

TAKUDZWA

CHIKUTUUNA



college press

Ventures Primary

English

New Curriculum



**Ventures Primary English Grade 5 Learner's Book**

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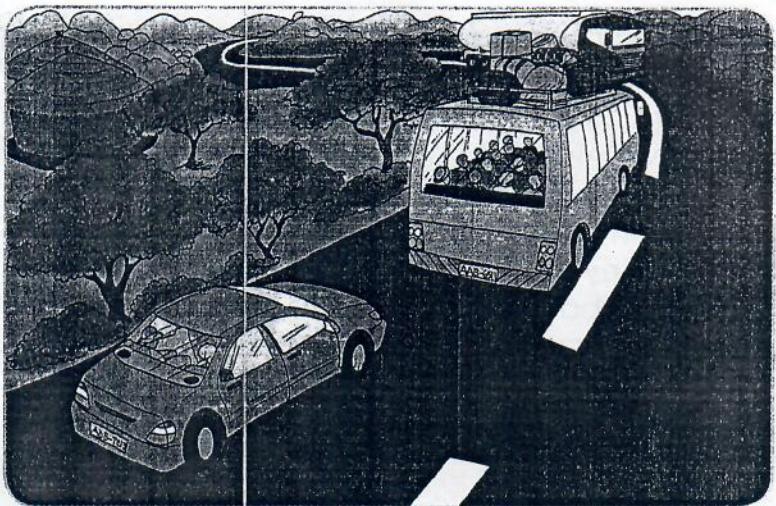
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 Speak

Learn to recite the poem below.

**Always on the move!**

Everyday I see  
Buses, lorries, motor-cars,  
Big, medium and small,  
With passengers, luggage,  
everything  
Making endless trips  
From the rural areas to  
the urban areas.  
And from the urban areas  
to the rural areas.

 Listen and speak **Rural and urban Zimbabwe**

**Listen carefully as your teacher tells you about the rural and the urban areas of Zimbabwe and answer the questions that follow.**

The people of Zimbabwe live in different areas. Some live in the rural areas, others in the urban areas. The rural areas are all those farmlands and the districts outside the cities and towns. The urban areas are all those places in cities and towns, including growth points. Living either in the rural areas or in the urban areas has its advantages and disadvantages. An advantage is something that is good, and a disadvantage is something bad or not good.

**Questions**

1. Is your school in the rural or urban areas?
2. In which district is your school?
3. Give reasons why you would prefer to live in a rural area or urban area?





Read

## A family on the move

urban  
tapped

excited  
pastures

bullies  
narrow

worried  
electric

marriage

Since their marriage ten years ago, Mr and Mrs Masuku had lived on their farm in the rural areas. Then, they decided to give up farming and start a new business in the city. So they started building a big house in the urban area. They were going to move into their new home by the end of the year.

Their twin children, Sophie and Britto were excited about going to live in the urban area. They were excited about going to learn at an urban school. They were excited about going to live in a big house with electric lights and tapped water.



Sophie and Britto also talked about the things they were going to miss. They were going to miss the hills, the streams and the birds singing in the trees. They were going to miss their friends, classmates and the teachers they had known all along. They were going to miss herding cattle and goats in the pastures. They were going to miss picking wild fruits and dry firewood logs in the forests.

Sometimes Britto and Sophie talked about their hopes in their new home. They hoped that their new school would not be too far from their new home. They were afraid of walking long distances and crossing too many urban roads. Sophie and Britto were used to crossing the narrow rural roads with very few, slow-moving cars, not the wide urban roads with many fast-moving cars. They were not going

to ride their bicycles in town for fear of being knocked down or run over by the fast-moving cars.

Sophie and Britto were also worried about bullies. They had heard frightening stories about the bullies who ill-treat new-comers at some schools. As the time to move into their new home drew closer, Sophie and Britto were looking forward to many things. They were looking forward to cooking on the electric stove and bathing in the shower. They were looking forward to meeting new friends and living with friendly neighbours. Sophie and Britto were looking forward to seeing the bright city lights in the evenings.



**Answer the following questions in full, correct sentences:**

1. Where had Mr and Mrs Masuku lived since their marriage ten years ago?
2. Mr and Mrs Masuku decided to give up farming. What does that mean?
3. Why did Mr and Mrs Masuku decide to give up farming?
4. If Sophie was eleven years old, how old was Britto?
5. Why were Sophie and Britto afraid of crossing the urban roads?
6. Which word used in this story means the opposite of 'rural'?
7. Name one thing Sophie and Britto were looking forward to.
8. Why were Sophie and Britto not going to ride their bicycles in town?



Sophie and Britto were twins. Sophie was **as old as** Britto.

**Using the words in the box, complete the sentences below correctly**

leaves	lion	lightning	donkey	honey
rainbow	water	tortoise	bees	coal

1. Adding sugar to porridge makes the porridge as sweet as honey.
2. When a snake strikes, it is as quick as lightning.
3. Our new school uniform is as green as leaves.
4. Throughout the day, the plantation workers were as busy as bees.
5. You cannot win any race if you are as slow as a tortoise.
6. Although he is over sixty years old now, his hair is still as black as coal.
7. The bottle was full of a liquid that was as colourless as water.
8. To me, the tiger is just as fierce as a lion.
9. To me, nothing is ever as beautiful as a rainbow.
10. That boy will not do as he is told, he is as stubborn as a donkey.



**Using a dictionary, rewrite these sentences using the correct word from the brackets:**

1. We all heard her because she cried out (allowed/aloud).
2. Most children love to wear (new/knew) clothes.
3. A pair is made up of (two/too) things.
4. Everyday, I boil some water for tea using an electric (cattle/kettle).
5. The farmer has a large (herd/heard) of cattle.
6. The tall buildings in the cities are also known as (stories/storys).
7. We go out fishing when the (whether/weather) is fine.
8. James won the first (prize/price) in the competition.



**Listen carefully and say these two sentences correctly after your teacher.**

The boys sat on a set of sofas.

The man ran out to call other men.

Did you notice that the underlined words are pronounced differently?

**(a) Say these pairs of words correctly:**

bad/bed	pan/pen	bag/beg	land/lend	bat/bet	pat/pet
and/end	cattle/kettle	dad/dead	sad/said	marry/merry	man/men
sat/set	sand/send	mat/meat	lag/leg	had/head	

**(b) Your teacher will read out some words for you to write. Listen carefully and write them down correctly.**



**Practise good handwriting with the following letters and sentences, writing quickly at the same time.**

- |    |    |  |
|----|----|--|
| Aa | Aa | Amos, Ananias and Albert are always around.              |
| Bb | Bb | Barnabas and Bhebhe's big brothers.                      |
| Cc | Cc | Charles, Chipo and Chuma go to church by car.            |
| Dd | Dd | Denford and David divided the dollar between themselves. |
| Ee | Ee | Elizabeth and Ellen went to Esigodini yesterday.         |


**Speak**
**the sentence**

A complete sentence must have a **subject** and a **verb** or action word, e.g.

Subject	Verb or action word
A dog	barks/barked
Mother	laughed
He	died

(i) Make your own short sentences with a subject and a verb with the verbs below or any other verbs:

ran	cried	walked	boils
blows	roars	flows	voted
whispered	whistled	agreed	ate

shines	pray	laugh
--------	------	-------

Some sentences only make sense when they have a subject, a verb and an object, e.g.

Subject	Verb or action word	Object
Father	likes	honey
James	saw	a snake
Those women	sell	vegetables

(ii) Make your own short sentences with a subject, a verb and an object with the verbs below or any other verbs:

wrote	bought	ate	cooked	play	shut	hate
thanked	locked	opened	cut	lost	picked	


**Writing a letter to a friend**

Imagine that you are Sophie or Britto in the story **A family on the move** that you have read. Write a letter to your friend telling him/her that you are going to move. The body of your letter should be 80 – 120 words in length. Tell your friend:

- that you are going to move to a new school, where, when, why
- what you are going to miss
- what you are excited about
- what you are afraid of
- what you are worried about
- what you are looking forward to.

# Sophie and Britto in the urban area

2



**Listen carefully as your teacher tells you about something memorable.**

When something is memorable, you remember it vividly and you do not easily forget it. In our lives there are memorable days, memorable happenings or events and memorable times or periods. The first day at school may be a memorable day to some of us. The day when you come very close to an important person like the president of our country may be a memorable day.

**Tell the class something that is memorable to you. Say it like this:**

I remember vividly the \_\_\_\_\_.  
It was a memorable \_\_\_\_\_ to me.



Read

**Read the following story and answer the questions that follow.**

## The new house and the first day at school

excitement

nickname

button

ceiling

enrolled

totems

wardrobes

screen

furnished

memorable

whispered

spacious

durawall

pleasant

At the end of the year, the Masuku family said good-bye to their old house in the rural area. With a lot of excitement, they moved into their new home in the urban area. Their new home was surrounded by a high durawall. The house was big. It was roofed with red tiles. Inside, and hiding the red tiles was a white ceiling.

There was tap water inside the house. The bathroom had a bath tub as well as a shower cabin. Every room was brightly lit by electric lights. The kitchen was well-furnished, and there was an electric stove. The house had four spacious bedrooms, each with a big bed and wardrobe. The sitting room had huge, comfortable sofas and a big, flat-screen television set.

When the schools re-opened for the first term, Sophie and Britto were enrolled at the local school. The school was hardly a kilometre away from their new home. This really pleased the two children.

The first day at the new school was a memorable one for both Britto and Sophie. The school head was a big lady, who wore glasses. When she appeared for the first morning assembly, some old learners whispered, "Four Eyes," a nickname given to her by the learners. This was because she could pick out small things on the learners which the rest of the teachers would not notice, like a missing button on a shirt, or an untied shoe-lace. The school head introduced herself as Madam Dube.



Both Britto and Sophie were learning in the same class. Their new teacher, Mr Nyoni, spent most of the first day talking to each and every new learner. He asked questions about their likes and dislikes, their favourite subjects and sports, their birthdays, their families, their home addresses and even their totems. Mr Nyoni was so friendly that, the new learners felt at home.

After school, Britto and Sophie walked back home with the other boys and girls. There were no bullies among the old learners as Sophie and Britto had feared. Instead, everyone was very pleasant to them, wanting to be their friend, and was as playful as the learners back in the rural areas.



### Answer the following questions in full.

1. Why could the red roof tiles of the new house not be seen from inside the house?
2. What really pleased Sophie and Britto about their new school?
3. Who was the new school head?
4. Why was the school head given the nickname 'Four Eyes'?
5. Who was the new class teacher for both Sophie and Britto?
6. What shows you that Sophie and Britto enjoyed their first day at the new school?
7. How did Mr Nyoni make the new learners feel at home?
8. Were there any bullies at the new school?



### Opposites

The teacher asked the new learners their **likes** and **dislikes**. What are **likes** and **dislikes**?

The words **likes** and **dislikes** are opposites.

Say the opposites of the following words by adding the prefix dis-.

advantage	obey	appear	order	connected	continue
approve	comfort	agree	respect	pleased	obedient
honest	allow				

Rewrite these sentences so that they mean the opposite by adding the prefix dis- to one of the words:

1. After the heavy rain, the football match was continued.
2. A big snake appeared in the grass near the chicken run.
3. When she went out to play with her friends, she left the kitchen in order.
4. The plumber came and connected the water pipes.
5. At the last meeting, the chair-person agreed with the rest of the people.
6. There are some people who say that Ronie is obedient.
7. The man lived all his adult life in comfort.
8. His way of greeting visitors is a sign of respect.



