on how you go there from your home.

the church
the market

the clinic
the bus station

the store
the police station

the school
the borehole

How I go to the _____

Use some of these words: along, towards, across, between, past, through, up, down, round

Revision and assessment 4



Listen

Take turns to carry out the following orders from your teacher:

- Lift your right / left hand.
- Touch the learner sitting to your left / right.
- Touch the learner sitting to your left with your right hand.
- Touch the learner sitting to your right with your left hand.
- Touch your left ear with your right hand.
- Touch your right ear with your left hand.
- Go and sit between _____ and _____.
- Come to the front past the door.
- Go to the back of the class through the middle.



Speak

Tell the class where you sit in class using the words:

left, right, between, past, near, beside, in the front, at the back, near, next to

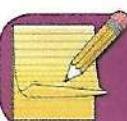


Read

Read this short poem and point to the directions as you say them:

Home, school, home!

As the sun rises in the east every morning,
I will be going north to my school.
As the sun sets in the west later in the day,
I will be going south;
On my return home from school.
North, south, east, west
Home is always best!



Write

Write four different sentences saying where some known places are from your school using these words:

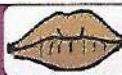
to the south, to the north, to the east, to the west

**UNIT
9**

Zimbabwe's birthday (Part 1)



Listen and speak



Listen carefully as your teacher tells you about his/her birthday.

Narrate your own birthday stories.

Read



Zimbabwe's birthday (Part 1)

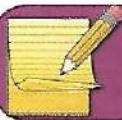
independent hero southern liberation war brave colony
acre buried heroes capital statue representing colonial

Our country, Zimbabwe, has a birthday too. It is on the eighteenth of April every year. This is Zimbabwe's national day; the day when Zimbabwe became independent in the year 1980.

Zimbabwe was a colony of a country called Britain. A colony is a country that is ruled by another country. At that time Zimbabwe was known as Southern Rhodesia. The colonial capital city was called Salisbury, now Harare. The black people wanted to rule their own country. So they fought a long war to free the country. The war was called the liberation war.

Many people were killed in that liberation war. The brave men and women who fought in that liberation war are our heroes and heroines. A hero is a man who has done something very brave in helping others. A heroine is a woman who has done something very brave in helping others.

Today, some of the dead heroes and heroines are buried at the National Heroes' Acre in Harare. Some of them are: Josiah Tongogara, Jason Moyo, Herbert Chitepo, Ruth Chinamano, and Sally Mugabe. There is a big statue representing all the heroes and heroines at the National Heroes' Acre in Harare.



Write

Answer these questions.

1. What is the name of our country?
2. When did Zimbabwe become independent?
3. Do you think it is good for a country to be a colony? Why?
4. What was the name of the war to free the country from Britain?
5. What was the colonial name of Zimbabwe?
6. What was the colonial name of the city of Harare?
7. What should you do in order to become a hero or a heroine?
8. Where is the National Heroes' Acre in Zimbabwe?
9. Name any three National heroes and heroines you have heard about.



Read and speak



Heroes of Zimbabwe.

Find out the names of ten of the heroes and heroines of Zimbabwe and use them when you read and recite the poem below.

To the heroes and heroines of Zimbabwe

We salute

The heroes and heroines of Zimbabwe.

You: _____ (say the names of at least three heroes here)

Gave your own lives,

In order to free us all.

Thank you, brave sons and daughters of the soil.

We shall never forget you:

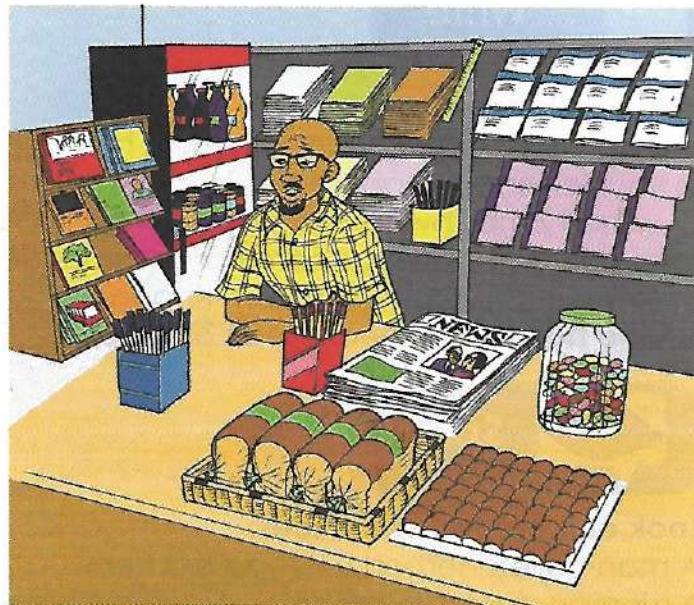
Our heroes and heroines.

Write

A noun can be **one** thing or **many** things for example one book, many books. We have added **-s** at the end of the noun **book** to make it **books**.

Read these sentences aloud:

Mr Moyo has a kiosk. A kiosk is a very small shop. In his kiosk, Mr Moyo sells books, pencils, pens, rulers, newspapers, sweets, drinks, buns, biscuits and bread.



Write the word for **many** for these nouns. Add **-s** and say them correctly:

day	eye	week	month	boy	plate
tree	radio	mountain	girl	donkey	bird
stone	dog	table	friend	chair	cat



Speak

More about **nouns**

Some nouns do not add **-s** or change for large amounts.

Look at this paragraph:

There was some water in the kettle. It was not much. I used a little sugar in my tea. There was a lot of salt in the fried eggs. There was too much cooking oil too. I did not need a lot of food. I ate only the bread. Then I went on doing my work outside.

The underlined words are examples of nouns that do not change even for large amounts.

Using the nouns in the box, make sentences of your own.

Remember that the nouns below do not change, even for large amounts.

a lot of	a little	some	less	much	more
----------	----------	------	------	------	------

water	wind	air	work	bread	salt
sugar	mealie-meal	tea	oil	blood	rain
hair	sand	food	pepper	soup	juice
paraffin	petrol	diesel	sweat	fire	time



Write

Writing a letter

Write a short letter to a friend telling him/her about the birthday of Zimbabwe.

In your letter, write about the following:

- when Zimbabwe's birthday is
- when Zimbabwe became an independent country
- the colony called Southern Rhodesia
- the heroes and heroines of Zimbabwe.



Speak

Look at these two sentences:

A man called Herbert Chitepo is a **hero**.

A woman called Johanna MaFuyana Nkomo is a **heroine**.

A hero is male; and a heroine is female.

Hero is the opposite gender of heroine.

In numbers 1 – 8 below replace the underlined name with its correct opposite gender from the box:

queen	he	waitress	lady	hens	princess	lioness	actress	cows	heroines
girls	women	Sir							

1. The farmer keeps many bulls on his farm.
2. The lion does most of the hunting.
3. The king was the ruler of the whole country.
4. When the queen dies, the prince becomes the new queen.
5. On the aeroplane, the passengers are served by a waiter.
6. Madam Baleka was a good leader.
7. This is a school for boys only.
8. There is no job that is for men only.
9. Our teacher is a fine gentleman.
10. We feed our cocks on chicken feeds.
11. Many heroes died fighting for Zimbabwe's independence.
12. He was the best actor in the play.



Write

From Speak above, re-write sentences 2, 4, 5, 7, 10, 12, and 13 with the correct opposite gender from the box.

UNIT 10

Zimbabwe's birthday (Part 2)



Read

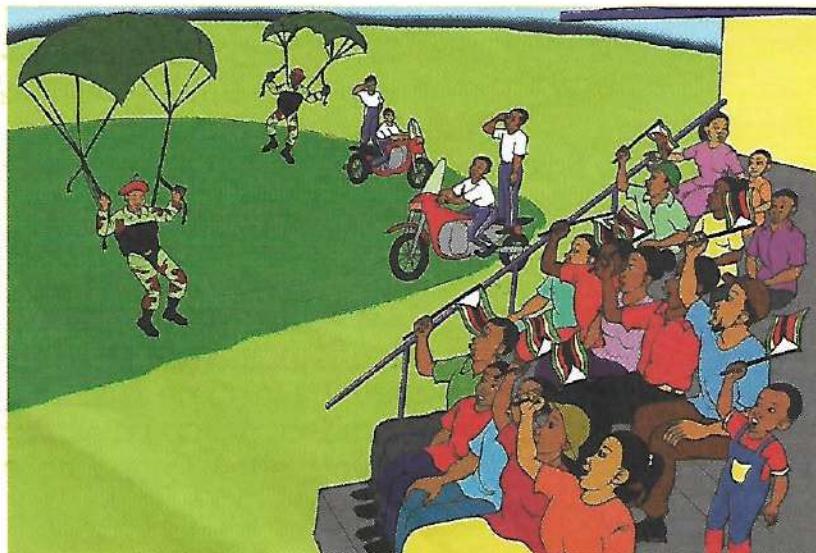
Zimbabwe's birthday (Part 2)

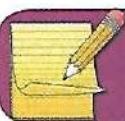
throughout choirs hoisted march speech parachutes
celebrations soldiers display parade horse-back motor-bikes
independence wonderful air-force

Zimbabwe's independence is celebrated on the eighteenth of April every year. The day is a national holiday. Throughout the country people hold big parties, play or watch games and listen to choirs singing. There are lots of drinks and food for the people at the parties, just like at our own birthdays.

The national anthem is sung and the national flag is hoisted. The president's speech is read during these celebrations. In his speech the president always tells the story of Zimbabwe.

The main celebrations are held in the capital city, Harare. The soldiers of the country parade and then march past the president. There is a fly past by jets from the Air-force of Zimbabwe. The fly past of the jets is usually followed by soldiers jumping from the aeroplanes in the sky to the ground using parachutes. Then there are wonderful displays by the police on motor-bikes and horse-back. The people of Zimbabwe always go to these celebrations in big numbers.





Write

Choose the correct answers.

1. This passage shows us that, to the people of Zimbabwe, the eighteenth of April is _____.
 - A. not a holiday
 - B. a boring day
 - C. a very important day
 - D. a day they don't like
2. The people of Zimbabwe always go to these celebrations in big numbers.
This means that:
 - A. Zimbabwe is a country with very many people
 - B. There are big people in Zimbabwe
 - C. Not many people enjoy the independence celebrations
 - D. Many people enjoy the independence celebrations



Speak and write



Nouns: adding **-es** (or) **-ies** for **many**

Read this paragraph aloud:

Long ago, **missionaries** came to Africa from **countries** over-seas. They built **churches** and schools with many **classes**. They also built hospitals. Many **babies** have been born at the hospitals built by the **missionaries**.

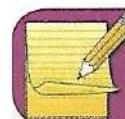
The **missionaries** also taught people to grow crops like **potatoes** and **tomatoes**. They also taught the people to make **dresses**. The people also learned to grow fruit trees which give them good fruits like **mangoes**, **peaches** and **berries**.

Match the words in bold in the passage above with the words in the box below.

Starting with the word in the box below, say it like this:

One **missionary** _____ many **missionaries**.

dress	mango	baby	church	tomato	country
missionary	berry	peach	class	potato	



Write: Extra mile

Adding **-es** and **-ies** to make the nouns **many**

Rewrite this passage changing the nouns in brackets to many.

Gender equality

In many (**country**) today there is gender equality or sex equality. Jobs that used to be for men only are now open to women also. That explains why nowadays we see (**lady**) driving (**bus**) and heavy (**lorry**). In the (**city**), there are women in (**industry**)

like metal-work or wood-work. Some (**lady**) even own their own (**company**) and (**factory**) that produce huge (**quantity**) of goods. One such factory that I know makes pots, plates and (**dish**). Another factory owned by a woman makes cotton (**dress**) for (**baby**). Today, many women run big (**business**) like banks and (**library**). Women also now take part in many sports and (**hobby**); winning many (**trophy**) just like men.



Write

Capital letters

Look at this sentence from Zimbabwe's birthday (Part 1)

Some of the heroes buried at the Heroes' Acre in Harare are Herbert Chitepo, Josiah Tongogara, and Jason Moyo.

We always start with a capital letter when we write:

- names of people, for example, Jason Moyo, Josiah Magama Tongogara
- the proper full names of places and things , for example, The National Heroes' Acre is in Harare.

Chizarira Game Reserve

Beit Bridge is on the border between Zimbabwe and South Africa.

Lake Mutirikwi is near the Great Zimbabwe Ruins.

Rewrite the following passage correctly putting in capital letters:

Zimbabwe's places of interest

Our country zimbabwe has many places of interest. one famous place of interest is the Victoria falls on the zambezi river. other places of interest on the zambezi river are the big kariba dam and the mana pools.

many people who like to see wild animals visit the hwange national park. Those who like to see beautiful country-side go to the eastern highlands or the matopo hills outside the city of bulawayo. many people also visit the great zimbabwe ruins near the city of masvingo or the chinhoyi caves in chinhoyi.



Write

Writing a story

A story is good when it is told or written in good order. Good order means saying the **first things first, then the next, and so on until the last**.

Mpho wrote the life story of one of the heroes of Zimbabwe below. The order is mixed up. Rewrite the story in good order. The years will help you.

Herbert Chitepo

In 1962 Herbert Chitepo fled the country and went to Tanzania.

On 18 April 1975 Herbert Chitepo was killed by a bomb in Lusaka, Zambia.

In 1954 Chitepo became the country's first black lawyer.

After independence, Chitepo's remains were re-buried at the Heroes' Acre in Harare.

In 1963 Chitepo was elected Chairman of ZANU.

Following his death, Chitepo was buried in Zambia.

Chitepo was first buried in Zambia where he died.

Herbert Chitepo was born in Nyanga District on 15 June 1923.

In 1966 Chitepo moved from Tanzania to live in Lusaka, Zambia.

In 1949 he got his first university degree.



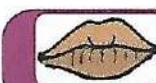
Speak

A short play to act.

A birthday party

In groups of **ten** act a play on the birthday party of one of you. In the play:

- one is the child with the birthday
- one is the announcer of what is happening at the birthday,
- the rest are the friends and relatives.



Speak

Using **before** and **after**

Look at this short paragraph:

This country changed its name to Zimbabwe in the year 1980. **Before** 1980, this country was called Southern Rhodesia. Harare, the capital city was called Salisbury. The name of the capital city was changed from Salisbury to Harare **after** independence.

Note:

- we use **before** for events that happened or happen earlier
- we use **after** for events that happened or happen later

Using the words before and after, answer these questions in full correct sentences:

1. What was Zimbabwe known as before 1980?
2. What was the name of the capital city before independence?
3. When was the name Southern Rhodesia dropped?
4. When did Salisbury become known as Harare?



Write

Write one sentence using each one of these phrases:

- before I go to school
- after school
- before I go to bed
- after the heavy rains
- before the end of the month
- after I greeted the teacher
- before (eating) meals

Revision and assessment 5



Listen

Listen carefully as your teacher tells you about our country, Zimbabwe.

Our country, Zimbabwe

Our country, Zimbabwe is in the continent of Africa. Zimbabwe is a land-locked country. This means it has no sea coastline. It is surrounded by other countries which are: Zambia to the north; Mozambique to the east; South Africa to the south; and Botswana to the west. Zimbabwe has many towns and cities. These include Harare, Bulawayo, Mutare, Masvingo, Gweru, Kadoma, Kwekwe, Bindura, Chinhoyi, Marondera, Chivhu, and Hwange. The capital city of Zimbabwe is Harare. This is where the main government offices are. The office of the president of the country is in the capital city. Before independence in the year 1980, Zimbabwe was known as Rhodesia. Then, the city of Harare was known as Salisbury.



Speak

Take turns to tell the class about our country, Zimbabwe.



Read

Take turns to read aloud the passage **Our country, Zimbabwe** in **Listen** above. Read fluently pausing where there is a comma, and stopping where there is a full stop.



Write

After reading the passage *Our country, Zimbabwe* above, answer these questions in full, correct sentences:

1. In which continent is our country, Zimbabwe?
2. What does it mean to say that Zimbabwe is land-locked?
3. Which country is to the west of Zimbabwe?
4. If you cross Zimbabwe's northern border, which country do you go into?
5. What do you find in the capital city of a country?

**UNIT
11**

Pen-friends (Part 1)



Listen

Your teacher will tell you about pen-friends.

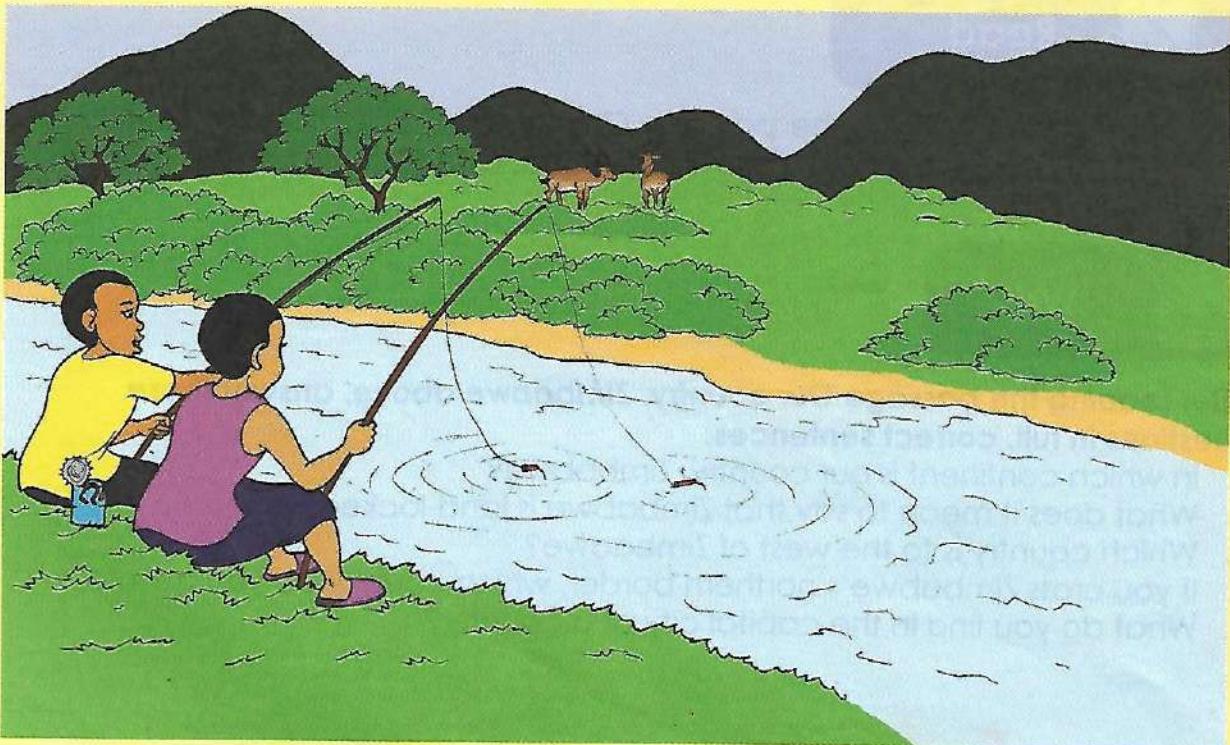


Read

Pen-friends (Part 1)

pen-friend district rural season peaceful quiet
expensive wild breathing urban among

A girl wrote the following paragraphs. She put them in a newspaper.



I am looking for a pen-friend. My name is Sekai Baloyi. I am a girl aged nine. I go to Chilonga School in Chiredzi District. That is where I live with my parents. We see many wild animals from the Gona-re-Zhou Game Park.

This year I am in Grade Three. I like the life in the rural areas. It is quiet and peaceful. There is no noise from cars, buses, lorries and trains. Life in the rural areas is not as expensive as life in the city. This is because we grow our own food crops.

There are beautiful hills, trees and streams in the rural area. In the rainy season the trees have green leaves and beautiful flowers. I enjoy listening to the birds singing in the trees. I enjoy fishing in the streams with clean water. I like watching the red sun setting behind the hills in the west. I enjoy breathing the fresh air among the many green trees and bushes.



Write

Answer these questions.

1. How old is Sekai?
2. Where does Sekai Baloyi live?
3. Who does Sekai Baloyi live with?
4. To which school does Sekai Baloyi go?
5. Is Sekai Baloyi a rural child or a city child?



Speak

Using **likes** or **dislikes**

Do you think Sekai Baloyi **likes** or **dislikes** life in the rural areas? Why do you say so?

Say it like this:

I think Sekai **likes/dislikes** life in the rural areas because _____.



Listen

The silent **t** in words

Listen as your teacher says these two sentences that Sekai Baloyi wrote:

I enjoy **listening** to the birds singing in the trees.

I enjoy **watching** the sun setting behind the hills in the west.

The letter **t** is silent in both **listening** and **watching**.

Say the lines of the poem below correctly after your teacher. It has some words with the silent **t**.

Listening to, and watching the birds

Stretched and sitting in my mother's thatched kitchen,
I often scratch my ears and listen to the birds
As they whistle and sing their endless songs .

And when I hasten out of my mother's thatched kitchen
To fetch the Christmas eggs if they have been hatched,
I often stretch my neck and watch
The birds with their wings out-stretched
As they catch the flying insects
Above my mother's thatched kitchen.

A question to discuss:

Do you think this poem is talking about the rural areas or the urban areas? Give reasons why you say so.



Read and write

Using **because**

Sekai says that life in the rural areas is not as expensive as in the city. Then she says:
This is **because** we grow our own food crops.

Read this short paragraph aloud:

Tendai and Sifiso are friends. They live in different villages separated by a river. One day Tendai wanted to visit Sifiso, but she could not go at once **because** it was raining outside. When the rain stopped Tendai walked out. She could not cross the river **because** it was in flood.

Because is used when we say the reason why.

Use **because** to join the first part of the sentence in the box on the left with the suitable second part of the sentence in the box on the right.

1. I was absent from school		we are their children.
2. We did not see the sun rise		it was too small for me.
3. I do not climb tall trees		I want to hear everything said.
4. Boys and girls are the same		I was left alone at home.
5. Our parents love us		the sky was covered with clouds.
6. I listen very carefully		I was not feeling well.
7. Last night, I was very afraid		I am afraid of falling down.
8. I could not wear the shirt	because	they are all people.



Write

Using the **-ing** in some short verbs

Read this short paragraph:

Yesterday afternoon my mother and I went out **shopping**. Mother bought a new costume for **swimming** and a pair of scissors for **cutting** papers. She also bought a pair of sports shoes for me. The shoes are for **running**. We returned home when the sun was **setting**.

Some short verbs double the last letter before adding **-ing**.

e.g. swim – swimming; cut – cutting; run - running

Rewrite the following sentences correctly with the **-ing** of the verbs in brackets.
Double the last letter before adding **-ing**.

1. I don't like to waste my time (**sit**) here.
2. The boys stopped (**dig**) when it was (**get**) dark.
3. Some people are afraid of (**travel**) by aeroplane.
4. This month our school team has been (**win**) all its games.
5. He was (**cut**) a branch when the whole tree fell down.
6. It started raining when father was still (**put**) up the tent.
7. The strong wind was blowing and (**shut**) the doors and the windows.
8. While the boys were (**run**) the girls were (**swim**).



Speak

More practice using **because**

Look at these two sentences:

We did not go outside to play **because** of the rain.

Because of the rain, we did not go outside to play.

Note that the two sentences are two ways of saying the same thing.

A game to play in pairs:

Using **because**, learner A says a sentence in one way. Then, also using **because**, learner B says the same thing in another way.



Write

Imagine that you are looking for a pen-friend.

Write your own paragraphs to a newspaper like what Sekai Baloyi did.

UNIT 12

Pen-friends (Part 2)

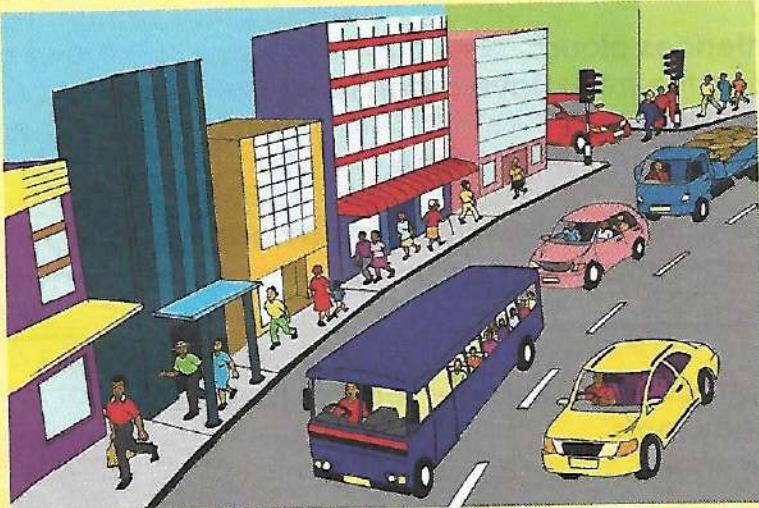


Read

exciting choose life reply events happening wherever

Sekai Baloyi got this reply in the next newspaper:

I would like to be your pen-friend, Sekai. My name is Dennis Moyo. I am a boy aged ten. I am in Grade Four at Hilltop Primary School in Kwekwe. I live with my parents in Kwekwe. Kwekwe is a city between Gweru and Kadoma. I like to live in town. Town life is different from rural life. Town life is very easy and exciting. There are many interesting events happening in town. You can choose which school, hospital, church or store to go to. There is good transport to take you wherever you want to go to.



Sekai Baloyi and Dennis Moyo became good pen-friends. They were writing to one another every month.



Write

Answer these questions.

1. Is Dennis Moyo a boy or a girl?
2. How old is Dennis Moyo?
3. Where does Dennis Moyo live?
4. To which school does Dennis Moyo go?
5. Is Dennis Moyo a rural child or a city child?



Speak

Using **likes** or **dislikes**

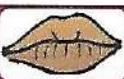
Do you think Dennis Moyo likes or dislikes town life? Why do you say so?



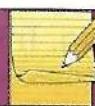
Write

Writing about **oneself**

Sekai Baloyi and Dennis Moyo wrote about themselves. You want to be Sekai Baloyi's pen-friend, just like Dennis Moyo. Write your own newspaper reply to the paragraph written by Sekai Baloyi. (see how Dennis Moyo wrote his reply) You should write your paragraphs in 8 – 12 lines.



Speak and write: Extra mile



More about **nouns**.

Read these two sentences aloud:

1. In the rainy season the trees have green **leaves**.

We say one **leaf** many **leaves**.

Rule: drop the **f** and replace it with **-ves**.

Say the word for many for the following nouns by adding -ves.

life

thief

half

wolf

shelf

leaf

wife

calf

knife

2. People use straight poles to build the **roofs** of their huts.

We say one **roof** many **roofs**

Rule: add **-s** to the noun

Say the word for many for the following nouns by adding -s.

chief

cliff

roof

belief

dwarf

hoof

cuff

The words for **many**

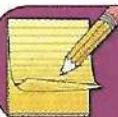
Rewrite the following paragraph changing the words in brackets to mean many.

A funny belief

People have many strange (**belief**). One belief is that there were very small people called (**dwarf**) who lived very long (**life**). The (**dwarf**) spent all their (**life**) working for their (**chief**) who had many (**wife**) each. It is said the (**dwarf**) built their huts only on (**cliff**). They used dry palm (**leaf**) to thatch the (**roof**). They kept (**wolf**) and ate

the meat of their (**calf**) only. They cut the (**calf**) into (**half**) using sharp (**knife**). Then they ate half of the meat and left the rest on wooden (**shelf**) for their gods. But it is believed that the (**thief**) would come at night and take away the meat from the wooden (**shelf**). The (**chief**) did not allow the (**dwarf**) to eat the meat from animals with (**hoof**) like goats, sheep or cattle.

Read aloud the paragraph you have written.



Write

between and **among**

Sekai Baloyi wrote:

I enjoy breathing fresh air **among** the many trees and bushes.
(among more than two trees)

Dennis Moyo wrote:

Kwekwe is a city **between** Gweru and Kadoma.
(between two cities)

Rule: we use **between** for two things; and **among** for more than two things.

Complete the sentences using **between** or **among**.

1. I shared the sweets _____ the two boys.
2. Father shared the oranges _____ the five girls.
3. Our school is _____ the clinic and the church.
4. My brother was _____ the passengers on the bus.
5. Who is older _____ you two girls?
6. I am the youngest _____ the learners in my class.
7. The learners in our group were talking _____ themselves.
8. He cut himself _____ his eyes.
9. Which city is bigger _____ Bulawayo and Harare?
10. That boy likes to stay _____ the girls.



Write

A **letter** to a pen-friend

In 3 - 4 paragraphs write a letter to your pen-friend telling him/her about an important **community project** that the people in your area are working on.

Examples of community projects are:

planting trees
market gardening
keeping poultry
building a clinic
building a bridge

moulding bricks
digging a water-well
building a school
digging a trench for water pipes

Tell your pen-friend how the project is going to help the people in your community. Remember that a letter has:

- an address and the date
- a greeting which says: Dear _____
- the body of the letter in paragraphs.
- an ending, which says: Your loving friend
- your name at the end.

Begin by saying:

I am happy to write this letter to you telling you about a _____ in the area where I live.

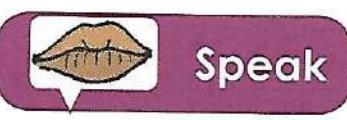


More practice with: **between and among**

Re-write the following paragraph filling in: between or among

When I saw some boys playing football, I went there to look for my brother.

I was sure to find him _____ the football players. First I looked for him _____ the two goal-posts. He was not there. Then I saw him _____ the many players on the field. There was a distance of about ten metres _____ me and where he was standing. I called out his name. But he could not see me because I was standing _____ a large number of spectators. Just then the ball came rolling out of the field _____ my two legs. When my brother ran over to pick the ball that is when he saw me _____ the spectators.



Using since

Look at these sentences:

He has been working **since** morning.

It has been raining **since** yesterday.

I have lived here **since** I was born.

Note:

We use since for saying from a particular point in time until now.

(a) **Using since, complete these sentences:**

1. It has not rained here _____.
2. I have not seen my friend _____.
3. The children have been singing _____.
4. My brother has been a farmer _____.
5. He has been travelling by bus _____.

(b) **Make your own sentences using since.**

UNIT 13

End of term 1 revision and assessment



Listen and speak



The **a** sound as in **at/man/mad/happy**

Listen to your teacher's model reading of the poem below. Afterwards say what this poem is talking about. Take turns to recite the poem.

The happy man

At sunset

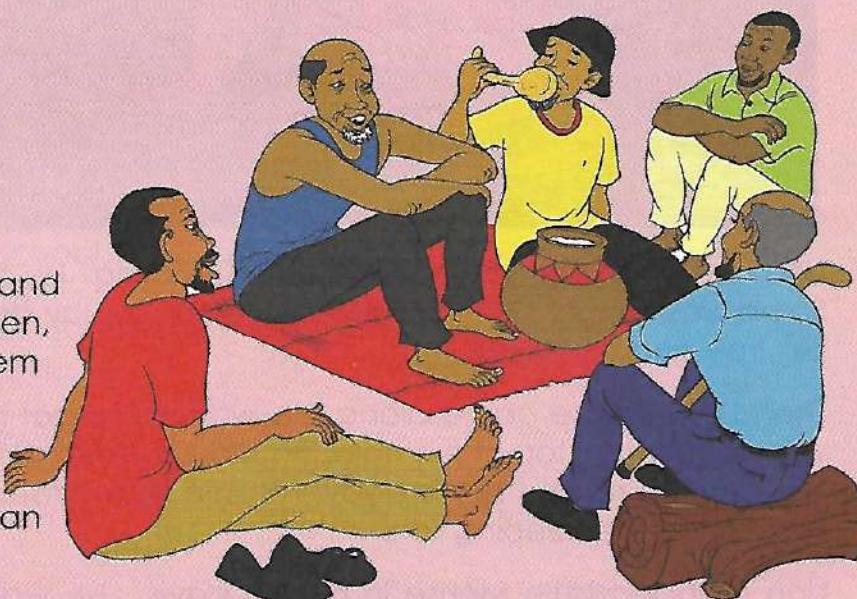
As I ran in the sand near the dam
I saw a happy man with a black hat
And a handbag in his hand.

I'm glad

That the happy man
Was not a mad man;
For he looked at me
Happily.

Then the happy man
Sat on a flat mat in the sand
With four other happy men,
And began to talk to them
Happily as they drank
From an old clay pot.

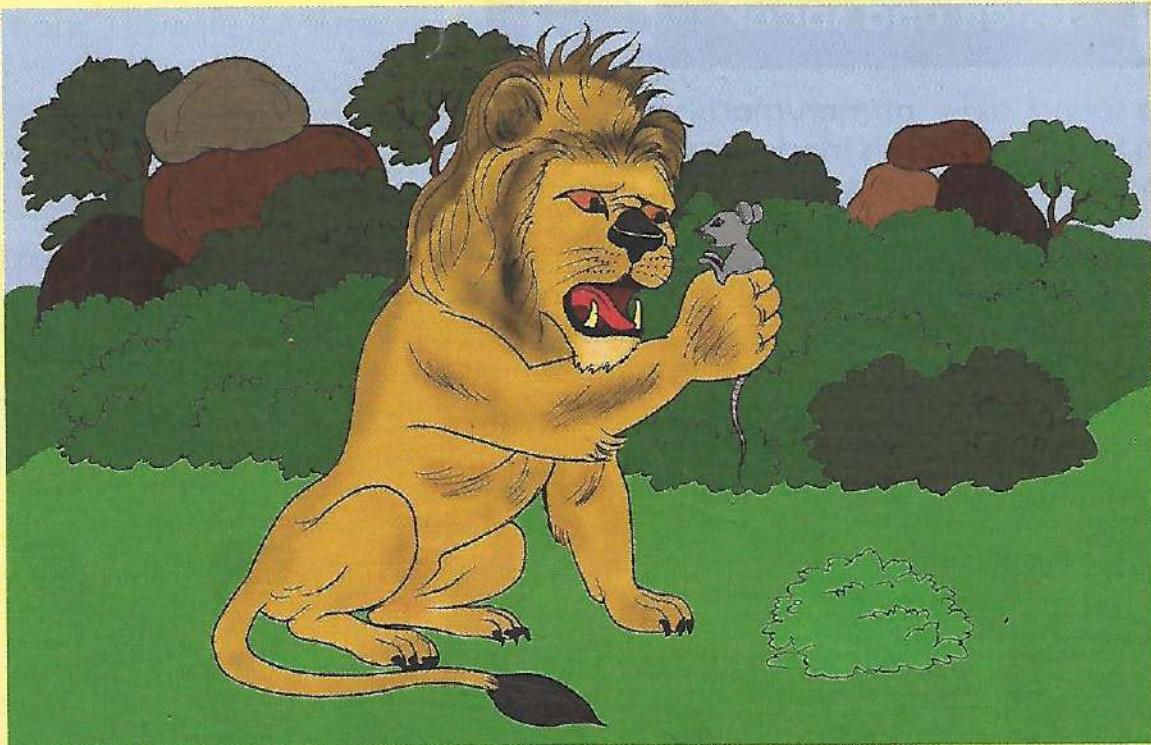
I looked at the happy man
Again and again
Then I saw
That the happy man,
With a black hat
Was in fact,
My dad.
Back from
One of his many trips.





Read

The Lion and the Mouse



Lion had been hunting in the forest all morning. He did not kill any animal. So he was hungry. He was also very tired. He lay down in the shade of a big tree and fell asleep.

Then Little Mouse came along. He wanted to get into his hole, but Lion was sleeping on top of the hole. So Mouse could not go into his hole. Little Mouse then ran on Lion's body. His little legs scratched Lion's body. This awakened the sleeping lion.