### Dialogue

In a **dialogue** two people or two groups of people are talking to one another. Both people listen and talk. In pairs do a dialogue with one of you as the teacher, and

the other as the new learner. Look back at the story to find out what the teacher was asking each one of the new learners.



### Words with oo

(a) In some words, the **oo** have a short **u** sound

Say the sentence below correctly after your teacher. The **oo** have a short **u** sound.  
I was looking while mother was cooking with a wooden stick.

The **oo** in the words below have a short **u** sound. Say the words correctly.

good	book	cook	wood	look	foot	hook	football
crook	took	wool					

(b) In other words the **oo** have a long **u** sound.

Say the sentence below correctly after your teacher. The **oo** have a long **u** sound.

I ate the food with a long spoon while sitting on a stool.

The **oo** in the words below have a long **u** sound. Say the words correctly.

room	school	baboon	broom	tooth	food	pool
stood	soon	boots	roof	foolish	spoon	understood
moon	troop	roots	wool	stool	afternoon	



### Copy the letters and sentences.

Ff	Ff	Fanuel and Francis are from Filabusi.
Gg	Gg	George and Gregory are going to Gokwe for good.
Hh	Hh	Henry and his brother Hugo are both honest and hard-working.
Ii	Ii	Israel and India are in Asia.
Jj	Jj	James and Joyce went on a journey to Japan in June.



### Composition

Imagine that you were Sophie or Britto in the story which you have read. Write a composition under the heading: **My first day at the new school**. Your composition should be 80 – 120 words in length. In the composition, write about:

- the name of your new school and where it is
- the school buildings, the gardens, the playgrounds
- the school head, the teachers, your class teacher
- the learners
- whether you think you are going to enjoy learning at this new school and why.



## Revision and assessment 1



Answer the questions below in 3 – 4 short sentences:

- Where would you like to live: in the rural areas, or in the urban areas? Why?



First, read this short passage quietly, then read it fluently to the teacher.

### People with two homes

In Zimbabwe today, there are many families that own one home in the urban, and another in the rural areas. However, most of the time these families live in the urban home and hardly ever live in the rural home. Yet, they will not give up those rural homes. They say the rural home is the traditional link with the members of the extended family and other relatives who live in the rural area.

The people who are opposed to the idea of two homes argue that the rural home often becomes a white elephant-something that is of no value but costs money and time to keep. They say that money and time could be put to better use if it is spent on improvements on the urban home.



Answer these questions in full, correct sentences.

1. Why do some people with an urban home keep another home in the rural areas?
2. When is something called a white elephant?
3. 'They hardly ever live in the rural home.' What does this mean?
4. Give any four names of the members of the extended family, for example, grandmother.
5. Which word used in the passage means the opposite of 'urban'?
6. Why are some families opposed to the idea of having a rural home?
7. Do you live in the rural or in the urban area?
8. Where would you like to live when you grow up?



Teacher can dictate

Your teacher will dictate a paragraph to you while you write it quickly and in good handwriting.

Unit  
**3**

# The tree

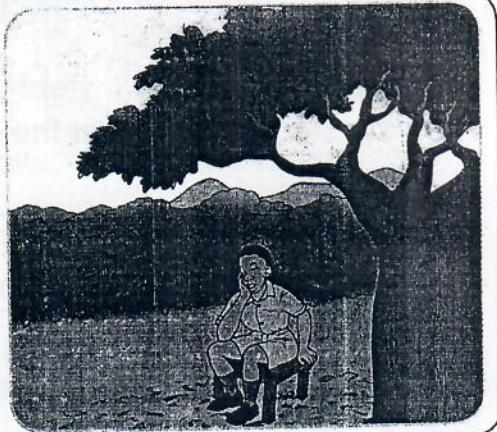
## Listen and speak

In the hot season

Say the lines of this poem correctly after your teacher.

### In the hot season

At the peak of the hot season,  
When the weather is hot indeed,  
I take a seat under a big tree by the stream  
In the cool shade of its green leaves.  
Sometimes I fall asleep and begin to dream,  
In the shade of the green leaves of the big tree.



Learn to recite the poem.

The **ee** in **tree** have a long sound i:

From the poem **In the hot season** above, say correctly all the words with **ee**.  
Say correctly the words with **ee** below:

cheese freedom street agree speed wheels bees

Sometimes **ea** have the same long sound i as in **tree**. From the poem **In the hot season** above, say correctly all the words with **ea**.

**Say correctly the words with ea below:**

please clean beans teach weak neat repeat eating reading

**Say correctly other words with ea.**

**A different sound of ea**

Say this sentence correctly:

I saw the **head** of a **dead** fish in the water.

In the words **head** and **dead** the **ea** sound like the short **e** and the **a** is silent.

Say correctly these words below. The **ea** in them have the short **e** sound.

weather bread deaf sweat spread measure feathers leather  
threat breast instead pleasure death pleasant heaven already  
steady

In a few words, the **ea** say **ei** as in **eight**

Say this sentence correctly. The **ea** in the words have the **ei** sound.

During the lunch **break**, I like potatoes with a **great** **steak**.



Read this story and answer the questions that follow.

### The tree

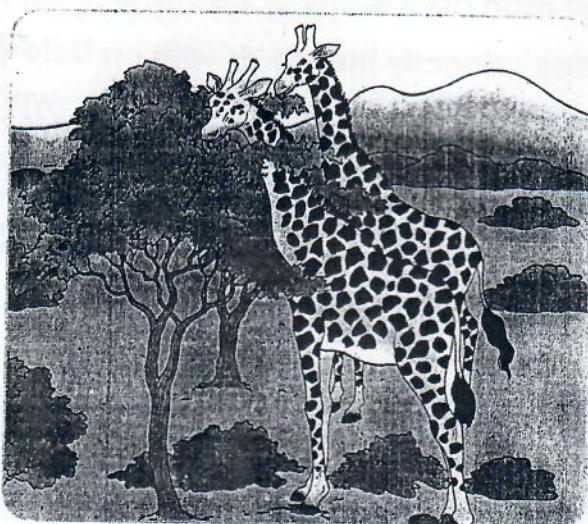
**perennial    deciduous    anchor    throughout    moisture    oxygen**  
**domestic    atmosphere    significant    erosion    transported    settlements**

The tree is a perennial plant with a thick, long stem or trunk that holds the branches and the leaves off the ground. Some trees are ever-green. They have leaves that remain green throughout the year. Other trees are deciduous. They shed or lose their leaves and grow new ones every year.

Below the ground, the roots of the tree grow and spread widely. The roots anchor the tree in the soil so that the tree does not fall even during the strong winds. The roots also collect water or moisture and salts from the soil. These are transported through the trunk to the leaves. There, the moisture and the salts are mixed with the sunlight and air from the atmosphere to make food for the whole plant. For that reason, the leaves are sometimes referred to as the 'kitchen' of the tree or plant.

Trees play a very significant role in the lives of people and animals. They make the countryside look beautiful. Trees also provide shade and shelter to people and animals. Tree leaves are food to domestic animals like cattle, goats and sheep as well as to wild animals like elephants, buffaloes and giraffes.

Oxygen, the air that we breathe, is made in the leaves of the trees. The trees also help to prevent or reduce soil erosion. Their roots hold the soil, thus preventing or reducing the washing away of the soil by running water or wind.



Today, forests are shrinking as trees are cut down for firewood, make way for farmlands, for roads, or for people's settlements. In some cases the trees are destroyed by veld fires. That is why it is necessary for people to grow trees in order to replace those that are destroyed.



### Vocabulary

Using the sentences in the passage on trees, choose the meanings of the words below:

1. The word 'ever-green' means \_\_\_\_\_.  
A. sometimes green      B. never green  
C. always green      D. once green
2. To 'anchor' is to \_\_\_\_\_.  
A. hold firmly      B. fall down      C. spread widely      D. collect water
3. The word 'significant' means \_\_\_\_\_.  
A. useless      B. very important      C. very small      D. beautiful
4. The word 'shrink' means \_\_\_\_\_.  
A. to become bigger      B. to get smaller  
C. to feed      D. to lose
5. The word 'edible' describes a thing that \_\_\_\_\_.  
A. can be eaten      B. cannot be eaten  
C. is not enjoyable      D. looks ugly
6. The word opposite in meaning to the word 'domestic' is \_\_\_\_\_.  
A. erosion      B. beautiful      C. necessary      D. wild
7. Oxygen is made in the \_\_\_\_\_.  
A. stem      B. roots      C. leaves      D. fruits
8. This passage shows that trees are \_\_\_\_\_.  
A. harmful to people      B. useless to people and animals  
C. not good for the countryside      D. useful to people and animals



Answer these questions in full, correct sentences.

1. What is a tree?
2. What are deciduous trees?
3. Why are leaves sometimes referred to as the 'kitchen' of the tree?
4. How do trees help people and animals in breathing?
5. Which part of the tree helps to prevent or reduce soil erosion and how?
6. Why are the forests shrinking today?
7. How would the countryside look without trees?
8. When is a tree said to be evergreen?



## Write

### as well as correctly

A dog **as well as** a cat **is** a domestic animal. (note that we use **is**, not **are**)  
 This is because we are saying: A dog **is** a domestic animal, as well as a cat **is** also a domestic animal.

Dogs **as well as** cats **are** domestic animals. (now we can use **are**)  
 This is because we are saying: Dogs **are** domestic animals as well as cats **are**.  
 As well as means and also.

### Rewrite the following sentences with the correct verb from the brackets.

1. My mother as well as my father (**is/are**) into farming.
2. Next Monday as well as Tuesday (**is/are**) a holiday.
3. The girls as well as the boys (**has/have**) lots of work to do.
4. Maria as well as Sam (**sings/sing**) in the school choir.
5. Our parents as well as our teachers (**was/were**) very pleased with our good work.
6. John, Ben and Tod as well as Sophie and Sarah (**is/are**) in my group.
7. My brother, as well as my sister (**like/likes**) sports.
8. I, as well as my friend (**was/were**) present.



## Write

### Prepositions

#### Choose the correct preposition to fill in each blank space.

1. In our country, no one is \_\_\_\_\_ the law. (on/over/above/in)
2. The big hall is \_\_\_\_\_ the main road. (beside/below/under/into)
3. The three boys shared the fruits \_\_\_\_\_ themselves. (between/in/with/among)
4. The man fell \_\_\_\_\_ the tree and broke his arm. (on/along/off/over)
5. The main road to the city runs \_\_\_\_\_ the farms. (through/at/into/along)
6. During the holidays, I look \_\_\_\_\_ my father's cattle. (towards/up/after/on)
7. I look forward \_\_\_\_\_ seeing you next week. (at/to/for/in)
8. The sad news quickly spread \_\_\_\_\_ the whole district. (on/throughout/over/up)
9. The robber was sentenced \_\_\_\_\_ three years imprisonment. (for/in/onto/to)
10. Mother shared the cake \_\_\_\_\_ me and my sister. (among/between/to/for)



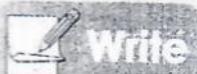
## Read and Write



### Role play

Imagine that you are going to a meeting where some people are saying we must grow trees and others are saying growing trees is a waste of time. Prepare and

write a short speech to persuade all the people to agree to grow trees. Read your short speech to the class.



### Picture composition

A paragraph is a text made up of a topic sentence and a few supporting sentences. The topic sentence gives the main idea. The supporting sentences say more about the main idea. Look at this paragraph that begins with a topic sentence and has five supporting sentences:

### Trees

Trees are very important to people, animals and the environment. They provide shade and fruits to people. They are a source of timber for furniture and buildings. Trees also provide shelter to birds and animals. Tree leaves, bark and roots are food to many animals. Without trees, the environment would not look as beautiful as it does with trees.

**Write a composition based on the picture. Your composition should be between 80-100 words. Each paragraph should have a topic sentence and supporting sentences. In the composition say:**

- who that boy is (give him a name)
- what he was doing
- when
- where
- why he was doing that
- what happened next
- how it happened
- how it ended.

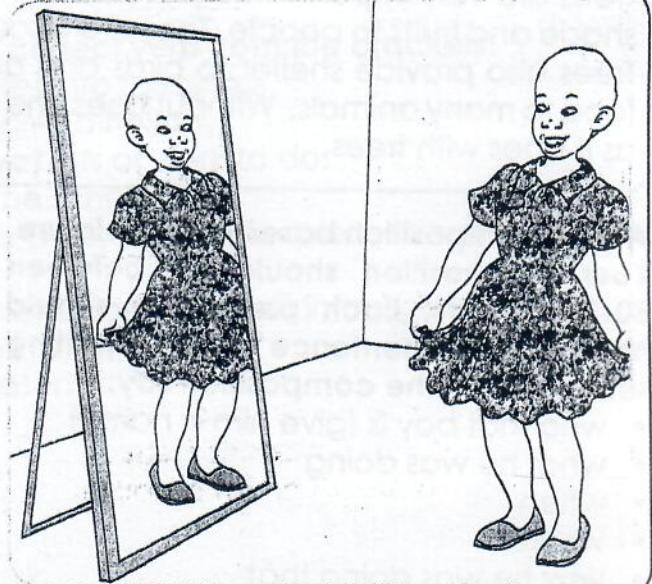


## Look at the mirror and the reflection

Listen carefully and say the lines of this poem correctly after your teacher.

### The mirror

I look in the mirror,  
And see myself.  
You too can see yourself,  
If you look in the mirror.  
Anyone can see oneself.  
Mother can see herself.  
Father can see himself.  
Even the dog can see itself.  
All of you can see yourselves.  
The children can see themselves.  
All of us can see ourselves,  
If we look in the mirror.



Write

Choose the correct pronoun to fill in the blank spaces.

**myself      himself      ourselves      itself      yourself      themselves      herself**

1. Everyday I wash \_\_\_\_\_ in warm water.
2. If a snake bites \_\_\_\_\_ it dies.
3. You are now a grown-up and must look after \_\_\_\_\_.
4. All of us are now grown-ups and must look after \_\_\_\_\_.
5. Father hurt \_\_\_\_\_ with a razor blade.
6. All animals will fight to protect \_\_\_\_\_.
7. We all like to speak good of \_\_\_\_\_ all the time.
8. The teacher ordered the learners to clean the classroom \_\_\_\_\_.





## Read

Read and enjoy this story, then answer the questions that follow.

### The greedy rat

annoyed

belly

prey

predator

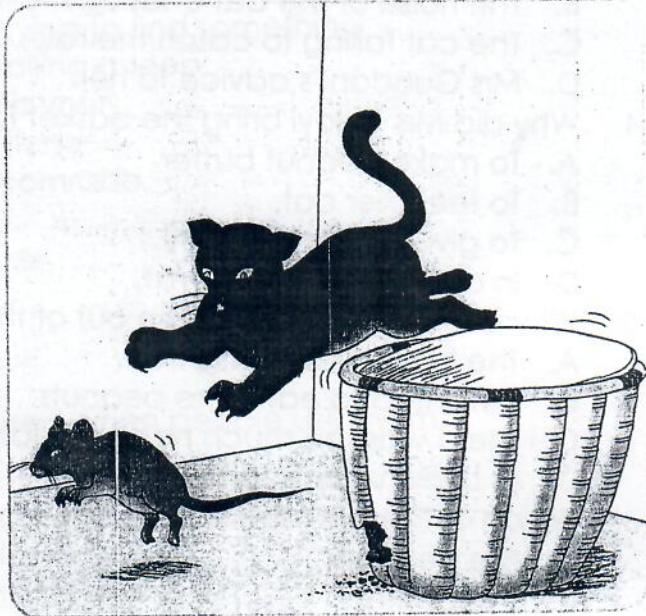
Mrs Baloyi was a hard-working woman. She spent the day working hard for her family. At the end of the day she returned home hoping to get a good sleep which she did not always get. A greedy rat lived in Mrs Baloyi's house. At night this greedy rat made a lot of noise, searching for food. The noise made by the rat annoyed Mrs Baloyi as it kept her awake when she wanted to sleep and rest.

A neighbour, Mrs Gundani advised Mrs Baloyi to keep a cat in her house. This was a good idea to which Mrs Baloyi readily agreed. Therefore, Mrs Baloyi bought a big cat and kept it in her house. At night the cat would run after the rat but would not catch it. There was now more noise in the house. This made Mrs Baloyi even more cross.

One evening Mrs Baloyi came home with a basket full of shelled peanuts. She was going to make rich, home-made peanut butter. The rat saw the basket full of peanuts and wanted to eat the peanuts. However, the basket was closed with a tight lid and the rat could not get into it. That night, the rat made a small hole in the basket. Then he squeezed through the small hole and reached the peanuts. He ate a lot of the peanuts. Then he felt full and was very happy.

Before dawn, the rat wanted to get out of the basket. He tried to come out through the small hole that he had made earlier but could not. His belly was so full that it was now too large to squeeze through the small hole. He decided to enlarge the hole so that he could get out of the basket.

While trying to enlarge the hole with its sharp teeth, the rat made a lot of noise. The cat heard where the noise was coming from and knew where its prey was. Quietly, the cat went to the basket and waited for its prey to



come out. Meanwhile, the rat was busy enlarging the hole, not knowing that its predator, the cat was waiting to catch and eat him. When finally the rat came out of the basket, the cat easily killed it. From that day, Mrs Baloyi was able to enjoy her sleep in her house.



**Choose the correct answer.**

1. Why was Mrs Baloyi not getting enough sleep at night in her house?
  - A. She was a hardworking woman.
  - B. The cat kept her awake.
  - C. A rat was making a lot of noise.
  - D. She wanted to make peanut butter.
2. What was the good idea to which Mrs Baloyi readily agreed?
  - A. To return home at the end of the day.
  - B. To keep a cat in her house.
  - C. To bring home a basket full of peanuts.
  - D. To make peanut butter.
3. What made Mrs Baloyi even more cross?
  - A. The hole in the basket made by the rat.
  - B. The noise of the cat chasing the rat.
  - C. The cat failing to catch the rat.
  - D. Mrs Gundani's advice to her.
4. Why did Mrs Baloyi bring the basket full of peanuts into her house?
  - A. To make peanut butter.
  - B. To feed her cat.
  - C. To give to Mrs Gundani.
  - D. In order to catch the rat.
5. Why could the rat not come out of the basket at first?
  - A. The basket had a tight lid.
  - B. It wanted to eat more peanuts.
  - C. There was too much noise outside.
  - D. Its belly had become too big.
6. Which of these is referred to as the 'prey' in the story?

A. the peanuts	B. the cat
C. the basket	D. the rat
7. An animal that hunts and kills another animal for food is called a \_\_\_\_\_.

A. predator	B. pet
C. prey	D. hunter



## Write

### Vocabulary

Using the story: The greedy rat, select the answers to the following questions:

1. A person who is **hardworking** is someone who is \_\_\_\_\_.  
A. very lazy  
B. not working hard at all  
C. not getting enough sleep at night  
D. diligent and committed when working
2. Something that **annoys** you \_\_\_\_\_.  
A. makes you feel happy  
B. makes you feel angry  
C. gives you hope  
D. pleases you
3. There was more noise in the house and this made Mrs Baloyi even more **cross**.  
Becoming **more cross** means \_\_\_\_\_.  
A. getting more angry      B. being very agreeable  
C. getting less sleep      D. walking across
4. Which word is opposite in meaning to the word **asleep**?  
A. Awake    B. Annoyed    C. Rest    D. Enjoy
5. Which word in the story means getting through a tiny space?  
A. returned    B. tried    C. squeezed    D. reached
6. To enlarge is to \_\_\_\_\_.  
A. make something smaller    B. create something new  
C. make something bigger    D. make a lot of noise
7. The word 'searching' in the story means \_\_\_\_\_.  
A. stealing food    B. trying to find something  
C. starting something new    D. falling asleep
8. Someone who lives next door to you is your \_\_\_\_\_.  
A. neighbour    B. friend  
C. relative    D. comrade



## Write

### Confusing words

The words in pairs below are often confused when people use them.

piece/peace  
match/march

saw/sew  
where/were

meat/meet  
damp/dump

heels/heals  
crush/crash

**Choose the correct word to complete each sentence.**

1. During a war, there is no (piece/peace).
2. Mother will (saw/sew) a new shirt for me.
3. I enjoy eating roasted (meat/meet).
4. The wound on her arm took a long time to (heel/heal).
5. I always enjoy watching a good football (match/march).
6. Could you please show me (where/were) Zimbabwe is on the map?
7. I cleaned my face with a (dump/damp) piece of cloth.
8. There was a car (crush/crash) at the intersection.



See Phrases

**Look at the three short sentences in the boxes.**

Everyday/Every week/Now I <b>eat</b> some fruits.	Yesterday/Last week I <b>ate</b> some fruits.	In the unspecified past I have <b>eaten</b> some fruits.
--	--	---

**Now make your own three short sentences with each of these verbs in the same way:**

see drink go do write hide take dig give grow speak sing

**Rewrite these sentences with the right form of the verbs in brackets.**

1. The baby has (drink/drunk/drunk) the milk that was (give/gave/given) to him.
2. I have (write/wrote/written) the letter and (take/took/taken) it to the post office.
3. Since you (give/gave/given) us the piece of land, we have (grow/grew/grown) many trees there.
4. A thief has (steal/stole/stolen) my bicycle and (hide/hid/hidden) it in the bushes.
5. I have (see/saw/seen) the homework and I have (do/did/done) it already.
6. He has (go/went/gone) to see the tall grass that has (grow/grew/grown) in the garden.
7. She has (speak/spoke/spoken) all the words they have (sing/ sang/sung) in the new song.
8. I have (hide/hid/hidden) the bottle in the hole that you have (dig/dug/dug).



**How to summarize**

To **summarize** is to say something in a few words. Look at these two sentences:

• We walked through a low area of land between two mountains. (11 words)

This long sentence can be summarized as follows:

• We walked through a valley. (5 words)

Note that the summarized sentence means exactly the same as the long sentence. Using the nouns in the box, summarize the sentences on the next page by replacing the underlined phrases with the words in the box above. You may use the dictionary for the meanings of the words in the box.

tributaries  
heritage

weather  
century

stationery  
drought

queue  
fortnight

irrigation  
traffic

1. My uncle lived for a period of one hundred years.
2. That shop sells pens, rulers, exercise books and other writing materials.
3. It is not fair to jump the long line of people waiting to do something.
4. We have had this cold weather for a period of two weeks.
5. Lake Mutirikwi was built for providing water in order to make the crops in the plantations grow.
6. Many animals died during the period when there was very little or no rainfall.
7. Every morning there is a lot of buses, motor-cars, cyclists and pedestrians going into town.
8. Except the Zambezi, the Limpopo and the Sabi, all the other rivers in Zimbabwe are rivers that flow into other rivers.
9. The people wear different clothes according to the conditions that are there in the atmosphere, such as whether it is hot or cold, sunny or wet.
10. We are very proud of our arts, the buildings, the traditions and the beliefs that our society considers to be important parts of our history and culture.