Lion grabbed Little Mouse in his big paws. He wanted to swallow little Mouse. The little Mouse cried for mercy. He cried, "Please forgive me. One day I may be able to help you." So Lion let little Mouse go.

Then one day Lion was hunting again. Then he was caught in the nets of the hunter. Little Mouse came along and cut the nets with his small sharp teeth. He cut a big hole. Lion was able to get out of the hunter's nets.

In numbers 1 – 6 choose the correct answer.

1. Lion was tired because he had _____.
A. fallen asleep B. been hunting all morning
C. killed a big animal D. afraid of the hunters
2. This story shows that lions _____.
A. feed on leaves and grass B. are very friendly to people
C. feed on meat D. have sharp teeth
3. The mouse could not get into its hole because _____.
A. Lion was sleeping on it B. it was afraid of the lion
C. there was a net D. there was no hole
4. Which is true?
A. The lion was killed by the hunters
B. The lion killed the mouse
C. The mouse was caught in the nets
D. The mouse saved the lion
5. For Lion and Mouse, this story _____.
A. has a sad ending B. has a happy ending
C. shows that lions are dangerous D. was told by the hunter
6. This story shows that if you are good to others, they will one day _____.
A. forget you B. help you
C. ask for mercy D. run away from you

In numbers 7 - 11 which word has a different sound from the others?

7. A. cat B. hat C. set D. sat
8. A. donkey B. monkey C. money D. honey
9. A. hip B. whip C. sheep D. ship
10. A. look B. broom C. cook D. wood
11. A. height B. light C. white D. wheat

In numbers 12 – 16 choose the right word to fill in the space.

12. Some learners go to school ____ bus.
A. in B. with C. by D. on
13. In class I sit ____ Janet and Peter.
A. to B. among C. for D. between
14. My shirt is different ____ yours.
A. with B. by C. from D. to
15. The lessons start ____ eight o'clock in the morning.
A. in B. at C. to D. for
16. I go to school ____ foot.
A. on B. by C. with D. under

In numbers 17 – 20 choose the right word to complete the sentence.

17. We boil water in a _____. (A. cattle/B. kettle)
18. A shepherd looks after _____. (A. ship/B. sheep)
19. My dog sleeps near ____ puppies. (A. its/B. it's)
20. I visited my aunt last _____. (A. week/B. weak)
21. It was ____ cold to play outside. (A. to/B. too)

In numbers 22 – 24 choose the correct verb to fill in the space.

22. I enjoy _____ television. (A. watch B. watches C. watching)
23. Every night our dog _____. (A. bark B. barks C. barking)
24. Mary _____ herself everyday. (A. washes B. washing C. wash)

In numbers 24 - 29 choose the correct answer to fill in the space.

25. I did not hear what was said _____ of the noise.
A. and B. because C. when D. as
26. In the word: know which letter is silent?
A. k B. n C. o D. w
27. A _____ sells meat in a butchery.
A. shepherd B. farmer C. baker D. butcher
28. A dog _____.
A. crows B. barks C. roars D. mews
29. I understood everything that was _____ at the meeting.
A. said B. says C. saying D. say

In number 30 choose one sentence that is correctly written.

30. A. themba james and john are my brothers
B. Themba James and John are my brothers.
C. Themba, James and John are my brothers.
D. Themba, James and, John are my brothers

Paper 2



Read

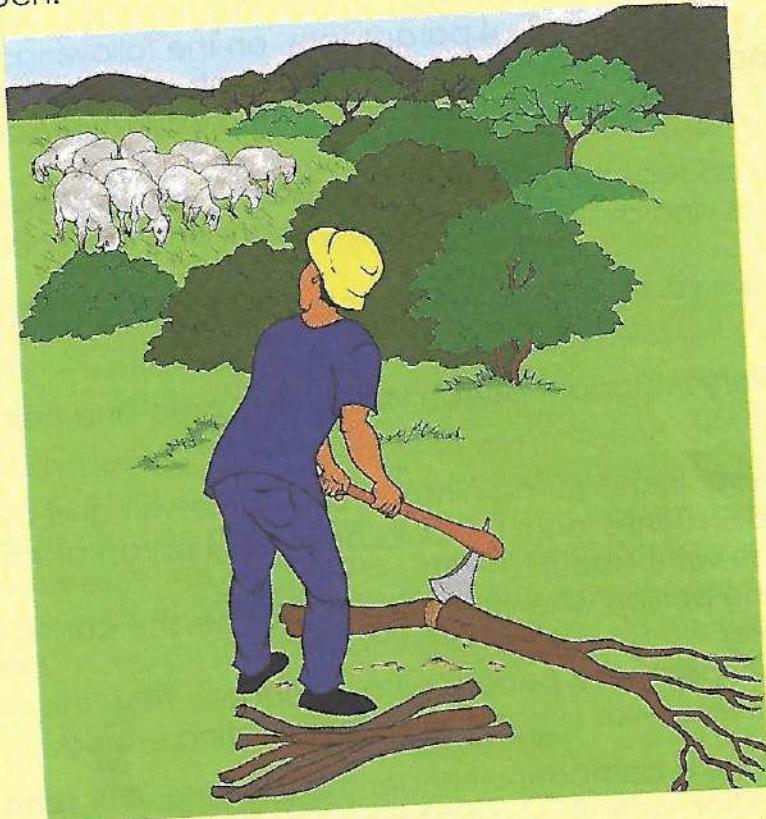
Old Mugeyi and his two sons

Old Mugeyi was a widower. His wife had died many years back. He lived in a small brick house with his two sons: Bhebhe the hunter and Jani, the shepherd.

One morning Old Mugeyi called his older son, Bhebhe. He said to Bhebhe, "Go into the forest. Cut some firewood for me. I want to make a big fire to warm myself in the evenings."

Bhebhe replied, "I will do that." After that Bhebhe went into the forest with his spear. He spent the whole day hunting. At sunset Bhebhe returned home with no firewood. Old Mugeyi was disappointed.

The next day Old Mugeyi said to Jani, "Go and cut some firewood for me." Jani just listened without saying a word. Afterwards, Jani went into the forest with his flock of sheep. While the sheep were grazing, Jani cut some firewood. At sunset Jani brought home a big bundle of dry firewood. This pleased Old Mugeyi very much.



Write

Answer the following questions in full, correct sentences.

1. What is a widower?
2. Where did Old Mugeyi live?
3. How many children did Old Mugeyi have?
4. Who was the older of the two sons?
5. Of the two sons who was the hunter?
6. Of the two sons who was the shepherd?
7. What did Old Mugeyi want the firewood for?
8. Why was Old Mugeyi disappointed?
9. What pleased Old Mugeyi at the end?
10. (a) Which of the two sons was good to his father?
(b) Why do you say he was good to his father?



Write

Choose only one of the questions below.

1. In 8 – 12 lines write a composition under the heading **My best friend**. The composition should be in 3 - 4 paragraphs on the following:
 - your friend's name, sex, age, home, church, mother language
 - what he/she looks like, (for example, complexion/hair/size/face/head/legs etc.)
 - what you do together (for example, games, work, learning, visits etc.)
 - his/her likes and dislikes (for example, what kind of people, foods, clothes etc.)
 - why you like your friend (for example, helpful, kind, clever, strong, smart etc.)
2. Last week a very important person visited your area and held a meeting with the people.

Write a letter to your friend telling him/her about the visit and the meeting. Your letter should be 8 – 10 lines long. It should be in 3 - 4 paragraphs.

In your letter, write about:

- the name of the person who visited, day, how he/she came, for example, by car or helicopter
- the meeting: where, the people who attended, how the meeting started, what was said, what was agreed, how the meeting ended.

3. In 8 – 12 lines write a composition under the heading **Our school**.

In your composition write 3 – 4 paragraphs about:

- its name, where it is, for example area/district, place
- the school head, the teachers, the learners
- its buildings, its grounds and gardens, its surroundings
- why you like your school or why you dislike your school.

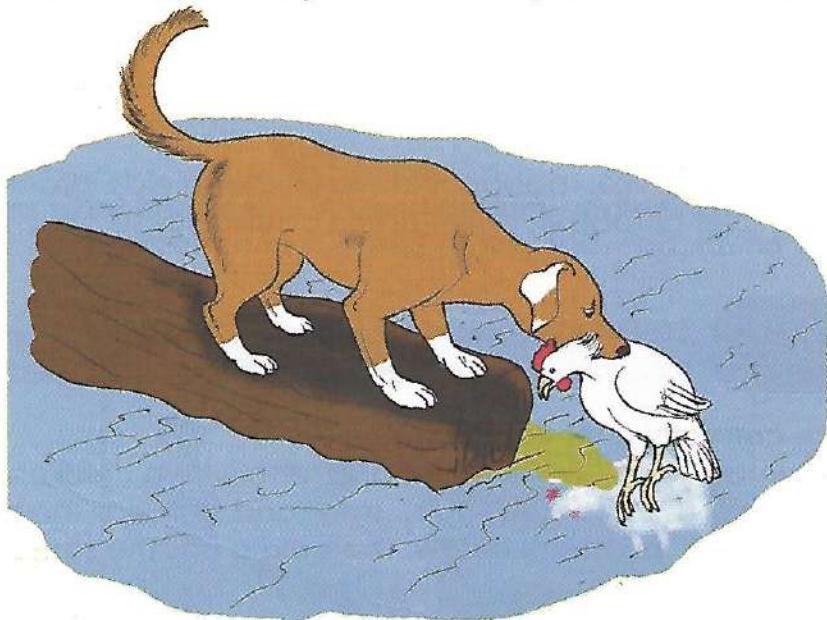


Read

The greedy pet dog

greedy bush chicken stream crossing pet decided
dropped sank jaws waves angry bottom whole

One day a greedy pet dog stole a whole chicken from a kitchen and ran into the bush. With the chicken in its jaws, the greedy pet dog came to a stream with water. Before crossing the stream, the pet dog stopped and looked down into the water. There in the water, the greedy pet dog saw what looked like another dog also with a chicken in its jaws. The greedy pet dog decided to have that other chicken in the jaws of the dog it saw in the water.



The greedy pet dog opened its jaws to bark at the dog in the water. The chicken dropped into the water, making waves. The chicken sank to the bottom of the water. After the water waves had settled the greedy pet dog saw the other dog in the water, this time with no chicken in its jaws. The greedy pet dog was very angry with itself.



Speak

Answer these questions.

1. Was the dog in this story a good dog or a bad dog? Why?
2. What do you think the dog saw in the water? Another dog or itself?
3. Did the greedy dog eat the chicken it had stolen? What happened?
4. What do we learn from this story?



Write

Writing good stories

One day a greedy pet dog stole a whole chicken and ran into the bush.
It's good to start a story or the news with: **One day** _____

You may also begin your story with these:

- Last week / month / year _____
- One dark night _____
- On Sunday / Saturday / Tuesday _____
- Two days ago / week ago / months ago _____

Write your own short story with any of the beginnings above. Start like this:
_____ I heard our dog barking without stopping.

Then write the short story with the help of the following questions and lines:
What did you think at first? When you looked, what did you see? So, what was the
dog barking at?

Some notes to help you:

Dogs bark at many things, like: baboons in the garden/fields, strangers walking
past your home, a thief or robber, animals like cattle and so on.



Listen

Say this sentence correctly after your teacher.

The pet dog **saw** what looked like another dog, also with a chicken in its **jaws**.

The letter **a** in the words: **saw**, **jaw**, **talk**, **small** and **stalk** has the same sound.

Read and learn to recite the poem below. The bold **a has the same sound as in **saw**:**

The hawk and the rat

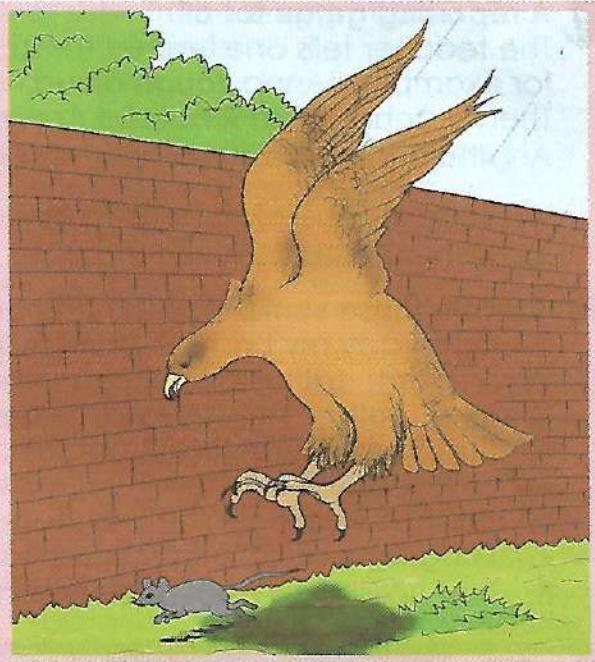
As I lay all by myself on the lawn under the pawpaw tree one warm dawn, I saw a small rat with raw stalks of grass in its small jaws.

With its small paws, the small rat was about to crawl up the tall walls of the big hall.

Then, as I was yawning I saw a big hawk in the sky above the tall walls of the big hall.

With awesome speed, the big hawk swooped down like a falling ball.

And without warning, picked the small rat with its sharp claws.



Speak and write



Verbs can tell us that something happened in the past.

Look at this sentence from the story **The greedy pet dog**.

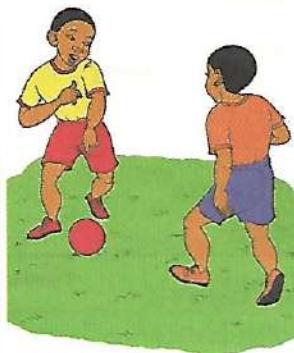
The pet dog **looked** down into the water. (**looked** comes from **look**)

We add **-ed** to the verb **look** to show that this happened in the past, like: yesterday, last week, last month, last year, some time ago and so on.

(i) The pictures below show what happened.

Tell the class **what happened in each picture beginning with the words given.**

Remember this happened in the past so we add **-ed** to the action words (verbs)

(i)	(ii)	(iii)	(iv)
			
Yesterday, the girl _____	Last week, the boys _____	On Sunday, the horse _____	This morning, mother _____

(ii) **A reporting game for all**

The teacher tells one learner to do one action only at a time:
for example, "Anna, **laugh** aloud."

Then teacher asks: What did Anna do? Tell the class.

Another learner tells the class: "Anna **laughed** aloud."

When telling the class what happened in the past we add **-ed** to the verb to show that it happened in the past.

(iii) **Rewrite these sentences with the correct form of the verbs in brackets.**

1. Yesterday my brother (**boil**) some eggs for us.
2. I (**greet**) father on his return from work last night.
3. She (**polish**) her shoes last week.
4. Last Sunday we (**pray**) for rain.
5. Last year the learners in my class (**work**) very hard.
6. Mother (**wait**) for the bus yesterday morning.
7. Long ago, people (**cross**) the big rivers in wooden boats.
8. Last holiday I (**visit**) my friend in the city.



Using **before** and **after**

The three pictures show what mother did, first, second and third.

1.	2.	3.
 <p>First, mother washes her hands before eating her food.</p>	 <p>Next, mother eats her food after washing her hands. She eats before brushing her teeth.</p>	 <p>Lastly, mother brushes her teeth after eating her food.</p>

(i) **Answer these questions from the pictures above.**

1. What did mother do **before** eating the food?
2. What did mother do **after** eating the food?
3. What must you do **before** eating food?
4. What must you do **after** eating food?

(ii) Rewrite these sentences filling in **before** or **after** in the empty spaces.

1. You should knock first _____ you open the door.
2. All the rivers were full _____ the heavy rains.
3. This school was built long _____ many of us were born.
4. It gets dark _____ sunset and we cannot play the outside games.
5. Please do not get out of the bus _____ it has stopped moving.
6. She made some tea for us _____ boiling some water on the fire.
7. You should look out for motor-cars _____ crossing that busy road.
8. _____ killing the dangerous snake, we burnt it.



Speak

Using: **each other / one another**

Look at these two sentences.

My brother helps my sister. My sister also helps my brother.

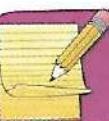
We can say the two sentences as one sentence like this:

My brother and sister help each other. (or) My brother and sister help one another.

(a) Using **each other / one another** join every pair of sentences below into one sentence

1. The boys were talking to the girls. The girls were talking to the boys.
2. Jonas is playing with Kuda. Kuda is playing with Jonas.
3. Agnes looks like her sister. Her sister also looks like Agnes.
4. James thanked Peter. Peter also thanked James.
5. The wife greeted her husband. The husband also greeted his wife.
6. You help me. I help you.
7. The bus collided with a lorry. The lorry collided with the bus.
8. In class, Maria sits close to Jane. Jane sits close to Maria.
9. Because of the noise, Sam could not hear me. I could not hear Sam.
10. Sarah was angry with her brother. The brother was angry with Sarah.

(b) Say your own sentence using **each other/one another**.



Write

More about the **opposite gender**

Look at these two sentences

A woman whose husband has died is called a **widow**.

A man whose wife has died is called a **widower**.

The opposite gender of **widow** is **widower**.

(a) Re-write the sentences below, replacing the underlined male name with its correct (**opposite gender**) (female name) from this box:

mayoress actress air-hostess manageress prophetess shepherdess priestess bride

1. When I grow up, I would like to be an air-host.
2. I read an interesting story about a famous prophet.

3. The bridegroom was smiling throughout the wedding.
4. The city now has a new mayor.
5. The shepherd was looking after the flock of sheep.
6. The best actor in the play got a prize.
7. There is a new priest at the local church.
8. That hair salon is under a good manager.

(b) **Say each of the new sentences you have re-written.**



Speak

A game to play in pairs:

Imagine that you are looking for a pet dog at the SPCA (**Society for the Protection and Care of Animals**).

One learner takes the place of the person in charge at the SPCA asking the questions below.

Another learner answers the questions in full, correct sentences. You may give more information in each case.

SPCA person: Hello! Good morning. Who are you; and what can I do for you?

You: _____.

SPCA person: What do you want a pet dog for?

You: _____.

SPCA person: What kind of pet are you looking for?

You: _____.

SPCA person: Do you want a male or a female pet dog?

You: _____.

SPCA person: How old is the pet dog you are looking for?

You: _____.

SPCA person: Where do you live; and where will you keep the pet dog?

You: _____.

SPCA person: What will you feed the pet dog?

You: _____.

SPCA person: Have you had any pet dogs before?

You: _____.

SPCA person: What name will you give to the pet dog that I will give you today?

You: _____.

SPCA person: Come inside and choose the pet dog you like from these.

You: _____.

UNIT 15

More about pet animals



Read

Pets

pet
popular
protection

friend
monkeys
donkeys

strangers
ticks
diseases

bark
shelter
humans

different
cruel

A pet is an animal that is kept as a friend. When people get lonely, pets are sometimes their only friends. Pet dogs are sometimes kept for protection. A good pet dog will bark at, or even bite strangers.

Animals kept for work or for sports are not pets. Race horses are therefore, not pets. Donkeys that are kept to pull carts are not pets. Animals that are kept for their meat or milk are also not pets.

The two most popular pets are dogs and cats, but some people

also keep birds, as pets. Even other wild animals that we usually see in the bush such as lions, baboons, and monkeys are sometimes kept as pets in people's homes.

Pets can cause injuries to their owners. Sometimes pets bite their owners or other people. Pets can also bring ticks and flies into the homes, causing diseases to their owners. Pets are like human beings. They like good shelter from the cold weather or the rain or the hot sun. They also like good food and clean living places. It is cruel to kick or beat pets.





Write

Answer the following questions from the passage you have read.

1. What is a pet?
2. Are pets kept for their meat?
3. Which pet is also kept for protection?
4. What is cruel to do to a pet?
5. Can wild animals be kept as pets?
6. Which are the two most popular pets?



Speak

Discuss in your groups then answer this question:

Do you think the person who wrote this passage likes pets or dislikes pets?
Why do you say so?



Write

Did you understand the passage about pets?

Now complete the statements below.

It is right ____ or It is wrong ____

1. _____ for people to keep pets in their homes.
2. _____ for people to protect their pets from bad weather.
3. _____ for people to kick or beat their pets.
4. _____ for pet dogs to bark at strangers.
5. _____ for people to keep wild animals as pets.
6. _____ for pets to be given good food.
7. _____ for pets to be treated like humans.



Read and write



verbs that end with the letter -e, for example, love, smile,

Read this short paragraph telling us what happened in the past:

Last year I **behaved** very well in class and my teacher really **liked** that. Even the other learners in my class **praised** me for that. My teacher **promised** to give me a prize for that. Then, last week my teacher **decided** to give me the prize of a story book. Yesterday the story book **arrived** from the book-shop. I **smiled** when I **received** the new book from my teacher. Last night I read one of the stories in the book. It is a story about how a widow **raised** her family of six children all by herself. A widow is a woman whose husband has **died**. The widow **loved** all her children and **worked** very hard for them.

Rule: for verbs that end with the letter **e** just add **-d** when saying things that happened in the past, for example, Now I smile – Yesterday I smiled

Rewrite these sentences with the correct form of the verbs in brackets.

1. Last night father (**arrive**) home late.
2. A long time ago, God (**create**) the world.
3. At mid-night, a thief (**force**) his way into the shop.
4. Many, many years ago people (**live**) in caves.
5. This morning my sister (**decide**) to go to school by bicycle.
6. When I was a baby I (**love**) my mother's milk.
7. When she was young she (**hate**) dogs.
8. When it was raining, we (**waste**) a lot of water; now there is no water left in the tank.



Read and Speak



The sound of the letter **u**

Say these sentences correctly after your teacher:

- (a) The two most popular pets are dogs and cats, **but** some people also keep birds, and even snakes as pets.
- (b) Even other wild animals that we see in the **bush** are sometimes kept as pets.

The **u** in **but** has a different sound from the **u** in **bush**.

Repeat this poem. Take note of the sound of the **u in the different words.**

The **u** has the same sound as in **bush**. The rest have the same sound as in **but**.

When the bus breaks down

When the school bus breaks down,
We **pull** and **push** up the slope;
Push and **pull** in the dust or mud
Pull and **push** in our big numbers.
When the school bus breaks down,
And we must just go to school,
We brush our rubber shoes and
put them on.
And run and hurry past the
club huts.
We take the short-cut that
runs through the **bush**.
But it's not fun to run under
the hot sun,
As we hurry at **full** speed
to school
Even when there's thunder
in summer.





Write

Using: **a few, a little**

Read this paragraph:

A **few** days ago, I went to the small dam near my home. The dam is **a few** metres from the main road. A **few** years ago, this dam had a lot of water and **a little** sand at the sides. Now there is a lot of sand and **a little** water left in the small dam.

We use **a few** for things that we can count and **a little** for things that we cannot count.

Rewrite the following sentences filling in (a few), or (a little) in the blank spaces:

1. Your father is just _____ years older than my father.
2. Mother likes her tea with _____ sugar in it.
3. He is now a very old man with _____ hair left on his head.
4. There are _____ days left before schools close for the long holidays.
5. There was _____ rainfall last week.
6. Our class has _____ girls and many boys.
7. I cut my finger and lost _____ blood.
8. Boiled eggs taste good with _____ salt.



Write

Under the heading My pet dog, write three paragraphs about your pet dog by answering these questions below in full, correct sentences.

My pet dog

Begin 1st paragraph by saying:

I have a pet dog called _____. Who gave you this pet dog, when? Is it a female or a male dog? How old is your pet dog now?

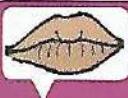
2nd paragraph:

Is your pet dog big or small in size?

Is your pet dog fat or thin? What colour is your pet dog? Are its ears and eyes big or small?

3rd paragraph:

What do you feed your pet dog on? Do you sometimes take a walk with your pet dog? What does your pet dog do when it sees strangers or other dogs? Do you like your pet dog very much?



Speak

Using **in** and **into**

Look at this short paragraph:

There were a few people in the hall. But more people were walking **into** the hall. The air **in** the hall was hot. So the windows were opened. A cool wind started blowing **into** the hall. More fresh air was now coming **into** the hall. Then the air **in** the hall became cool. This was good for the many people now in the hall.

Note: **in** means already inside a place or a container.

into means moving from outside to the inside of a place or a container.

(a) Complete these sentences with **in** or **into**.

1. Go and throw the rubbish _____ the rubbish pit.
2. The people _____ the church were singing.
3. The rat ran _____ the hole.
4. The river flows _____ the dam near the school.
5. There are many farmers _____ my home district.
6. Father keeps his money _____ the bank.
7. He dropped the bottle and it broke _____ many small pieces.
8. Mother added some sugar _____ her tea.
9. There are more girls than boys _____ our class.
10. My father keeps his cellphone _____ his pocket.

(b) Say your own sentences with **in** or **into**.

UNIT 16

The boy called Thulani



Listen and speak



Your teacher will tell you about his journey by bus. Listen carefully. Answer the questions that your teacher will ask you.



Read

The boy called Thulani

parents
uncle
holidays

rural
aunt
visit

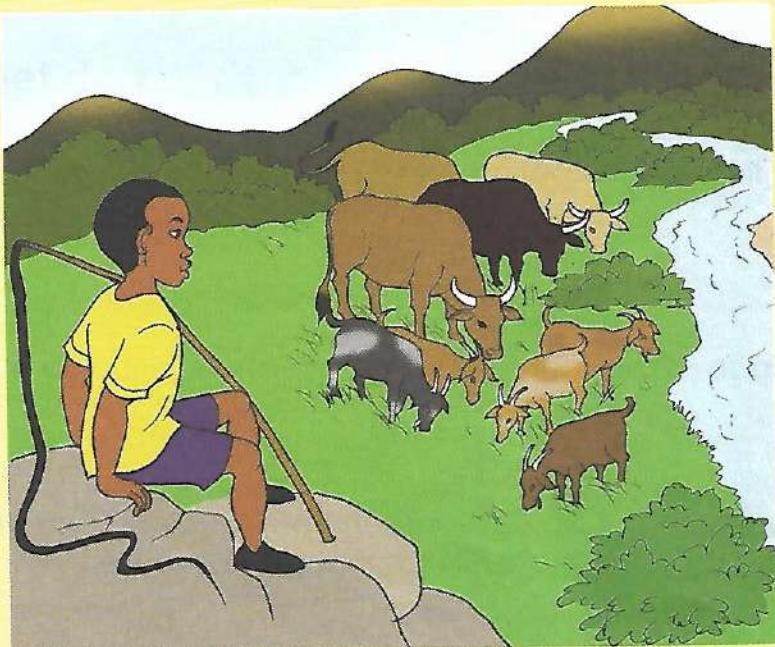
peasant
nephew
weekends

sorghum
butcher
excited

during
piece

Thulani lives with his parents in the rural areas. His parents are peasant farmers there. They have a small piece of land. On this piece of land they grow some sorghum and maize. Thulani's parents also keep a few cattle and goats. After school and during weekends Thulani looks after the cattle and the goats.

During the school holidays Thulani is going to visit his uncle and aunt. Mr Mpofu is Thulani's uncle; and Mrs Mpofu is his aunt. Thulani is Mr and Mrs Mpofu's nephew. Mr Mpofu and his family live in the city of Bulawayo. Mr Mpofu is a butcher there. A butcher sells meat in a building. Thulani has never been to a large city before. So he is very excited about going to Bulawayo.





Write

Choose the correct answer

1. Thulani is excited about going to Bulawayo because he _____.
A. was going to eat lots of meat B. has never been to a large city before
C. was herding cattle and goats D. has been to Bulawayo before
2. Who lives in Bulawayo?
A. Thulani
B. Thulani and his parents.
C. Thulani's parents
D. Mr and Mrs Mpofu.
3. When is Thulani going to Bulawayo?
A. During the school holidays.
B. During the weekend.
C. After school.
D. Tomorrow.
4. This story shows that Thulani is _____.
A. a peasant farmer.
B. the son of a butcher.
C. a schoolboy.
D. not a schoolboy.



Listen



speak and read



the long a: in ar

Listen as the teacher says this sentence from the story **The boy called Thulani**.

Thulani's parents are peasant farmers.

The words: are and farmers, have ar: which has a long a: sound

(i) Repeat the lines of this poem after your teacher. Remember the blue ar in the words have a long a sound.

Look at the poem in the box again. Say all the words with the underlined ar in the poem.

I often _____

I often march to the market before it starts to get dark

Not just to buy a jar of fresh milk from the farms far away.

But to see the smart guards as they march just before it starts to get dark.

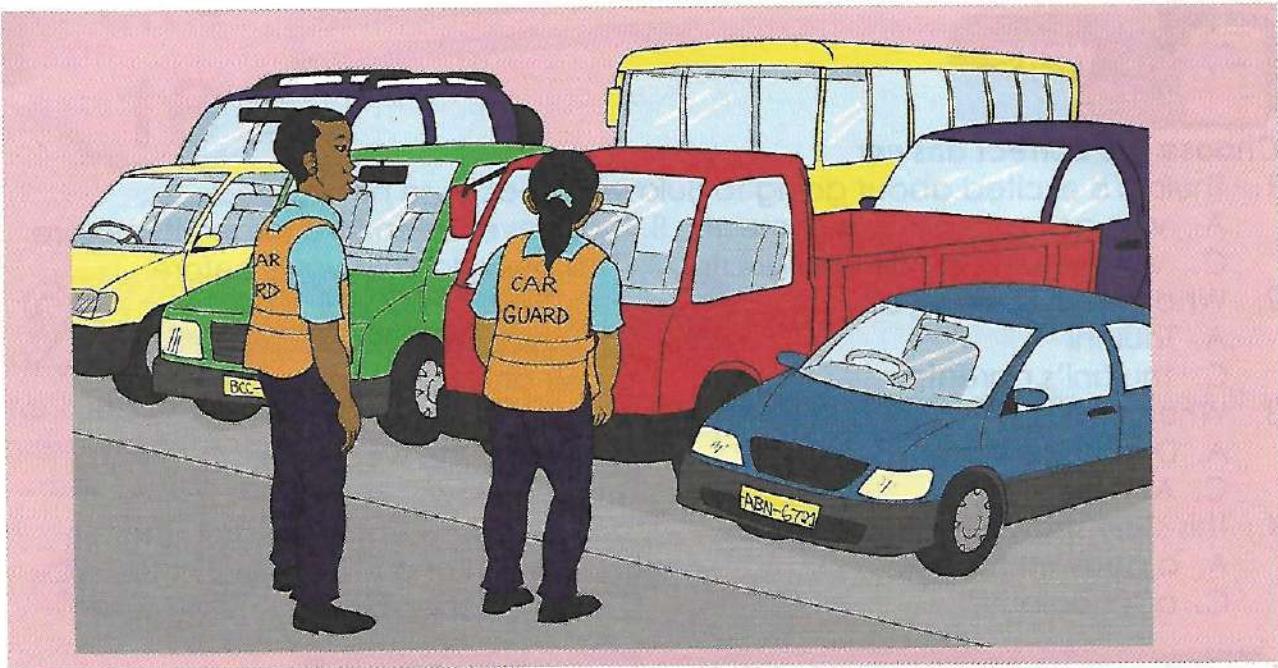
The smart guards look after the cars parked in the car park of the market.

There are always large and small cars in the car park of the large market;

And when the large dogs of the smart guards bark and charge at me,

I run into the large arms of one of the smart guards.

With my heart beating fast.



Write

These words are in the story **The boy called Thulani**.

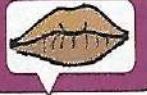
butcher uncle city peasant aunt

Fill in the blank spaces with the words above.

1. A large town like Bulawayo is called a _____.
2. A _____ sells meat in a butchery.
3. A _____ is a farmer with a small piece of land.
4. Your father's or mother's brother is your _____.
5. Your father's or mother's sister is your _____.



Listen and speak



The silent e

Listen as your teacher says these sentences from the story **The boy called Thulani**:

Thulani's parents also keep a few cattle.

Mr Mpofu is Thulani's uncle.

In the words **cattle** and **uncle**, the e is silent.

- (i) Say the lines of the poem below. Note that the underlined e is silent.

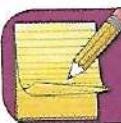
A mistake

I made a mistake on Tuesday
And asked my uncle for six cents only,
To buy one ripe apple in a fruit store.

I should have asked for nine cents
For that was the true price of one apple.
I had read the price as 6 instead of 9.
Because I read the 9 up-side down.

6

9



Write

Paragraphs

Look at the first **paragraph** in the story **The boy called Thulani**. The paragraph tells us where Thulani lives and a few other things about Thulani.

Write a short paragraph about where you live by answering these questions in full sentences:

Where I live

Do you live in the rural areas or in an urban area? What is the area you live in called? Is it a hilly, flat, wet or dry area? In which district is the area you live in? Is there a road, a stream, or a river that passes through the area where you live? Who do you live with? Are there many or a few people in the area you live in? Would you say the area you live in is a quiet or a noisy area? Do you enjoy or dislike living in that area?



Speak

A game to play in groups: A **dialogue**

In a **dialogue** two or more people are talking or discussing.

Imagine that you are on a bus travelling to the city. The learners in your group are the other passengers you are travelling with on the same bus. The bus makes a stop at a famous place. The famous place could be: a school, bridge, mountain, township, farm, hospital, college, mine, dam or heritage site. For example: the Great Zimbabwe Ruins, local Heroes' Acre, Chinhoyi Caves or a game park.

In your group, make a dialogue. In the dialogue you must give each other a chance to speak about the place you have chosen.

You are also allowed to ask the people in your group. Things to talk about may include: name of the place, what makes it famous, how the place helps the people and the country, and so on.



Write

Asking questions using: what, where, when, how, why.

Imagine that you are on the bus.

Write the questions that you may ask the passenger sitting next to you:

1. His/her name (*the passenger sitting next to you*).
2. Where he/she is going.
3. The time the bus arrives in the city where you are going.
4. The average speed of the bus.
5. The name of the bus company that runs the bus.
6. Why the police keep stopping the bus.
7. The distance left, in kilometers to the city.
8. The number of passengers the bus is allowed to carry.
9. Why the bus should not carry standing passengers.
10. Why passengers should not throw litter through the bus windows.
11. Whether you may open/close the bus window beside you.



Write

Using **too**

Look at these two sentences:

The river is wide; and very deep **too**. It has small fish and big fish **too**.

In the two sentences above, **too** means **also**.

Write five sentences of your own in which you use **too** to mean **also**.

Revision and assessment 7



Listen

Listen and answer these questions from your teacher in full, correct sentences:

1. Do you have friends?
2. Who is your best friend?
3. Is your friend at this school or at another school?
4. Where does your best friend live?
5. What game do you like to play with your friend?
6. When do you play with your best friend?
7. How often do you play with your friend?
8. Do you like your friend very much? Why?
9. How do you show that you like your best friend?



Speak

Ask your own questions using: **who, what, when, where, why, how, do/did and is.**



Read

Read this short paragraph:

On Monday I was absent from school. Then on Tuesday I went back to school. The teacher asked me why I did not come to school on Monday. I told him that I was not feeling well. My friend asked me how I was feeling now. Sarah asked me where I was all day on Monday. Kuda asked me what I was doing all day on Monday. Peter asked me how I came to school in the morning. Maria asked me if I did my home-work.



Write

In the paragraph in **Read** above, I was asked six questions by different people. Write the six questions correctly, in full. Remember to put the question mark at the end of every question.