### Write



### Handwriting

Practise good handwriting with the following letters and sentences, writing quickly at the same time.

Kk	Kk	Kadoma and Kwekwe are seventy kilometres apart.
Ll	Ll	Lilian lives in Lilongwe; the capital city of Malawi.
Mm	Mm	Mary missed the Monday morning meeting in Mutare.
Nn	Nn	Norman Nhando was born on the nineth of November.
Oo	Oo	Owethu was born on the second of October.



### Write

### Composition

Write a composition about an interesting animal story that you have heard or read about. You can also find many animal stories on the internet. Give your story a good heading. Your composition should be 80 – 120 words in length. You may use one of the following as the beginning of your composition.

- Once upon a time, the \_\_\_\_\_.
- A long, long time ago the \_\_\_\_\_.
- Many centuries ago \_\_\_\_\_.
- More than a thousand years ago the \_\_\_\_\_.

## Revision and assessment 2



Listen carefully as the teacher reads this short story:

### Bhuka and the other villagers

During the warm summer season, the villagers in one rural village were busy collecting firewood in preparation for the approaching cold winter season. One villager, however, did not bother to collect the firewood. His name was Bhuka. When the rest of the villagers went out to collect firewood, Bhuka would go out fishing or swimming.

Then the cold winter season came and the weather became severely cold. The villagers made big wood fires which kept them and their families warm. It was not the same for Bhuka. He shivered and suffered from the cold weather, but nobody in the village felt sorry for him.



Answer these questions in full, correct sentences.

1. Why were the villagers collecting firewood?
2. What was Bhuka doing when the other villagers were busy collecting firewood?
3. Which word tells us that the winter that came was very cold?
4. Why was nobody sorry for Bhuka when he was shivering from the cold weather?
5. What does this story teach us?
6. Which season between summer and winter do you prefer?
7. How do people around your home prepare for winter?
8. Do you think it is right for people to cut down trees for firewood? Give a reason.



### Story telling

Tell a story similar to the story: **Bhuka and the other villagers**, replacing:

- Bhuka and the villagers with learners in a class
- the firewood with schoolwork
- the seasons of the year with the school terms
- the cold winter season with the examinations.



### Reading for fluency

Read with clarity one paragraph from the story: **Bhuka and the other villagers** to the teacher.



## Write

### Summary practice

Using the nouns in the box, summarize the sentences below by replacing the underlined phrases with the words in the box:

population  
holidays

twins  
ancestors

right  
Polygamy

racism  
training

decade  
spectators

1. These trees have been giving us lots of fruits for a period of ten years.
2. Our people who lived a long, long time ago and are related to us were food collectors; not farmers.
3. To be skilled, one has to go through the process of learning a particular job or activity.
4. Batsirai and Busisiwe are two children born at the same time by the same mother.
5. Wise learners read their books even during the days and weeks when the schools are closed.
6. The way of behaving or thinking that treats some people unfairly because of their race must be stopped.
7. The people watching a football match enjoyed the match.
8. The councils must see to it that there is enough water for the people who live in a particular area.
9. Did you know that education is a thing that you are morally and legally allowed to have?
10. The custom of having more than one wife at the same time is very costly.

## Safety tips for you and me

### Listen and speak

**Listen carefully as the teacher tells you some safety tips for self-protection.**

- a) Keep on you a well-written card with these personal details: full names, home address and the contact numbers of your parents or guardian. You can design and write your own personal card that looks like this:

Names: Thomas Moyo

Home address: 38 Mopane St Rhodene, Masvingo

Parents' contact numbers: 077 840 3214/071 233 3741

- b) On your way to and from school:

- walk in groups
- use roads or paths used by other people
- never cross flooded streams and rivers
- do not play or run with sharp objects like knives or pencils in your pocket
- do not allow people to touch your body
- do not climb fences or tall trees
- do not play or loiter on the roads
- do not get on or off a motor-car or bus while it is still moving.

**Using because, so that or in order to say why you should do or not do each one of the safety tips above.**



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

### Safety for pedestrians and cyclists

motorists	cyclists	distractions	mobile	briskly	behaviour
traffic	collision	extreme	visible	trolleys	immediately

Now and again, we hear of motorists, cyclists and pedestrians getting seriously injured or killed in traffic or road accidents. The major cause of accidents for pedestrians is distracted walking. Distracted walking is the behaviour of crossing or walking on the road while the person is busy doing something else.

Pedestrians should not make or take calls on their mobile phones while walking on or crossing the road. Neither should pedestrians listen to music, read books or

newspapers, eat or drink while walking on, or crossing the road. Wearing headphones while crossing or walking on the road is dangerous practice.

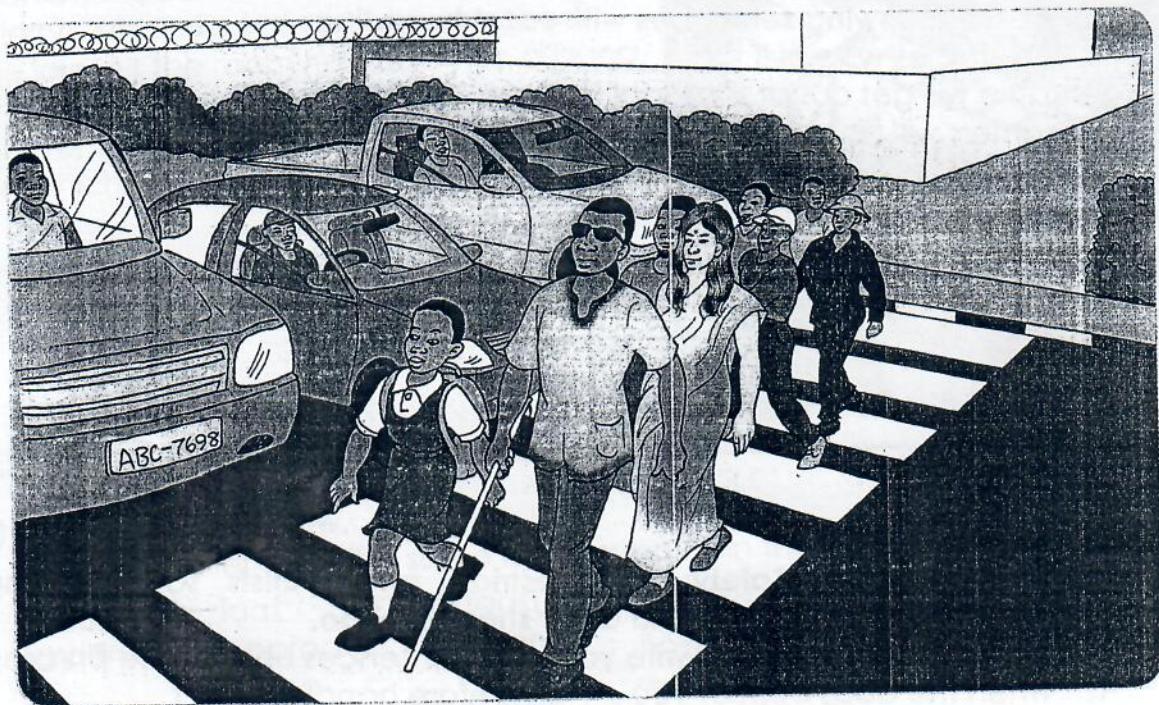
Cyclists should ride their bicycles on the extreme left side of the road. Pedestrians should walk on the extreme right side of the road, facing on-coming traffic. Pedestrians include people pushing trollies, push-carts or wheel barrows.

If you are a pedestrian or a cyclist, you should do four things before crossing or joining a road. First, check traffic coming on the road from your right. Secondly, check traffic coming on the road from your left. Thirdly, check again the traffic coming on the road from your right. Finally, cross the road, only if it is safe to do so. Walk briskly and directly, but do not run across the road.

Cyclists and pedestrians should give way to the traffic coming towards them. It is dangerous to stand on, or too close to the road. Many people are hit by motor-vehicles when they rush to cross the road immediately after a vehicle has passed by.

Pedestrians should use the zebra-marked pedestrian crossing points whenever they are there. Even then, the pedestrians should still follow the four checking steps before crossing the road.

When walking or cycling on the road at night, pedestrians and cyclists should put on bright clothes or carry flash lights. This is so that they are easily visible to the motorists. Finally, if you are a passenger in a motor-car or bus, sit on the seat and fasten the seat belts. The seat belts will save you from being thrown out should the car overturn or is involved in a head-on collision.





### Answer the questions below.

1. What do you call someone travelling by motor-car?
2. A cyclist is someone travelling by \_\_\_\_\_.
3. What do you call the behaviour of crossing or walking on the road while the person is busy doing something else?
4. On which side of the road should cyclists ride their bicycles?
5. Pedestrians move on the \_\_\_\_\_ side of the road.
6. What should pedestrians or cyclists wear when they use the road at night?
7. Road accidents just happen. They are not caused by people. True or false?
8. Why should passengers wear seat belts?



### Read the sentences below:

- You will not win the race if you do not run fast.
- You will do well in the examination if you work hard.

### Complete the following sentences with suitable endings.

1. The vegetables will wilt if \_\_\_\_\_.
2. The cattle will get out of the kraal at night if \_\_\_\_\_.
3. The learners will do well in their studies if \_\_\_\_\_.
4. The team will not win the game if \_\_\_\_\_.
5. We will have a good harvest if \_\_\_\_\_.
6. The children will get a cold if \_\_\_\_\_.
7. The teacher will not be happy if \_\_\_\_\_.
8. We will not cross the river if \_\_\_\_\_.



### Using should

- (i) From the passage: **Safety for pedestrians and cyclists**, say the things that pedestrians and cyclists **should do** or **should not do**.
- (ii) Using **should** or **should not** write your own sentences using these phrases:
  1. when the dogs bark at you
  2. before handling food
  3. on a very hot day
  4. when there is lightning and thunder
  5. when going to school or returning home from school





## Write

### Using while

**Read again the second paragraph of the passage** Safety for pedestrians and cyclists.

Do you see how the word **while** is used? **While** is used to say one action is happening at the same time as another different action, for example:

I was fast asleep while my mother was cooking. OR  
While mother was cooking, I was fast asleep.

**Write four sentences of your own with the word **while** in each one of the sentences.**



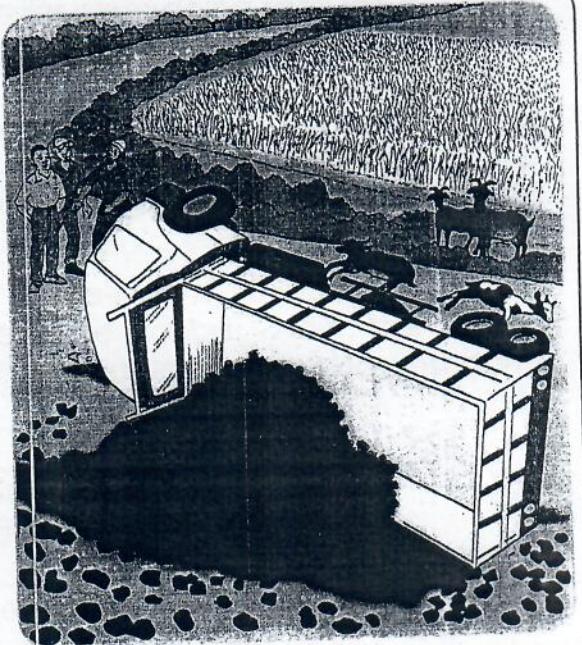
## Speak

The long sound of oa as in the word road

- (i) Say the lines of this poem correctly after your teacher.  
The **oa** have a long sound and the **a** is silent.