UNIT
17

Thulani goes to the city



Read

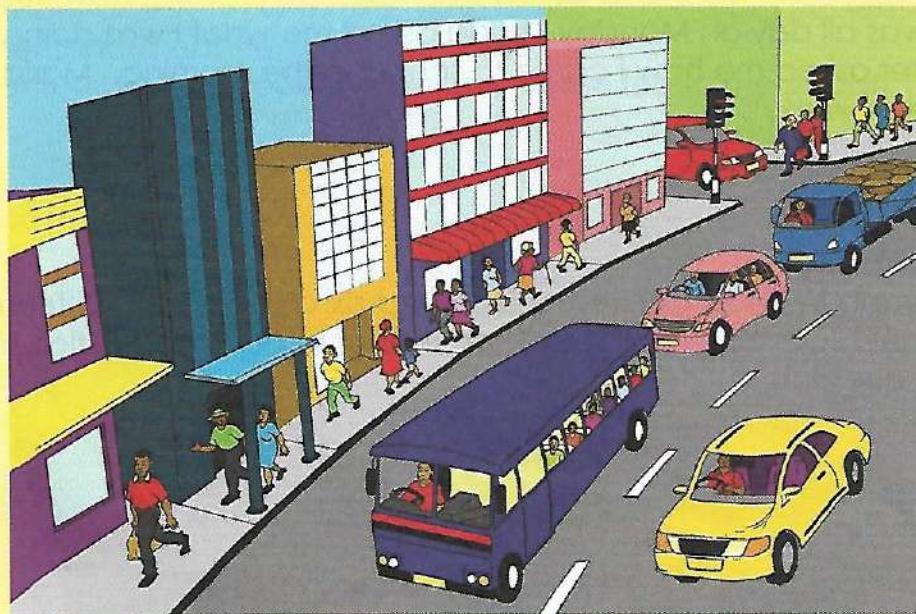
Thulani goes to the city

travelled passengers loudly cell phones pocket message
arrive mid-day travelling through fields grazing
monkeys branches buildings backwards pedestrians pavements
seemed grey hurry station minutes

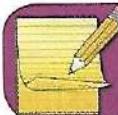
When schools closed, Thulani travelled to Bulawayo. He travelled by bus. There were many passengers on the bus. Some passengers were talking loudly. Others were talking on their cell phones. Thulani pulled out his cell phone from the pocket. He sent this message to his uncle, Mr Mpofu:

Now on the way to Byo. Hope to arrive around mid-day. Thulani.

The bus was travelling very fast. All the time Thulani was looking out through the window. The bus went past hills and open fields. It crossed small streams and wide rivers. Thulani saw goats, sheep and cattle grazing. He saw monkeys and baboons on tree branches. The trees seemed to be running backwards. Around mid-day the bus arrived in the large city of Bulawayo. There were people, cars, lorries and buses on the wide streets. There were tall buildings and street lights.



There were pedestrians on the streets and on the pavements. Pedestrians are people travelling on foot. They all seemed to be in a hurry. After a few minutes, Mr Mpofu came to the bus station. He came in his big grey car. Together they drove to Mr Mpofu's house.



Write

Comprehension

Choose the correct answer.

1. Thulani travelled to Bulawayo _____.
A. in a fast car B. on a bus with many passengers
C. at night D. on a bus with very few passengers
2. Thulani's journey to the city of Bulawayo _____.
A. was very boring B. took a whole day
C. was very slow D. was exciting
3. This passage shows that cell phones _____.
A. are very useful to many people B. cannot be used on buses
C. are for people in the towns only D. are for sending messages only
4. The story also tells us that life in the city is _____.
A. very fast B. very slow
C. better than life in the rural areas D. very quiet
5. What do you think the word Byo used by Thulani stands for?
A. Be careful B. Safe journey
C. Bulawayo D. Mr Mpofu's other name



Speak and write



More action words (**verbs**) for what happened in the past.

Look at the sentences below from the story **Thulani goes to the city**.

1. Together they **drove** to Mr Mpofu's house.
-the word **drove** comes from the verb **drive**.
drove tells us what happened in the past.
 2. He **sent** this message to his uncle, Mr Mpofu.
-the word **sent** comes from the verb **send**
sent tells us what happened in the past.
- (i) Match the verbs in the box (a) with their past verbs in the box (b) using:
Today I _____ and yesterday I _____.

Say it like this: Today I **drive** and yesterday I **drove**.

(a)

come	do	drink	eat	give	go	run	sing	sit
speak	tell	wake	write					

(b)

ran	sat	came	woke	went	told	wrote	drank	did
sang	ate	spoke	gave					

(ii) Rewrite these sentences with the correct form of the action words (verbs) in brackets.

1. Last holiday Thulani (go) to the city.
2. Yesterday I (eat) some honey.
3. I (do) my homework yesterday in the afternoon.
4. This morning I (wake) up after sunrise.
5. Last week Jane (write) a letter to her friend.
6. The teacher (tell) us a funny story that I will not forget.
7. At the wedding we (drink) many soft drinks.
8. I (sit) down after greeting the teacher.
9. Mother (speak) to me on the phone yesterday.
10. Last Sunday the boys and girls (sing) in the church.



Speak

Adjectives: words that tell us about a noun

Look at these two sentences from the story: **Thulani goes to the city**

1. Mr Mpofu came to the bus station in his **big, grey** car.
the words **big** and **grey** are **adjectives**. They tell us about the car.
2. The bus crossed **small** streams and **wide** rivers.
The words **small** and **wide** are **adjectives**: they tell us about the streams and the rivers.

(i) Read these short paragraphs and answer the questions that follow:

- (a) One day in the first school term, the head teacher allowed the learners to come to school in their different clothes. Some girls came wearing long dresses and others short skirts. Some of the girls had high shoes, others had flat shoes or open sandals.

The boys too came wearing different clothes. Some were wearing yellow shirts, old shirts and new shirts. Their shoes were brown or grey or white in colour. One boy came walking on bare feet. The teachers too were wearing funny clothes.

In the paragraph above, which words tell us about:

1. the school term when this happened?

2. the clothes the head teacher allowed the learners to wear on this day?
3. the shoes the girls were wearing?
4. the clothes the boys were wearing?
5. the feet of one of the boys who came walking to school on that day?
6. the clothes that the teachers were wearing on this day?

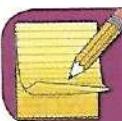


Speak

(iii) Using the correct **adjectives**

Choose the suitable adjective in the brackets.

1. There is a (high, deep) wall round our school.
2. In the rainy season the trees have (easy, green) leaves.
3. During the holidays, I went on a (long, wide) journey by bus.
4. A crocodile is a (dangerous, dry) animal.
5. He fell from a tree and broke his (left, white) arm.
6. Last night we had a (happy, bright) moon.
7. The (poor, rich) man has a lot of money.
8. When it's cold, I put on a (warm, sad) jacket.
9. A tortoise is a (fast, slow) animal.
10. The (greedy, angry) dog steals meat from the kitchen.



Write

Writing a composition

Imagine that during the school holidays you travelled by bus to the city of _____ (name of the city).

You were going there to visit your **aunt** or **uncle** or **elder brother** or **elder sister**, Mr/Mrs/Miss _____ (say the name of the person you were visiting) who works in that city as a _____ (say the job).

On the way the bus made some stops to drop off or pick up passengers.

Under the heading: **A journey by bus** write a composition about that journey in 4 paragraphs.

Write your composition by answering the following questions in full sentences:

1st paragraph

Where did you travel to during the school holidays, with who?

Say: During the school holidays, I travelled to _____ with _____

Who were you visiting there? How did you travel?

2nd paragraph

What time did you board the bus? Were there a few or many other passengers on that bus? What were some of the passengers doing on the way? Was the bus

travelling fast or slowly? Did the bus make some stops on the way? What did you see along the way?

3rd paragraph

When did your bus arrive in the city of _____? What did you see when you arrived in the big city? Who was waiting for you at the bus station? After greeting you, what happened next?



Speak

Using **shall** and **will**

(a) In pairs, do this short dialogue

Learner 1: Shall I close the door, please?

Learner 2: Oh yes! There is too much wind from outside.

Learner 1: Oh! This door is too heavy for me. I cannot close it all by myself.
Will you please come and help me pull the door?

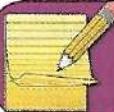
Learner 2: Oh yes! I shall pull from the bottom of the door.
Will you please pull from the top?

Learner 1: No! I shall pull from the bottom.
And you will pull from the top.

Learner 2: That is fine with me! Shall we begin pulling now?

In this dialogue:

shall is used by the person(s) offering to do something and **will** is used when asking someone else to do something.



Write

Make two sentences of your own with **shall** and **will**.



Speak

A debate

In a debate there are two groups or sides of people talking on a given topic, for example, **Life in the rural areas is better than life in the city**.

One group agrees with the topic; another group disagrees with the topic. Both sides give their own reasons or opinions.

You have read the story of Thulani in the rural areas and in the city. In two groups, do a debate on the topic:

Life in the rural areas is better than life in the city.

Here are some ideas to help you:

transport	wild animals	good hospitals	fresh air	big shops
bright lights	green forests	noise from vehicles	birds	quiet life
clean water	dirty water	expensive life	easy life	cheap life
nice people	bad people	buildings / houses	good schools	sports

UNIT 18

Thulani in the suburb

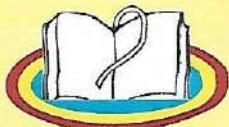


Listen and speak



Using **please** and **thank you**

- (i) Listen to the teacher as he asks you to do something.
- (ii) In turns, stand up and ask another child to do something for you.
Always remember to say **please** and **thank you**.



Read

Thulani in the suburb

suburbs
centre
offices

Mrs
uncle
lifts

afternoon
buildings
hope

hallo
blocks
drove

through
machine
city

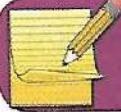
Mr Mpofu took Thulani to his house which is in the suburb. A suburb is an area with people's houses near the city. They drove through the city centre. Thulani had never seen such tall buildings before. Thulani and Mr Mpofu started talking.



- Thulani:** What are those tall buildings for, Uncle?
- Mr Mpofu:** Those are office blocks. People work in the offices in those tall buildings.
- Thulani:** Uncle, could you please tell me how the people get to the offices high up in the tall buildings?
- Mr Mpofu:** People get to the offices high up there in lifts. A lift is a machine that carries people up and down in a tall building.

At the house Thulani met Mrs Mpofu. Mrs Mpofu started talking to Thulani.

- Mrs Mpofu:** Hallo Thulani! How are you?
- Thulani:** Good afternoon, Auntie. I am very well, thank you. How are you, auntie? Auntie, could you please give me some water to drink.
- Mrs Mpofu:** Oh, just sit here and I will bring some water for you to drink. Here is the water, Thulani. I hope you will enjoy your stay here.
- Thulani:** Oh, thank you so much, Auntie. I am sure that I will enjoy my stay with you.



Write

Answer the following questions.

1. What is a suburb?
2. Where did Thulani see the tall buildings?
3. Which statement is true?
 - A. Thulani had never been inside a tall city building.
 - B. Thulani had been inside a tall city building before.
4. Which statement is true?
 - A. Mrs Mpofu was not happy to see Thulani.
 - B. Mrs Mpofu was very happy to see Thulani.



Write

Describing someone's home

Imagine that you were Thulani visiting Mr and Mrs Mpofu's house for the first time. In 4 paragraphs, write a composition under the heading: Mr and Mrs Mpofu's house. In your composition, write about the following:

Mr and Mrs Mpofu's House

Paragraph 1: where the house is, its size, surrounded by ___, painted in ___, roofed with ___ the people who live in the house

Paragraph 2: outside the house: the garden and what's in it, the orchard (if it's there) and what's in it, the garage, any outside buildings, the chicken run (if it's there)

Paragraph 3: inside the house: number of rooms, what's inside the different rooms, the uses of the different rooms, the toilet and bathroom, what they use for cooking

Paragraph 4: whether or not you enjoy staying in such a house and why,



Write

Using **a** or **an**

Read this aloud:

Sarah visited **a** vegetable market one day. There she met **a** kind woman who was wearing **an** apron. The kind woman gave Sarah **an** orange, **a** banana, **an** apple, **a** mango, **an** egg and **a** tomato. Sarah put all these in **a** basket.

Look at this sentence from the story *Thulani in the suburb*:

A suburb is **an** area with people's houses near the city.
It says: **a** suburb; **an** area

We use **an** before a word that starts with the sounds **a, e, i, o** and **u** (sounds; not letters)

For example, **an ant**, **an egg**, **an insect**, **an old man**, **an hour**.

We use **a** before a consonant sound. (Note: sounds; not letters)

For example, **a suburb**, **a dog**, **a cat**, **a man**, **a good boy**, **a useful tool**.

Note: These five letters are the vowels: Aa Ee Ii Oo Uu

In some words the letter **h** has a vowel sound: For example, **hour**, **honour**, **honest**, **honourable**

Fill in **a or **an** in the blank spaces. Remember the rule above.**

1. Father bought me _____ new bicycle.
2. That is _____ honest girl.
3. They cook on _____ electric stove.
4. We went on _____ long journey.
5. Football is _____ exciting game.
6. We should not leave _____ burning fire behind.
7. Oh, that is _____ very smart girl!
8. Bring me _____ empty tin.
9. I am _____ obedient child.
10. Saturday is not _____ school day.



Speak

Opposites

Look at these two sentences:

It is **true** that February is the shortest month of the year.

It is **untrue** that February is the hottest month of the year.

Note: the words **true** and **untrue** are opposites. By adding **un-** to the word **true**, the opposite word **untrue** is formed.

By adding **un-** to one word in the sentence, change these sentences to mean the opposite:

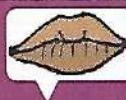
1. Some people are very kind to animals.
2. The boys were able to carry the heavy benches.
3. River water is suitable for drinking.
4. The man fastened the belt round his waist.
5. The two women were very friendly to each other.
6. Mother folded the blankets that father bought for us.
7. Heavy rains are very common in this area.
8. The new chief has become very popular.
9. It is safe to walk at night.
10. Your mother is very happy.
11. This weather is very usual at this time of the year.
12. We tried to climb the mountain and we were successful.



Write

First add **un-** to make the opposites of the words in the box below. Then write your own sentences with five of the words:

happy cooked comfortable dress equal fit even married sure wise willing



Speak

Do you remember what you have read so far about the boy called Thulani?

Say whether these statements are **true** or **false**.

Say it in full sentences like this:

It is true that _____ or _____

It is false that _____

Where you say **false**, say the **true** statement after that.

1. Thulani grew up in the rural areas.
2. Thulani had never been to a large city.
3. Thulani went to the city by train.

4. Mr Mpofu, Thulani's uncle was a peasant farmer.
5. Mr Mpofu, Thulani's uncle lived and worked in the city of Bulawayo.
6. Thulani was unable to use a cellphone.
7. Mrs Mpofu was a butcher in the city of Bulawayo.
8. A suburb is an area with people's houses near the city.
9. There are no pedestrians in the city.
10. Thulani travelled to the city during the weekend.
11. Thulani's parents were peasant farmers.
12. Thulani did not like to go to the city.



Speak

Using **a** or **the**

Look at this short paragraph:

An hour ago I saw **a** man in **a** black car. **The** man said that **the** black car was his. **The** man was wearing **a** black suit. He said he had bought **the** suit from **a** city shop. **The** city shop sold him **the** suit at **a** very high price. But he was happy to pay **the** price for **the** black suit.

Note: **a** is used when you mention a person or thing for the first time

the is used before a noun when that person or thing has already been mentioned or is already known.

Say these pairs of sentences in full, filling in: A/a or The/the in the blank spaces.

1. _____ new learner joined our class this year. _____ learner is very clever.
2. I have bought _____ new knife. I use _____ knife for cutting sticks.
3. My father has _____ new car. Many people say _____ new car is very fast.
4. Last Sunday was _____ special day to me. It was _____ day I was baptised.
5. There was _____ noise coming from the hall. It was _____ noise of the children at a party.
6. 1980 is _____ year to remember. It was _____ year Zimbabwe became independent.
7. My family lives in _____ village. _____ village is surrounded by beautiful hills.
8. The hen laid _____ dozen eggs. Then _____ dog came and ate all _____ dozen eggs.
9. _____ boat carrying _____ man was sailing across _____ river. The boat sank; but _____ man was able to swim across _____ river.
10. February is _____ second month of the year. It is _____ only month with less than thirty days.

Revision and assessment 8



Listen

Listen carefully as your teacher tells you about the journey he once went on. Then answer these questions:

1. When did I travel?
2. Where was I going to?
3. With whom did I travel?
4. How did I travel?
5. Did I enjoy the travel or not? Why do you say so?



Speak

In turns, tell the class about a journey that you once went on.

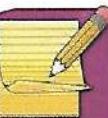


Read

Using **first**, **then**, **after that** and **finally**

Take turns to read this paragraph to the class:

I had a very important question to ask Mr Zera who lives in the village next to ours. First, I sent the question through his son, Tatenda. There was no reply. Then, I texted the question to Mr Zera on his cellphone. There was still no reply. After that, I rang Mr Zera on his cellphone. He did not take my call. Finally, I went to see Mr Zera in person.



Write

Using the words **first**, **then**, **after that** and **finally**, write your own short paragraph in which you did a number of things; one after another.

UNIT 19

Thulani meets Sifiso and Thabani



Read

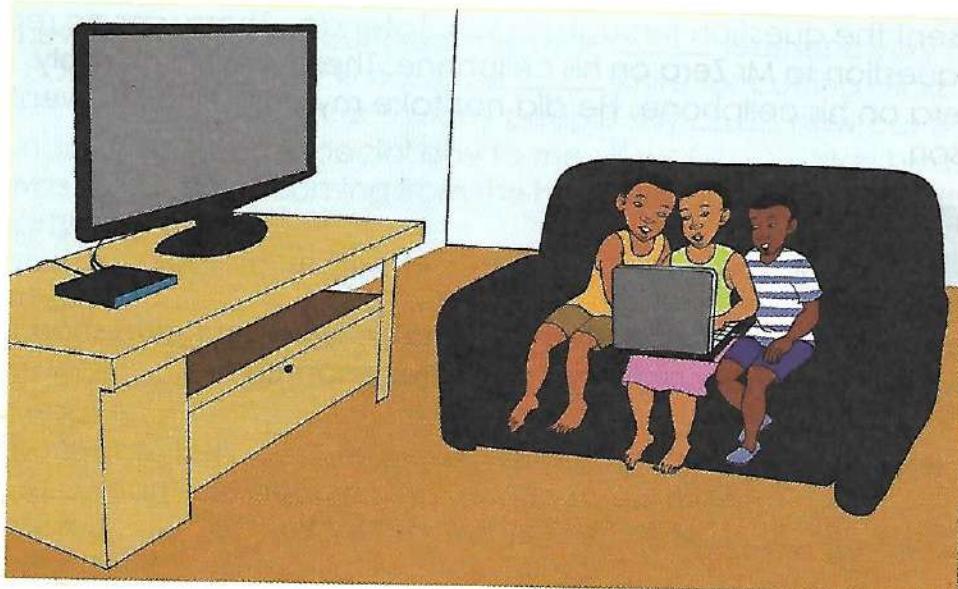
Thulani meets Sifiso and Thabani

later laptop computer learning afterwards quickly spent taught

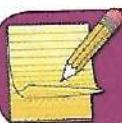
Later in the day, Thulani met Sifiso and Thabani. Sifiso and Thabani were sister and brother. They were Mr and Mrs Mpofu's children. Both Sifiso and Thabani go to the same school. The children talked about their schools. They talked about their teachers. They talked about their friends. They talked about the games they play with their friends.

Thabani and Sifiso showed Thulani their father's laptop. A laptop is a small computer that you can carry with you. Thulani said, "Please teach me to use the computer."

Thabani and Sifiso taught Thulani to use the computer. Thulani quickly learned to use the computer. Afterwards, the three children were using the computer for learning many things. Sifiso and Thabani also showed Thulani how to play the computer games. Everyday the children spent many hours on the computer



learning or playing games. Thulani really enjoyed using the computer. By the end of the holidays, Thulani could use the computer on his own. When he returned to his home, Thulani told his friends many things about his visit to Bulawayo.



Write

Answer these questions.

1. What is a laptop?
2. Do you think the children liked to use the computer? Why?
3. What would you say?
 - A. Computers are very useful.
 - B. Computers are useful.
 - C. Computers are useless.
4. Which statement is true?
 - A. Thulani liked using the computer.
 - B. Thulani disliked using the computer.



Write

Using **their** and **there**

Read this paragraph aloud:

There was a big meeting at the school. The children came with **their** parents. But **there** was not enough room for all of them in the hall. So the children sat on **their** chairs outside. They all sat **there** with **their** teachers.

There means in that place or at that place.

There was a big meeting at the school.

Their tells us whose, for example, their parents.

Complete the sentences. Use **their** and **there**.

1. Good children obey _____ parents.
2. I left her sitting over _____.
3. Children like to play with _____ friends.
4. Is _____ some water in the pot?
5. I was _____ when you came into the classroom.
6. Many years ago, _____ were no computers.
7. I know those two girls; _____ names are Janet and Tabeth.
8. _____ are many fruit trees in the orchard.
9. _____ school has more learners than ours.
10. _____ are no families without _____ own rules.



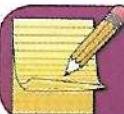
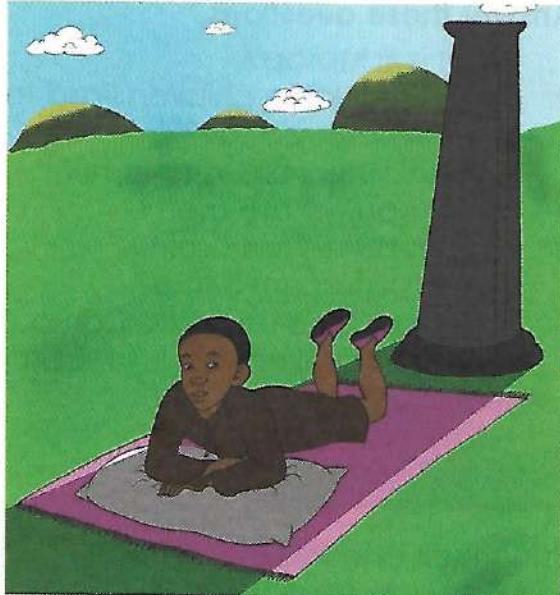
Read and speak



The different sounds of **ow**

Read aloud the short paragraph below with the help of your teacher:

We **now** know that Jane is a **slow** girl. She takes a **shower** very **slowly**. After that she puts on her **brown gown** that we **now** all **know**. Then she lies face-**down** in the **shadow** of the **tower** with her **elbows** on the soft **pillow** that she **borrows**. Sometimes Jane, without any **sorrow**, likes to **throw** herself among the **yellow flowers** that **grow** near her narrow bedroom **window**.



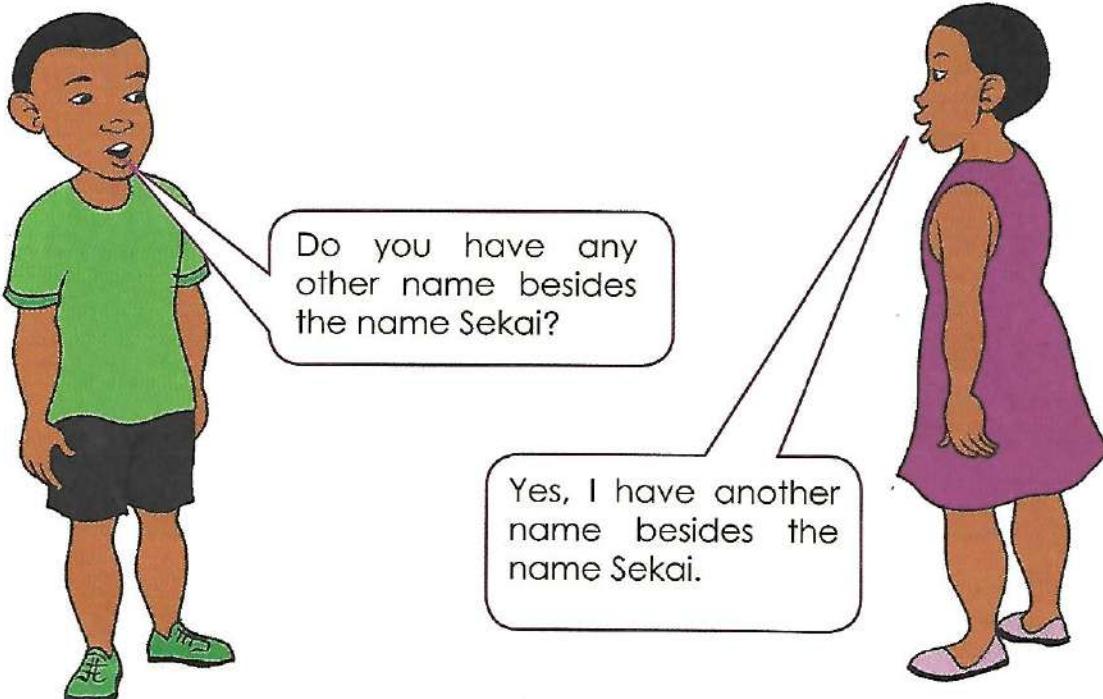
Write

The question mark (?)

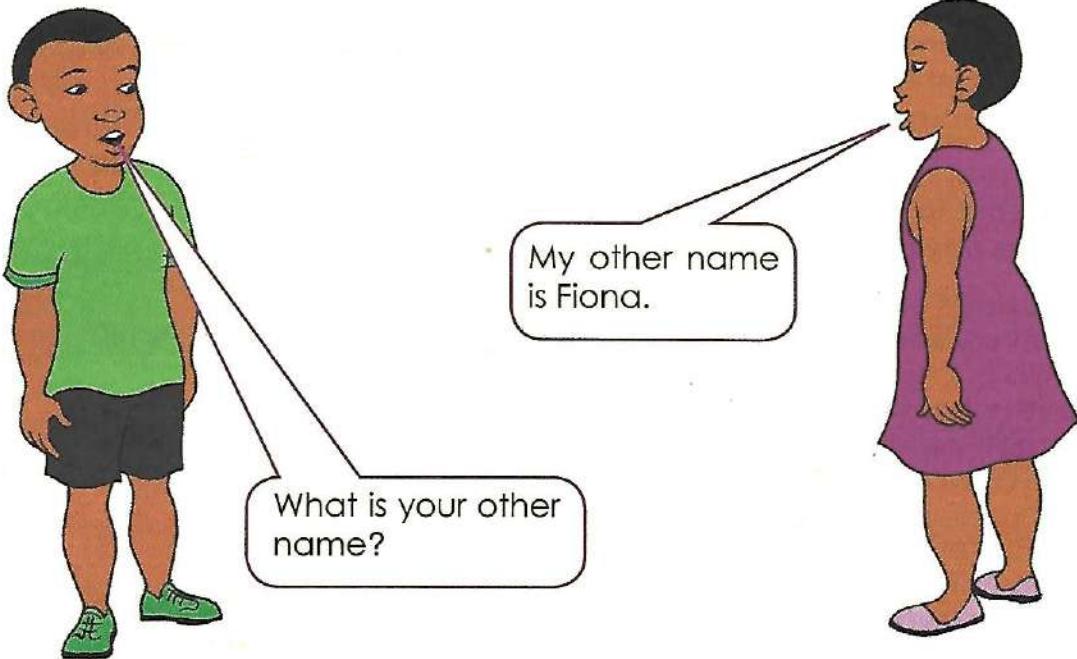
Tom meets Sekai and they start to talk.

In pairs, pretend that you are Tom and Sekai talking as shown in the pictures:

1.



2.



Look at the **beginning** and at the end of the words spoken by both Tom and Sekai. What do you notice?

When and where do we use the signs . and ?

Where do we put the **capital letter**?

Every question starts with a capital letter and ends with a question mark (?).

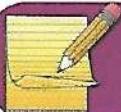
On what day do you have sports at school?

Every sentence starts with a capital letter and ends with a full stop.

We have sports at school on Thursdays.

Rewrite these lines putting in capital letters, question marks or full stops:

1. where are you going
2. the children like the new teacher
3. did you go to the vegetable market over the weekend
4. are you sure that you can do it alone
5. our classroom is very clean
6. do the learners like the new teacher



Write

Adverbs

Read this paragraph aloud.

The man was talking softly and eating slowly. So I knew that he was not feeling well. Usually that man talks loudly and eats quickly.

Answer these questions.

1. How did he know that the man was not feeling well?
Say the words that tell us that the man was not feeling well.
2. How does the man usually talk and eat?
Say the words that tell us how the man usually talks and eats.

Those words that tell us **how** are known as **adverbs**

For example, I travelled **safely**.

safely is an **adverb**. It tells us how I travelled.

Many adverbs end with **-ly**; for example, badly, brightly, carefully, nicely, softly
Rewrite every sentence correctly; changing the word in brackets into an adverb:

1. We do our work (**quiet**).
2. The teacher writes (**quick**).
3. The men were talking (**loud**).
4. She was walking (**slow**).
5. We must speak (**clear**).
6. I can write (**neat**).
7. You must not write (**bad**).
8. The moon was shining (**bright**).



Speak and write



Using action words (verbs) with -ing

Sam spent the weekend **visiting** his friend. Together they did many things: **fishing** at the dam, **playing** with the toys, **swimming** in the pool, **watering** the garden, **reading** story books, **cutting** grass in the yard, **sweeping** the yard, and **climbing** the hill nearby.

Answer this question using only one -ing word from the passage above:

How did Sam and his friend spend the weekend?

Answer like this: Sam and his friend spent the weekend **fishing** at the dam.

(i) In turns, answer this question using -ing in the action words:

How do you spend your free time during the weekend?

Say: During the weekend, I spend my free time _____.

Make use of these action phrases:

read books	wash motor-cars	help mother/father
grow trees	cut grass in the yard	water the garden
clean my pet dog	watch television	shopping with my parents
sit in the shade	play with toys	ride my bicycle
take a walk	look at the family pictures	sleep on my bed
visit friends	listen to the music	go to church
swim	fish	cook

(ii) Write these sentences in full. Complete them with an -ing action word:

1. At school, what I like most is _____.
2. I last saw him _____.
3. I heard my father _____.

4. What is she _____.
5. I remember my friend _____.
6. I always enjoy _____.
7. When I arrived, she was _____.
8. I spend my free time _____.
9. People must stop _____.
10. Why are you _____.



Writing a letter.

Imagine that you are Thulani. You have arrived in the city. You are now at Mr and Mrs Mpofu's house in the suburb. Write a letter to your parents back home.

Begin by telling them that you travelled safely and that you are now in the big city of Bulawayo.

Then in your letter, say something about:

- the buildings in the city
- where Uncle Mpofu's house is
- the two children you play with
- where you sleep
- the laptop
- whether you are enjoying your stay in the city.

The body of your letter should be in 3–4 paragraphs and 8–12 lines. Leave empty lines between the paragraphs.

Remember that a letter has:

- an address
- a greeting
- an ending.

In the greeting say:

My dear Parents

In the ending, before you write your first name only, say:

Love

(Note that when we write letters to family members, we write our first names only)



More practice using **a** or **the**

In the last unit, we learned when to use **a** or **the**.

(a) Say this paragraph in full, filling in **a** or **the** in empty spaces.

_____ man went on _____ journey riding _____ donkey. _____ man was big, and _____ journey was long. _____ donkey was small and weak. On _____

way, the man met _____ woman who was also travelling; carrying _____ man on her back. _____ man on _____ donkey spoke to _____ man on _____ back of _____ woman. He said to him, "You are very cruel to _____ woman." _____ man replied, "You too are very cruel to _____ donkey."

- (b) Write the paragraph above, filling in **a** or **the** in the empty spaces. Use capital letters at the beginning of every sentence.

UNIT 20

Time to work and time to play



Listen and speak



Being polite.

Using: **excuse me, may, please, and thank you**

(i) Listen carefully as these different children talk to your teacher:

Act 1

First child: Excuse me Sir/Madam. May I please go outside?

Teacher: Oh yes! You may go outside.

First child: Thank you Sir/Madam.

Act 2

Second child: Excuse me Sir/Madam. May I go and sit near the window? I am feeling very hot.

Teacher: Oh yes! You may go and sit near the window.

Second child: Thank you Sir/Madam.

Act 3

Third child: Excuse me Sir/Madam. May I go home now/early? I am not feeling well.

Teacher: Oh yes! You may go now/early.

Third child: Thank you Sir/Madam.

(ii) Using: **excuse me, may, please, and thank you**

In pairs, pretend that one is the teacher and the other is the child. Take turns to ask for permission to do something.



Read

The Magaisa family

carpenter

repairs

furniture

television

cup-boards

busy

hosepipe

vegetables

toilet

wardrobes

watching

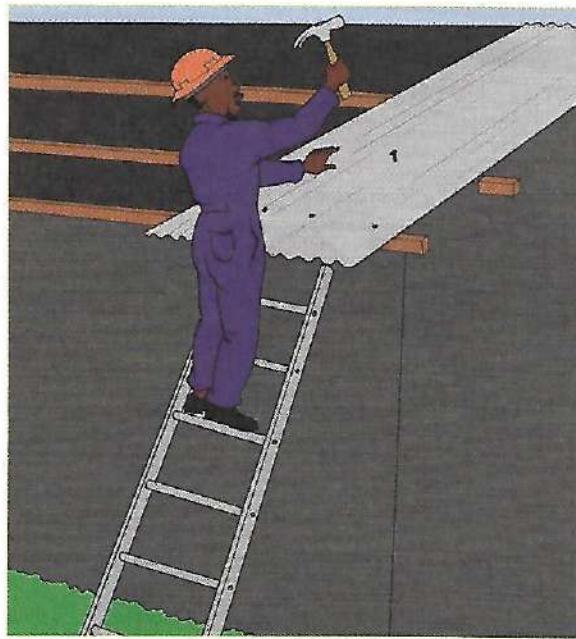
weekend

enjoy

bathroom

lazy

Mr Magaisa lives in a big city with his wife and three children. He is a carpenter. A carpenter makes things from wood. A carpenter also repairs things that are made of wood. Mr Magaisa makes furniture. He makes chairs, tables, beds, cup-boards and wardrobes. Mr Magaisa also puts up roofs on houses. He is a very busy man.



Mr and Mrs Magaisa have three children. All the three children go to school on foot. They walk to school with many other children. They work very hard at school. Mr Magaisa likes children who work hard at school. He likes children who do their homework well. He does not like children who are lazy or who fight. In the evenings, the children enjoy watching television.

On weekends the three children get up early. They clean the bathroom and the toilet. They wash the plates, the cups, the dishes and the pots. Then they do some work in the garden. The children enjoy watering the vegetables in the garden with a hosepipe. The vegetables dry up unless they are watered.





Write

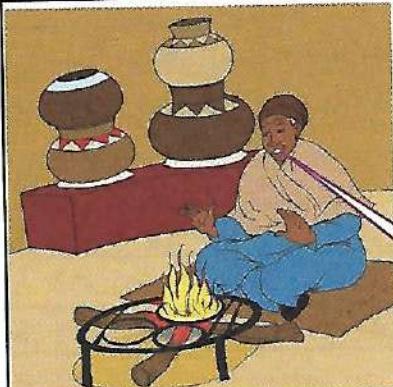
Answer these questions.

1. What does a carpenter do?
2. What things are called furniture?
3. How many children does Mr and Mrs Magaisa have?
4. How do Mr and Mrs Magaisa's children go to school?
5. What jobs do the children do at home?
6. How do the children spend the evenings at home?
7. Do you think Mr Magaisa is a good or a bad father? Why?