### The goats on the road

I saw a dozen goats roaming  
On the broad road past the oats field.  
Then on the same broad road  
A lorry with a load of coal approached.  
The lorry hit the roaming goats with a bang,  
And its load of coal scattered  
All over the broad road  
On which the goats had been roaming.



### (ii) Say the words below.

The **oa** in them has the same long sound as in the word **road**.

soap	loaf	coast	boast	coat	goal
groan	approach	moan	loaves	boat	





First, see how the fourth paragraph in the story: **Safety for pedestrians and cyclists** is written. Your teacher will read out that one paragraph while you write it neatly and quickly.

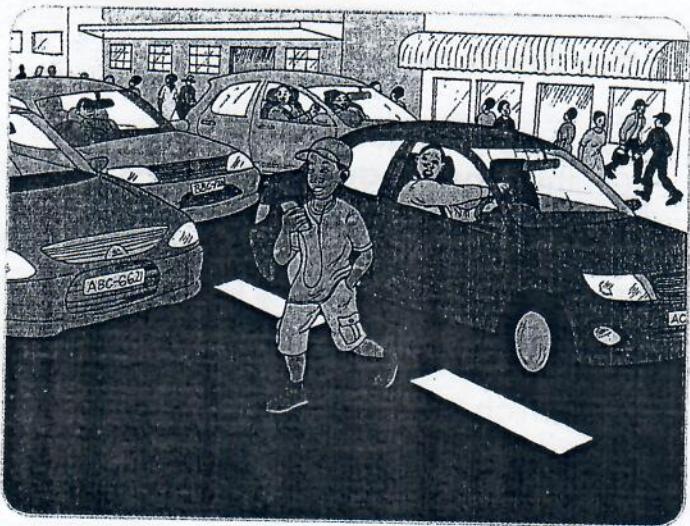


### Picture composition

The picture below tells a story. Write a composition in which you tell the story shown in the picture. Your composition should be 80 – 120 words in length.

Here are some ideas to help you:

- who the boy in the picture is
- where he was going
- what he was doing, when, where
- what he did not do right
- what he should have done



**Mid-first term assessment****English Paper 1****Time: 1 hour 30 minutes****(Total marks: 40)****Read the passage below and answer the questions that follow.**

The heavy rains that fell during the rainy season had little impact on Lake Mutirikwi, also known as Lake Kyle. The huge lake remained at thirty-nine percent of its full capacity, with slightly above half a million cubic metres of water. When full, Lake Mutirikwi holds one million, four hundred cubic metres of water.

The villagers who live around the lake said they were worried by the low water levels. They had hoped that the continuous rains were going to fill the big man-made lake but got disappointed when that did not happen. Although the city of Masvingo also relies on Lake Mutirikwi as its only source of water, this lake was primarily built to store water for irrigation on the sugar-cane plantations in the lowveld. Other dams like Manjirenji and the Manyuchi have also been built to store additional water for irrigation for the same sugar-cane plantations in the lowveld.

Before the more recent completion of the Tokwe-Mukosi Lake, Lake Mutirikwi was Zimbabwe's second largest dam after Lake Kariba. Now, the Tokwe-Mukosi Lake has replaced Lake Mutirikwi as the country's second largest dam.

1. The other name for Lake Mutirikwi is \_\_\_\_\_.  
A. Lake Kyle                                   B. Manyuchi Dam  
C. Manjirenji Dam                           D. the Tokwe-Mukosi Lake
2. We say a dam is man-made when \_\_\_\_\_.  
A. it is not full                               B. villagers live around it  
C. it was built by men                      D. it was not built by men
3. The heavy rains that fell continuously in that season \_\_\_\_\_.  
A. filled the dam                              B. did not fill the dam  
C. disappointed the villagers                D. worried the villagers
4. What was the main reason for building Lake Mutirikwi?  
A. Fishing.                                     B. To store water for irrigation.  
C. To supply water to Masvingo. D. To supply water to the villagers.

5. Lake Mutirikwi is now Zimbabwe's \_\_\_\_\_.  
A. third largest dam      B. second largest dam  
C. largest dam      D. newest dam
6. What disappointed the villagers?  
A. The heavy rains.  
B. That the lake did not fill up.  
C. Too many dams in the area.  
D. The sugar-cane plantations.
7. If Lake Mutirikwi dried up completely, \_\_\_\_\_.  
A. there would be no water for irrigation on the sugar-plantations  
B. the villagers who live around the lake would have nowhere to go  
C. there would be no water for the city of Masvingo  
D. nobody would be worried about that
8. Which of these statements is true?  
A. Tokwe-Mukosi was built before Lake Mutirikwi.  
B. Lake Mutirikwi used to be bigger than Lake Kariba.  
C. Tokwe-Mukosi Lake is now Zimbabwe's largest dam.  
D. Lake Mutirikwi was built before Tokwe-Mukosi.

**Choose the correct preposition to fill in the blank space.**

10. Many people are afraid \_\_\_\_\_ wild animals.  
A. with      B. to      C. by      D. of
11. We are now looking forward \_\_\_\_\_ the warm weather.  
A. at      B. on      C. to      D. for
12. Motorists are the people travelling \_\_\_\_\_ car.  
A. by      B. with      C. in      D. on
13. The learners were worried \_\_\_\_\_ getting low marks in the examination.  
A. for      B. by      C. about      D. with

**Choose one word in which the oo has a different sound.**

14. A. cook      B. football      C. moonlight      D. wood

**Choose one word in which the ea has a different sound.**

15. A. sweat      B. repeat      C. feathers      D. weather

**Choose one word in which the u has a different sound.**

16. A. humble      B. ambush      C. tunnel      D. customers

**Choose the correct word to fill in the blank space.**

17. Mother will \_\_\_\_\_ a new dress for my sister.  
A. so      B. saw      C. sow      D. sew
18. Our new school \_\_\_\_\_ is a lady.  
A. herd      B. head      C. heard      D. had

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

Last month my husband, the children and I took a holiday trip to the Zambezi Valley in the northern shores of Lake Kariba which is rarely visited by tourists. On the way, as we drove through forests, we saw elephants, zebra, kudu, and herds of impala. It was during day time but we did not see any lions as we would have expected. The king of the jungle, as we were told later, chooses to sleep in the shade during the day and patrol his kingdom around dusk or sunset. That is when lions catch their prey when the animals come to drink water.

About five hundred kilometres from the crowded city where we had come from, we were now driving up a hill, knowing that the lake was on the other side. We were looking forward to it. We had been in the car for a long time. It was hot and we needed a break. Up the hill we went and we saw the most wonderful view of a lush green valley and the deep blue of the lake shining under the red rays of the setting sun in the distant horizon.

We stopped at the summit of the hill and the children quickly jumped out of the car. They stood looking down. They must have figured that they had reached the top of the world as they started chanting, "We are on top of the world! We are on top of the world!"

19. Who is telling the story in the passage above?  
A. One of the children.      B. The husband.  
C. The wife.      D. We do not know.
20. Where were they going?  
A. To the forests to see wild animals.  
B. To the city.  
C. To the town of Kariba.  
D. To the Kariba dam in the north.
21. A place that is rarely visited by people is one that is \_\_\_\_\_.  
A. visited by few people  
B. never visited by people  
C. visited by too many people  
D. visited during daytime only
22. Which statement is true?  
A. They did not like to see lions.  
B. They saw lions asleep in the shade.  
C. They later saw lions at dusk  
D. They saw no lions.
23. The word 'summit' in the story means \_\_\_\_\_.  
A. the valley below      B. the side of the hill  
C. the top of the hill      D. the end
24. \_\_\_\_\_ are people who travel on holiday to see places.  
A. Children      B. Tourists      C. Rural      D. Rays

25. Who or what in this story is referred to as the 'king of the jungle'?  
A. The lion. B. The elephant. C. The husband. D. The lake.
26. When is dusk?  
A. At mid-day. B. During daytime. C. At sunrise. D. At sunset.

**Choose the verb in the right tense to complete the sentence.**

27. I have never \_\_\_\_\_ a hippo.  
A. see B. saw C. seen D. seeing
28. The herd boy has \_\_\_\_\_ the cattle into the kraal.  
A. driven B. driving C. drives D. drove
29. One of the boys in my group has \_\_\_\_\_ my book.  
A. takes B. taken C. taking D. took
30. I do not go to bed before I have \_\_\_\_\_ my homework.  
A. doing B. does C. done D. did

**Choose the correct word to fill in the blank space.**

31. A person travelling on foot is called a \_\_\_\_\_.  
A. passenger B. motorist C. cyclist D. pedestrian
32. Some people live in the rural areas, while others live in the \_\_\_\_\_ areas.  
A. districts B. families C. villages D. urban
33. Some trees are evergreen, while others are \_\_\_\_\_.  
A. poisonous B. deciduous C. beautiful D. useful
34. A river that flows throughout the year is said to be \_\_\_\_\_.  
A. perennial B. seasonal C. dangerous D. wonderful

**Choose the correct pronoun for the sentence.**

35. My mother and father own a tuck-shop which they run \_\_\_\_\_.  
A. himself B. herself C. itself D. themselves
36. I told my sister that one must do one's homework \_\_\_\_\_.  
A. herself B. oneself C. myself D. ourselves

**Choose the correct word to complete the sentence correctly.**

37. My mother as well as my father \_\_\_\_\_ present at the meeting.  
A. was B. are C. were D. have been
38. I met her on the road \_\_\_\_\_. I was taking a walk.  
A. if B. then C. while D. that

**Choose the correct meaning of the underlined phrase.**

39. When I went out fishing, I came across other fishermen.  
A. met by chance B. visited C. was disturbed by D. did not like
40. My parents were cross with me for losing my jacket at school.  
A. sorry for B. angry with C. pleased with D. asking

## **English Paper 2**

**Time: 1 hour 45 minutes**

### **SECTION A**

### **COMPOSITION**

**(20 MARKS)**

You are advised to spend **1 hour** on this section.

Answer either **1(a)** or **1(b)**; but not both.

#### **1(a)**

Your class got a new teacher in the middle of the year. Write a letter to a friend at another school telling him or her about the new teacher. Your letter should be 80 – 120 words in length. In your letter, write:

- why you got a new teacher in the middle of the year
- where he or she came from
- the new teachers: sex, name, age, appearance
- what some learners said or thought about the new teacher at the beginning
- what the learners are saying now about the new teacher
- in what ways is the new teacher different from the former teacher
- whether you like the new teacher or not, and why.

#### **1(b)**

Imagine that your family has moved into a new home in a new area. In 80 – 120 words, write a composition under the heading **Our new house**. In the composition, write:

- when you got to know that you were going to move into a new house
- what excited you, what worried you, what you looked forward to
- when you moved into the new house, where the new house is, its surroundings, its appearances, what you like or dislike in or about the new house
- the neighbours, their families, their children, why you like or dislike them.

### **SECTION B**

### **COMPREHENSION AND SUMMARY**

**(15 MARKS)**

You are advised to spend **30 minutes** on this section.

#### **(i) Comprehension (10 marks)**

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

## Baboons

Baboons are a common sight in many parts of Zimbabwe. They are a type of monkey that is found nowhere else in the world except in Africa and Arabia. They survive in different habitats that include forests, open woodlands, semi-arid areas as well as on mountains and hills.

Baboons are social animals that is, they live in groups, called troops. In a troop there can be seven to eight males and twice as many females with their offspring. The male and female baboons look alike except that unlike the males, the females do not have long hair around their necks. The male baboons are also larger than the females.