Speak

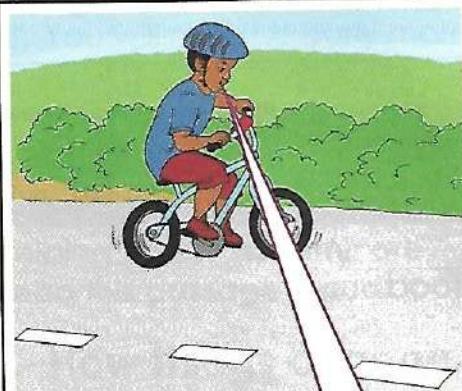
Using **enjoy** and **enjoyed**



I am an old woman. I enjoy sitting by the fire side.



I am a baby. I enjoy sleeping in my mother's arms.



I am a young boy. I enjoy riding my bicycle up and down the road.



I am a young girl. I enjoy cooking and baking.

In each picture say the action words that come after **enjoy**.

enjoy, enjoys, enjoyed are always followed by an **-ing** action word.

I **enjoy eating** bananas.

James **enjoys watching** football.

The men **enjoyed fishing** from a boat.

Tell the class what you **enjoy doing**.

These are some of the things that different people enjoy doing:

drinking tea or coffee cooking and baking

reading story books

listening to the music watching television

sewing and knitting

gardening playing with the pet dog /cat

visiting friends / places

fishing playing games like tennis / rugby travelling around the country

watching football playing games on the computer going to parties



Write

What do the members of your family enjoy doing?

Write the answers like this:

1. My mother enjoys _____.
2. My father enjoys _____.
3. My sister enjoys _____.
4. My brother enjoys _____.
5. My aunt enjoys _____.
6. My uncle enjoys _____.
7. I enjoy _____.



Speak

Using **pronouns**

(i) Say these sentences aloud:

1. **John** is a good boy. / **He** is a good boy.
(**He** takes the place of the name **John**)
2. **Elizabeth** is a smart girl. / **She** is a smart girl.
(**She** takes the place of the name **Elizabeth**)
3. **Harare** is a large city. / **It** is a large city.
(**It** takes the place of the name **Harare**)
4. **Animals** eat a lot of food. / **They** eat a lot of food.
(**They** takes the place of the name **Animals**)
5. **John and I** are brothers. **We** look alike.
(**We** takes the place of the names **John and I**)

We use these small words so that we do not always repeat the **nouns or names**.

These small words are called **pronouns**.

A pronoun takes the place of a **noun or a name**.

These are some **pronouns** we often use: **he, she, it, they, we,**



Write

(ii) Using pronouns

Write these pairs of sentences, replacing the underlined words with the right pronoun.

1. Our head teacher is Mr Moyo. Mr Moyo is very kind.
2. Our farmers grow many crops. Our farmers also keep many animals.
3. I love my mother. My mother loves me too.
4. Joseph and Jane have come. Joseph and Jane are in the garden.
5. My dog has puppies. My dog has five puppies.
6. Monday is a school day. Monday is the first school day of the week.
7. Patricia and I are friends. Patricia and I play many games together.



Write

Using unless, join the first part of the sentence in the box on the left with a suitable ending from the box on the right.

1. The rivers will dry up _____	unless	we do our homework well.
2. Nobody will help you _____		you run very fast.
3. Soon there will be no wild animals _____		you get up very early.
4. You cannot win the race _____		the rains come again.
5. You cannot climb up the roof _____		people stop killing animals.
6. Soon there will be no forests left _____		you get a step ladder.
7. The teacher will not be happy _____		you ask for help.
8. You will miss the early morning bus _____		people stop cutting trees.



Speak and write



Helping verbs: is am are does has have can
Read this passage aloud:

How things change with time!

I **am** nine years old now. Two years ago I **was** seven years old. My twin sister **is** also nine years old now. Two years ago she **was** also aged seven. My sister and I **are** now in Grade three. Two years ago we **were** both in Grade one. Nowadays, my sister and I **do** many things on the computer. In the past we **did** many things in the playground outside.

Our family now **has** a car. Two years ago we **had** no car. Both father and mother now **have** driver's licences and **can** drive. Two years ago both **had** no licences and **could** not drive. Nowadays mother **does** most of her laundry using a machine. In the past she **did** all her laundry by hand. How things change with time!

The words in bold are all **helping verbs**.

Complete the table below to match the verbs in the paragraphs above.

Now	In the past
is	was



Write

Using helping verbs, write two paragraphs of your own. The heading should be *How things change with time!*

1st paragraph

Write about yourself, your brother or sister and your friend.

2nd paragraph

Write about your family, your father, mother and any relatives for example, your aunt, uncle and niece.

Revision and assessment 9



Listen

Listen carefully and repeat these lines as your teacher says them, one by one:

- The bride and the bridegroom were very happy at their wedding.
- The bride was an angel in her long, beautiful, white gown.
- The bridegroom was dressed in a light blue suit, a white shirt and a matching tie.
- The wedding itself took place in the chapel next to the public swimming pool.
- There were lots of eats as well as drinks for everyone who came to the wedding.



Speak

Say three things that you enjoy doing.

For example, I enjoy walking in the moonlight.



Read

Read this short paragraph to the class:

Weekend specials

Every weekend is special to me. Most weekends I enjoy watching television when I am not busy. Sometimes I spend the weekend visiting my friends or playing with them when they visit me. When the weather is fine we go out fishing or swimming together. Homework is not the best thing I enjoy doing during the weekend.



Write

Re-write the following sentences with the correct form and spelling of the verbs in brackets.

1. Yesterday it (rain) heavily.
2. In the past, people (walk) long distances.
3. Last week a helicopter (fly) over our school.
4. I washed the plates and (put) them in the kitchen.
5. Yesterday I was late for school and (miss) the first lesson.
6. When I was still young I (sleep) with my parents.
7. Last night, the baby (cry) a lot.
8. Last season most farmers (grow) wheat.



Read

A family outing

Saturday
travelled
lunar
important

holidays
ruins
park
jets

family
afternoon
picture
leaders

outing
enjoyment
riding
king

journey
museum
wheel
walls

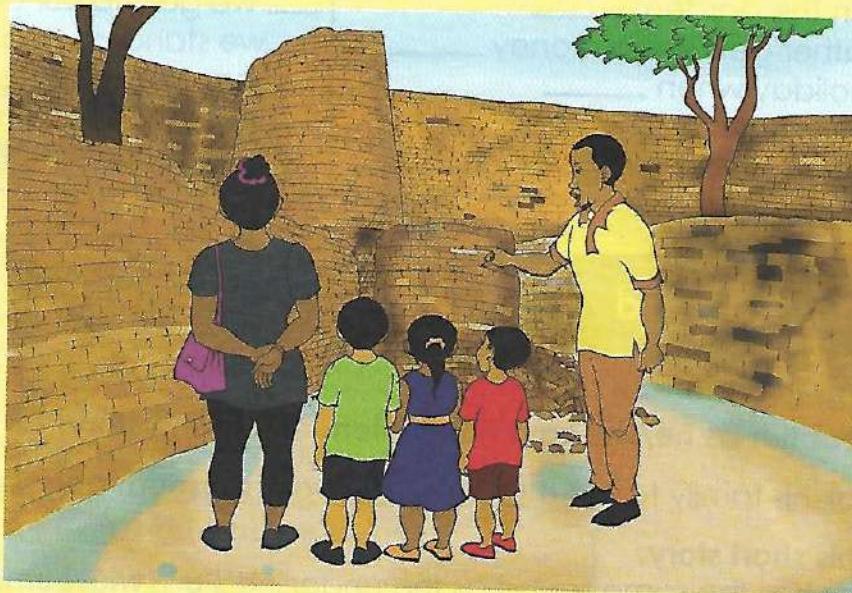
On Saturday afternoon, Mr Magaisa's family goes for an outing. An outing is a journey you take for enjoyment. In the last outing Mr Magaisa took his family to the museum. A museum is a place where important things are kept for people to see. In the museum they saw a big picture of King Lobengula. Lobengula was the great king of the Ndebele people. They also saw big pictures of Mbuya Nehanda and Sekuru Kaguvu. Mbuya Nehanda and Sekuru Kaguvu were great leaders of the Shona people.

Later that day, Mr Magaisa took the children to the lunar park. The lunar park is a place for fun for the children. The children enjoyed riding the fast jets at the lunar park. They also enjoyed riding the big wheel.



During the school holidays the Magaisa family went on a long journey by car. They travelled to the Great Zimbabwe Ruins near the city of Masvingo.

The Great Zimbabwe Ruins are a famous place of interest. People visit places of interest to see, enjoy themselves and learn many things. There they saw the great stone walls of the ruins. The family enjoyed the trip to the Great Zimbabwe ruins.



Write

Answer these questions in full, correct sentences.

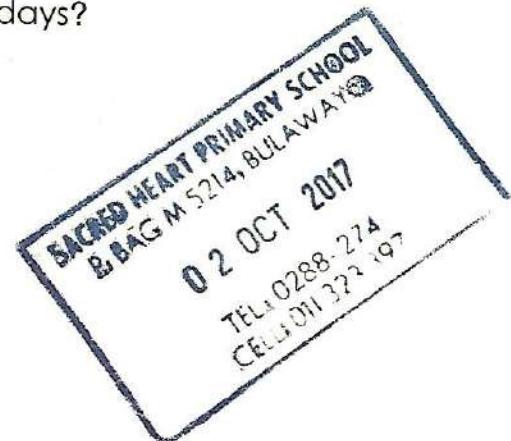
1. What is an outing?
2. What is a museum?
3. Who was Lobengula?
4. Who were Mbuya Nehanda and Sekuru Kaguvi?
5. What is a lunar park?
6. Where did the Magaisa family travel to during the holidays?

Write

Using **when**

Read these pairs of sentences aloud:

- (i) **When** I was in Grade One, my teacher was Miss Dube.
My teacher was Miss Dube **when** I was in Grade One.
- (ii) We go into our classrooms **when** the bell rings.
When the bell rings, we go into our classrooms.
- (iii) There was thunder and lightning **when** it was raining.
When it was raining, there was thunder and lightning.



Here, **when** is used to show that at the same time as something else, or just after. Join the first part of the sentence in the column on the left with a suitable part from the column on the right.

- | | |
|--|------------------------------------|
| 1. When the teacher walks into the classroom _____ | _____the schools close. |
| 2. I shall work in the garden _____ | _____we go into our classrooms. |
| 3. When my father gets some money _____ | _____we stand up and greet her. |
| 4. We go on holiday when _____ | _____they are flooded. |
| 5. When the bell rings _____ | _____when I get home after school. |
| 6. We must not cross the streams when _____ | _____he buys new clothes for me. |



Listen and read



Another sound of **u**

Listen to your teacher as he/she says this sentence from the story:

Mr Magaisa took his family to the **museum**. The word **museum** says: 'miuziem'

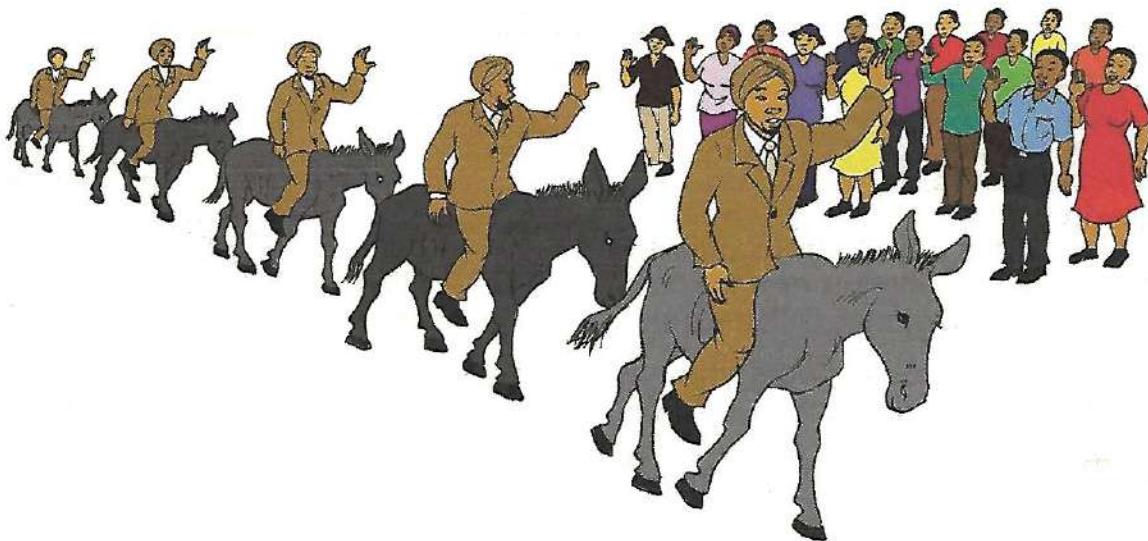
(ii) **Now read this short story.**

The underlined **u** has the same sound as the underlined **u** in **museum**.

The refugees and their mules

Five **refugees** ran away from the war in their country. There was no **future** for them in their own country. Dressed in brown suits the five **refugees** fled to another country riding on their **mules**.

The five **refugees** were riding their **mules** in single file down the **avenue** and **saluting** to the people. The **mules** were thin and seemed to walk with **acute** pain in their legs.



Many people thought they were fugitives running away from prison. The people were not amused. There was no excuse for these men in brown suits to ride the thin mules. The people became furious and accused the five men of abusing the mules. They shouted at the five refugees to get off the mules but the men refused. The men argued that they were not abusing the mules and that the mules were theirs.



Speak

- (i) Places of interest.

Look at these sentences from the story **A family outing**.

The Great Zimbabwe Ruins are a famous place of interest.

People visit places of interest to see, enjoy themselves and learn many things.

- (ii) Tell the class what you know about any of the places of interest in Zimbabwe listed below. Your teacher will show you pictures and tell you more about these places of interest in Zimbabwe:

Great Zimbabwe Ruins

Heroes' Acre

Victoria Falls

Hwange National Park

Mana Pools

Eastern Highlands

Gonarezhou Game Park

Matopo Hills

Chinhoyi Caves

Kariba Dam

Write: Extra mile

Writing **proper names** with two or more words.

Look at the list of the places of interest. The name of each place is made up of two or more words, for example, **Great Zimbabwe Ruins**. Each one of the words in the name starts with a capital letter.

Rewrite these sentences with capital letters for the proper names of people, places and things:

1. the town of beitbridge is on the border with south africa.
2. my aunt, mrs janet mpofu is a nurse at mpilo hospital.

3. leona tembo lives at rufaro mission.
4. my cousin, miss anne goto teaches at riverton primary school.
5. the head teacher of hippo valley high school is mr p. sibanda.
6. our family visited the victoria falls on new year's day.
7. the matopo hills are south of bulawayo.
8. i want to go to hwange national park.
9. there are many animals in the gonarezhou game park.
10. we are going to the chinhoyi caves next week.



Write

More practice using **helping verbs** in the past tense.

In Unit 20, we learned about the helping verbs.

Re-write the following sentences using the helping verbs correctly. Start each sentence with the beginning given in brackets:

1. I am not feeling well. (Yesterday _____)
2. I can not ride a bicycle. (Three years ago _____)
3. That boy has no friend here. (Last year _____)
4. My sister does not like pets. (When she was young _____)
5. My brother is in Zambia. (Two weeks ago _____)
6. There are many wild animals. (A long time ago _____)
7. Most towns have no street lights. (Before independence, _____)



Speak

An outing

At the beginning of this unit, we read about Mr Magaisa taking his family for an **outing**.

(a) Which is the right ending to complete the sentence below?

- A. An outing is _____
- A. a long journey to do some work there.
 - B. a very dangerous journey.
 - C. a short journey that you take for enjoyment.
 - D. a journey that has a very sad ending.

(b) Nowadays, many families go on outings.

They go to: the dam, the mountain, the river, the forest, the city centre, the market, the game park, the bridge, the waterfalls, the hilltop, the radio station, a place of interest, and so on.

Imagine that your own family went on an outing. Tell the class about that outing.

Say:

- when you went on that outing
- who went with you
- where you went
- how you travelled

- what you saw or did
- whether or not you enjoyed the outing.

Write

Imagine that you travelled to one of the places of interest in Zimbabwe. Write a letter to a friend telling him/her about that **outing**.

Set out your letter like this:

Your address

the date

Dear _____ (name of your friend)

1st paragraph: when and where you travelled to; how you travelled; with who?

2nd paragraph: what you saw; what you enjoyed most or did; what you thought before this outing; what you learned;

3rd paragraph: any other things that interested you or that you enjoyed on this outing

How are you? I am very well. Pass my greetings to _____, _____ and _____.

Love

(your names) _____

UNIT 22

Good friends



Listen and speak



Talking about our own school days

(i) Listen carefully as your teacher tells you about his/her primary school days.

Answer the following questions about your own school days:

- (ii) – What year did you start school and where?
– Who were some of your teachers so far?
– So far what have you learned at school?



Read

Good friends

secondary
important
stout

primary
news
lonely

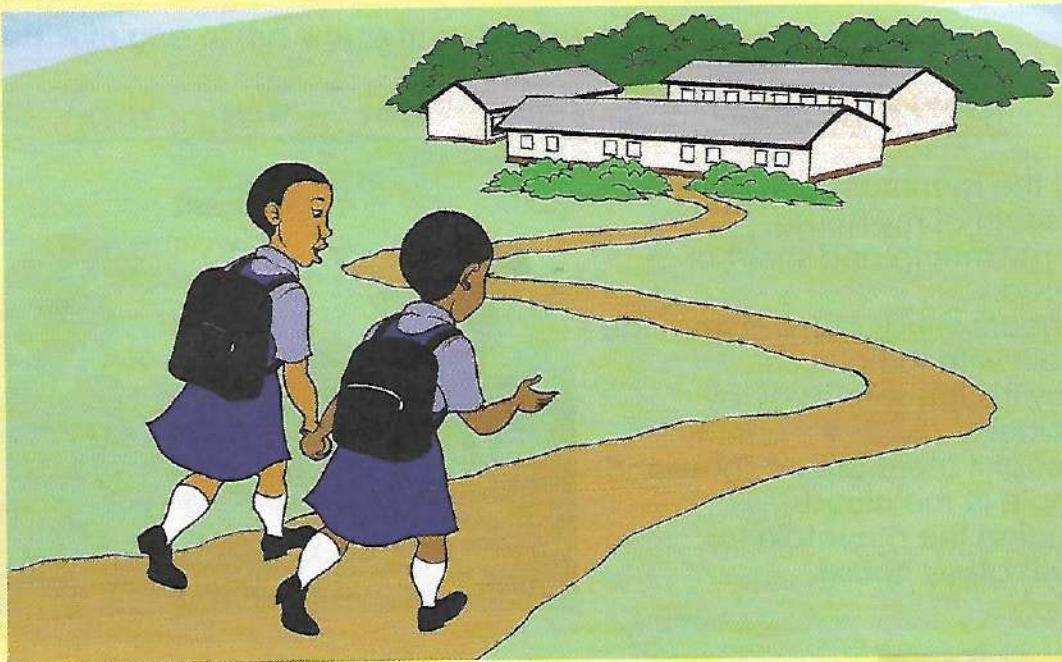
day-scholars
although
always

evening
smart

Richard and Thembu are brother and sister, although they don't look alike. Richard is tall and thin. Thembu is short and stout. Richard goes to a secondary school. Thembu goes to a primary school.

Both children are day-scholars. Day-scholars go to school and return home everyday. Richard and Thembu meet at home every evening. They like to tell each other news about their schools. They also tell each other about their friends at school.

Richard has a friend called Ben. Ben is a tall boy who is always smart. Thembu also has a friend called Tanaka. Tanaka and Thembu look alike.



Their mother says it is important to have good friends. She says that friends help each other. Friends play and learn together. Friends talk good things with each other. Without friends people are lonely and unhappy.

Write



Answer these questions.

1. Who are Richard and Thembu?
2. Do Richard and Thembu go to the same school?
3. Who is Richard's friend?
4. Who is Thembu's friend?
5. When are children called day-scholars?
6. If Tanaka looks like Thembu, then Tanaka is also _____ and _____.



Listen and speak



The sound **ou** as in stout

Say this sentence correctly after your teacher:

Thembu is short and stout.

The **ou** in stout says 'awu'

(i) Say this poem after your teacher:

When I shout aloud

I stand outside on the ground around my house
Facing the mountain with clouds to the south of my house.
I open my mouth and shout or sing aloud.
Then I hear sounds coming from the mountain with the clouds.
They say it's the sounds of my loud voice.
But I doubt if there are no thousands of people in the clouds;
Surrounding the mountain to the south of my house.



Write

Writing a paragraph

Sometimes we write a **paragraph** to answer one question.

For example, Is it important to have friends?

First look at the story *Good friends*, then answer the question above by completing the following paragraph:

Good friends

I have a good friend called _____. We have been good friends for ____ years. It is _____ to have good friends. Friends _____ each other. Friends _____ and _____ together. Friends also _____ good things with each other. Without friends, people are _____ and _____.

Write

Opposites

Look at these sentences from the story *Good friends*:

Richard and Thembi don't look alike.

Richard is **tall** and **thin**.

Thembi is **short** and **stout**.

We can rewrite the sentences like this:

Richard and Thembi don't look alike.

Richard is **tall**, Thembi is **short**. (**tall** is the opposite of **short**)

Richard is **thin**, Thembi is **stout**. (**thin** is the opposite of **stout**)

Rewrite the following sentences to mean the opposite by replacing the word in brackets with one of the words from the box:

cold dirty slow easy absent forget wide young

1. The question she asked me was (difficult).
2. There is a (narrow) bridge across the river.
3. It was very (hot) yesterday.
4. My father looks very (old).
5. The shirt he was wearing was (clean).
6. Thembi was (present) when the school lessons started.
7. I sometimes (remember) the names of some of the learners in our class.
8. The car was (fast) as it drove past the school.



Speak

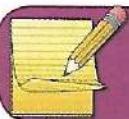
The sound of **-y**

Say these sentences from the story **Good friends**:

Richard goes to a **secondary** school.

Thembi goes to a **primary** school.

The **-y** at the end of the word **secondary** and **primary** sounds like the short **-i**



Write: Extra mile

Using **although**

Say these sentences aloud:

Richard and Thembi are brother and sister **although** they do not look alike.

My father looks like a young man **although** he is now very old.

The teacher loves me very much **although** I am sometimes late for school.

We went outside to play **although** the weather was very cold.

Note: we use **although** when we say something that makes the main statement surprising or less true.

Complete the following statements using **although**:

1. Mary and I have the same surname **although** _____.
2. Our football team played very well **although** _____.
3. I went to school on Monday **although** _____.
4. When I grow up, I like to be a farmer **although** _____.
5. Tapiwa is my friend **although** _____.
6. The teachers are friendly to all the learners **although** some _____.
7. James looked happy **although** _____.



Speak

A **game** to play in pairs

Asking and answering questions using helping verbs:

is are was were do does did can will.

Imagine that your class will have a new teacher. You got a chance to speak to the new teacher on the phone. In pairs, one pretends to be the teacher asking questions and the other is the learner.

Answer in full, correct sentences:

Is your home far from, or near the school? **Are** you a boy or a girl? **Do** you have many friends at school? **Can** you swim? **Were** you at this school from Grade One? **Was** there a time when you did not want to go to school? **Did** you sometimes come late to school? **Does** your father know me? **Will** you always be obedient?

Revision and assessment 10



Listen

Listen and say the lines of this short poem after your teacher:

Good, better, best!
Never rest until:
The good is better,
And the better is best.



Speak

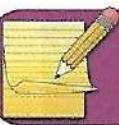
1. Say alone to the class the short poem in **Listen** above.
2. Say in pairs the short poem in **Listen** above to the class.



Read

Read this passage aloud:

Do you go to church? Which church do you go to? In many countries today, there are different churches. The people who go to these different churches wear different dresses. Some dresses are green, white, pink, blue or even red.



Write

Write one full sentence with each of the words below. Your sentence should show that you know how to use the words properly.

because unless although until since when after before

**UNIT
23**

Taking part in sports at school



Read

Taking part in sports at school

sports
always
fairly
listening

talking
cheat
losing
busy

weekly
right
glad
homework

Wednesday
honest
tomorrow

jump
compete
everyone



One evening, Richard and Thembi were talking about sports at their schools.

Richard: Yesterday was sports day at our school. Wednesday is our sports day, weekly.

Thembi: Do you take part in sports at your school?

Richard: Oh yes, I do! I run and I jump.

Thembi: Do you always win?

Richard: Sometimes I win, sometimes I don't. But winning is not the most important thing in sports. Some people even cheat in order to win in sports. That is not right. We must always be honest and compete fairly. The most important thing in sports is taking part.

Thembi: Oh yes! our teacher says that we must always be honest. Even when we are losing at sport, we must be honest.

Richard: I am glad that your teacher says that. But Thembi, I must now do my homework.

Thembi: I too have some homework to do. I have some pages to read. Tomorrow I will tell the class what I have read about. Everyone will be listening to me. They will all clap hands for me if I do well.

Richard: Okay, Thembi! Let's get busy with our homework!



Write

The statements below are about what you have read in **Taking part in sports at school**.

Rewrite the statements beginning like this:

It is **true** that _____ or

It is **untrue** that _____.

1. Richard was an honest boy.
2. Winning is the most important thing in sports.
3. Richard always wins at sports.
4. Taking part in sports is more important than winning.
5. Football is a game played by boys only, not by girls.
6. In sports, it is good to be honest even when losing.
7. Thembi liked to do her homework.
8. Cheating is not allowed in sports.



Write

Look at this sentence from **Taking part in sports at school**:

Wednesday is our school sports day **weekly**.

Weekly means every week.

What do you think the words in the box mean?

daily

hourly

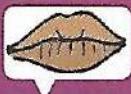
weekly

monthly

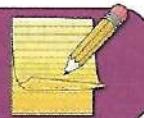
yearly (or) annually

Rewrite the following sentences replacing the underlined phrases with the words in the box from the previous page.

1. We go to school everyday from Monday to Friday.
2. An aeroplane lands at the air-port every hour.
3. The workers are paid once every month.
4. I celebrate my birthday once every year.
5. One must wash oneself everyday.
6. My friend visits me every month.
7. I go to church every week.
8. A bus comes to pick passengers from this station every hour.



Speak and write



Using **if**

- (i) Look at this sentence from **Taking part in sports at school**.

They will all clap hands for me **if** I do well.

In turns, answer these questions in full, correct sentences using **if**:

1. What will you do if you get a lot of money?
Say: If I get a lot of money I will _____.
2. What will you do if you see a snake?
Say: If I see a snake, I _____.
3. What happens if the rains come?
Say: If the rains come _____.
4. What do you do if you get sick?
Say: If I get sick, I _____.

We use **if** for saying what would happen when something else happens or does not happen.

Join the first part of the sentence in the box on the left with the suitable part in the box on the right.

1. We will go to the market on foot	if	you have no bus-fare.
2. We cannot make some tea		there is no water left in the kettle.
3. You will not get on the bus		there is no moonlight.
4. It will be very dark tonight		the heavy rains go on like this.
5. The teacher will be angry with us		there is no bus coming to pick us.
6. All the rivers and dams will fill up		we don't do our homework well.



Speak

Using the **question mark (?)**

Asking questions using helping verbs:

is are was were do does did can will.

Look at the questions the new teacher asked using helping verbs.

Starting with a helping verb, ask the right question for each of these answers:

1. His name is Freddy.
2. We are going by train.
3. You have got a problem.
4. She has got a friend called Maria.
5. He does not remember where he put the money.



Write

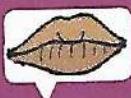
Go back to the end of Unit 22.

What is at the end of every question asked by the new teacher?

Note: Always put a **question mark** at the end of every question that you write.

Starting every question with a helping verb, write the right questions for the questions below.

1. The workers did not complete the job given to them.
2. Joram can swim across the dam.
3. Jona will be able to play in the football team.
4. The teacher was pleased with your home-work.
5. These boys do not play sports at school.



Speak

Using '**s**' to show whose it is, look at these two sentences:

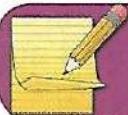
Mr Moyo is the father of Thoko. / Mr Moyo is Thoko's father.

These two sentences mean *the same thing*.

Which sentence (the first or the second) do you think is the better way of speaking?

Say these sentences in a different way using 's**'**

1. The name of our teacher is Mrs Sithole.
2. The name of our country is Zimbabwe.
3. I heard the mother of Sipho talking.
4. The tail of my dog is long.
5. We did the work in the time of a day.
6. Farming is the job of my father.
7. The home of my friend is near the school.
8. My friend is the son of the headmaster.
9. The house of my aunt is big.
10. Yesterday was the birthday of Dumisani.

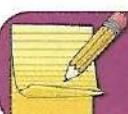


Write

Using '**s**' for example, mother's shoes, the boy's name, Chipo's friend.

Using '**s**', write five correct sentences of your own.

For example, I polished my father's shoes.



Write

Writing a good letter.

A good letter has:

the address , the date, the greeting, the body of the letter in good paragraphs, and the ending.

In 3 – 4 paragraphs, write a letter to your friend at another school.

Tell your friend about sports at your school.

The body of your letter should be 8 – 12 lines in length.

You may use the following questions to help you.

Paragraph 1 Do you like sports very much?

Which day is sports day at your school?

Who is your Sports Master?

Is your Sports Master good? Why?

Paragraph 2 Do the learners in your school do many sports?

What sporting activities do some learners do? (name three)

What do you do/play yourself?

Paragraph 3 For which sport(s) is your school famous?

Who is the best athlete at your school?

Which sport does he/she do/play?



Read and Listen



Take turns to read this poem aloud.

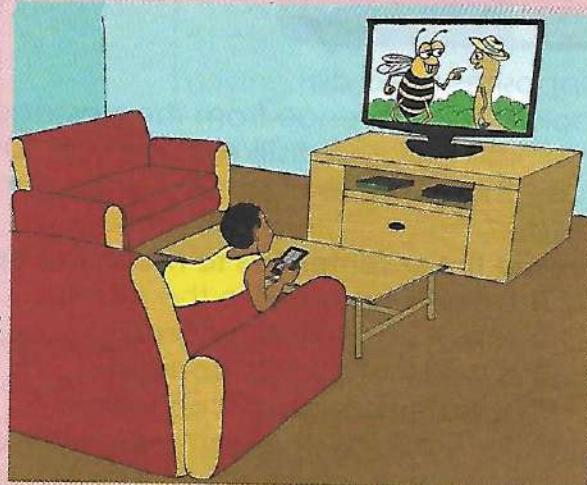
Why I didn't do my homework

I tried to do my homework,
But there were cartoons to watch on television;
And a friend was texting me on my cell phone,
So I could not do my homework.

I tried to do my homework,
But my friend was calling me outside;
To play the many games that we
always play together,
So I could not do my homework.

I tried to do my homework,
But mother said it was time to go to bed;
And she switched off all the lights,
So I could not do my homework.

I will try to explain to my teacher,
Why I did not do my homework;
And hope that my teacher understands,
That it was not my fault.





Write

Using **because**, answer these questions from the poem above:

Say it like this: He did not do his homework because _____.

1. Why did he not do his homework in the first place?
2. Why did he not do his homework in the second place?
3. Why did he not do his homework in the third place?



Speak: Extra mile

In groups of four recite the poem **Why I didn't do my homework** with each one doing one stanza.



Write

Opposites using **dis-**

Look at this sentence from the passage **Homework is fun to me!**

Some children **dislike** homework. **Dislike** is the opposite of **like**.

Rule: the opposite of some words is formed by adding **dis-** at the beginning of the word.

Rewrite these sentences to mean the opposite by adding dis- to the words in bold:

1. The star **appeared** in the clouds.
2. The two boys always **agree**.
3. This bed has a lot of **comfort**.
4. The water has been **connected**.
5. After the rains, the game **continued**.
6. Do you ever **obey** your parents?
7. There is **order** in the bedroom.
8. The goal he scored was **allowed** by the referee.
9. Farming has its **advantages**.



Speak

Answer these questions.

1. What is homework?
2. (a) Do you think that homework is useful?
(b) Why do you think so?
3. Why do some children dislike homework?
4. What is a hobby?
5. Give two examples of hobbies for children.



Write

Using **instead of**

Say this sentence from the passage about homework:

They want the children to help at home **instead of** doing homework.

I like to watch football **instead of** rugby.

You are late, and should be running **instead of** walking.

We planted fruit trees **instead of** flowers in the yard.

We use **instead of** to show that one thing replaces another.

Using **instead of** join the part of the sentence in the box on the left with the suitable ending from the box on the right.

1. We should grow more trees _____
2. I stayed at home reading books _____
3. He spent all his money on clothes _____
4. He goes to church on foot _____
5. He likes to wear short trousers _____
6. You should be quiet and work hard_____

instead of

buying food for his children
making noise and playing.
going out fishing.
long trousers.
of cutting them down.
driving his car.



Speak

Using **next to**

Read this sentence from the passage on homework:

I always enjoy sitting **next to** one of them as they help me with my homework.

1. In turns, tell the class who sits **next to** you.

Say it like this: _____ (name of the child) sits next to me. (or)
I sit next to _____ (name of child).

2. In turns, tell the class what is **next to** these places:

Say it like this: The _____ (name) is next to the _____ (name).

the boys' toilet
the garden
the school
the market
the shop/store

the girls' toilet
the playground
your home
the borehole
the dam

the rubbish pit
the school office
the clinic
the church



Write

Using **some**

Some children dislike doing homework.
In this sentence **some** means **not all**.

Complete the sentences below.

1. Some teachers _____.
2. Some farmers _____.
3. Some parents _____.
4. Some boys _____.
5. Some schools _____.
6. Some motor-cars _____.



Write

More **pronouns**

Read these three sentences:

1. A hobby is what **you** enjoy doing when **you** are free.
(people) (people)
2. **They** say homework takes away **their** play-time.
(The children) (the children's)
3. **They** say the children ask **them** for help to do homework.
(The parents) (the parents)

All the words in bold are **pronouns**; they take the place of **names or nouns**.
You can see the nouns. They replace written in small letters at the bottom of each line.

Other pronouns are: **he, she, it, they, them, his, her**.

Stories become boring if the nouns are repeated. So, instead of repeating the nouns, we use **pronouns**.

Rewrite the following passage, replacing the nouns in brackets with the right pronouns.
Keep the paragraphs as they are.

My parents

My parents are lovely people. (**My parents**) are both in their early thirties. My father is thirty-three years old. (**My father**) is the older of the two. My mother is thirty-one years old. My father and mother love one another very much. (**My father and mother**) spend lots of time together.

My father and mother are working. (**My father and mother**) are both teachers. (**My father and mother**) teach at different schools. Mother teaches at one school. The school is in town. (**The school**) is a very big school. (**Mother**) is the senior teacher there. Father teaches at another school. (**My father**) is the Mathematics teacher there. The school is on the farm. (**The school**) is a small school.

My father likes to wear his brown hat. (**My father's**) favourite colour is khaki. My mother likes to carry her handbag wherever (**my mother**) goes. The handbag was given to (**my mother**) by my sister. My sister bought (**the handbag**) at a flea market.

I love my parents very much. (**My parents**) are very good to me. I am always obedient to (**my father and mother**).

Revision and assessment 11



Listen

Repeat these sentences after your teacher:

- I love my friend with all my heart.
- School starts with morning assembly.
- My arm is painful.
- I go to the market once every week.
- The buses to town depart from this station.
- The city of London is very far from here.
- He was pushing a cart full of bags.
- Our family lives on a big farm.



Speak

In pairs talk about one of the following while the class listens:

- sports at school
- home-work
- morning assembly at school
- the independence day in Zimbabwe
- the heroes and heroines of Zimbabwe.



Read

Read this poem to the class:

God, I wonder
Why some people are white and others black.
Why some people are rich and others poor.
Why some people are clever and others foolish.
Why you make some people happy and others sad.
And yet:
We all have the same red blood.



Write

Write a short poem of your own in which you are talking about something that:

- (a) is surprising to you
- (b) is very pleasing to you
- (c) makes you or made you very sad.



Read

Homework is fun to me!

chance
through
hobbies

activities
improve
watching

example
dislike
against

school-girl
composition
instead

exercise
hobby
forces



As a young school-girl, I always enjoy doing my homework. Homework is my chance to learn from my parents, brother or sister when I return home. I always enjoy sitting next to one of them as they help me with my homework.

Homework is a set of learning activities to be done outside the class. Reading some given pages is an example of homework. Writing a composition or an exercise is another example of homework. Homework gives me more time for learning. Through doing homework I improve my learning skills and abilities.

Some learners dislike homework. They say homework takes away their play-time. They say after school it is time for hobbies, not for homework. A hobby is what you enjoy doing when you are free. Some of the children's hobbies are fishing, watching television, or playing with their toys.

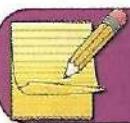
There are some parents too who are against homework. They want the children to help at home, instead of doing homework. They also say that the children ask them for help to do the homework. This forces them to stop doing their own work.



Write

Answer these questions.

1. What is homework?
2. (a) Do you think that homework is useful?
(b) Why do you think so?
3. Why do some children dislike homework?
4. What is a hobby?
5. Give two examples of hobbies for children.



Write

Choose the correct answers.

1. The person who wrote this passage is a _____.
A. teacher B. mother C. father D. school-girl.
2. This passage shows that _____.
A. all the parents are against homework.
B. not all the parents are against homework.
C. all the parents like homework for their children.
D. all the children dislike homework.
3. The person who wrote this passage _____.
A. likes doing homework.
B. dislikes doing homework.
C. has many hobbies.
D. has no hobbies.
4. What would you say?
A. Homework is a waste of time.
B. Children should not do any homework.
C. Homework is useful.
D. Children cannot learn without homework.



Listen and read

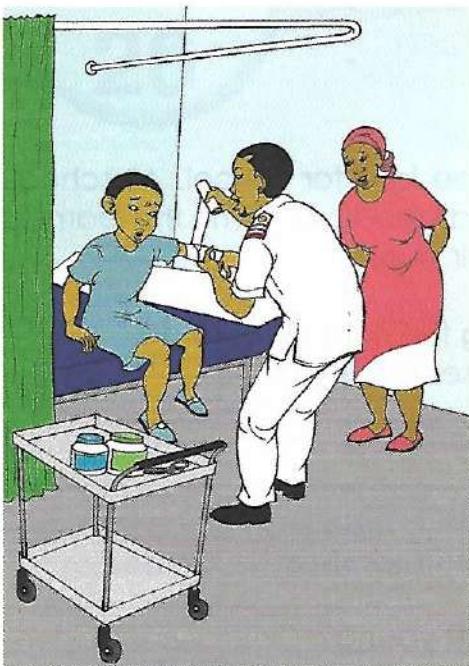


The sound of **ir**, **ur** and **or**

Say this sentence from the passage **Homework is fun to me!**

1. As a young school-**girl** I always enjoy doing my homework.
In the word **girl** the **-ir-** sounds like **e:** and the **r** is silent
2. Homework is my chance to learn from my parents when I **return** home.
In the word **return** the **-ur-** sounds like **e:** and the **r** is silent.
3. **Homework** is my chance to learn from my parents.
In the word **work** the **or-** sounds like **e:** and the **r** is silent.

(i) Read the following paragraphs aloud:



Thursday, the third of May was the birthday of my eldest brother. He turned thirty on that day. My brother is a nurse. He works at the clinic near the church. A church is a place of worshipping.

On his birthday, my brother received an urgent call from his work-place. There was a thirteen-year old girl with burns. Burns hurt a lot, so my brother rushed to the clinic to help the girl. The girl had burnt her hand with a candle that she was using while doing homework. Luckily, the girl's burns were not the worst that my brother had seen in his work as a nurse.



Spelling and dictation

Your teacher will call out some words, and a paragraph from **Homework is fun to me!** while you write them.



Writing paragraphs

Read again the story **Homework is fun to me!**

Under the heading **Homework** write a paragraph by answering these questions in full:

Homework

What is homework? Do you enjoy doing homework? Are there some children who do not like doing homework? What do they want to do instead of homework? Why is homework important to you? Who sometimes helps you to do your homework? When do you usually do your homework? Do you sometimes fail to do your homework? When do you sometimes fail to do your homework? What do you advise other children to do?



Speak

Using **should**

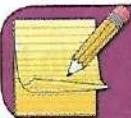
Read this short paragraph aloud:

All children should go to school. They should not be late for school. At school, learners should work hard. They should play with good friends. At home the learners should obey their parents. They should also help their parents.

Note: in this paragraph should is used before saying the right thing to do.

Using should, answer these questions in full, correct sentences:

1. At what age should a child start Grade One?
2. Should people cross flooded rivers?
3. Should people cut down trees?
4. Should people burn grass?
5. Should people throw rubbish everywhere?
6. Should learners come late to school?
7. Should girls be forced to marry when they are still young?
8. What should one do after using the toilet?
9. Where should you go when you are sick?
10. What should you do when your friend needs help?
11. What should you do before you go into a room where there is someone?
12. Should people drink water from the rivers?



Write

Using **should** write two sentences about what learners:

- (a) should do
(b) should not do.



Speak

Say the sentences you have written using **should** to the class.

**UNIT
26**

End of term 2 revision and assessment

Paper 1

Time: 2 hours



Read

tortoise
gathered
crossed
race

cheering
stream
reached

laughed
decided
finishing

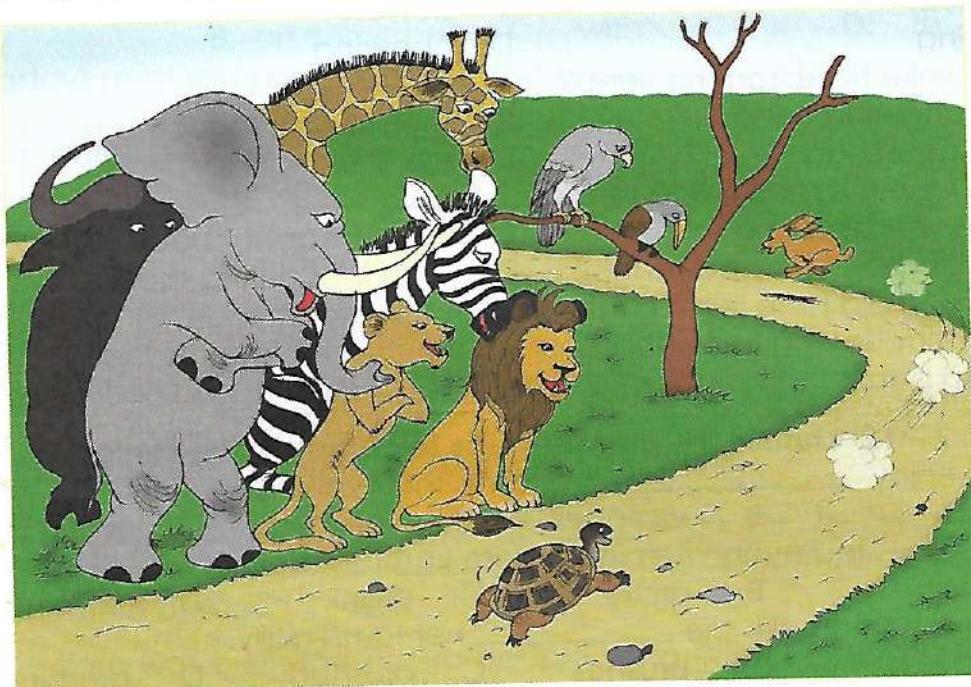
learned
shade
watching

boasting
asleep
against

Read the passage and answer the questions that follow.

Hare and Tortoise

Hare always boasted about how fast he could run. He said that he was the fastest animal in the forest. One day Tortoise said he wanted to race against Hare. Hare said, "Tortoise, you are the slowest animal in the forest." But Tortoise said that he wanted to race.



So the animals gathered to watch the race. The race started with Hare far ahead of Tortoise. Hare ran down the road and round the hill. When Hare looked back, Tortoise was far, far behind.

So Hare decided to rest in the shade of a big tree. In that cool shade, Hare fell asleep. Hare did not hear Tortoise walking past him.

The animals saw Tortoise crossing the finishing line. He had won the race! The animals cheered Tortoise noisily. This awoke Hare back at the stream. He got up and started running again. When he got to the finishing line Tortoise was already there. From that day Hare had learned his lesson. He never boasted again.



In numbers 1 – 6 choose the answers from the story Hare and Tortoise.

1. Which animals were in the race?
A. elephants B. lions and elephants
C. hare and tortoise D. only Tortoise
2. In the race, Tortoise passed Hare when Hare was _____.
A. laughing B. running fast
C. still boasting D. fast asleep
3. Which word in the story means the opposite of fastest?
A. against B. slowest
C. resting D. cheering
4. What awoke Hare from his sleep?
A. the cheering noise B. the walking tortoise
C. the cool shade D. the finishing line
5. Tortoise won this race because _____.
A. Hare was boasting B. Tortoise was not boasting
C. the animals cheered Tortoise D. Hare slept during the race
6. What lesson did Hare learn by the end of the race?
A. that tortoises run faster than hares B. how to cross the streams
C. not to boast D. that he had no friends

In numbers 7 – 12 choose the correct verbs to complete the sentences.

7. I always enjoy _____ television in the evenings.
A. watch B. watches C. watched D. watching
8. I _____ tea every morning before I go to school.
A. drink B. drinks C. drank D. drinking
9. My sister is a smart girl; she _____ her teeth daily.
A. brush B. brushes C. brushed D. brushing

10. He _____ to live in town long back and never came back.
A. go B. goes C. went D. going
11. The Tonga were _____ in the area now under water.
A. lived B. living C. live D. lives
12. The area is _____ by forests with animals.
A. surrounded B. surrounds C. surrounding D. surround

In number 13 in which word has the u a different sound from the rest?

13. A. ambush B. summer C. hundred D. jug

In number 14 in which word does the ea have a different sound from the rest?

14. A. bread B. thread C. meat D. threat

In number 15 which word does not have the same sound as the rest?

15. A. height B. light C. heat D. white

In number 16 choose the right word to fill in the blank space.

16. A lion is _____ animal that is fierce.
A. a B. an C. which D. what

In numbers 17 – 19 choose the right word to complete the sentence.

17. You will not win the race _____ you run fast.
A. if B. after C. unless D. but
18. In our family we always pray _____ going to bed.
A. because B. during C. before D. although
19. Maria walked into the house, greeted everyone _____ sat down.
A. and B. but C. when D. because

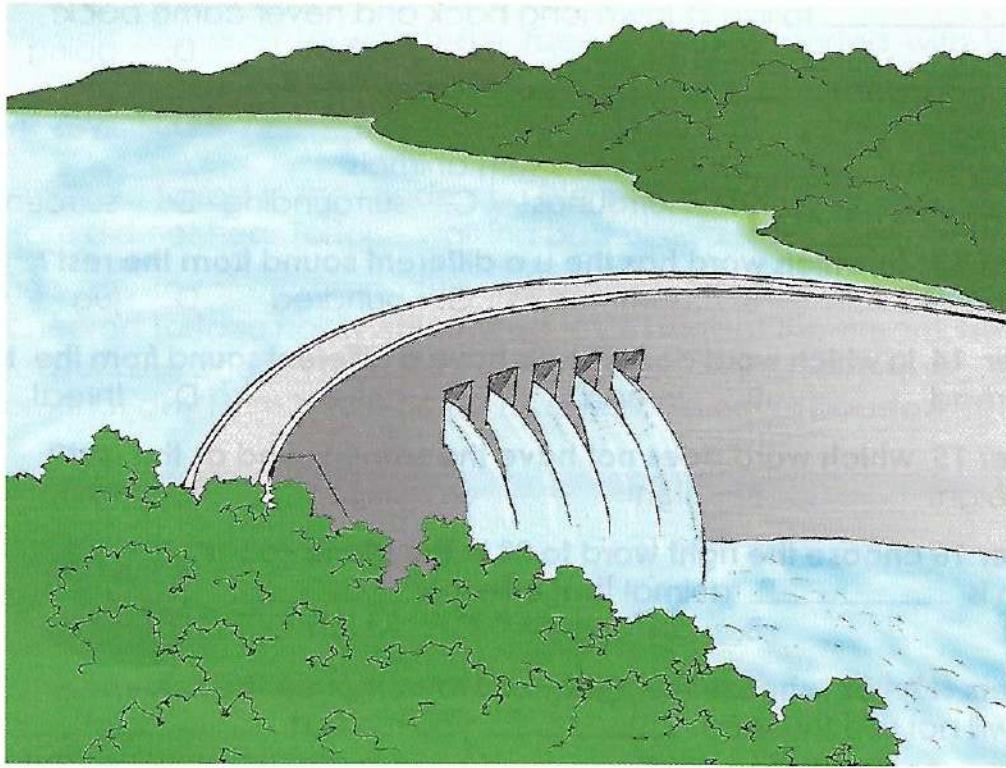
In numbers 20 – 25 choose the right preposition to complete the sentence.

20. Every morning I go to school _____. foot.
A. by B. on C. with D. to
21. Nowadays most people travel overseas _____. air.
A. in B. on C. with D. by
22. The sun sets _____. the west.
A. at B. in C. to D. on
23. I shared the sweets _____. John and Peter.
A. for B. among C. to D. between
24. She was speaking _____. English all the time.
A. by B. in C. with D. to
25. In the evenings, many people sit outside and look _____. the moon.
A. at B. on C. to D. after

Read this passage and answer the questions that follow:

Built on the Zambezi River on Zimbabwe's northern border with Zambia, down-stream from the Victoria Falls is Lake Kariba. Lake Kariba used to be the biggest man-made dam in the whole of Africa.

Before the dam was built, the Tonga people were living in the area now under water. The Tonga were moved to higher ground to make way for the dam. Unlike



other big dams in Zimbabwe that are built for irrigation, the water of Lake Kariba turns the wheels that make electricity. This is the electricity that is used in many cities, factories, and people's houses in Zimbabwe and Zambia.

Lake Kariba is surrounded by forests with animals like elephants, lions, buffalo, zebra, hippo, crocodiles and many others. Many people visit the area around the lake to see these animals. People also go to the lake for fishing. There are many islands on the lake where people can set up camps and enjoy themselves.

In numbers 26 – 33 choose the answer from the passage above.

26. Lake Kariba is a man-made dam. This means it _____.
 - A. was built on the Zambezi river
 - B. is one of the biggest dams in Africa
 - C. was built by men
 - D. forced the Tonga to move to higher ground
27. Where is Lake Kariba?
 - A. in north-eastern Zambia.
 - B. up-stream from the Victoria Falls.
 - C. to the south of the Zambezi River.
 - D. on the Zambezi River, down-stream from the Victoria Falls.
28. Which statement is correct?
 - A. Lake Kariba is still the largest man-made dam in Africa.
 - B. The Tonga people are able to live on the land that is under-water.

- C. Lake Kariba was once the largest man-made dam in Africa.
D. The Victoria Falls are down-stream from Lake Kariba.
29. Why were the Tonga people moved to higher ground?
A. To make way for the dam.
B. Because many visitors wanted to see the wild animals.
C. The Tonga people were living on the islands on the lake.
D. They were too many in one small place.
30. From the passage above, what do you think an island is?
A. a very large dam
B. a piece of land surrounded by water
C. the wheel that turns, making electricity
D. an area where people can set up camp and enjoy themselves
31. The passage says that the water from Lake Kariba is mainly used for _____.
A. fishing
B. the wild animals to drink
C. turning the wheels that make electricity
D. irrigation
32. The passage also says that _____.
A. Lake Kariba is the only big dam ever built in Zimbabwe
B. all the electricity from Lake Kariba is used only in Zimbabwe
C. very few people like to visit Lake Kariba and the area around it
D. there are other big dams in Zimbabwe.
33. From the passage, which statement below is right?
A. It was a waste of money to build Lake Kariba.
B. Lake Kariba is very important to the people of Zimbabwe and Zambia.
C. People visit the area around Lake Kariba to hunt and kill wild animals.
D. Without Lake Kariba, the Tonga would not be able to grow their crops.

In numbers 34 - 35, choose the right adverb.

34. The teacher wants everyone to write _____.
A. kindly B. softly C. neatly D. early
35. We celebrate Christmas _____.
A. hourly B. annually C. weekly D. monthly

In numbers 36 - 37, choose the right adjective.

36. Mother uses a _____ knife to cut the meat into small pieces.
A. tall B. difficult C. sharp D. fat
37. Lions, elephants, zebras and hippos are all _____ animals.
A. deep B. dry C. tame D. wild

In numbers 38 - 39, choose the word opposite in meaning to the underlined word.

38. There is a narrow bridge across the river.
A. wide B. small C. big D. high
39. When my name was called, I was awake.
A. happy B. present C. asleep D. absent

In number 40, choose the right phrase to complete the sentence.

40. She was collecting firewood _____ make a fire.
A. instead of B. in order to C. next to D. because of

In number 41, which is the polite way to ask someone for a pen to use for a short while?

41. A. Give me your pen for a short while.
B. Please lend me your pen for a short while.
C. I want to use your pen for a short while.
D. Do you have a pen that I can use for a short while?

In numbers 42 – 43, choose the correct word to complete each sentence.

42. A _____ sells meat in a shop.
A. vendor B. farmer C. butcher D. peasant
43. My mother's brother is my _____.
A. aunt B. uncle C. nephew D. grandfather

In numbers 44 – 46, choose the right pronoun to complete the sentence.

44. I came here with my friends, but now I have lost _____.
A. they B. their C. them D. these
45. That is my mother's shop; it is _____ alone.
A. she B. her C. hers D. his
46. My brother and _____ go to the same school.
A. I B. mine C. me D. him

In numbers 47 – 48, choose the right word for the sound the animal makes.

47. A dog _____.
A. barks B. shouts C. trumpets D. hisses
48. A lion _____.
A. cries B. howls C. crows D. roars

In number 49, which name comes at the end of the list in alphabetical order?

49. A. Harare B. Bulawayo C. Mutare D. Gweru

In number 50, choose only one sentence that is written correctly.

50. A. Did you say Sandra Tabeth and Liona are your sisters.
B. did you say sandra, tabeth, and liona are your sisters?
C. Did you say Sandra, Tabeth and Liona are your sisters?
D. Did you say Sandra, Tabeth, and Liona, are your sisters.

Paper 2

Time: 2 hours



Read

Read this passage and answer the questions that follow.

widower
few
oxen

brick
crops
calves

married
manure
tractor

peasant
harvest
ploughing

grew
plough
dairy

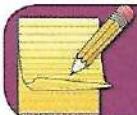
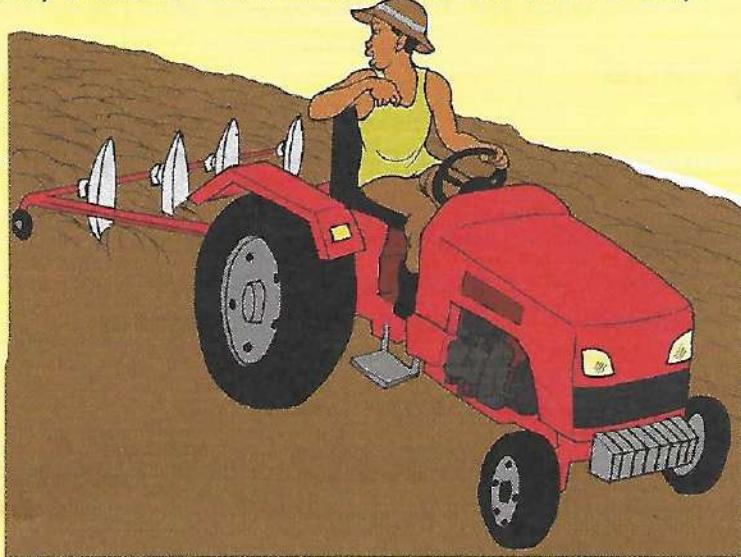
Widower Jangano

Widower Jangano lived alone in a small brick house. His wife had died and he had not married again. He was a peasant with just a small piece of land. He put some manure on his small piece of land and his few crops grew very well.



He fenced the small piece of land. So the animals could not eat his crops. Then he bought a plough and two oxen. He was now using a plough pulled by the two oxen. Widower Jangano worked hard on his piece of land. He was now getting a bumper harvest every year. He sold more crops and bought two dairy cows. Soon, the dairy cows had calves. The dairy cows gave Widower Jangano a lot of milk.

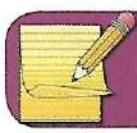
Widower Jangano was now selling the crops and the milk. He got enough money to buy a tractor. Today, many people visit Widower Jangano's small piece of land. They want to learn how to use the land wisely.



Write

Answer these questions.

1. What is a widower?
2. What do you call a small farmer with just a small piece of land?
3. Why could the animals not eat Widower Jangano's crops?
4. How did Widower Jangano make his crops grow well?
5. Why did Widower Jangano buy the two oxen?
6. What are the cows that give milk called?
7. Widower Jangano was getting a bumper harvest every year because _____.
(Fill in the blank)
8. Why do many people visit Widower Jangano's farm?
9. What kind of a man was Widower Jangano?
10. What do we learn from this story?



Write

Write on only one of the following.

- (i) You have won a prize at school. In 3 - 4 paragraphs, write a letter to your friend at another school telling him/her this good news about what happened for you to win this prize. Tell your friend more about the prize itself: what it is, what it looks like, what your friends and parents said about it and how you will use it.

The body of your letter should be 8 – 12 lines in length.

(ii) Write a composition about someone who was always boasting and then something happened that stopped him/her from boasting. In your composition, say:

- who the person was, and what he/she was always boasting about
- what this person was doing and telling the people
- what the people were thinking about that person
- what happened one day that stopped the person from boasting
- what the people were saying afterwards
- what you have learned from this.

Your composition should be 8 – 12 lines in length.

UNIT 27

A visit to Mrs Mabika's plot (Part 1)



Listen

People with disabilities

Your teacher will tell you about a person with a disability but has done well in life.



Speak

In a few sentences, tell the class about a disabled person you know and the good work that person does or did.



Read

A visit to Mrs Mabika's plot (Part 1)

visited
dozen
fresh

produce
twelve
showed

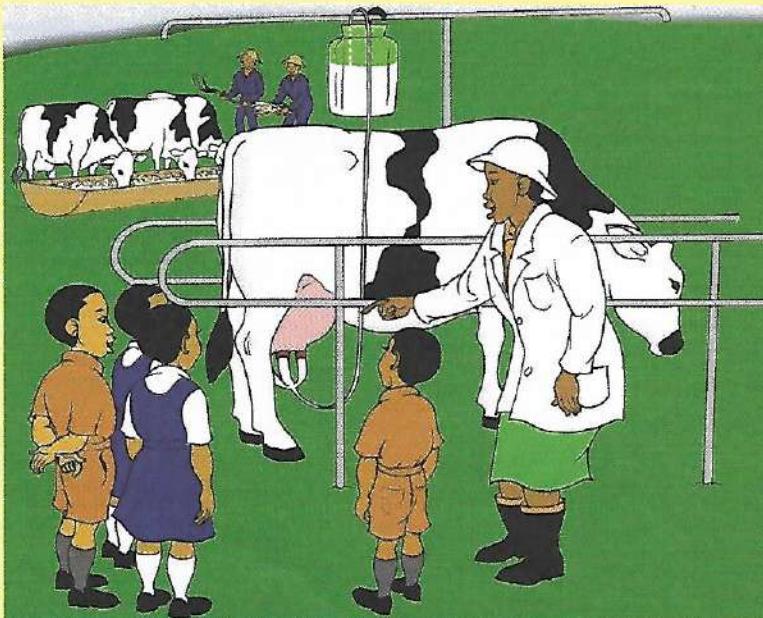
dairy
learned
waiting

supermarket
travelled
although

farming
signs
deaf

Last week our class visited Mrs Mabika's plot. Mrs Mabika is deaf and dumb. She cannot hear or speak. She speaks to people in signs. She makes the signs with her hands. Mrs Mabika has a plot. The plot is not very far from our school. Mrs Mabika uses her plot for farming. We travelled to see the plot in the school bus. Mrs Mabika was waiting for us at the gate.

She took us around the



plot. First she took us to the dairy cows. Mrs Mabika keeps a dozen dairy cows on her plot. The twelve dairy cows produce a lot of milk. Mrs Mabika sells the fresh milk to the supermarkets.

Next, Mrs Mabika showed us how to milk the cows. I learned how to milk the cows on that day. Now I am good at milking my father's cows. Although Mrs Mabika is a woman, she is a very good farmer.



Write

Answer these questions.

1. What is a person who is deaf unable to do?
2. A person who is dumb cannot _____.
3. How does a person who is deaf and dumb speak to other people?
4. Where is Mrs Mabika's plot?
5. How did the learners travel to Mrs Mabika's plot?
6. What number are a dozen things?
7. Dairy cows are kept for _____.
8. Mrs Mabika was a school teacher. True/False



Speak

Prepositions that are used with certain words.

These prepositions are used with certain words in **A visit to Mrs Mabika's plot, Part 1**.

at in with on from to for

Go back to the passage and say the sentences with these prepositions, one by one.



Write

Rewrite the following sentences. Fill the blank spaces with the same prepositions in the box.

The sentences in the passage will help you to find the right preposition to fill in.

1. The clinic is not very far _____ my home.
2. My brother is very good _____ dancing.
3. My friend is waiting _____ me near the bus station.
4. Some people do not understand me when I speak _____ my mother language.

5. Many people sell their crafts _____ motorists on the highway.
6. Mother does all the family washing _____ her own hands.
7. The two children were born _____ the same day.



Write

Using: **first, then, after that, while, at the end, last, when**

These are words we often use to tell things that follow one another in their good order.

A girl called Shongile wrote about their class visit to an orphanage. An orphanage is a building or place where orphans are looked after. Orphans are children whose parents have died. Shongile mixed up the order of the things their class did at the orphanage.

Rewrite the things that Shongile's class did at the orphanage in the correct order.

A visit to the orphanage

While some were washing the orphans' clothes, others were busy cooking.

After the greetings, we sat down to tell the orphans some interesting stories.

First, we greeted the orphans, one by one.

When the clothes were dry, we pressed them with a hot iron.

At the end it was time to say goodbye to the orphans.

Last week our class visited the orphanage next to the hospital.

While some were pressing the clothes, others were washing the plates and the pots.

Then we washed the orphans' clothes and hung them on the line to dry.



Speak

Take turns to read to the class what you have written about **A visit to the orphanage** in **Write** above.



Listen and Write



Spelling and dictation

Listen carefully and write the words and sentences that your teacher will call out from **A visit to Mrs Mabika's plot, Part 1**.

**UNIT
28**

A visit to Mrs Mabika's plot (Part 2)



Read

A visit to Mrs Mabika's plot (Part 2)

chicken
prepared
shades

hatch
carefully
feeding

vegetables
compost

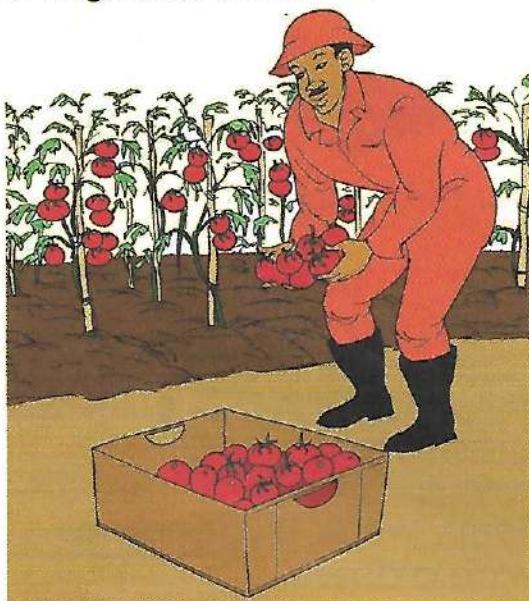
cabbages
gently

important
twice

Mrs Mabika also took us to the chicken run. There were many, many chickens in the chicken run. The chickens were feeding noisily.

Mrs Mabika said these chickens lay eggs. Mrs Mabika sells the eggs to the supermarkets. She sells the eggs before they hatch into chickens.

Lastly Mrs Mabika took us to the vegetable garden. There were tomatoes, carrots, onions, cabbages and other vegetables. Although Mrs Mabika is deaf and dumb, she is a very good farmer. In the garden, three men were busy working there. One man was watering the vegetable beds.



Another man was digging with a big hoe. He was preparing a seedling bed. He was going to plant some seedlings. The man said a seedling bed is very important. It must be prepared carefully. It must be prepared in steps. The man showed us how to make a seedling bed.



Speak

Imagine that you were in the class that visited Mrs Mabika's plot. Tell the class about that visit.



Listen

Listen carefully as your teacher explains the steps in making a seedbed. Follow the steps in the pictures below.

How to make a seedling bed

1.



Dig the soil. Break up any lumps.

2.



Mix the soil with the compost.

3.



Water the soil.

4.



Plant the seedlings.

5.



Protect the seedlings from the wind and the sun.

6.



Gently water the seedlings twice a day.

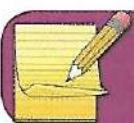


Write

Using: **first, next, then, after that and when**, write a paragraph on how to make a seedling bed.

How to make a seedling bed.

Using a hoe or a pick, first dig _____ and _____. Next, _____. Then, _____. After that, _____. Then put shades to _____. When the seedlings are planted, water them _____.



Write

Choose the answer from the passage.

- Although Mrs Mabika was deaf and dumb, she was a good farmer.
This shows that _____.
 A. women can not be farmers
 B. good farmers are women
 C. disability does not mean inability
 D. farming is a difficult job
- Although Mrs Mabika was a woman, she was a good farmer.
This shows that _____.
 A. women cannot be good farmers
 B. women can be good farmers
 C. farming is a job for men only
 D. farming is a job for women only
- Which statement is true?
 A. Mrs Mabika was a lazy farmer.
 B. Mrs Mabika was a busy farmer.
 C. Mrs Mabika disliked the learners.
 D. The learners ate a lot of fried eggs at Mrs Mabika's plot.



Speak

The **-ing** in some short verbs

Look at the words with **-ing** as you read this passage aloud:

The sun was **setting** when I was **travelling** from the market. It was also **beginning** to rain. I saw two boys. One was **sitting** down and the other was **digging** with a big hoe. Then, as it was **getting** dark, the two boys started **running** home.

What do you notice in these words when adding **-ing**?

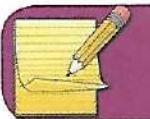
Say the sentences below with the -ing form of the verbs in bold. Remember to spell the words with -ing correctly.

1. She was the only girl (**sit**) among the boys.
2. The girls were (**run**) to school.
3. It's (**begin**) to get cold in the evenings.
4. Father was busy (**cut**) firewood.
5. My brother is (**get**) old.
6. I like to see the sun (**set**).
7. When I was a baby, I was (**wet**) my clothes.
8. The boys were (**swim**) in the dam.
9. When our team was (**win**) we were cheering.
10. The strong wind was (**shut**) the doors.
11. Nowadays many people are (**travel**) by road.



Write

From Speak above rewrite sentences 6 – 11 correctly.



Write

Writing a short story of what happened.

Thandie is in Grade Three. Last week Thandie's class visited the Old People's Home. This is the place where the old people are looked after.

People visit the Old People's Home to help and do something for the old people.

People help in many ways, for example;

- they wash and iron their clothes,
- they plant and water the flowers,
- they mend their clothes,
- they cook for them,
- they clean the house,
- they cut the tall grass in the yard,
- they sweep the yard,
- they plant and water the vegetables in the garden.

Thandie wrote a short story on the visit to the Old People's Home, but didn't complete it.

Write the complete story that Thandie had started.

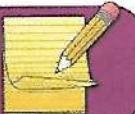
A visit to the Old People's Home

Last week, my class visited the _____. The Old People's Home is the place where _____. We travelled to the Old People's Home by _____.

When we arrived, the old people were _____. Then they all came out to _____. We told them that we had come to _____. First we _____. Next we _____. Then we _____. After that we _____. Lastly we _____. Then it was time to say _____.



Listen and Write



Listen carefully and write the words and sentences that your teacher will call out from **A visit to Mrs Mabika's plot (Part 2)**.

Revision and assessment 13



Listen

Your teacher will arrange for you to listen to the news on the radio or he will read the news in a newspaper to you.

Afterwards, report the news that you have just heard to the class. Say it like this:

It was reported that _____.
I heard that _____.



Speak

Make your own sentences using:

- (a) **shall** to offer help to someone or to other people
- (b) **will** to ask someone to do something
- (c) **should** to say what is right or what is expected
- (d) **should not** to say what is not right or what is not expected.



Read

Read the following paragraph clearly to the class:

From poor to rich

There was once a poor man who lived with his family in a small hut. His name was Makadho. One day Makadho knelt down and prayed to his God. In his prayer, Makadho said, "Oh Lord, please hear me. I wish you could make me rich." The Lord heard Makadho's prayer and answered, "I will give you riches if you promise not to stop working hard." From that day onwards, Makadho never rested. In a few years Makadho became rich through hard work. That shows us that we can all become rich if we work hard. It also shows us that we cannot become rich unless we work hard.



Write

Write your own two sentences using:

- (a) if
- (b) unless
- (c) wish

UNIT 29

Street children



Read

Street children

kids	left-overs	motorists	begging	steal
dust	pedestrians	pilots	quite	often
passengers	taxi	tout	pavements	dangerous
fighting	guarding	occasionally		

Chamie is a street child. He lives on the street with other street kids. The street kids do not go to school. So they don't learn to read or write. That means they cannot become teachers, doctors, or pilots one day. They spend all their time on the street. They do not wash. They do not comb their hair or brush their teeth.

Chamie and other street children spend their time begging. They beg for money or food from the passing motorists and pedestrians. Sometimes they steal. Sometimes they eat dirty left-overs thrown into the dust bins. Quite often street kids fight among themselves for money or food.



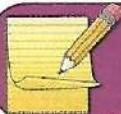
Occasionally, Chamie is washing or guarding the people's cars. Once in a while he is a taxi tout; calling passengers to the taxis or mini-buses. Chamie does all these for a little money. His life on the street is very hard and sometimes quite dangerous.

Chamie and other street kids sleep on the open pavements of the streets. When it rains they get wet. In the cold nights they warm themselves on fires made from burning papers. They become very dirty.



Speak

Tell the class what you have read about the street children.



Write

Answer these questions.

1. Who is Chamie?
2. Where do street children sleep?
3. What is the other name used for street children?
4. Why can the street children not become teachers, doctors or pilots like you?
5. What do street kids often fight for among themselves?
6. What does a taxi tout do?
7. How would you describe, in one sentence, the life of a street child?
8. Would you like to be a street child? Why?



Speak

Using **often**

Read these sentences aloud. Note that the **t** in **often** is silent.

Quite **often** street children fight among themselves for money or for food.

I **often** visit my friend at his/her home.

On weekends I **often** play tennis.

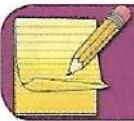
It **often** rains in the evenings.

Complete the sentence below:

Anna **often** comes late to school.

This means that Anna _____.

- A. never comes late to school.
- B. came late to school only once.
- C. has come late to school many times.
- D. has come late to school on very few days.



Write

Using **often** write five correct sentences of your own.

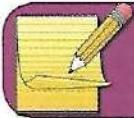
Example: I **often** come to school by bicycle.