Baboons have long, dog-like mouths called muzzles with strong jaws and sharp teeth or canines. Baboons are territorial animals: they will fight to defend their territory. Their main predators are lions, leopards, wild dogs, hyenas, eagles, crocodiles and pythons. Predators are animals that hunt, kill and eat other animals.

Unlike hippos and crocodiles that live in the water, baboons are terrestrial animals. They live entirely on the land. Baboons are opportunistic feeders. This means they eat whatever is there at the moment. A troop of baboons can ruin the entire crop on a farm. That is why farmers sometimes call the baboons pests, just like insects. Baboons also eat fruits, tree bark, roots, insects, lizards, snakes, birds, and small mammals like mice, squirrels and rabbits.

Baboons use different sounds for communication. They are able to grunt, scream or bark. Besides these vocal sounds, baboons can yawn, smack their lips or shrug their shoulders.

### Questions

1. Where in the world are baboons found?
2. What shows that baboons are social animals?
3. How do the female and male baboons differ?
4. When is an animal called a predator?
5. Why are baboons called opportunistic feeders?
6. What are territorial animals?
7. What is the name given to the long, dog-like mouth of a baboon?
8. Is a hippo or a crocodile a terrestrial animal? Why?
9. Why do farmers sometimes call baboons pests?
10. What does it mean to say that baboons are a common sight in Zimbabwe?

**(ii) Summary (5 marks)**

The paragraph below has 87 words altogether. First, read the paragraph carefully. Then, using nouns or names to replace some of the phrases, summarize the paragraph in 25 – 30 words.

**A visit**

During the days when the schools were closed, my father's sister and I visited a father, a mother and their two children who were born at the same time by the same mother. The father, mother and the two children own a large area of land where crops are grown on a large scale. The father, mother and their two children also own a large area of land where fruit trees are grown. We spent a period of two weeks with the mother, the father and the two children.

TAKUDZWA CHIKUTUWA .

Answer these questions in full sentences.

1. In which province is Chikwawa?

2. Name the two rivers that flow through Chikwawa.

3. Name the two major industries in Chikwawa.

4. Name the two main crops grown in Chikwawa.

5. Name the two main fruit trees grown in Chikwawa.

## Describing people and things



### Review and SPOKEN

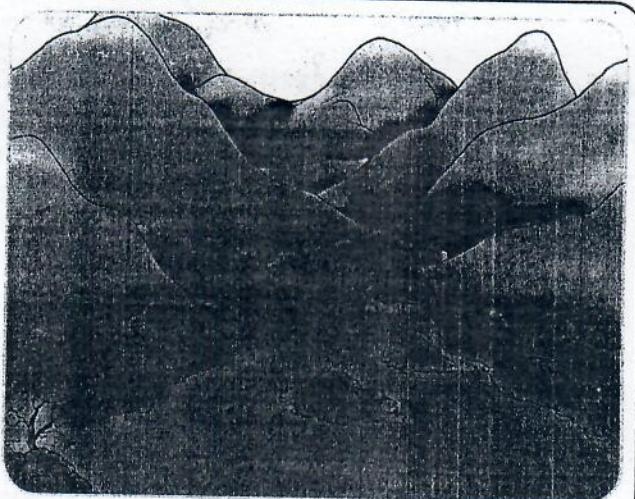


as in monotonous

Read the poem below. Answer the questions that follow.

#### The mountains of Zimbabwe

In our beloved Zimbabwe,  
There are numerous mountains and hills,  
Of various shapes and sizes.  
Some are monotonous to the eye.  
Others are mysterious and famous.  
In the mountains,  
Are indigenous trees,  
Poisonous plants  
Dangerous animals.



1. When is a place said to be:  
(a) monotonous (b) mysterious (c) religious (d) famous  
(e) gorgeous (f) populous (g) mountainous (h) prosperous?
2. When is something or when are things said to be:  
(a) poisonous (b) numerous (c) monotonous (d) indigenous?
3. What are deciduous trees?



Read this story and answer the questions that follow.

#### Elina goes on a trip

humorous	numerous	monotonous	industrious	religious	granite
fables	mysterious	foot-print	prestigious	delicious	populous

Elina Mlambo grew up in the small town of Chipinge in Manicaland Province. Chipinge is smaller than Mutare which is the largest city in the province. Elina is the oldest in a family of five. She is a student at Gaza High School, the school nearest to her home. She is now in Form Four.



Elina is a humorous girl. She tells many funny jokes and interesting stories. Elina is also a religious girl. She teaches her brothers and sisters to pray before meals and before going to bed. At home, Elina is also very industrious. She helps her mother to cook. She washes the pots and plates and she also cleans the house. Elina does many different tasks. She says doing one task over and over is monotonous and boring.

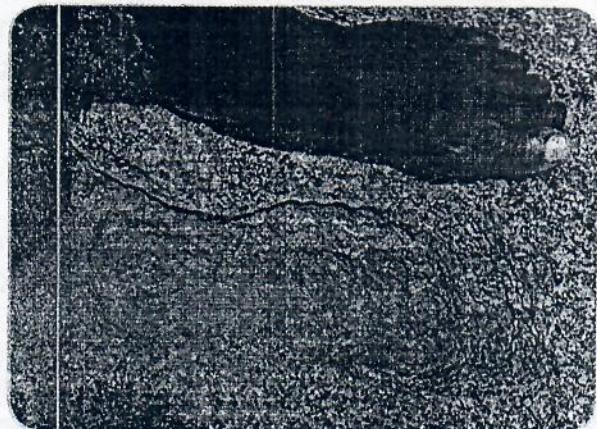
Last month, Elina and the other students from Gaza High School returned from an unforgettable school trip to Harare. Elina told her brothers and sisters about the numerous places they visited in Harare.

One of the places they visited is a famous place known in the local Shona language as Domboramwari, which means 'the Rock of God'. Domboramwari is a small granite rock in Epworth, about twelve kilometres south-east of the city. This place has interesting fables, or traditional animal stories that teach moral lessons.

Elina and the other students went up Domboramwari. From the summit they could see Ruwa, Msasa, and Chitungwiza which are some of the suburbs of Harare.

At Domboramwari, they saw the mysterious footprint that is cast in the hard, granite rock. The students all stood looking at the mysterious human foot-print. They also saw the mysterious natural carving that has the shape of our country, Zimbabwe. This again is also cast in the hard granite rock of Domboramwari. Up to this day, no-one has been able to explain the mystery of the foot-print and of the map of Zimbabwe cast in the rock at Domboramwari.

Later, all the students had a delicious lunch at the prestigious Sheraton Hotel. Harare is a populous city, so there were many people also having lunch at the Sheraton.



#### **Answer these questions in full sentences.**

1. In which province is Chipinge?
2. How many children are in Elina's family?
3. What shows that Elina is a humorous girl?
4. What does Elina think about doing the same task over and over again?
5. Where did Elina and the other students go for a trip?
6. How many places did Elina and the other students visit in Harare?
7. What are fables?
8. Which word used in the passage shows that there are a lot of people in Harare?



### (a) Look at this sentence:

Manicaland is a **mountainous** province.

We have added **-ous** to the word mountain to form the adjective mountainous.  
In the same way, form and say the adjectives from these words:

danger courage poison prosper peril thunder murder scandal joy

Adjectives can be formed from nouns or names. Look at these two examples:

• Mrs Zuva is a very **courageous** woman.  
(the adjective **courageous** is formed from the noun **courage**)

• Maize is a **seasonal** crop.  
(the adjective **seasonal** is formed from the noun **season**)

**Rewrite the following sentences correctly with the adjective formed from the noun in the brackets.**

1. Anna grew up in a (religion) family.
2. A guitar is a (music) instrument.
3. I took the (origin) copy of my birth certificate to school.
4. In his days, the musician Michael Jackson was a very (fame) person.
5. People should not build houses on (agriculture) land.
6. Bungee jumping is a (danger) sport.
7. Measles are a very (infect) disease.
8. The businessman makes (occasion) trips to the city



Using the hyphen (-)

Some adjectives combine with verbs to form compound adjectives that are written with a **hyphen** (-) in between, e.g. My brother is a **high-ranking** police officer.

**Rewrite the following sentences correctly with a hyphen in the underlined compound adjectives:**

1. I have long lasting memories of my sister's wedding.
2. The children have been warned not to walk across the fast flowing river.
3. There was a slow moving tractor in front of the bus.
4. We have many sweet smelling flowers in our garden.
5. The heavy rains left some low lying areas flooded.
6. Mathematics is for everyone and not just for the quick thinking learners.

- Elizabeth is a very good looking girl.
- All the hard working learners will do well in the examination.
- Our president is a tough talking person.
- Some people like to wear tight fitting clothes.



Using **but** and **although**

**Read the sentences below.**

- I was late for school **but** the teacher did not punish me.
- I was late for school **although** the teacher did not punish me.
- Although I was late for school, the teacher did not punish me.
- Mary is taller than you **but** you are older than she is.
- Mary is taller than you **although** you are older than she is.
- Although you are older than Mary, she is taller than you.

**a) In groups discuss when **but** and **although** are used.**

**Note:**

- but** and **although** are used to introduce a statement that seems surprising or seems less true.
- but** is not used at the beginning of a sentence.

**b) Make your own sentences using **but** and **although**.**



**handwriting**

**Copy the letters and words below.**

- |    |    |  |
|----|----|--|
| Oo | Oo | October is the only month whose name begins with the letter O. |
| Pp | Pp | Peter and Paul were private patients at Parirenyatwa Hospital. |
| Qq | Qq | Queen answered my question quickly.                            |
| Rr | Rr | Regina and Rebecca are real friends.                           |
| Ss | Ss | Samson and his sister Sally surprised us.                      |



**A summary**

In a summary, only the important points are mentioned and the unimportant details are left out.

Read through the story: **Elina goes on a trip** again.



Then say the important points that tell us:

- who Elina is and what kind of girl she is
- where she lives and which school she goes to
- the unforgettable school trip they went on and what they saw and did.

Remember to say all these in full, correct sentences. Afterwards write these as your own summary of the story: **Elina goes on a trip.** Your summary should be in 30-40 words.



Imagine that you have just come back from an unforgettable school trip. Write a letter to a relative about that school trip. Write your letter in 80 – 120 words. In the letter, say:

- where you went, when, with whom
- how you travelled
- what you saw and did during the whole trip
- what you learned during the trip
- why this was an unforgettable trip.

## Comparing things

 Listen and speak

## Comparing things

**Listen carefully as the teacher reads this paragraph aloud and answer the questions that follow.**

Learners from a rural school near Mutare went on three separate school trips. On the first trip, the learners went on a **long** trip to Mutare. Their second trip to the Great Zimbabwe Monuments was **longer** than the first one. Their third trip to the Victoria Falls was the **longest** of all the three trips.

**Answer these questions in full, correct sentences:**

1. Where did the learners go on their long trip?
2. Where did the learners go on their longer trip?
3. Where did the learners go on their longest trip?
4. Which trip was the shortest?
5. Which trip was the longest?
6. Which was the longest journey you ever travelled?
7. Who is the shortest person you know?
8. Who of your two parents is taller than the other?

 Speak Listen

**Look at these three sentences**

- The first school trip was **long**. (*talking about one thing*)
- The second trip was **longer** than the first one. (*comparing two similar things*)
- The third trip was the **longest** of the three trips. (*comparing three or more similar things*)

In the same way, say your own three sentences with the following adjectives:

clean small narrow fast clever cold slow sweet hot near tall smart

 Write

## adjectives

Complete the table on the next page. The first line has been done for you as an example.

one thing	two things	three or more things
good	better	best
bad	worse	
many		most
little	less	
much		most
ill	worse	
far		farthest
light	lighter	
well		best
comfortable		most comfortable
painful		
		most dangerous

Rewrite these sentences using the right form of the word in the brackets.