Write

Spelling and dictation

- (i) Your teacher will first show you a paragraph to look at from the passage **Street children**. Then the teacher will dictate the passage to you as you write it.



Write

Writing a short **composition** on what you saw.

Imagine that you spent some days watching the street kids. Now you want other people to know what you saw. Write a short composition about the street kids by answering the questions below in full sentences. Write your composition in the 4 paragraphs shown. You can get good ideas from the passage **Street children**.

Street kids

Begin by saying:

Last _____ I spent _____ days watching the street kids in the town of _____. Who are the street kids? Do the street kids go to school? Do the street kids learn to read and to write? Therefore, can the street kids become teachers and doctors when they grow up?

Do the street kids wash or comb their hair? So how do they look? Where do they spend all their time? How do they spend their time? Sometimes what do they do among themselves? What do the street kids eat? Sometimes what do they do? Where do they sleep? What happens when it is raining?

Is the life of a street kid very easy or very difficult? Would you like to be a street kid yourself? What do you advise other boys and girls?



Speak and Write



The **-ly** in words, for example, **softly**, **slowly**, **loudly**, **quickly**

Read these sentences aloud:

When I was sick, I was talking **softly** and walking **slowly**.

When I got well again, I was talking **clearly** and walking **quickly**.

Then I began to sing **loudly** and **cheerfully**.

- What do the words **softly** and **clearly** tell us?
(Answer: They tell us **how** I was _____)
- What do the words **slowly** and **quickly** tell us?
(Answer: They tell us **how** I was _____)
- What do the words **loudly** and **cheerfully** tell us?
(Answer: They tell us **how** I was _____)

Rule: Words that tell us how something is done are called **adverbs**.

Answer these questions using the adverb from the word in brackets.

- The school children were singing _____. (cheerful)
- It was raining _____. (heavy)
- In the rainy season, rivers flow _____. (strong)
- The teacher likes the learners to read their books _____. (quiet)
- The moon was shining _____. (bright)
- You should always write _____. (neat)
- Father and mother were talking _____. (happy)
- When travelling, you should dress _____. (smart)



Speak

The long **y**

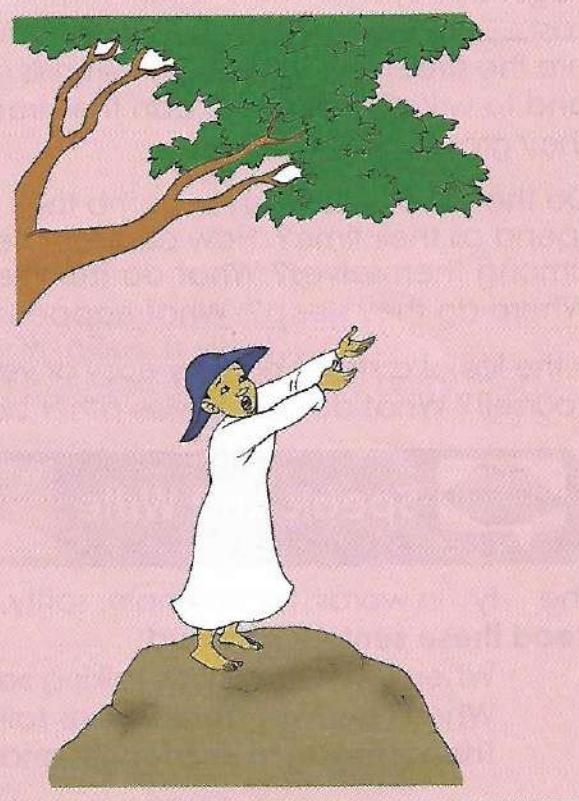
Say this sentence correctly after your teacher:

My sister, in a nylon dress likes to fry dry meat in a frying pan.
Repeat the sound of the **y** written in bold.

I try and try

I cannot **fly** in the sky,
And I will not **cry** because I cannot **fly**.
I will not **deny** that I cannot **fly**,
And I'm not **shy** to say that I cannot **fly**.

In class when I **try** to multiply,
And I cannot multiply,
I will not **cry** because I cannot multiply
And I will not be **shy** to say that I
cannot multiply.
But I'll **try and try**,
Until I can multiply.



**UNIT
30**

A meeting under the tree



Read

A meeting under the tree

enough
report

marry
warned

protect
plantations

young
mines

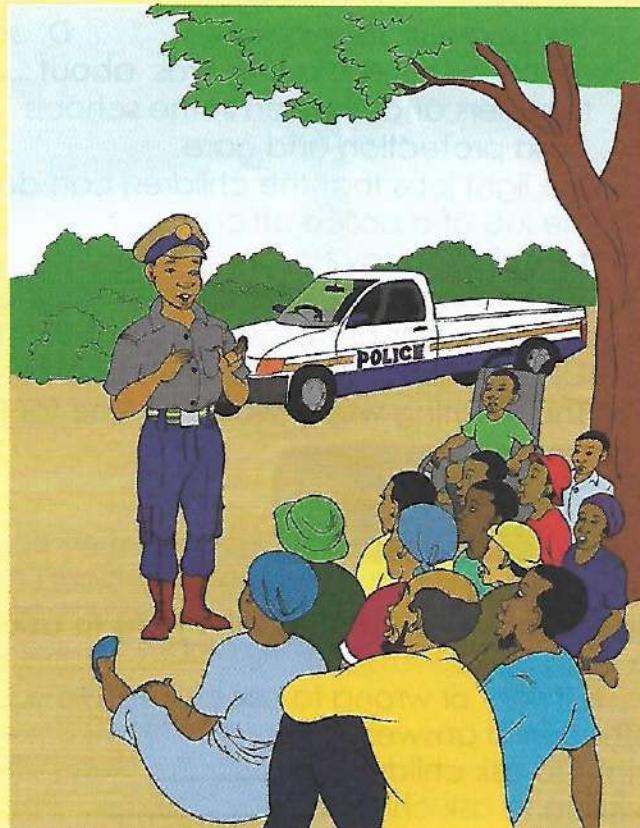
allowed
adults

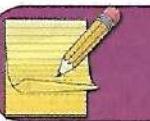
One day Chamie saw many people sitting under a tree. A tall police officer was talking to the people.

The police officer said parents must take care of their children. Parents must give their children enough food and good clothes. When they go to bed, children must be given warm blankets. Parents must protect their children all the time.

All boys and girls should go to school. Young girls must not be married off. He said that school girls are too young to marry. No-one is allowed to shout at, scold or beat children. Children should report to the police people who scold or beat them. The children should not fight among themselves.

He also said children must not do difficult or dangerous jobs. Working in the plantations is hard and dangerous work. Difficult or dangerous jobs should be done by adults only. Children should do only light work at home like cleaning the plates and cups.





Write

Choose the correct answer.

1. At the meeting, there were _____.
A. a few people B. many people
C. women only D. children only
2. Who spoke at the meeting?
A. Chamie B. the children
C. the chief D. a police officer
3. At the meeting, it was said that _____.
A. only boys should go to school B. only girls should go to school
C. children must work hard all the time D. school girls are too young to marry
4. It was also said that people who scold or beat children should _____.
A. be reported to the police B. not fight among themselves
C. take care of their children D. send their children to school
5. This meeting under the tree was about _____.
A. teachers and children in the schools
B. child protection and care
C. the light jobs that the children can do at home
D. the job of a police officer
6. What would you say?
A. People agreed that difficult or dangerous jobs must not be done.
B. Only parents are allowed to scold or beat their children.
C. Chamie liked what was talked about at the meeting.
D. This meeting was a waste of time for Chamie.



Speak

right or wrong

Using the jobs listed below, take turns to ask and answer each other like this:

One child asks:

Is it right or wrong to ask children to _____ (such as, cut some firewood)?

Another child answers:

It is right to ask children to _____

It is wrong to ask children to _____

Here are some jobs that people do everyday:

- | | |
|----------------------------|---|
| - cut some firewood. | - make a fire for cooking. |
| - sweep the floor. | - clean the bedroom. |
| - dig in the garden. | - dig the water trenches. |
| - work on the plantations. | - water the vegetables. |
| - do homework. | - look after the baby at home. |
| - herd cattle and goats. | - sell vegetables, tomatoes and fruits. |
| - put up roofs on houses. | - help mother to clean the house. |
| - give the dog some food. | - work in the mines. |

- go to the shops to buy bread.
- help the parents at home.
- close the gate in the evenings.
- push or pull the cart.
- wash their own clothes.
- cut grass around the home.
- boil some water for tea.
- plough or weed in the fields.
- prepare food for the family.
- carry bags of maize or mealie-meal.
- fetch water from the borehole.
- wash the plates, pots and cups.



Listen

A children's poem to recite.

Listen carefully as some of you read the poem:

What I need from my parents

I am your own child
My dear mother and father,
So I feel free,
To tell you my needs:
Good health,
Good education,
Good shelter,
Good clothes,
Clean water,
Enough good food
And good friends.



Speak

Answer these questions with the help of your teacher:

- How do parents give their children good education?
- Give examples of good shelter that you as a child need.
- Give examples of good clothes a parent should give his/her children.
- What do good friends do?



Write

Using **like**

Say this sentence from the passage **A meeting under the tree:**

Children should do only light work at home **like** cleaning the plates, pots and cups.
Here **like** is used for stating an example or examples.

Complete the following sentences with suitable endings of your own:

- At school we play games like _____ and _____.
- I enjoy eating fruits like _____ and _____.
- Some people's names like _____ and _____ are funny names.

4. Some hot months like _____ and _____ are not good for sports.
5. Some cold months like _____ and _____ are not good for swimming.
6. Some cities like _____ and _____ are very big.



Write

The -ing form of the verbs

Say this sentence from the passage **Street children**:

Chamie and other street children spend their time **begging**.

They sleep on the pavements even when it is **raining**.

The -ing tells us of an action that is going on.

Answer the following questions using the -ing form of the verb given in brackets.

1. How do you spend the evenings? (**read** books).
(Write: I spend _____.)
2. How did you spend the weekend? (**fish** at the dam).
(Write: I spent _____.)
3. How did you spend the holidays? (**visit** friends and relatives).
4. How do children spend their childhood? (**go** to school).
5. How do farmers spend their time? (**work** on the farms).
6. How do vendors spend the day? (**sell** different things).
7. How did your class spend this morning? (**learn** new things).



Write

Writing a paragraph

Chamie wanted to remember the main points said by the police officer. But he could not write.

Imagine that you were asked to write the main points for Chamie by completing the lines below:

Protecting children

At the meeting, the police officer told the people that _____. He also said that parents must _____. He added that school is not just for boys alone; it is for both _____. School girls must not be married off _____; they are too. Then he said that children should report _____. He also warned the children not to _____. Lastly, the police officer said _____. But children can do light work at home like _____.



Read

Exchange your composition books and read aloud to the class what the other learner has written in **Write** above.

Revision and assessment 14



Listen

Listen to a story about helping others from the Bible. Then, in groups of six, act a short play about the story you have just heard from the Bible.



Speak

Speak to the class about someone you know who needs help. Tell the class:

- who the person is,
- what the person's problem is
- where the person stays,
- how the person lives, and
- what you are asking the class to do to help that person.



Read

Read the following passage to the class.

Mr Zondo and Mr Gumbo were neighbours. Mr Zondo always complained to Mr Gumbo about his noisy dogs. One dark evening, Mr Gumbo's dogs barked loudly until early morning. This did not go down well with Mr Zondo at all. He could not sleep throughout the night. Very early next morning, Mr Zondo was on his way to see Mr Gumbo again about the noisy dogs. Then, he saw why the dogs were in his own yard and still barking. The dogs had chased a thief who was going to break into Mr Zondo's house. To escape from the barking dogs, the thief had climbed a tall tree in Mr Zondo's yard and was still up there. Mr Zondo still went to see Mr Gumbo; this time not to complain, but to thank him for the good dogs.



Write

Answer these questions from the passage in Read above in full, correct sentences:

1. What was Mr Zondo always complaining to Mr Gumbo about?
2. Why did the thief climb a tall tree in Mr Zondo's yard?
3. If it was not for the barking dogs, what was going to happen?
4. What did Mr Zondo thank Mr Gumbo for in the end?
5. Do you think after this Mr Zondo stopped complaining about the barking dogs? Why?

UNIT 31

This environment is our home



Listen

The Environment

Your teacher will tell you about our environment.

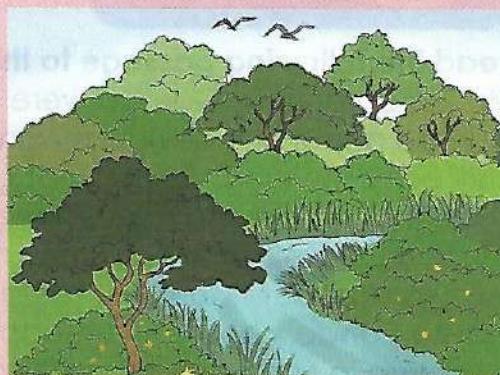


Speak

Say this poem after your teacher. Learn to recite it in groups of four. Each one in the group recites only four lines.

A poem about our environment

Look outside: see the trees and the grass growing
All green and clean and beautiful.
Watch the insects flying from flower to flower.
Stand outside and smell the fresh air.
Listen to the never-ending song of the birds
and the wind.
The sound of the stream water falling on the
rocks.
Look into the cool clean stream water and
see;
The fish swimming forever happily.



Things won't be like this in the future;
If we continue to throw:
Broken bottles, empty tins, pieces of metal,
plastic and wood,
On the land, into the streams, everywhere.
Things won't be good for us either,
If we continue burning grass and cutting
down trees.





Write

Spelling and dictation

Listen carefully and write the sentences that your teacher will call out from the poem about the environment.



Speak

- Your teacher will take you out on a walk to see the environment around your school:
- After the walk answer these questions:**
 - Were there any papers, pieces of wood, broken bottles, plastics lying about?
 - Did these things look good to you when you saw them?
 - How did they get to be there?
 - What do you think should be done?



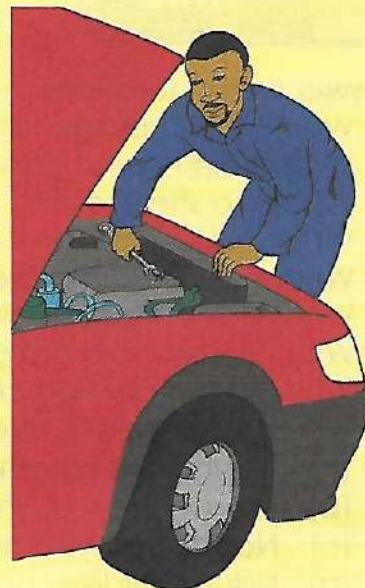
Read

Nduna, the mechanic

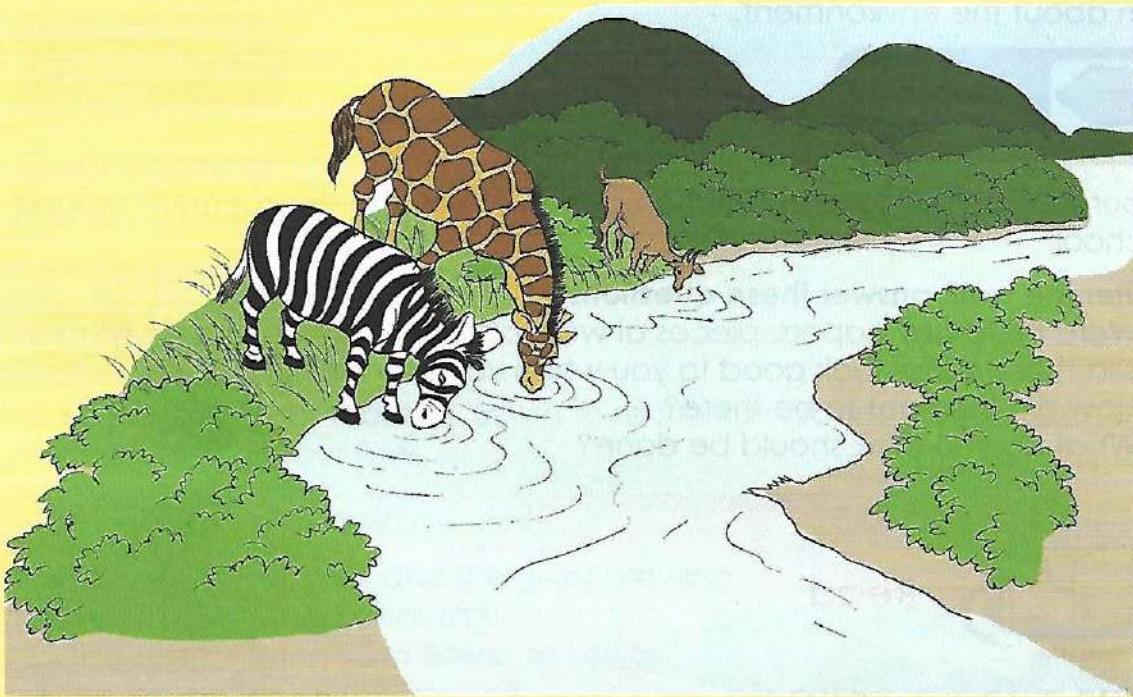
swimming	clear	fresh	repair	hungry	fruits
forest	monkeys	birds	grazing	pastures	shepherd
herdboys	flock	herd	mechanic	garage	

Nduna is a mechanic at a garage in the city. His job is to repair motor-cars. Nduna now lives in the city where he works.

Nduna grew up on Bhuka Farm, far away from the city. Everyday after school, Nduna was a shepherd. He herded sheep. He had a big flock of sheep to look after. He drove the flock of sheep to the pastures or grazing lands. There, Nduna met herdboys with their herds of cattle. Nduna and the herdboys liked to play together. They played many games while their animals were grazing. Sometimes they played in the tall grass. There was cool fresh air. The boys did not get hungry at all. There were many fruits for them to eat in the forest trees. Even baboons, monkeys and birds also ate the fruits.



Sometimes the boys swam or fished in the clean stream water. The water in the stream was always clean and clear. It was so clear that they could see the fish swimming in it. Zebra, kudu, buck and other animals also came to the stream. They came to drink the clean water in the stream.



Write

Answer these questions.

1. Who is this passage talking about?
2. Where did Nduna grow up?
3. What is a shepherd?
4. What is a herdboy?
5. Where does Nduna live now?
6. What does a mechanic do?
7. Why did the boys not get hungry?
8. Why did the animals come to the stream?
9. Which statement is true?
 - (a) Nduna did not enjoy his childhood on Bhuka Farm.
 - (b) Nduna grew up in the city, far away from Bhuka Farm.
 - (c) Nduna enjoyed his childhood on Bhuka Farm.
 - (d) Nduna still lives on Bhuka Farm.



Speak

Using so ... that

- (i) Read aloud this sentence from the passage **Nduna, the mechanic**.

The water was **so** clear **that** they could see the fish swimming in it.

- (ii) Say these sentences with: **so ... that**

The man was **so** old **that** he could not run.

The water was **so** dirty **that** we could not drink it.

The moon was **so** bright **that** we could play football at night.

- so heavy that
- so sick that

- so many that
- so strong that

- so slow that



Write

Select the right **so ... that** phrases above to complete the sentences.

1. The passengers were _____ one bus could not carry them all on one trip.
2. The baby was _____ I could not lift him in one hand.
3. The boy in the race was _____ he could not win any of the first three prizes.
4. Janet was _____ she could not go to school.
5. The rope was _____ it could be used to pull a bus.



Write

A composition

Imagine that you were Nduna in the story you have read. Under the heading **My life so far**, write a composition which tells us:

- your name and where you grew up
- your work now.

Remember you are writing as Nduna himself. Therefore, you should use words like: I, my and me.



Read

Nduna gets disappointed

disappointed
thrown
dying

metal
rubber
greenish

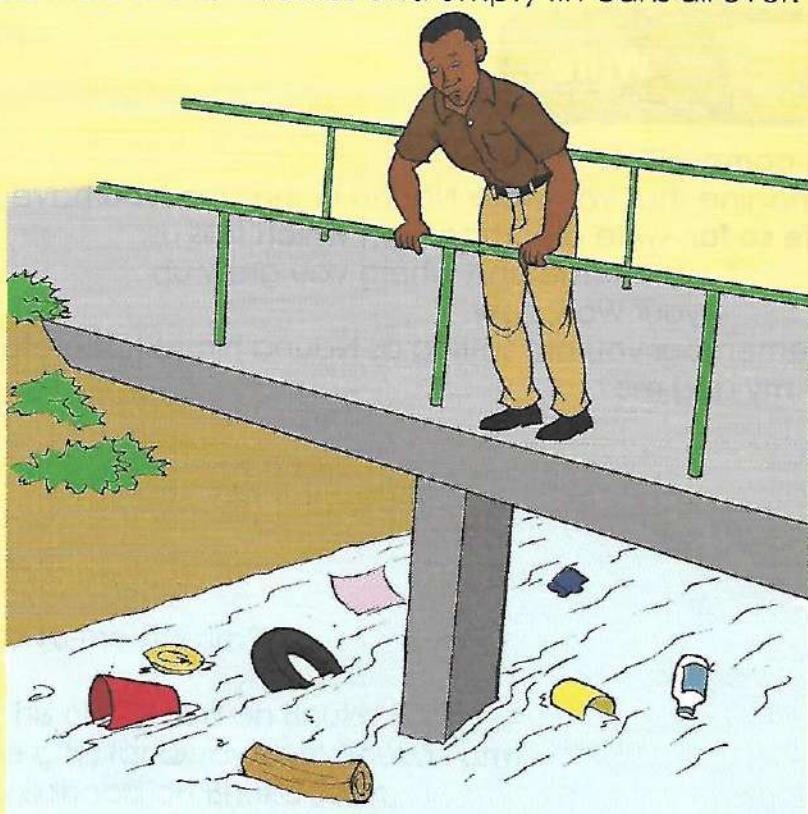
pieces
empty
returned

polluted
tin-cans
floating

One day Nduna decided to visit Bhuka Farm where he grew up. Nduna was missing the green forests, cool streams, wild animals and fresh air.

When Nduna arrived in Bhuka Farm, he was very disappointed. First he saw thick black smoke rising into the sky. Some boys were burning old motor-car tyres. The air was not fresh anymore. The thick smoke had polluted the air.

Nduna looked around on the farm. There were pieces of metal, rubber and wood lying everywhere. There were broken bottles and empty tin-cans all over. The land was not clean anymore. The pieces of metal, rubber, glass, plastic and wood had polluted the land. Nduna got more disappointed when he went to the stream. This is where he used to swim when he was a young boy. The water was heavily polluted. It was now greenish in colour. There were bottles and empty tin-cans floating in the water. There were pieces of rubber, plastic, wood, and cloth in the water. The fish were dying. It was unsafe for people and animals to use this polluted water. Nduna returned to the city, a very disappointed man.





Speak

Pretend that you are Nduna after the visit to Bhuka Farm. You are now back in town. Tell your friends about your visit to Bhuka Farm.



Write

Choose the correct answer.

1. What disappointed Nduna on his visit to Bhuka Farm?
 - A. He was missing the forests, the stream, the animals and the fresh air.
 - B. The pollution of the air, the water, and the land on Bhuka Farm.
 - C. He wanted to return to the city very quickly.
 - D. He got hungry and there was nothing for him to eat.
2. What causes pollution?
 - A. smoke from burning things.
 - B. throwing rubbish in the streams.
 - C. throwing pieces of metal, rubber, plastic, glass or cloth anywhere.
 - D. all the three said in A, B and C above.
3. Why were the fish dying in the stream water?
4. Why was the water unsafe for use by the people?
5. Pollution damages the environment in which we live. True or false?



Speak

More verbs in the past

(i) Nduna decided to visit Bhuka Farm where he **grew** up.

grew comes from the word **grow**;

grew tells us what happened in the past or long ago.

(ii) Match the words in List A with their past tense in List B. Say the words in two short sentences like this:

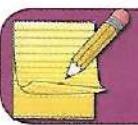
Today I grow. Yesterday I grew.

List A

know	is	see	do	go	speak	take	tell	win	write
think	eat	understand	sit	teach					

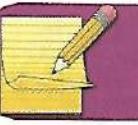
List B

spoke	ate	understood	was	knew	went	thought	sat	won
taught	did	told	saw	wrote	took			



Write

Choose any five verbs in the past tense. Write complete sentences of your own in which you use these verbs.



Write

Using **used to** _____

Read these two sentences from the passage **Nduna gets disappointed**:

Nduna got more disappointed when he went to the stream.

This is where he **used to** swim when he was a young boy.

More examples:

When I was in Grade One, I **used to** drink a lot of milk everyday.

Last year I **used to** visit my aunt on weekends.

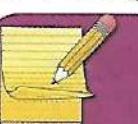
Our dog **used to** bark at strangers.

It **used to** rain around Christmas.

Used to says what was true or was happening many times in the past but is not happening now.

Complete the following sentences with used to:

1. When I was a baby I used to _____.
2. Last year our teacher used to _____.
3. It is said that long, long ago, people used to _____.
4. Some time ago the people in our village used to _____.
5. The learners in our school used to _____.
6. My friends and I used to _____.
7. Our family used to _____.
8. During the school holidays, learners used to _____.



Write

Using the **comma**,

Look at this sentence from the passage **Nduna gets disappointed**:

Nduna was missing the green forests, cool streams, wild animals and fresh air.

We use the **comma** between the items that are listed in a row thus:

the green forests, cool streams, wild animals and fresh air.

Note: between the last two items we use **and** instead of the comma.

Rewrite these sentences correctly putting in the comma where it should be.

1. I am going home to see my old parents three sisters and two brothers.
2. For camping, my father bought the sleeping bags a cooler box and some food.
3. When I met George I greeted him gave him his book and walked away.
4. Maria walked into the room greeted me then sat down and began to read her book.

- In the forest there are tall trees green bushes tall grass and many plants with flowers.
- In our class there are noisy learners dirty learners lazy learners and good learners.



Write

Writing a letter pointing out something

Imagine you were Nduna after visiting Bhuka Farm. Write a letter to the owner of Bhuka Farm telling him/her what disappointed you when you visited the farm. End your letter by offering to help. Get the ideas from the passage **Nduna gets disappointed**.

Then write your letter using the frame given on the next page. The frame gives you some tips and the beginnings of the paragraphs.

Note the lines left free in the whole letter.

Your address

The date

Dear Mr /Mrs / Miss _____

Last _____ I visited your farm and got very disappointed with what I saw there.

First I saw _____

_____. Then I looked around the _____. Lastly, I went to the _____.

I wish to come to the farm to talk to _____, if you don't mind. Bhuka Farm is where I _____ and I still love the place very much.

How are you? I am well.

Yours truly

_____ (full names)



Listen

Spelling and dictation

Listen carefully and write the words and sentences that your teacher will call out from the story: **Nduna gets disappointed**.

Revision and assessment 15



Listen

Listen carefully and repeat the lines of this short poem after your teacher:

I like to see the rising sun
And the setting sun.
I like to see the trees, the flowers
The insects and the birds.
That is why
I will not live in the city;
Where there are traffic jams
And crowds of everyone
Always in a hurry.



Speak

Answer these questions from the poem in Listen above.

1. Do you think the person who wrote this poem likes or dislikes
(a) life in the rural areas, and why?
(b) life in the city, and why?
2. Do you live in the rural areas or in the city?
3. Do you like or dislike where you are living? Why?



Read

Read the poem in Listen above clearly and fluently.

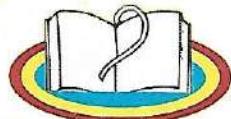


Write

1. Write two sentences using each of these words:
(a) like
(b) dislike

**UNIT
33**

A birthday present (Part 1)



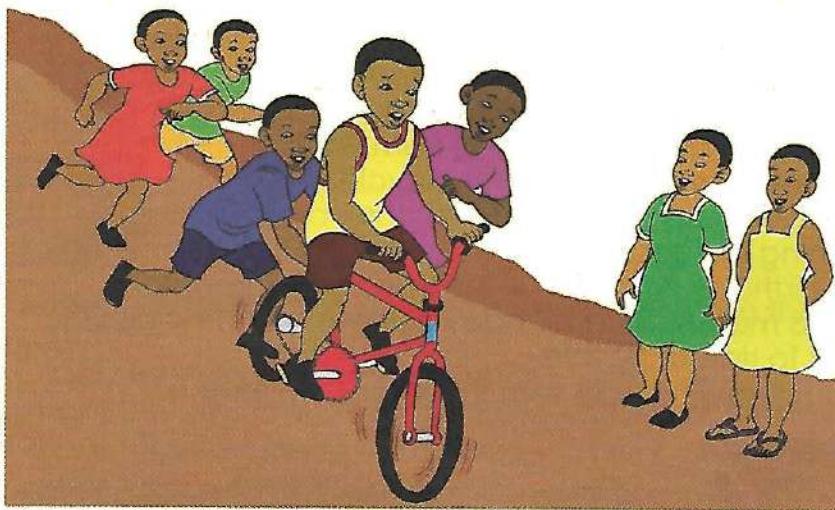
Read

A birthday present (Part 1)

Madam birthday showed riding supported slope
present excitement brand turns sharing

Madam Mhike bought a brand new bicycle for her son, Jabulani. The new bicycle was a birthday present. Jabulani was very pleased with his birthday present. Jabulani showed his new bicycle to all the boys and girls of the village. Now Jabulani had a new bicycle to ride to school and back everyday. No other child in the village had a bicycle.

One day Madam Mhike went to work in the morning. At the end of the day Madam Mhike returned to her house. When she got home there was a lot of shouting and excitement.



The village children were taking turns to ride Jabulani's new bicycle. Madam Mhike was happy that her son was sharing his bicycle with his friends. She gave the children a packet of sweets to share as they played with the bicycle.

Some children were riding the bicycle going up the slope. Other children liked to ride the bicycle going down-slope. There were also some children who were learning to ride a bicycle for the first time. At first, these children fell to the ground when they tried to ride on their own. Then the other children supported the bicycle so that they would not fall.



Speak

Tell the class about your next birthday: when it is, what you plan to do on that day, and the gifts you expect from different people.



Write

Choose the answers from the story: A birthday present (Part 1)

1. Who was Jabulani in this story?
A. the son of Madam Mhike B. the husband of Mrs Mhike
C. one of the village girls D. a man in the village
2. Madam Mhike bought the bicycle _____.
A. for her to ride to work every morning
B. for the village children to learn to ride a bicycle
C. as a present for Jabulani on his birthday
D. for Jabulani to share with other children in the village
3. Which statement is true?
A. Madam Mhike did not like other children to ride the new bicycle.
B. Jabulani did not let other children ride his new bicycle.
C. Only Jabulani now had a bicycle in the whole village.
D. Many other children had their own bicycles in this village.
4. What was making the village children shout with excitement?
A. They were enjoying themselves at Jabulani's birthday party.
B. They saw Madam Mhike returning from work.
C. They were taking turns to ride the bicycle.
D. They were racing up and down with their bicycles.
5. Which good thing did Jabulani do?
A. He held a birthday party for all the village children.
B. He asked his mother for a birthday present of a new bicycle.
C. He learned to ride a bicycle.
D. He shared his new bicycle with the village children.



Speak

Verbs, the **action** or **doing** words.

(i) **Read this:**

Yesterday my friend and I **walked** to the market. As we **walked** along, we **talked** and **laughed** and **greeted** the people who **looked** at us.

- (a) Say all the words with **-ed**
- (b) Say the same words now without the **-ed**
- (c) What do you think the **-ed** is there for?

- A. To tell us the truth
- B. To tell us that this happened in the past
- C. Just to complete the sentence
- D. To show us that this is happening now

Some verbs add **-ed** when the action happened:

yesterday, last year, last night, last month, two weeks ago and so on.

(iii) Add -ed to the verbs in the box below and make sentences with them.
Last weekend, I washed my school uniform.

work	cook	wash	boil	finish	turn	cross	burn	ask	rush	walk	pray	call
------	------	------	------	--------	------	-------	------	-----	------	------	------	------



Write

Rewrite the following sentences so that they tell us what happened in the past.
Use **-ed**.

1. Yesterday it (**rain**) again.
2. Mother (**return**) home from work late last night.
3. Last year we (**plant**) many trees.
4. We (**move**) into our new house last month.
5. Last term we (**learn**) many new things at school.
6. When we were young we (**play**) many games together.
7. Last evening our family (**listen**) to the news on the radio.
8. Long ago, people (**sail**) across the seas in small ships.
9. Last night I (**watch**) a game of football on television.
10. Last week the teacher (**punish**) me for coming late to school.



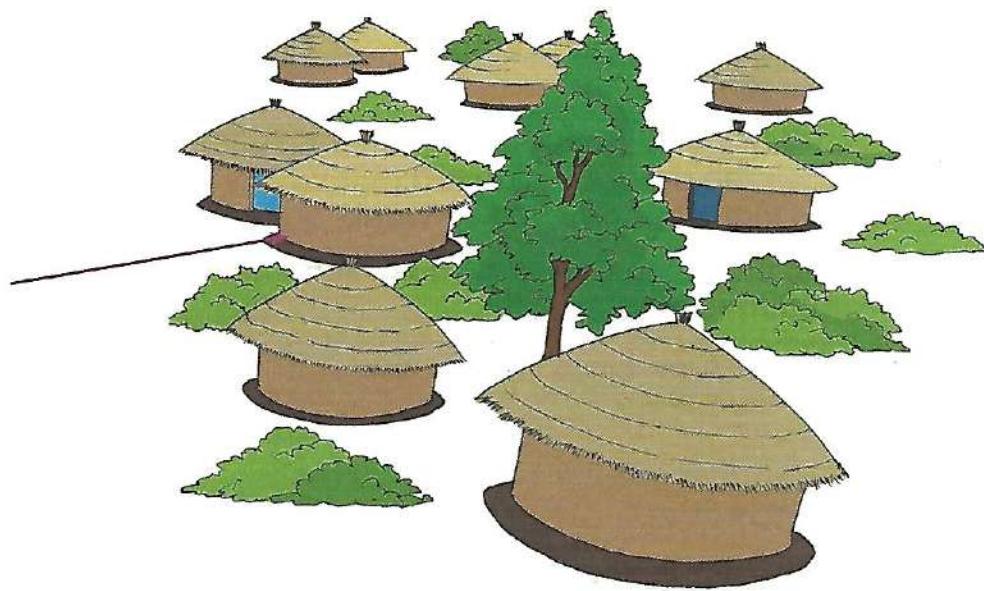
Write

Using **between** for two things and **among** for more than two things.

(i) Read this:

On Saturday, my father and I drove to see grandmother. Grandmother lives in a village, away from the city. We drove in father's new car. Our car was **between** a big lorry and a bus. We travelled on the road that runs **between** two hills.





When we arrived in the village, we went to Grandmother's hut. There are many huts in the village. Grandmother's hut is built **among** other huts in the village. There is a tall tree **among** the huts.

(ii) Say the sentences with **between**

Say the sentences with **among**

(iii) Complete with A, B or C:

(a) **Between** is used when _____ .

- A. there is one thing
- B. there are two things
- C. there are more than two things

(b) **Among** is used when _____ .

- A. there is one thing
- B. there are two things
- C. there are more than two things



Write

Fill in using *between* or *among*.

1. Our school is built _____ two rivers.
2. I was _____ the children who won prizes at school.
3. We found his book _____ the teacher's books .
4. That girl must be _____ six and eight years of age.
5. I saw her with a deep cut _____ her eyes.
6. There is a bull _____ the cattle grazing in the pastures.
7. Please share these fruits _____ the children in your group.
8. Who is taller _____ you and your sister?
9. Many weeds grow _____ the crops that we plant.
10. Our country Zimbabwe stretches _____ the Zambezi and the Limpopo rivers.



Write

Writing a letter to a friend

Imagine that you were Jabulani after receiving the present of a bicycle from your mother.

In 8 – 12 lines, write a letter to a friend at another school telling him/her:

- what you got as a present, from whom, what for,
- the type, size, colour of the present you got,
- how you are using the present,
- when you hope to visit your friend to show him/her the present.

Remember a letter has an address, a date, a greeting, and an ending.



Listen

Spelling and dictation

Listen carefully and write the words and sentences that your teacher will call out from the story: **A birthday present (Part 1)**.



Read

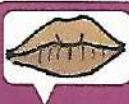
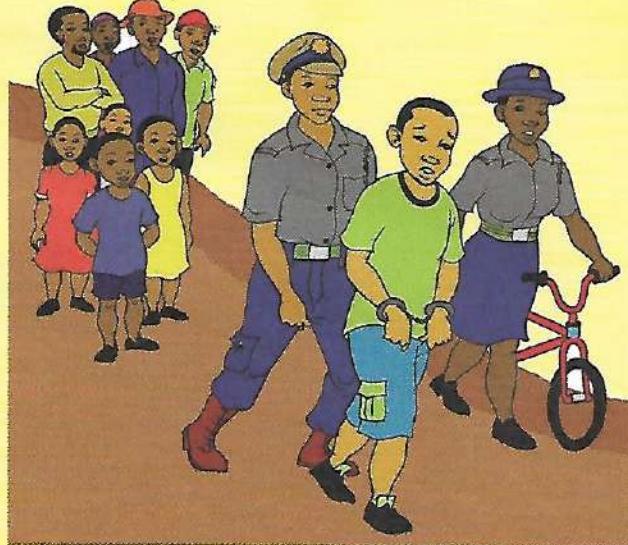
A birthday present (Part 2)

sorry running straight bicycle stolen rushed
 arrested police sad find heard

One dark night, Jabulani's bicycle was stolen. The boys and girls in the village heard that Jabulani's bicycle had been stolen. Everyone in the village was very sad. The police looked for the bicycle in and around the village. They did not find the bicycle.

Then, one day two girls came running and shouting. They went straight to Madam Mhike. They said to her, "We saw our bicycle at the shops! A man at the shops was riding our bicycle!"

Madam Mhike and the two girls rushed to the shops. Other village boys and girls too came running to the shops. There at the shops was the man with Jabulani's bicycle. The police came at once and arrested the man. There was a lot of shouting and excitement as Jabulani got his bicycle back. Everyone in the village was very happy again.



Speak

A short play to act in pairs

Imagine that you are reporting a stolen bicycle or any other thing to the police. You are reporting to the police officer who is asking you some questions like:

What was stolen? Where? When? How does it look like? Who do you think stole it? and so on.



Write

Answer these questions from the story A birthday present (Part 2).

1. Why was everyone in the village sad?
 - A. Madam Mhike had bought a bicycle for her son.
 - B. Jabulani did not like to share his bicycle.
 - C. Jabulani's bicycle had been stolen.
 - D. The police did not come to look for the stolen bicycle.
 2. Who had stolen Jabulani's bicycle?
 - A. a man at the shops
 - B. two village girls
 - C. someone from the village
 - D. the police
 3. When Jabulani's bicycle was stolen, the children of the village _____.
 - A. knew who had stolen it
 - B. helped to look for the stolen bicycle
 - C. were very happy
 - D. did nothing about it
 4. Who found the stolen bicycle?
 - A. the police
 - B. Madam Mhike
 - C. Jabulani himself
 - D. some village children
 5. This story shows that _____.
 - A. the village children liked Madam Mhike
 - B. the village children disliked Madam Mhike
 - C. Madam Mhike bought another new bicycle for Jabulani
 - D. a policeman was riding Jabulani's bicycle at the shops



Speak

Using verbs with -es

(i) Read aloud this paragraph:

Everyday Mr Moyo **goes** to work. He **teaches** at a primary school. First he **washes** himself and **brushes** his hair. After he **finishes** having breakfast, he **catches** the early morning bus. If he **misses** that bus, he **fetches** his bicycle from the garage and **rushes** off. He **passes** through the village. Sometimes he **pushes** his bicycle along. Mrs Moyo **watches** her husband as he **rushes** off to work. She **does** not go out. She bakes cakes at home. First, she **mixes** flour, sugar and a little salt before she bakes the cakes.

(ii) Say all the verbs with -es

(iii) Say the same verbs now without -es

(iv) What sound do you hear at the end of the verbs before adding -es?

Note: (a) In everyday actions verbs that end with: -ss -ch -sh -x -z, add -es
(b) In everyday actions, verbs **do** and **go** also add -es



Write

Rewrite the sentences below with the correct form and spelling of the verb in brackets.

Afterwards say the sentences and the verbs correctly.

1. The bus (**pass**) through the township every morning.
2. My father (**teach**) at a secondary school.
3. Janet (**watch**) television every evening.
4. Mother (**kiss**) her children before they go to school.
5. That boy (**do**) his homework carefully.
6. A good girl (**brush**) her teeth after eating.
7. Joseph (**go**) to school on foot every morning.
8. Father always (**switch**) off the lights before going to sleep.
9. This drink (**fizz**) when you open the lid of the bottle.
10. A snake (**hiss**).
11. When baking cakes, mother (**mix**) flour, sugar and a little salt.



Write

Writing a **letter** with good news to a friend.

Imagine that you are Jabulani after the stolen bicycle had been handed back to you.

Write a letter with the good news to your friend at another school telling him/her:

- what happened after your last letter to him/her, where, when,
- what you and other people did to find the bicycle,
- who finally found the bicycle, where, with whom,
- that you and the village children were very happy that you got your bicycle back,
- what you are doing now so that you do not lose the bicycle again,

The body of your letter should be in 3 – 4 paragraphs.

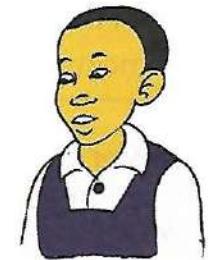


Speak

Using adverbs

The teacher was writing notes about some learners in his class.

- (i) This is what he wrote against the learners' names and pictures:

1. Bongani Moyo		Always late for school. Everyday he misses the first lesson.
2. Tabeth Gomo		Sometimes late for school. She was late only twice in the last three weeks.
3. Grace Sibanda		Never late for school. She is present everyday when school starts.
4. Tarisai Mukiwa		Often late for school. He arrives late on many days of the term.
5. Melusi Mpala		Seldom late for school. He arrives late on very few days of the term. He was late only once in the whole of last term.

- (ii) Read out all the words that tell us about each learner's **late coming** to school.
(iii) Imagine you were giving prizes to these children, starting with:
the best child,
the second best,
then third, fourth and fifth.

Say:

1. The best child is _____ because_____ .
2. The second best child is _____ because _____ .
3. The third child is _____ because _____ .
4. The fourth child is _____ because _____ .
5. The fifth and last child is _____ because _____ .



- (iv) Using: **seldom, often, always, sometimes, never**

Match the phrases in the box on the left with the phrases in the box on the right.

1. We use always for ____	things that happen many times but not all the time.
2. We use sometimes for ____	things that do not happen at all.
3. We use never for ____	things that happen once after a very long time.
4. We use often for ____	things that happen all the time.
5. We use seldom for ____	things that happen many different times.

- (v) Fill in: **often sometimes seldom always never**

1. I _____ visit my uncle in the village. I was there three or four times this year.
2. We _____ see wild animals here. We last saw a hippo here more than a year ago.
3. We _____ get snow in our country; it's always quite warm or even hot.
4. It is _____ cold in winter; so we have to wear warm clothes all the time.
5. _____ I go to school on foot; _____ by bicycle.



Writing what happened in the past with verbs that end with the letter **-e**

(i) Read this:

Last week when I arrived home from school, I smiled and danced with joy when I received a present from my mother. I liked the present and promised mother that I would always be a good child. Mother was pleased and stated that she too would always be a good mother.

- (a) Read all the words with **-d** in them.
- (b) Read the same words again, now without the **-d**
- (c) What do you think the **-d** is there for?

Note: some verbs that end with **-e** add **-d** when the action happened:
yesterday, last week, last month, last year, some time ago, and so on.

- (i) Add **-d** to these verbs and make your own sentences with them.
For example, Last night I closed the gate when it was getting dark.

use	refuse	bake	waste	close	love	move	practice	wave
-----	--------	------	-------	-------	------	------	----------	------

- (ii) Select any five verbs from the box above. Write sentences with the verbs you have selected showing that the actions happened in the past. Begin or end your sentences with words like:
yesterday, last week, last month, last year, two days ago, two weeks ago
(iii) Read the sentences you have written to the class.

Note: some verbs that end with **-e** add **-d** when the action happened:
yesterday, last week, last month, last year, some time ago, and so on.

(i) Add **-d** to these verbs and make your own sentences with them.

For example, Last night I closed the gate when it was getting dark.

use	refuse	bake	waste	close	love	move	practice	wave
-----	--------	------	-------	-------	------	------	----------	------

(ii) Select any five verbs from the box above. Write sentences with the verbs you have selected showing that the actions happened in the past. Begin or end your sentences with words like:

yesterday, last week, last month, last year, two days ago, two weeks ago

(iii) Read the sentences you have written to the class.

Revision and assessment 16



Listen

Listen carefully and carry out the three or more things that your teacher tells you to do:

- (i) Walk to the front/back of the class with your right/left hand raised.
Then walk back to your group this time with your left/right hand raised.
When you get to your group, sit between _____ (name) and _____ (name)
(or)
- (ii) Walk four/five/six steps forwards/backwards while looking sideways.
Then stop and stand on your left/right leg while you count up to five/eight and so on.
After that go and sit on the teacher's chair/stand on the doorway/near the window.



Speak

Imagine that one of your relatives has given you a birthday present that is very useful to you.

Tell the class about that birthday present:

- when your birthday was
- the relative who gave you the birthday present
- the name of the birthday present
- what you use the birthday present for.



Read

Read this paragraph aloud to the class.

Some of the things that people do make other things happen. For example, one man started a big veld fire. The veld fire destroyed the grass and the trees. The cattle, goats and sheep were left with no grass to eat. Many of them died of hunger. The farmers were left with no cows for milking and no oxen to pull the plough. The wild animals like baboons, monkeys and some birds were left with no fruits to eat. These wild animals went to the people's crop fields. They began to feed on the crops. At the end of the season, the farmers had no crops to sell. The farmers could not buy new clothes for their children or send the children to school. All these problems began when one man started a veld fire!

Write

Write your own paragraph in which one thing leads to another. Use words like: **firstly, then, while, after that, finally/lastly**

UNIT 35

The calendar



Speak

Look at the calendar. Answer the following questions.

1. How many months are shown on the calendar? (count them)
2. What is the name of the first / second / third month and so on?
3. Say the number of days in each month.
4. How many weeks are there in one month?
5. Name the days of the week.
6. How many days are in the week?
7. What day is it today?
8. What day will it be tomorrow?
9. What day was it yesterday?



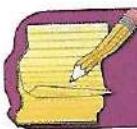
Speak

Do you remember how many days are in each month of the year? Here is a poem to help you answer that question.

- (i) Learn it by heart and recite it to your friends.



Thirty days have September,
April, June and November.
All the rest have thirty-one days.
Except February alone:
Which has twenty-eight days clear
And twenty-nine (days) in each leap year.



Write

After reciting the poem above, answer these questions:

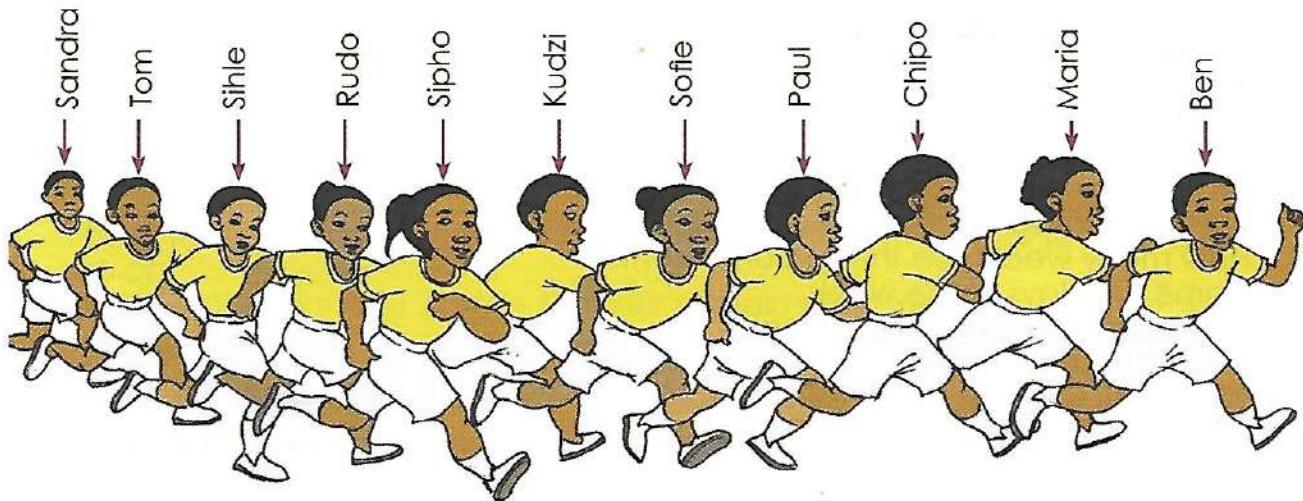
1. Which months have thirty days each?
2. How many months have thirty days each?
3. Which one month has twenty-eight or twenty-nine days?
4. Which are the remaining months with thirty-one days each?
5. How many months have thirty-one days each?



Write

Adjectives of position

(i) Look at this picture:



(ii) Using the adjectives of position in the box below, say the names of the learners and their position in the race shown in the picture above:

The **last** child in the race is Sandra.

The **second** child in the race is _____

Use these **adjectives of position**:

nineth	fifth	eleventh	second	eighth	first
sixth	twelfth	third	seventh	fourth	tenth



Speak

Some adjectives of the weather

Answer the questions that your teacher will ask you about the weather.

For example, is the weather **sunny/cloudy/windy/cold/misty/wet** and so on.

(i) Read and enjoy this poem talking about the weather: **The changing weather**.



Speak

A game to play

As a class race (run) round the playground. At the end of the race stand in the positions you came to the finishing line: (first/second/third and so on). Say your positions in the race.

Teacher asks: Who was first/seventh/twelfth and so on?



Listen

Listen to the teacher's questions about the months of the year and answer correctly in full sentences:

What is the name of the first/second/(up to) twelfth month of the year?



Write

Writing the dates in numerals.

Look at this short paragraph:

These were the closing dates for the schools in the year 2015. In the first term, the schools closed on 12 April 2015 or 12-04-2015. In the second term, the schools closed on 3 August 2015 or 03-08-2015. In the third term, the schools closed on 4 December 2015 or 04-12-2015.

Answer these questions giving the dates in full and then in numerals as shown above:

1. When is your birthday?
2. What is the date today?
3. When did Zimbabwe become independent?
4. When did schools open this term?
5. When will schools close this term?
6. When are the Heroes' Day celebrations held in Zimbabwe?

The changing weather

I like the changing weather in our country.

Sunny weather gives us the bright sunlight.

Cloudy weather hides the sun and the blue sky from us.

Misty weather is like the smoke that covers the hills and the mountains.

Windy weather sometimes blows off the roofs of our houses.

In hot weather we like to sit in the shade.

Cold weather has low temperatures that force us to wear warm clothes.

In chilly weather the temperatures are very low and we sit by the fireside.

Scorching weather is the best weather for swimming.

In wet weather we carry our umbrellas wherever we go.

Dry weather has no rain and is not good for plants and animals.

I like the cool weather; it is in between cold weather and hot weather.



From the poem: **The changing weather**, answer these questions about the weather:

1. Is the weather in our country always the same?
2. In what weather do we not see the sun?
3. In what weather do people like to sit by the fire-side?
4. What weather looks like smoke?
5. In what weather do people like to swim?
6. In what weather do people carry their umbrellas when they go out?



Write

Imagine that this letter was written to you by a pen friend who lives in England. Write a reply to this letter.

Number 15 Sussex Road
Walrus East
London
England

16 September 2016

Dear Tendai

I would like to visit your country sometime next year. There are a few questions I wish to ask you before I travel.

What is the best season to visit your country? How is the weather in that season? Which are the months for that season? Tell me about the vegetation in that season.

I wish to visit the Great Zimbabwe Ruins and the Victoria Falls when I come to Zimbabwe. Can you please tell me two other places of interest that I can also visit during my stay in your country. How do visitors travel to these places of interest?

Looking forward to visiting your country and hopefully seeing you also.

My regards and very good wishes.

Your loving friend

Thomas Benson



Read

The elephant

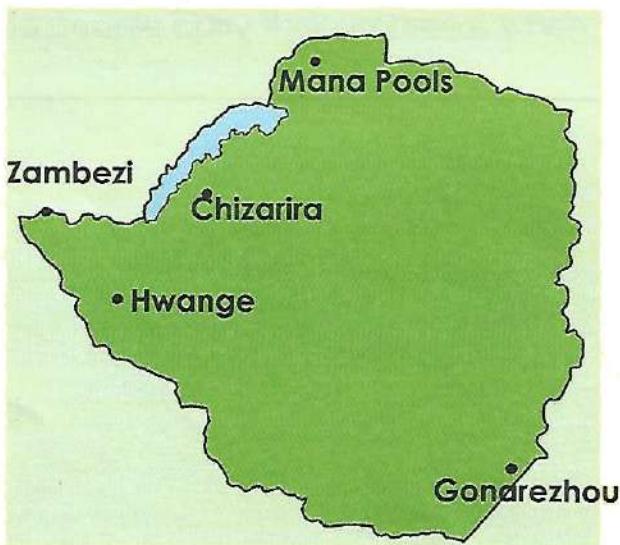
tourists national parks branches hosepipe trunk huge
actually breathing trumpeting poachers permission ivory
poaching female tusks

Many tourists come to Zimbabwe on holiday to see the wild animals. Tourists bring a lot of money into the country. One of the animals the tourists like to see is the elephant.

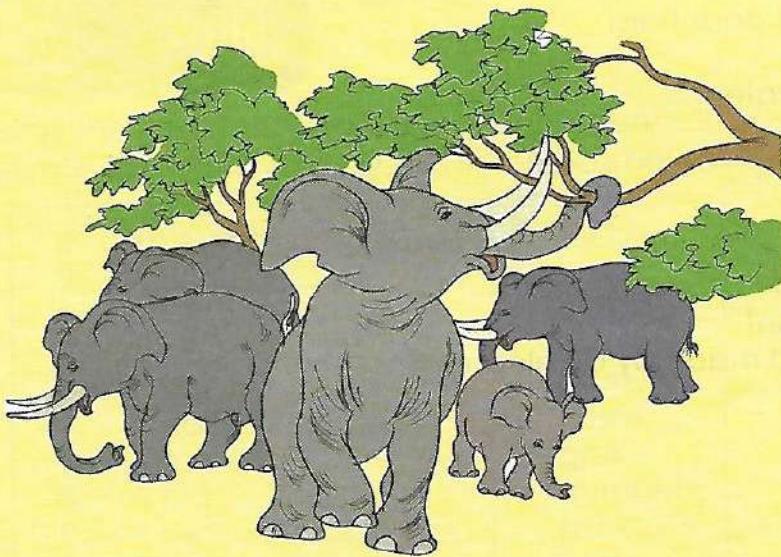
There is no other land animal bigger than the elephant. Elephants can be seen in the national game parks in the country. Some of the big National Parks are:

- Hwange National Park,
- Gonarezhou National Park,
- Mana Pools National Park.
- Chizarira National Park,
- Zambezi National Park, and

Elephants eat tree leaves, roots, fruit, tree bark, small tree branches and grasses. Elephants are always on the move, looking for food.



This is a map of Zimbabwe, showing some of the places where elephants live.



An elephant has a long trunk that looks like a huge hosepipe. The trunk is actually the nose, used for breathing, smelling and trumpeting. When an elephant trumpets, it makes a high and loud sound. The trunk is also for lifting food and water into the mouth. An elephant drinks about two hundred litres of water everyday. Both male and female elephants have tusks

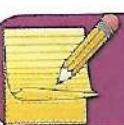
which look like white horns. Elephants use their tusks for digging and finding food and for fighting. Elephants are often killed by some poachers who want their tusks. Poachers are people who catch or kill wild animals without permission.

The tusks are then sold and used to make ivory. If poaching is not stopped, there will be no wild animals left in a few years' time.



Speak

Take turns to tell the class what you now know about the elephant.



Write

Answer these questions.

1. Why are tourists good for our country?
 - A. They come from other countries
 - B. They travel on holiday
 - C. They bring a lot of money into the country
 - D. They come to see elephants and other animals
2. There is no other land animal bigger than the elephant. This means that _____.
 - A. some land animals are bigger than the elephant.
 - B. the elephant is not a very big animal.
 - C. elephants are not the only big animals on the land.
 - D. the elephant is the biggest animal on the land.

3. Why are elephants always on the move?
 - A. Running away from the poachers.
 - B. Protecting themselves.
 - C. Looking for food and water.
 - D. They are very big.
4. Ivory comes from _____.
 - A. the elephant tusks
 - B. the elephant trunks
 - C. the flesh of an elephant
 - D. the bones of an elephant
5. What do you call the sound made by an elephant?
 - A. smelling
 - B. trumpeting
 - C. poaching
 - D. digging
6. What does a poacher do?
 - A. A poacher catches or kills wild animals without permission.
 - B. A poacher visits other countries on holiday.
 - C. A poacher brings a lot of money into the country.
 - D. A poacher looks after the elephants and other wild animals.
7. What does the passage say about poaching?
 - A. It is a good practice.
 - B. It is bad and must be stopped.
 - C. It can be done for adult animals only.
 - D. It is very dangerous for people.
8. The poachers of elephants are mainly people who _____.
 - A. want elephant meat
 - B. want their tusks for ivory
 - C. come on holiday to see wild animals
 - D. are just cruel to the animals

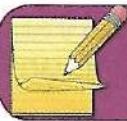


Listen

Sounds made by animals.

Listen carefully while one of you reads this passage. Imitate the sounds that are mentioned in the passage.

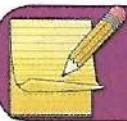
When the cock crowed, we got up, ready to go! A friendly cat meowed as we set out with our dogs. It was still dark when we walked past the animal kraals of the village. As if to greet us, a cow mooed, a sheep bleated, and a pig grunted. Far away, a donkey brayed. We were all the time very afraid of stepping on snakes. No snake hissed in anger at us. Then we got to a stream and our dogs barked. Soon after that an elephant trumpeted loudly. We all shook with fear. There was more fear when a lion roared behind a small hill nearby.



Write

Using the verbs that say the animal sounds in the passage above, match the animals and their verb sounds in the box below:

1. An elephant _____	meows.
2. A dog _____	crows.
3. A cat _____	bleats.
4. A cock _____	moos.
5. A sheep _____	roars.
6. A donkey _____	hisses.
7. A lion _____	grunts.
8. A pig _____	trumps.
9. A snake _____	barks.
10. A cow _____	brays.



Write

An **adjective** tells us about the noun.

These adjectives were used to tell us about different nouns in the passage.

eleventh	first	warm	wild	huge	green	last	high	white	cold
----------	-------	------	------	------	-------	------	------	-------	------

Fill in the blank spaces with the right adjective from the box above.

- After the rains, there was a lot of _____ grass.
- Friday is the _____ school day of the week.
- Winter is a _____ season.
- On a cold day, I take a _____ drink.
- November is the _____ month of the year.
- We usually get _____ temperatures in the hot season.
- An elephant has a long trunk that looks like a _____ hosepipe.
- The tusks of an elephant are _____ in colour.
- Monday is the _____ school day in the week.
- An elephant is a _____ animal.



Write

You have been to a national park where you spent a lot of time **watching** elephants and learning about them. In 8 – 12 lines write a letter to a friend telling her/him what you have learned about elephants. Remember to put the: **address, date, greeting** and **ending** to your letter.

Start by saying:

I was in the _____ National Park for _____ days. I was watching elephants and _____ about them. Elephants are _____.



Listen

Spelling and dictation

Listen carefully and write the words and sentences that your teacher will call out from the reading passage on elephants.

Write

Under the heading **The big Game Parks of Zimbabwe**, draw a map of Zimbabwe showing the four areas where elephants are found. Underneath the map complete this sentence by writing the names of 5 – 10 animals:

The names of other wild animals found in these big Game Parks are:

(remember to put a comma between the names that you write)

Revision and assessment 17



Listen

Listen carefully as your teacher reads these two paragraphs to you:

Poachers and poaching

People who kill our wild animals without permission are called poachers. Zimbabwe has a big problem of poachers who go into the National Parks to kill our elephants, our rhinos and other animals.

The problem of poaching does not end with our animals. There are fish poachers, grass poachers, timber poachers, firewood poachers, and sand poachers. Maybe you have seen some of these poachers and did not know that they were indeed poachers. Poaching is a crime and should be reported to the police.



Speak

Tell the class about **Poachers and poaching** from **Listen** above.



Read

Take turns to read aloud the paragraphs on **Poachers and poaching** from **Listen** above.



Write

Imagine that you were working as a **game ranger** protecting wild animals against **poachers** in a national park somewhere in Zimbabwe. Game rangers carry guns and can fire at or shoot poachers. Poachers too carry guns and can fire them at wild animals or even at the game rangers.

Write two paragraphs about the day your group of game rangers came across a group of poachers.

In the paragraphs, say:

- what time of day you came across the poachers
- how many the poachers were; and how many game rangers you were
- the weapons both sides were carrying
- what the poachers were doing when you saw them
- what happened next
- how it all ended.

UNIT 37

Directions



Listen

Quietly, follow the teacher's actions and words thus:

- The sun rises in the **east**. (facing and pointing to the east)
- The sun sets in the **west**. (turning and pointing to the west)
- The _____ is to the **north** of the school. (mentioning a place to the north; turning and pointing there)
- The _____ is to the **south** of the school. (also mentioning a place to the south; turning and pointing there)



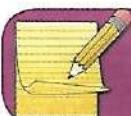
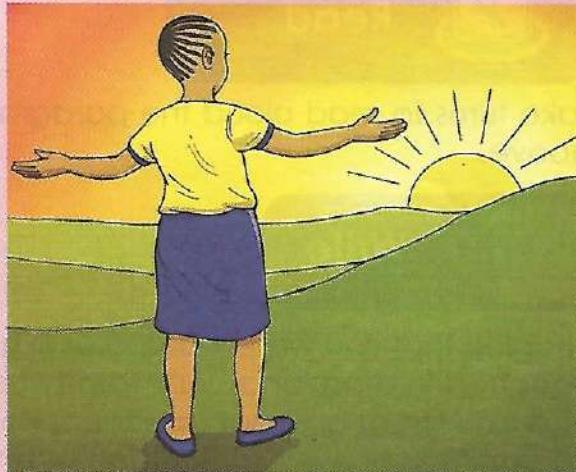
Speak

Standing outside, and with arms out-stretched sideways, take turns to recite this short poem while facing where the sun rises every morning.

One morning!

One morning I stood outside
With my arms out-stretched sideways.
A new day was beginning,
And I was facing the east;
Looking at the beautiful sun
Rising in the far east.

I realised that:
My out-stretched arms were
pointing somewhere:
The right arm - pointing to the south,
While the left arm was pointing to the north,
And that my back was facing the west,
Where the sun sets
At the end of everyday.



Write

After reciting the poem above, answer these questions using: **south, west, east, north** while pointing the direction:

1. Where does the sun rise every morning?
(Answer: The sun rises in the _____)

- Where does the sun set?
(Answer: The sun sets in the _____)
- If you stand with out-stretched arms and facing the east:
 - where is your right arm pointing to?
 - where is your left arm pointing to?
 - where is your back facing?

(Answer: If I stand with out-stretched arms facing the east,
 (a) my right arm is pointing to the _____.
 (b) my left arm is pointing to the _____.
 (c) my back is facing the _____.)
- Is your home to the **east**, to the **south**, to the **west** or to the **north** of the school?



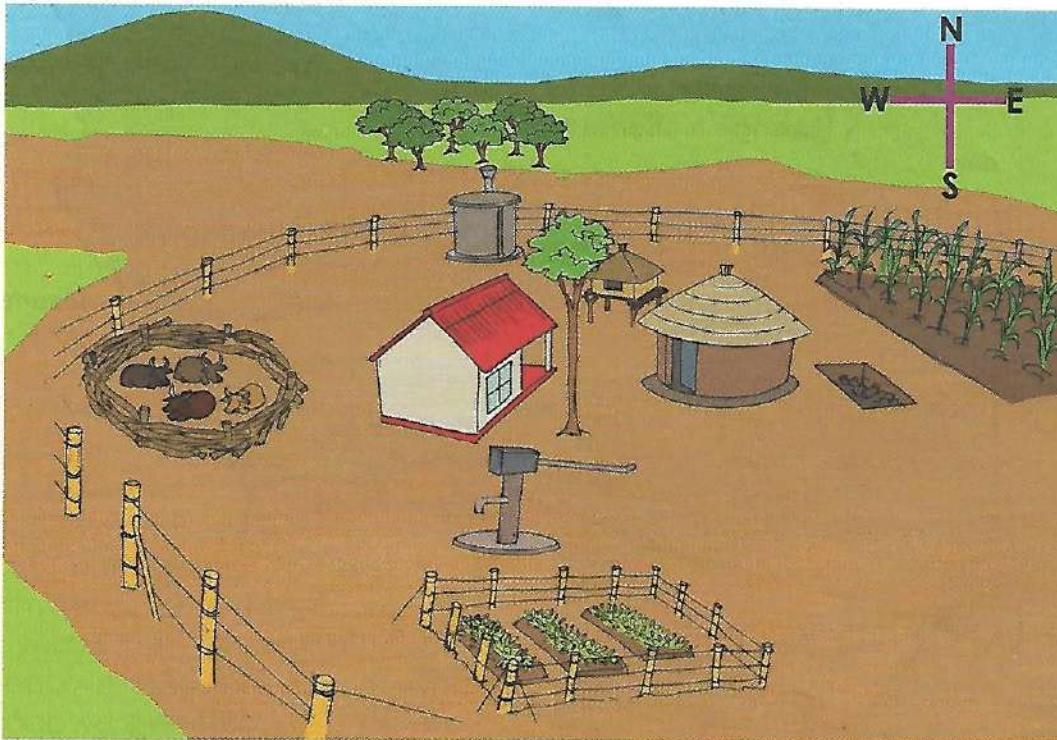
Read and speak



Look at this map showing the **Rugare Homestead** and some of the places around it. Read the map using: **north, south, east, west**

Say: The cattle kraal is to the **west** of the main house.

The pastures are to the **north** of the cattle kraal.



Mr Rugare's homestead

The Rugare Homestead has one main house and a hut. The hut is to the _____ of the main house. The rubbish pit is to the _____ of the hut. To the _____ of the main house is the latrine. The chicken run is to the _____ of the hut; but to the _____ of the latrines. Further _____ of the latrine is the orchard. The cattle kraal is to the _____ of the main house; but _____ of the pastures.



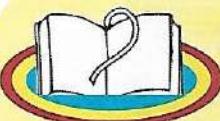
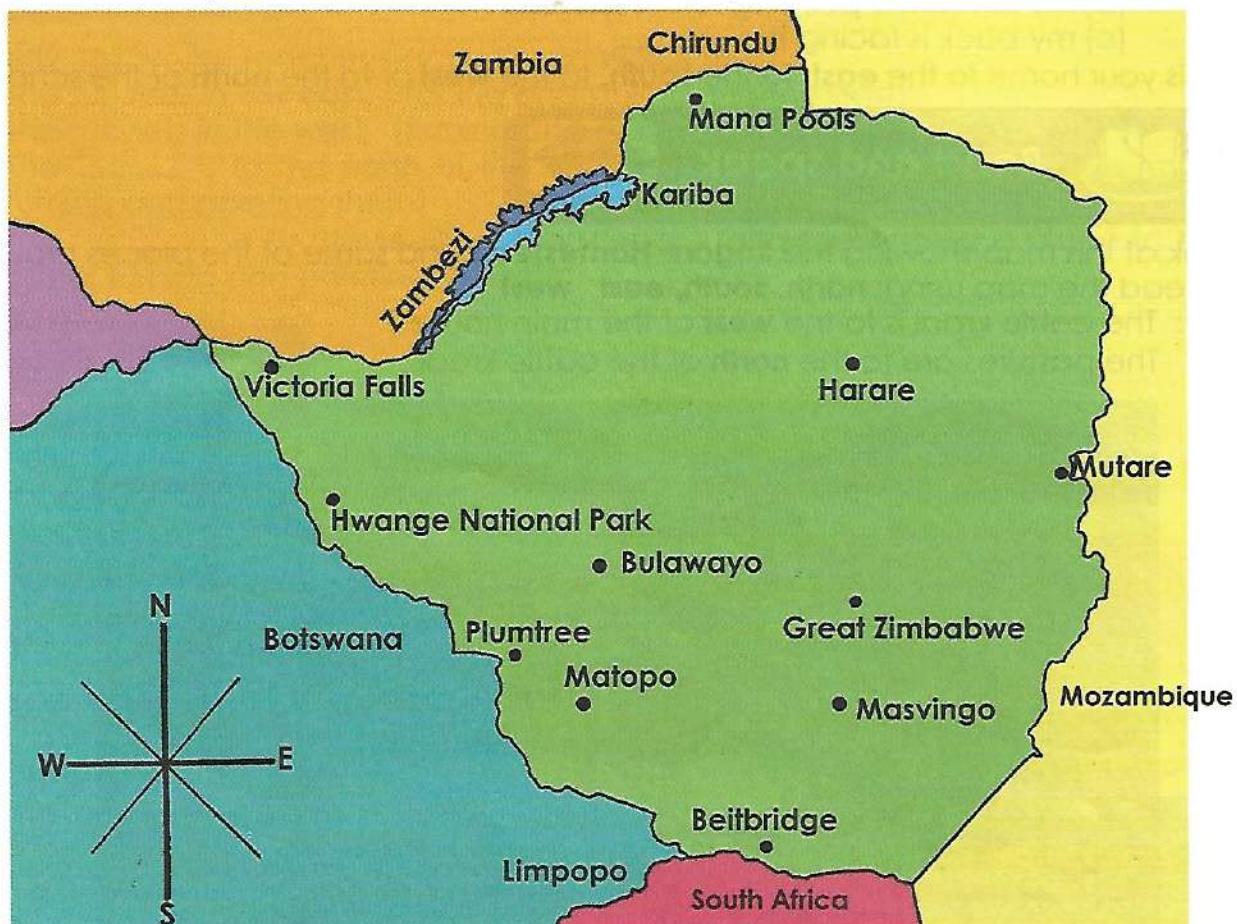
Speak

This is a map of our country, Zimbabwe.

Using: **north, east, south and west**, read the map of Zimbabwe like this:

Zambia is to the **north** of Zimbabwe.

The Matopo Hills are to the **west** of Bulawayo.