- That hill is (*far*) from our school than the river.
- This year the dam has (*little*) water than last year.
- The Victoria Falls are the (*wonderful*) of all tourist attractions in Zimbabwe.
- To me, the Science lessons (*difficult*) than the language lessons.
- Jane is the (*pretty*) girl in our village.
- He went (*far*) with the research than his colleague.
- To me, the crocodile is the (*ugly*) of all the animals that I have seen.
- There are (*many*) girls than boys in our class.



Read this story told by a girl called Salome and then answer the questions that follow.

### Salome and the school trips

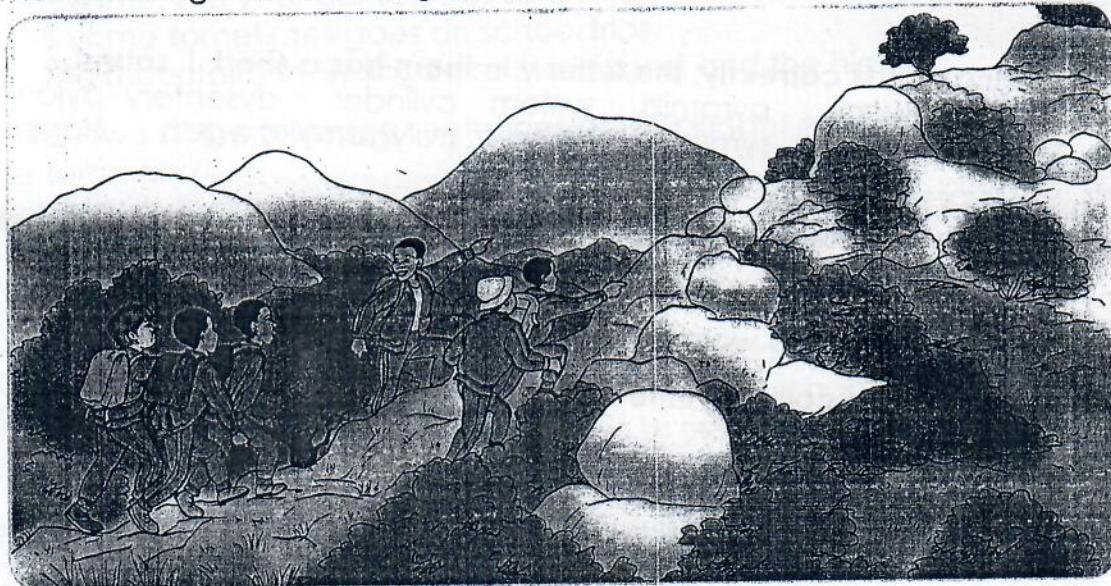
My name is Salome Mlambo. I am the younger sister to Elina who is six years older than I. I am a learner at Gaza Primary, the school nearest to our home. I am now in Grade five. I live with my parents, brothers and sisters in Chipinge.

Chipinge is built in a mountainous region. There are big and high mountains all around Chipinge Town. The mountains are beautiful, with ever-green vegetation.

We sometimes go on school trips to the mountains around Chipinge Town. We go by bus when the trips are long, and we go on foot when the trips are short. Climbing the high mountains is difficult but exciting.

Last year we went on a longer school trip by bus to Chimanimani. Chimanimani District is more mountainous than Chipinge District. The mountains in Chimanimani

are bigger, higher and more beautiful than the mountains around Chipinge Town. Climbing the more beautiful mountains in Chimanimani was more difficult but more exciting than climbing the mountains around Chipinge.



Early this year we went on our longest school trip to Nyanga District, farther north of the city of Mutare. Nyanga is the most mountainous district in Manicaland. Of all the mountains that I know, the mountains in Nyanga are the biggest, the highest and the most beautiful. Climbing the highest mountains in Nyanga was the most difficult, but also the most exciting thing we have ever done on all our school trips.



#### Answer the questions in full sentences.

1. Who was older between Salome and Elina?
2. Did Salome enjoy climbing the mountains or not?
3. Which is the most mountainous area of Manicaland Province?
4. Which one is the more mountainous between Chipinge and Chimanimani?
5. How would you describe Manicaland Province as a whole?
6. Where are the biggest and highest mountains that Salome knows?
7. What is it that Salome found most difficult but very exciting in the story?
8. Would you prefer to live in a mountainous area or in a flat area?



#### (i) Listen carefully and say this sentence correctly after your teacher:

- The **family** has a **dairy** farm in the east of the **country**.

The letter **y** in the bold words sounds like the short vowel **i**.

**Say the following words correctly, the letter y in them has a short i sound.**

mystery hurry worry pyramid system cylinder dysentery pyjamas  
daily syrup laundry sympathy syringe polygamy oxygen happy  
polygon olympic rhythm physical hymn

**(ii) Listen carefully and say the following sentence correctly after your teacher:**

- A **python** is a **type** of a large snake.

Now the letter **y** in the bold words has a long **i** sound.

**Say the following words correctly, the letter y in them has a short i sound.**

cry nylon fly dry try reply supply apply  
multiply cycle deny cyclone cyclist tyrant typhoid hygiene  
hybrid dynamic pylon siphon hyphen bygone rely style  
asylum typhoon lying



### Write

### Spelling and dictation

Your teacher will read out some words and one paragraph from the story: **Salome and the school trips** while you write them down.



### Write

### Comparing

Imagine that you have three different brothers or three sisters in your family. Using adjectives in the right form as you have learned, write a composition about the three brothers or sisters, comparing them with each other correctly. Write your composition in 80 – 120 words. In your composition, write:

- their names and ages, comparing the ages
- compare their sizes and how they look
- compare what they do around the home
- compare how you like them and why.



### Summary

In a summary, we write the main idea and the important information. We leave out the unnecessary details.

We are now going to write a summary of the story: **Salome and the school trips** which we have read.

Here are some questions to guide you:

- (i) Which of these is the main subject of the story that must feature in the summary?
- A. Gaza Primary School      B. The School trips  
B. Salome Mlambo      D. Chipinge District

- (ii) Which of these is the main idea that should feature in the summary?
- Chipinge is built in a mountainous region.
  - Salome, the younger sister of Elina Mlarnbo lives in Chipinge
  - Salome sometimes goes on school trips.
  - The mountains in Nyanga are the biggest and the highest.
- (iii) Which two of the following sentences are important enough to be included in the summary?  
(to help you, start by removing the sentences with the details that are not important enough to be included in the summary)
- Nyanga is the most mountainous district of Manicaland.
  - She is a learner at Gaza Primary School
  - Climbing high mountains is difficult but exciting.
  - The learners at Gaza School sometimes go on school trips.
  - The learners go on school trips by bus or on foot.
  - Last year, the learners at Gaza School went on a trip by bus to Chimanimani.

Finally, using the answers that you gave in (i) – (iii) above, write the summary in 25 – 30 words. See to it that the sentences are arranged in a good sequence.

## Revision and assessment 4



### Read

Read this passage and answer the questions that follow.

#### Indigenous trees

Zimbabwe has many indigenous trees. Most of these trees are deciduous. They shed their leaves and grow new ones annually. The various parts of some of these indigenous trees can be used as medicines. They can be used to cure diseases. Some of the indigenous trees bear fruits. Some fruits are poisonous, while others are not only delicious, but also nourishing and medicinal.

It is believed that our ancestors who had no modern medicines but lived healthy lives as a result of using these medicinal fruits. The ancestors had a scientific way of identifying poisonous fruits from the safe and edible ones. They watched the feeding habits of animals like baboons and monkeys over a period of time. Whatever fruits these animals ate was not poisonous and therefore, edible by humans.



### Write

Complete the questions below in full, correct sentences.

- Deciduous trees are the trees that \_\_\_\_\_.
- When something is poisonous, it can \_\_\_\_\_.

3. A seasonal fruit is not found throughout the year; but only \_\_\_\_\_.
4. Our ancestors lived healthy lives because they ate wild fruits which were \_\_\_\_\_.
5. The word 'edible' describes fruits or things that can be \_\_\_\_\_.
6. The scientific way our ancestors used for identifying the poisonous fruits from the safe and edible ones was by \_\_\_\_\_.
7. Food is said to be \_\_\_\_\_ when it has a very pleasant taste.



Explain to the teacher the scientific way used by our ancestors in identifying the non-poisonous wild fruits to eat.



Your teacher will call out one of the paragraphs from the passage **Indigenous trees** while you write it neatly and quickly.



By selecting only two of the following sentences, write a summary of the passage: **Indigenous trees** on the previous page. Your summary should have 25 – 30 words.

### **Indigenous trees**

- Our ancestors lived healthy lives by using medicines from the indigenous trees.
- Zimbabwe has many indigenous trees most of which are deciduous.
- Some fruits from the indigenous trees are delicious while others are poisonous.
- Some of the trees bear delicious fruits while others have parts that can be used as medicines.
- Our ancestors had a scientific way of identifying poisonous fruits from the safe and edible ones.



## Read and speak



## Using suggest

Read the following sentences:

- When there is lightning and thunder, I **suggest** that you stay indoors.
- During school days, I **suggest** that you go to bed early.
- When there is a strong wind outside, I **suggest** that you close the windows.

## (i) Choose the correct answer.

To **suggest** is to \_\_\_\_\_.

- A. force people to do something  
 C. say something that people dislike
- B. remind people about something  
 D. offer an idea or a plan

(ii) Using **suggest** answer these questions in full sentences:

What do you suggest \_\_\_\_\_

- to the farmers?
- to the people in your area?
- to the learners in your class?
- on a very hot day?
- to a friend going on a long journey?
- to a friend who cannot do his/her homework?



## Read

In groups of eight read the following dialogue and answer the questions that follow.

## The adjourned meeting

<b>brilliant</b>	<b>wisdom</b>	<b>suggestion</b>	<b>arrogant</b>	<b>challenge</b>	<b>shy</b>
<b>support</b>	<b>dare</b>	<b>adjourn</b>	<b>rubbish</b>	<b>ward</b>	<b>consult</b>

**Narrator:**

In a rural area, Headman Shumba is holding a meeting with his Village Heads.

**Headman Shumba:**

I have called you to this important meeting at short notice. I would like us to decide on building either a school or a clinic in our ward. What do you say about that?

**Village Head Siziba:**Thank you very much, Headman Shumba, for coming up with this **brilliant** idea. Last week, I was thinking about the same

**idea** but did not know how to go about it. This is because I am a clever person. I got my cleverness from the school I went to when I was still young. I say very strongly that we should build a school. There is no need to waste time talking about the clinic.

**Village Head Shoko:** Sir, I agree with Village Head Siziba. I suggest that we start building the school right away.

**Village Head Masuku:** Sir, I beg to differ with both Village Heads Siziba and Shoko. I do not see the wisdom in building a school ahead of a clinic. In fact, I do not see any wisdom in the two men. They are too young to tell us what to do. They should just listen and do what we, the senior Village Heads, tell them to do. I suggest very strongly that we build a clinic, not a school.

**Village Head Shoko:** Sir, I beg to change my mind. I now support Village Head Masuku's idea to build a clinic. Village Head Masuku has a lot of **wisdom**. So I suggest that we do as he suggests.



**Village Head Matika:** Some people do not see ahead as I do. We should build neither the school nor the clinic. Instead, I **suggest** that we should build a dam.

**Village Head Nyoni:** Rubbish! Who do you think you are to come up with a new suggestion like that? You are very **arrogant**. You always look down upon other Village Heads. It's not right. I **challenge** you to a fight if you **dare**!