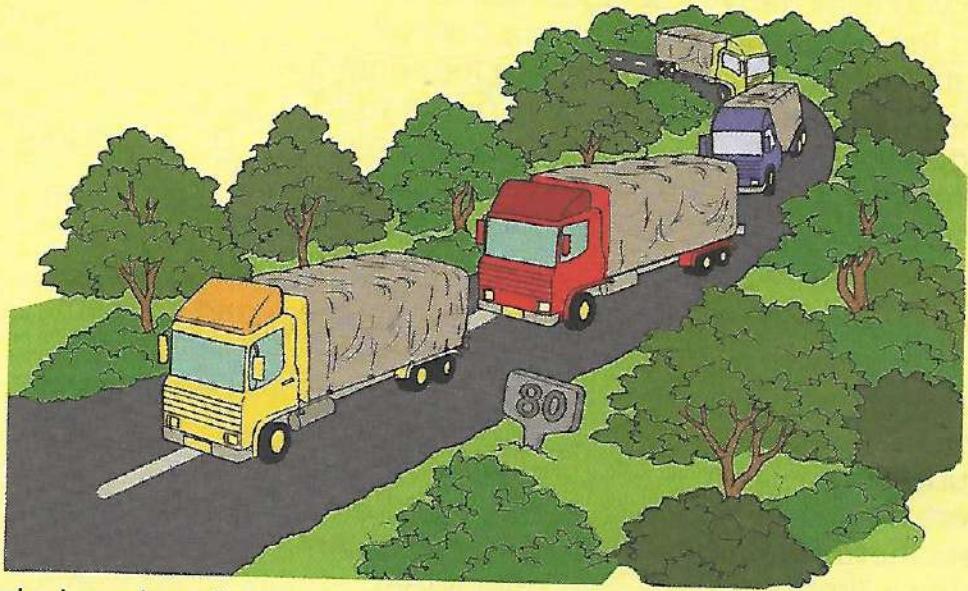
Read

Criss-crossing Zimbabwe

haulage	trucks	highway	border	goods	neighbour
southern	northern	western	eastern	travel	passengers
westwards	southwards	eastwards	bridge		

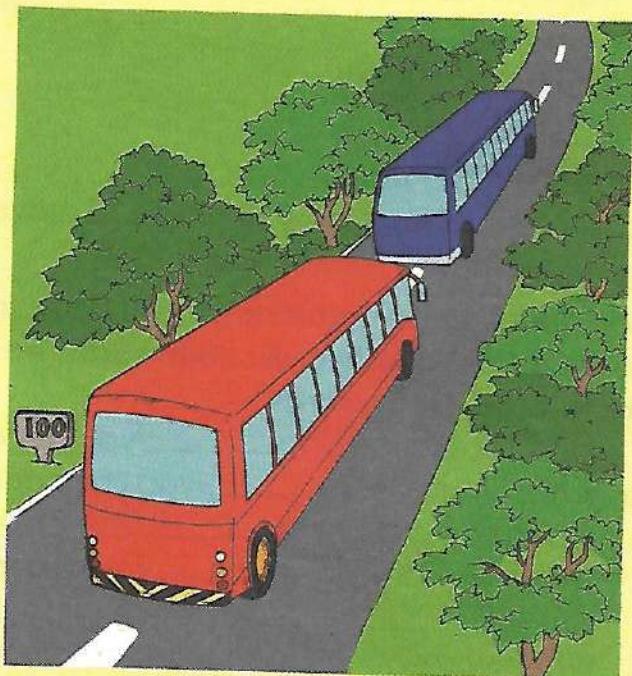
Everyday heavy haulage trucks travel along Zimbabwe's highways. The heavy haulage trucks carry heavy goods across the borders of the countries. Some

haulage trucks travel southwards, others travel northwards. The haulage trucks cross into Zimbabwe from Zambia. Zambia is Zimbabwe's northern neighbour. The trucks cross the Zambezi River at Chirundu. The Zambezi River forms Zimbabwe's northern border with Zambia.



The trucks travel southwards until they cross the Limpopo River at Beitbridge. The Limpopo River forms Zimbabwe's southern border with South Africa. South Africa is Zimbabwe's southern neighbour.

Everyday, many big buses travel along the highways across Zimbabwe. The buses carry many passengers across Zimbabwe. Some buses travel eastwards, others travel westwards. Some buses travel northwards, others travel southwards. The buses travelling eastwards from Botswana cross into Zimbabwe at Plumtree. Botswana is Zimbabwe's western neighbour.



Plumtree is on Zimbabwe's western border with Botswana. The buses travel eastwards until they get to Mutare in the east. Mutare is near Zimbabwe's eastern border with Mozambique. Mozambique is Zimbabwe's eastern neighbour.



Write

Answer these questions.

1. What do you think heavy haulage trucks are?
2. What are the people travelling by bus called?
3. Choose the correct word to complete the sentence:
 - (i) The word **border** means the same as the word _____.
A. country B. river C. journey D. boundary
 - (ii) A **neighbour** is someone who lives _____.
A. next to you B. far away from you
C. in your house D. in another country

Answer these questions using *western, eastern, southern and northern*.

4. On which Zimbabwe border is:
 - (a) Beitbridge?
 - (b) Plumtree?
 - (c) Chirundu?
 - (d) Mutare?
5. **Complete these sentences using *eastern, northern, western and southern*.**
 - (a) Zambia is Zimbabwe's _____ neighbour.
 - (b) South Africa is Zimbabwe's _____ neighbour.
 - (c) Mozambique is Zimbabwe's _____ neighbour.
 - (d) Botswana is Zimbabwe's _____ neighbour.

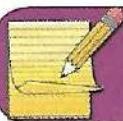


Write

Using **adverbs that show **direction** of movement**

Complete these sentences with the right direction adverb. Choose your adverbs from: **westwards, northwards, eastwards, upwards, southwards, forward, backwards, downwards**

1. When you are going _____ you are moving facing the south.
2. When you count _____ you are counting going up the numbers.
3. When you are going _____ you are moving facing the west.
4. When you are going _____ you are moving in the direction that is in front of you.
5. When you count _____ you are counting going down the numbers.
6. When you are going _____ you are moving facing the north.
7. When you are going _____ you are moving in the direction that is behind you.
8. When you are going _____ you are moving facing the east.



Write

Where is our country, Zimbabwe?

We can answer this question by writing a short composition using the words in the box:

north east west south southern northern eastern western

Look again at the map of Zimbabwe in **Speak**. Then complete this composition frame-work using the words in the box above. The first sentence has been done for you.

Our country, Zimbabwe

Our country, Zimbabwe is in southern Africa. It is between the Zambezi River in the _____ and the Limpopo River in the _____.

The Zambezi River in the north forms the _____ border between Zimbabwe and Zambia. In the south, the Limpopo River forms the _____ border between Zimbabwe and South Africa.

Zimbabwe is an inland country, surrounded by other countries. To the _____ of Zimbabwe is Zambia and to the _____ is South Africa. Botswana is to the _____ while Mozambique is to the _____ of Zimbabwe.

There are many high mountains along the _____ border with Mozambique.

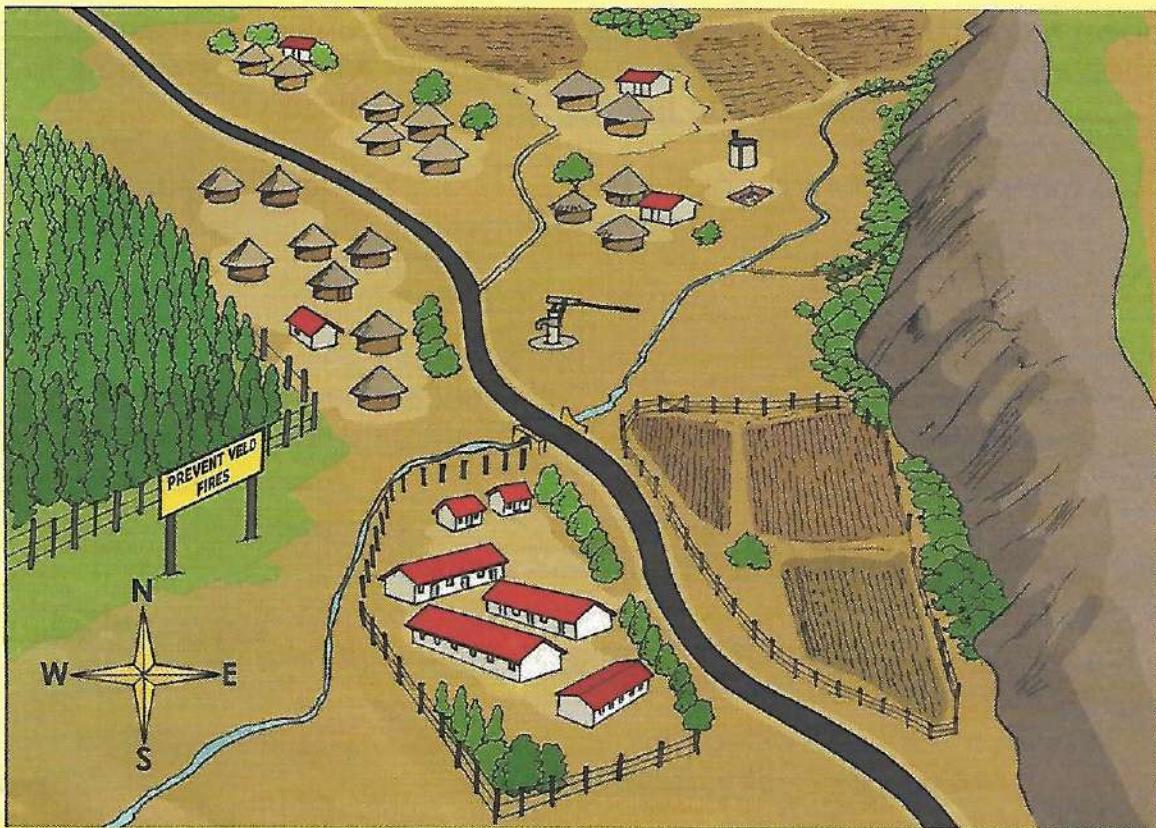


Read

Zuva Village

built	plain	flat	distance	sank	unclean	flows
fence	harvests	destroying	latrines	rubbish	pits	throwing
litter	solar	firewood	instead	signpost	wood-lot	prevent
planting						

Zuva Village is built on a flat plain. To the east of the village there is a high mountain. A stream flows westwards past the village from this high mountain. First, the people of Zuva Village built a school. Before that, the learners were walking a long distance to get to the nearest school.



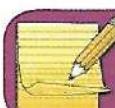
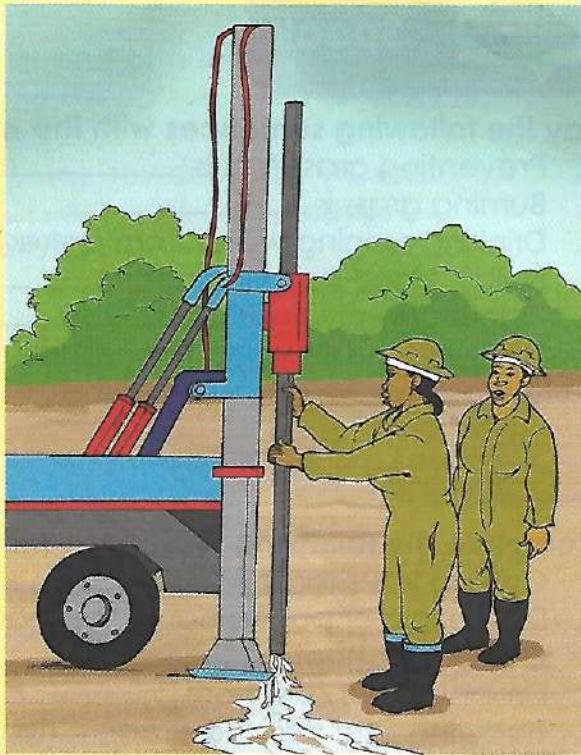
After that the people of Zuva Village sank a borehole. Now, the people of Zuva Village drink clean water from the borehole. Before that, they were drinking unclean water from the stream that flows past the village.

The people of Zuva Village put a wire fence right round their fields. Now the people get good harvests. Before that the animals were destroying the crops in the fields. Next, the villagers built a new road from the village to the main road. The buses are now able to drive right up to Zuva Village. The villagers no longer walk far to the main road to catch the buses.

Now, the people of Zuva Village have built latrines and dug rubbish pits. Before that they were throwing the litter everywhere. They were also using the bush as their toilet.

The people of Zuva Village now use solar power for lighting and cooking. Before that, they were cutting a lot of trees for firewood. Instead, the people of Zuva Village are planting many trees. They have put a big signpost at the gate into the wood-lot. The signpost reads:

Prevent veld fires



Write

Answer these questions.

1. Where is Zuva Village built?
2. What is a stream?
3. What was the first thing the people of Zuva Village built?
4. Are the people of Zuva Village still drinking unclean water? Why?
5. Why are the people of Zuva Village now getting good harvests?
6. What is a rubbish pit used for?
7. Would you say the people of Zuva Village were lazy or hard-working?
8. What two things are the people of Zuva Village telling other people to do?



Speak

Say the following sentences with the words **very good or very bad**.

1. Preventing grass fires is _____.
2. Burning grass is _____.
3. Drinking running water from a stream is _____.
4. Building and using latrines is _____.
5. Planting many trees is _____.
6. Throwing the litter into the rubbish pits is _____.



Write

Complete the following sentences with the words **very good or very bad**.

1. Cutting trees for firewood is _____.
2. Destroying or pulling down the road signs is _____.
3. Going to school is _____.
4. Dropping out of school is _____.
5. Throwing litter into the streams, rivers and dams is _____.
6. Using the bush as our toilet is _____.



Write

Using **because**

Did you understand the story about Zuva Village? Complete the following sentences with **because**. Give the reason why.

1. The people of Zuva Village no longer drink unclean water from the stream **because** _____.
2. Now they are getting good harvests **because** _____.
3. The villagers no longer walk a long distance to the main road **because** _____.
4. The villagers no longer use the bush as their toilet **because** _____.
5. They no longer cut trees for firewood **because** _____.
6. They no longer throw litter everywhere **because** _____.



Speak

Using the right **adjective**

(i) **Read this aloud:**

- (a) A father bought a pair of shoes, a shirt, a hat, and a toy car for his son.
In the sentence above, we do not know what kind of a father, shoes, a shirt, a hat, a toy car and a son.

- (b) A **loving** father bought a pair of **black** shoes, a **white** shirt, a **new** hat, and a **big** toy car for his **young** son.
In the sentence above we know what kind of a father, shoes, shirt, hat, toy car and son.
- (ii) Tell the class what kind of:
(a) father, (b) shoes, (c) shirt, (d) hat, (e) toy car and (f) son.
The words they tell us what kind of _____ are called **adjectives**
- (iii) What do you say is the **work of an adjective?**
A. To complete sentences.
B. To ask questions.
C. To give the reason why.
D. To tell us about the nouns.



Write

Choose the best adjective to tell us about the noun that follows it:

1. People must not drink (**easy/long/ugly/dirty**) water.
2. We went on a (**long/heavy/loud/tall**) journey by bus.
3. There are (**sharp/happy/beautiful/khaki**) flowers around the church.
4. I like to sleep on a (**sad/comfortable/slow/grey**) bed.
5. The (**thick/narrow/last/high**) child in our family is a boy.
6. Swimming is best on a (**round/sweet/hot/fast**) day.
7. The (**hungry/cold/few/hard**) man begged for some food.
8. When there is no moon, we have very (**angry/big/dark/small**) nights.

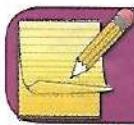


Write

By completing the lines below, write a short summary of the good things that the people of Zuva Village did under the heading:

I salute the Zuva Villagers

First, the Zuva Villagers _____ because their children _____. Next, they _____. Before that, they were drinking _____. After that, they _____. Now, the animals cannot _____. Then with the help of the _____ they built a _____. Now, the villagers no longer walk a long distance to the _____. The villagers have also built _____ and dug _____. Now, they no longer throw _____. Instead of using firewood, the villagers now use _____. They have also started a _____ where they have planted _____. For these reasons, I salute the _____.



Write

Look at the signpost on veld fires that was written by the people of Zuva Village. Write your own signpost warning people:

- (i) not to pass through your field with crops
- (ii) not drink the tap water as it is sewage water only good for irrigation
- (iii) that it is dangerous to sit near the poles carrying electric lines
- (iv) not to enter your home yard because there are dogs that bite strangers
- (v) to drive carefully past an ECD centre.

UNIT 39

End of term 3 revision and assessment



Read

Paper 1

My journey

bright
switched
wondered

carrying
torch-light
lying

back-pack
vehicle
damaged

travelling
disappointed
helicopter

station
silence

shadow
crowd

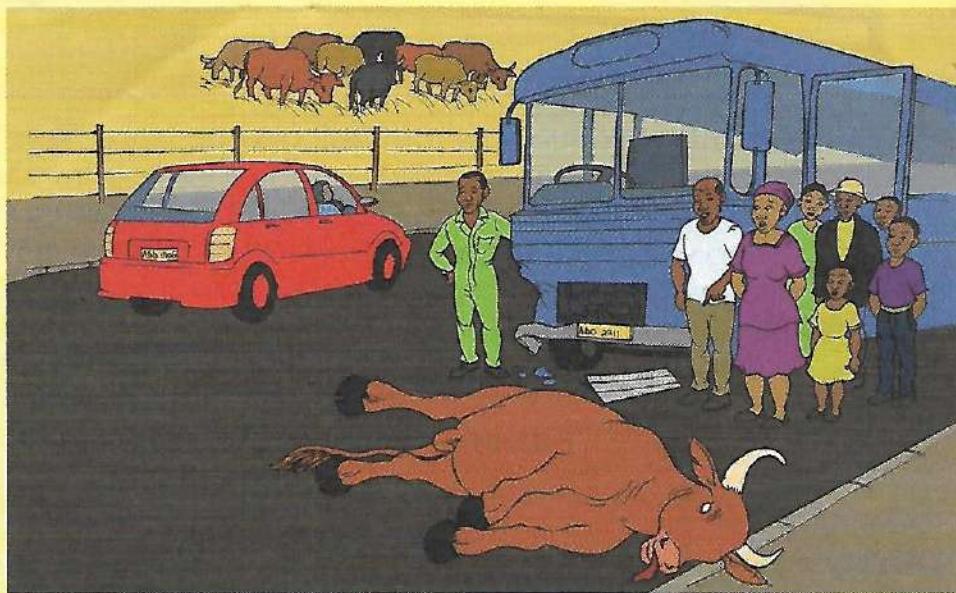
I heard a deep voice calling me, "Barnabas! Barnabas!" I knew that it was my father. Outside there was a bright full moon when I got out of my bedroom. Then we started walking to the bus station. Father was taking me only as far as the bus station.

At the stream, it was dark with the shadows of the big trees growing together. Father switched on the torch-light on his cell phone. Then we could see where to cross the stream.

When we got to the bus stop, Gogo Gudo was there already. She said the bus had gone, leaving her behind. It was full and did not even stop at the station. I got worried because this was the only bus that was going to the city.

Just then a big car came along and stopped. The driver kindly agreed to give the two of us a lift to the city. After travelling for about an hour we saw the bus that had left us behind. It was parked on the left side of the road on a cattle farm. A big crowd of people was standing outside the bus.

We wondered why the bus had stopped here. Then as we got nearer I saw a big cow lying on the road. The bus had hit the big cow. The bus itself was badly damaged in the front and it could not travel any further.



Write

In numbers 1 – 5 choose the answer from the passage above:

1. Who wrote this story?
 A. Barnabas' father
 C. Barnabas
 B. Gogo Gudo
 D. The bus driver
2. They started walking to the bus station _____.
 A. when it was still dark
 C. at sunset
 B. at sunrise
 D. at mid-day
3. Where was the bus going?
 A. to the city
 C. to the stream
 B. from the city
 D. to a cattle farm
4. Why did the bus not stop at the bus station?
 A. It was badly damaged in the front
 C. There was nobody at the bus station
 B. It was already full
 D. It was too fast
5. Which statement is true?
 A. Barnabas' father was also going to the city.
 B. Barnabas' father was not travelling to the city.
 C. Gogo Gudo was in the bus when it hit a big cow.
 D. Barnabas was in the bus when it hit a big cow.

In numbers 6 – 8 choose the correct form of the verb.

6. The smart girl _____ her teeth everyday.
 A. brush B. brushes C. brushing D. brushed
7. Yesterday I _____ to the market to buy vegetables.
 A. go B. goes C. going D. went

8. We met the two boys as we were _____ to school.
A. run B. ran C. running D. runs

In numbers 9 – 12 choose the correct preposition to fill in the gap.

9. In class I sit _____ James and Thandie.
A. of B. between C. among D. at
10. That girl is afraid _____ the dog.
A. with B. by C. at D. of
11. My mother is very good _____ baking cakes.
A. in B. for C. at D. with
12. The sweets were shared _____ the five girls.
A. to B. between C. with D. among

In numbers 13 - 14 which is the silent letter in the word?

13. thumb A. b B. h C. m D. u
14. listen A. i B. s C. t D. e

In numbers 15 – 18 choose the best adjectives to fill in the gaps.

15. Elephants, baboons, monkeys and giraffe are all _____ animals.
A. kind B. wild C. huge D. cloudy
16. During the _____ weather, we sat by the fireside inside the house.
A. long B. chilly C. loud D. few
17. We wrote a _____ test at the end of the term.
A. difficult B. smooth C. dirty D. happy
18. We could not climb the _____ mountain near our home.
A. quick B. high C. new D. deep

In numbers 19 – 20 choose the right word to fill in the gap.

19. A dog barks; and an elephant _____.
A. trumpets B. roars C. crows D. bleats
20. A person runs; and a horse _____.
A. crawls B. flies C. gallops D. slides

In numbers 21 - 23 choose the right adverb

21. I counted _____ from ten to one.
A. downwards B. upwards C. forwards D. onwards
22. The teacher asked the children to move _____ a little from the front.
A. forward B. backwards C. towards D. upwards
23. The new baby boy was given his father's name _____ after his birth.
A. soon B. often C. always D. seldom

In numbers 24 – 25 choose the right words to fill in the gap.

24. While some boys were reading their books, _____ were playing games outside.
A. some B. another C. others D. the other
25. I closed the door _____ to keep out the cold wind.
A. in order B. because of C. so that D. although

Read this passage and answer the questions that follow.

The Victoria Falls are on the big Zambezi River, between Zambia and Zimbabwe. The first white man to see the falls was David Livingstone. He named the falls after Queen Victoria who was queen of England at the time. Before then, the local people called the falls Mosi- oa-Tunya meaning 'the smoke that thunders'.

A huge amount of water drops from the flat, wide rock into a deep gorge below, making white sprays of water that can be seen for kilometers around. From afar, these water sprays look like fire smoke rising in the sky.

The Victoria Falls are a world heritage site. This means the falls are a very important place in the history of our country and the world. Every year, many tourists from all over the world come to Zimbabwe on holiday. Besides wanting to see other heritage sites like the Zimbabwe Ruins, or the wild animals in the big game parks, most of the tourists come to see the majestic Victoria Falls. Tourists bring a lot of money into the countries they visit.

Just below the falls is the historic Victoria Falls Bridge which is a railway crossing between Zambia and Zimbabwe. Here people do what is known as bungee jumping, a sport for the fearless people. Tied to the bridge with a stretching rope round the ankles, the bungee jumper leaps down into the deep gorge of the Zambezi River like a bird flying downwards. Of course, the rope does not break and the bungee jumper does not hit the water or the earth below.

In numbers 26 – 32 choose the answer from the passage above.

26. The Victoria Falls were named after _____.
A. David Livingstone B. the Zambezi River
C. the then queen of England D. the visiting tourists
27. A heritage site is _____.
A. a game park with wild animals
B. a place that is very important to many people
C. a sport for the fearless
D. a dangerous place to visit
28. What does 'Mosi- oa-Tunya' mean?
A. The smoke that thunders. B. Bungee jumping.
C. A heritage site. D. A flat rock before a deep gorge.
29. Why are tourists welcomed in the countries they visit?
A. They travel on holiday.
B. They bring money to the countries they visit.
C. To see the Victoria Falls.
D. To see the Zimbabwe Ruins.
30. What is bungee jumping?
A. A deep gorge.
B. A sport of jumping from a high place while tied to a rope around the ankles.
C. Water sprays that look like fire smoke rising in the sky.
D. The historic Victoria Falls Bridge.

31. Which statement is correct?

- A. The Victoria Falls are the only heritage site in Zimbabwe.
- B. The Zimbabwe Ruins are the only heritage site in Zimbabwe.
- C. Besides the Victoria Falls, there are other heritage sites in Zimbabwe.
- D. The Victoria Falls are only in Zambia.

32. What would you say about the heritage sites?

- A. They must be destroyed.
- B. People should not visit them.
- C. They are for the tourists only.
- D. They must be protected.

In numbers 33 - 35 choose the right pronoun to fill in the gap.

33. The cow fell into a big hole and broke _____ leg.

- A. their
- B. it's
- C. its
- D. my

34. Mother is here now; I can hear _____ talking to father.

- A. him
- B. she
- C. hers
- D. her

35. My sister and _____ are going to the city during the holidays.

- A. her
- B. I
- C. mine
- D. me

36. Most parents love _____ children.

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

Read the passage below and answer the questions that follow.

My sister Sarah and I started a small vegetable garden project. Everyday, we worked very hard on the garden project and got a lot of tomatoes. We sold the tomatoes to the women at the vegetable market and shared the money equally.

I wanted to go to the shops at once to look for something to buy but Sarah stopped me. She said to me, "Tom, learn to use your money wisely. You do not buy just because you have some money. You should only buy when you need something. Have you thought of that?"

Sarah and I started talking about the wrong things some people do with their money. Some people buy what they see other people buying. Other people even borrow money and buy things they do not really need. Many children rush to buy sweets, even when they do not have books to read and write in. There are also some people who spend all their money and remain with nothing for more important needs.

After this talk with Sarah, I bought a rain coat. This is the raincoat I put on when it is raining and I need to go out. Sarah bought herself a satchel for carrying her school books. Both of us kept part of the money, just in case we get more important needs.

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After this talk with Sarah, I bought a rain coat. This is the raincoat I put on when it is raining and I need to go out. Sarah bought herself a satchel for carrying her school books. Both of us kept part of the money, just in case we get more important needs.

In numbers 37 – 41 choose the answer from the passage.

37. Using money wisely means _____.
A. buying what you see other people buying
B. selling tomatoes to the women at the vegetable market
C. rushing to buy sweets even when you do not have books to read
D. spending money only on what you really need
38. Sarah stopped his brother from _____.
A. buying just because he had some money
B. growing more tomatoes to sell
C. buying what he really needed
D. buying a rain coat
39. By starting a vegetable garden project, Sarah and Tom are showing us that _____.
A. they were very poor children
B. their mother was one of the women at the vegetable market
C. you can get money if you work hard
D. it is easy to start a vegetable garden project
40. From the passage above, we can say that Sarah was a _____.
A. tall and smart girl B. wise and thoughtful girl
C. beautiful girl D. lazy and selfish girl
41. Who wrote this passage?
A. Sarah B. A woman C. Tom D. We do not know

In numbers 42 - 45 choose the right word to replace the underlined phrase.

42. Those two flowers are not the same.
A. similar B. beautiful C. different D. colourful.
43. My old grandfather could not go up the mountain.
A. jump B. move C. walk D. climb
44. I go to school in the morning and go back home in the afternoon.
A. return B. visit C. stay D. live
45. This dirty water is not safe to drink.
A. false B. unclean C. unsafe D. unable

In numbers 46 – 50 choose the right words to fill in the gaps.

46. Mother says that I cried a lot _____ I was a baby.
A. how B. when C. where D. if
47. The clock was too slow, so I moved it _____.
A. upwards. B. towards C. forward D. backwards
48. My grandfather is now _____ old that he cannot walk without a walking stick.
A. too B. so C. very D. as
49. If you add sugar to the tea, you make it as _____ as honey.
A. sweet B. hot C. soft D. clean.
50. Which sentence is written correctly?
A. did you see mr and mrs moyo yesterday
B. Did you see Mr and Mrs Moyo yesterday
C. Did you see mr and mrs Moyo yesterday?
D. Did you see Mr and Mrs Moyo yesterday?

Paper 2

Read this passage and answer the questions that follow.

Hlulani and Ngwazi

Everyday, people see Hlulani jogging up and down the narrow road. When he jogs, he runs at a slow but steady speed. Hlulani says this jogging helps to keep himself fit and strong.

Hlulani lives in Zoma Village. Zoma Village is separated from Gomo Village by a deep stream. In the rainy season, this stream is always full of water. The people of the two villages could not go across the stream. So they cut a thick tree stem and laid it across the stream. The tree trunk became a very useful and busy log bridge. Now, the villagers could go across the stream even when it was full of water.

One day Hlulani was jogging to Gomo Village. At the middle of the log bridge he met Ngwazi.

Ngwazi was going in the opposite direction. Ngwazi always took a walk to Zoma Village and back. He said that walk helped to keep himself fit and strong.

Hlulani and Ngwazi stood facing each other at the log bridge. There was no room for both of them to pass at the same time. Hlulani said to Ngwazi, "Go back! Or else I will push you into the deep stream." Ngwazi answered, "Stop that. Let's not fight. I have a plan. I shall lie down on the log so that you may walk over me. So Ngwazi lay down on the log bridge. Hlulani walked lightly over Ngwazi. Then Ngwazi got up and went on his way too.

(i) **Answer these questions.**

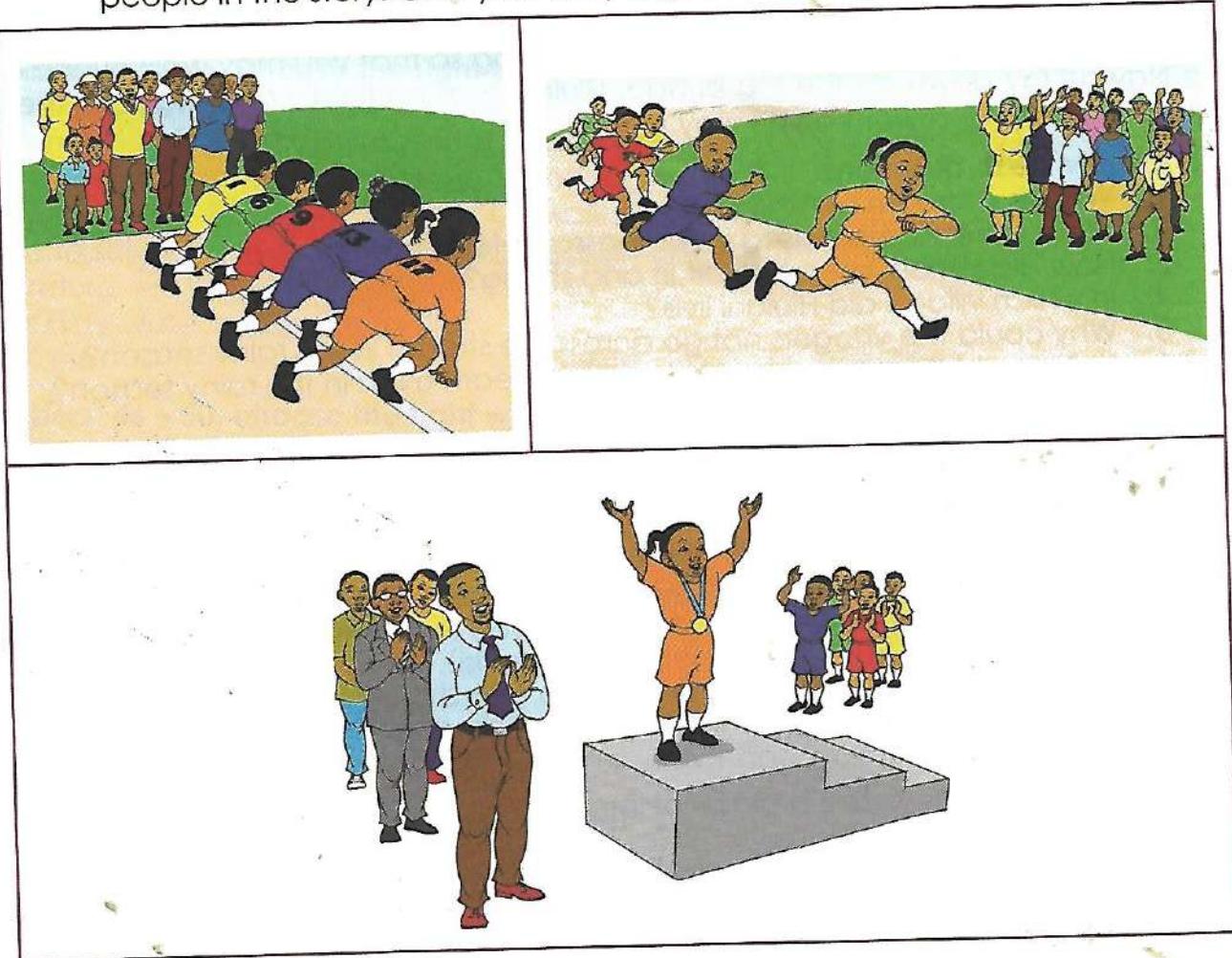
1. What is a stream?
2. What other name is used in the passage for a tree trunk?
3. How did Hlulani keep himself fit and strong?
4. In which village did Hlulani live?
5. Why could the villagers not go across the stream in the rainy season?
6. How could the villagers now cross the stream even in the rainy season?
7. In which village did Ngwazi live?
8. How did Ngwazi keep himself fit and strong?
9. Where was Ngwazi going when he met Hlulani?
10. Between Hlulani and Ngwazi, who do you think was wiser?
11. Would you say Hlulani and Ngwazi were friends or were not friends?

(ii) **Choose ONLY ONE of the following topics and write about it.**

1. Your friend wrote a letter to you inviting you to visit him/her during the next weekend. But you cannot go on this visit.
In 8 – 12 lines, write a reply letter to your friend thanking him/her for the invitation but telling him/her that you cannot visit. Give him/her the reasons why you now can't visit.
2. Your class has visited a place of interest in your district. Places of interest can be:
the market, the river, the mountain, the town, the museum, the dam, the forest, the police station, the post office, the bridge, the caves, the plantation, the factory, and so on.

In 8 – 12 lines write about that visit under the heading: **A visit to the**

3. In 8 – 12 lines, write a letter to your elder brother/sister who is working asking for an amount of money (state the amount of money that you need). You would like to use the money for a number of things. In your letter, explain clearly how you want to use the money. Also explain why you need each one of those things that you want to buy with the money. Start your letter like this:
May I please ask you to send me _____ (how much money, in words)
4. The council has built something that helps the people in your area. In 8 – 12 lines write about it. Give your story a good **heading**. Explain what the people were doing before it was built. Explain in what ways the people are now better off.
5. **Pictures tell us news.**
Look at the three pictures below. They tell a story about what happened recently.
In 8 – 12 lines, write the full story of what happened. Use real names of people in the story. Give your story a good heading.



Ventures Primary English Grade

3

Ventures Primary English Grade 3 Learner's Book has been developed to support the content, aims and objectives contained in the New Primary Education Curriculum for Zimbabwe. It contains all the activities that the learners need to cover the English Language Syllabus for Grade 3.

The book features:

- Level-appropriate language and vocabulary.
- Integration of English Language with other subjects.
- Variation in concept layout and teaching-approaches to cater for individual learning preferences and abilities.
- An inter-disciplinary approach to the learning of English Language.
- A nationalistic outlook.
- Colourful level-appropriate illustrations that are supplementary to the content and concept they intend to cover.
- Inclusion of various language structures, compositions and phonics.
- Instructions that are clearly explained before an assignment.
- A reflection of modern ideas.
- The use of ICT tools in teaching and learning.

The Learner's Book is part of the Junior Primary learner's Development Series completed with a comprehensive Teacher's Guide.