**Village Head Ndou:** Ah! Ah! No fighting please! I will support whatever this meeting decides to do.

**Narrator:** Seeing that the disagreements could lead to a fist fight, Village Head Mangena quietly left the meeting. He was too

### **Headman Shumba:**

afraid to speak at the meeting. Village Head Gumbo was also too shy to speak. Instead, he hid among the taller Village Heads and said nothing throughout the heated meeting. I am very disappointed with you all! Some of you are peacocks, they are very proud of themselves. Some of you are owls, they think they are the wisest. Some of you are chameleons, they change quickly. Some of you are lions, they think fighting is the way to solve problems. Some of you are hares, they run away from challenges. Some of you are tortoises, they are too shy to speak out their mind. So I will **adjourn** this meeting so that you can go back to your villages and **consult** the people. Then we will continue with the meeting next week when we know what the people want.



### **Write**

#### **Answer these questions in full sentences.**

1. Which village head thought that he was a clever person?
2. What did Village Head Matika suggest to the meeting?
3. Who wanted a dam built instead of a school or a clinic?
4. Which of the Village Heads at this meeting would you describe as 'cowardly'?
5. Did Village Head Masuku agree with Village Heads Shoko and Siziba?
6. Do you think that Village Head Nyoni was friendly or hostile to Village Head Matika?
7. Why did Headman Shumba call the village heads to a meeting?
8. If someone calls you 'a chameleon', what does that mean?



### **Write**

#### **Word meanings**

**Choose the meaning of the words in bold from the way they are used in the story:  
The adjourned meeting.**

1. A **brilliant** person or idea is one that is \_\_\_\_\_.  
A. very intelligent or successful      B. very stupid
2. **Wisdom** is the ability to \_\_\_\_\_.  
A. make wise decisions      B. disagree with other people
3. A **challenge** is something that needs a lot of \_\_\_\_\_.  
A. skill, energy and will power to solve      B. money to solve
4. A person who is **arrogant** thinks that other people are \_\_\_\_\_.  
A. better than him/her      B. other people are not as good as he/she is
5. An **idea** is \_\_\_\_\_.  
A. something that you keep forgetting all the time  
B. a thought about what to do or how to do something
6. To **suggest** is \_\_\_\_\_.  
A. to offer a thought (an idea) or a plan in a polite way  
B. to speak without stopping

7. To **dare** is \_\_\_\_\_.

A. to be afraid to do something    B. not to be afraid to do something

8. To **adjourn** something, like a meeting is to \_\_\_\_\_.

A. continue doing something  
B. stop doing something for a while, then continue later

9. To **consult** other people is to \_\_\_\_\_.

A. discuss with them and then make a decision  
B. report to them what has been said by someone



From the dialogue you have read on the previous page answer these questions in full sentences.

*Answer like this:*



We can form nouns from verbs

**Example:** Headman Matika made a **suggestion** to build a

The noun **suggestion** is from the verb **suggest**.

(a) Rewrite these sentences with the verb **suggest**.

- (d) Rewrite these sentences with the nouns formed from the verbs in brackets.

  1. In Zimbabwe, there is an (*elect*) after every five years.
  2. The (*construct*) of the new road requires heavy machinery.
  3. The teacher wants us to do our (*correct*) after the lessons.
  4. There was an electrical (*interrupt*) during the storm.
  5. I have no (*intent*) to travel during the holidays.
  6. (*Corrupt*) is a serious crime.
  7. Wherever she goes, the country's First Lady becomes the centre of (*attract*).
  8. He started smoking when he was young and now smoking has become an (*addict*) to him.

(b) First say, then write the nouns formed from the following words.

Note that the **e** at the end of the verb is always omitted.

The -e at the end of the verb is dropped when you write the noun.  
create dictate decorate negotiate suffocate rotate separate  
contribute calculate navigate cultivate contribute hesitate imitate



(a) Say the following sentence correctly after your teacher.

- The locusts came and ate all the cotton plants.

What is the sound of the **c** in **ca-**, **co-** and **cu-** ?

**(b) Say the following sentence correctly after your teacher:**

- My niece received a parcel of citrus fruits.

What is the sound of **c** in **ce-** and **ci-** ?

**(c) Say the following sentence correctly after your teacher:**

- I poured the juicy drink in a cylinder.

What is the sound of the **c** in **cy**?

**(d) Group words that have the same c sound**

cigarette	policy	colourful	custom	citizen	biscuits
decent	companion	location	accuracy	ceremony	decorate
civilians	carpenter	cynical	society	recent	couple
justice	cyclist	according	mercy	century	pharmacy



The exclamation mark (!) and quotation marks ("")

Look at what Village Head Nyoni said at the meeting and how it is written:

**Village Head Nyoni:** Rubbish! Who do you think you are to come up with a new suggestion like that? You are very **arrogant**. You always look down upon other Village Heads. It's not right. I **challenge** you to a fight if you **dare!**

We use the exclamation mark to show emotions such as **anger, surprise, wonder, happiness, excitement, raised voice, crying out**, etc.

**Examples:**

- Fikile said, "Happy birthday to you, Sam!"
- I replied, "Oh! Thank you very much!"
- Then Freddy sang aloud, "How old are you now?"
- "I'm twelve years old now!" I sung in response.

Note: The actual words spoken by someone are put inside quotation marks.

Rewrite the following sentences correctly with **quotation marks** and the **exclamation mark**. Note that the actual words spoken always begin with a **capital letter** and end with a **full stop** or a **question mark** if it is a question.

- When I won the first prize, Mary said to me congratulations, Cecilia
- Goodness me shouted father when he saw a big rat in the house.
- Forward with unity the chief started the meeting with the famous slogan
- The angry mother shouted at the children look what you have done now
- Father, who was also angry asked how could you do this
- When I scored with the penalty kick, the spectators shouted goal
- When he asked me if I wanted to be his friend, I said never
- Oh what a wonderful story the teacher said after I told the class my story.





In 30 words, write a summary of the story: **The adjourned meeting** using the following guidelines:

- Who called the meeting?
- What was the meeting for?
- Did the meeting achieve its objective, why?
- What was decided at the end of this meeting?



#### Formal letter or business letter

Write a formal letter to the Councillor making a proposal or a suggestion to the council to do or to build something for the community in your area. Write the body of your letter in 80 – 120 words, using the framework and the ideas given below:

Your address

Date

The Councillor

His/Her address

Dear Sir/Madam

RE: A PROPOSAL TO *(state what you want the council to do or to build)*

I wish to make a humble proposal to the council to \_\_\_\_\_  
in our area.

*(then, in paragraphs say)*

- where, when, why or what for
- how it will benefit or help the community
- what you believe the community can do to help

I look forward to a favorable response.

Yours faithfully

*(Your full names)*

# Borrowing and lending

Unit  
10

## Listen

### The sound of **ow** in words like pillow and swallow

First, say the lines of this poem correctly after your teacher. Afterwards take turns to recite the poem.

#### Sometimes!

Sometimes,  
With **elbows** folded,  
When I've nowhere to **borrow** what I need,  
And life seems **slow** and **hollow**,  
I look through my **narrow window** with **sorrow**,  
And hope that a better **tomorrow** will follow.



## Listen

### The sound of **ow** in words like how and cow

First, say the lines of this poem correctly after your teacher. Afterwards take turns to recite the poem.

#### A clown in town

There's a **clown** in **town**  
Always with a **brown gown** on.  
He smears **brown powder** on his face  
And ties a **brown towel** round his neck.  
**However**, the **brown towel** round his neck,  
**Allows** his neck to move round:  
**Now** and again the **town crowds howl** with laughter  
When the **clown bows down** and **frowns**  
Or moos aloud like my father's **brown cow**.



## Read

### The two neighbours

borrow  
deserves

lend  
hurried

grinding  
exclaimed

stray

Magama and Zimuto were neighbours in one village. The former grew vegetables in a small garden while the latter kept a few chickens. Both had small families to look after. Whenever they needed a little cash, Magama sold some of his vegetables and Zimuto sold one of his chickens.

One day Magama needed a little cash. He hurried to his small garden to get some vegetables to sell. When he got there, he saw that some goats had broken into the garden and eaten the vegetables. He was very sad.

After mending the hole in the fence, Magama hurried to Zimuto and said, "May I borrow a little cash from you? I have run out of mealie-meal and I need to go to the grinding mill right away."

Zimuto asked, "Oh! How much money do you need?"

"Just five dollars! That should be enough." replied Magama.

"Luckily, I have just sold one of my chickens so I am able to lend you that money," Zimuto told Magama.



Magama then said, "Thank you so much. You are such a good neighbour."

"Don't mention it! It is a pleasure to help you, my good neighbour," answered Zimuto as he handed the money to Magama.

Two months later, a stray dog broke into Zimuto's chicken-run and ate the two cocks that were ready for sale. At the same time, Zimuto had visitors for whom he wanted to prepare lunch. He needed vegetables but had no cash to buy them and no chickens to sell.

He hurried to Magama and said, "May I please borrow some vegetables. I have important visitors for whom I want to prepare lunch."

Magama replied, "I will not lend you the vegetables. Instead I will just give you the vegetables you need."

"Oh! Really! That's very kind of you. You are such a good neighbour!" exclaimed Magama.

"Not at all! You too have always been good and helpful to me. Now it's my turn to help you also," Magama told Zimuto.

One good turn deserves another.



**Answer the following questions in full, correct sentences.**

1. Who between Magama and Zimuto grew vegetables?
2. For what did Magama need a little cash?
3. What had happened to the vegetables?
4. Why did Zimuto want vegetables?
5. What does it mean to say that Magama had run out of mealie-meal?
6. Why did Zimuto have no chickens to sell?
7. Did Magama lend some vegetables to Zimuto?
8. Which word used in the passage means the opposite of 'lend'?



**Speaking the former and the latter**

**Read the first two sentences in The two neighbours.**

- Who is **the former** and who is **the latter**?

We use: (i) **the former** to refer to the first of two names mentioned and  
(ii) **the latter** to refer to the second of the two names mentioned.

This helps us not to keep repeating the names which would be boring sometimes. In the same way, make your own pairs of sentences using **the former** and **the latter**.



#### Proverbs

The story: **The two neighbours** ends with the proverb one good turn deserves another. The proverb means that when you do good to some people, they will also do good to you one day. Below are some common English proverbs. First say each one of the proverbs.

- (a) A friend in need is a friend indeed.
- (b) Half a loaf is better than nothing.
- (c) Look before you leap.
- (d) Rome was not built in a day.
- (e) Some men are wise and some are otherwise.
- (f) When in Rome, do as the Romans do.

**Complete the following statements with a suitable proverb from the list above.**

1. When you want to tell someone to think carefully before doing something, you say, '\_\_\_\_\_.'
2. When you want to tell a friend who has given you some help that he/she is a really good friend of yours, you say, '\_\_\_\_\_.'
3. When you want to tell someone to do things in the same way other people around him/her are doing, you say, '\_\_\_\_\_.'



- When you want to say that something that you already have, no matter how small, is better than having nothing at all you say, '\_\_\_\_\_.'
- When you want to say that big things, or important things take time to build or to achieve, you say, '\_\_\_\_\_.'
- When you want to say that some, but not all people are clever or wise, you say, '\_\_\_\_\_.'



### Write

#### Using quotation marks “ ”

Look at the quotation marks used in the story: **The two neighbours**. Quotation marks indicate the actual words spoken by someone.

Rewrite the following sentences with the right punctuation marks.

- We said to the teacher we are sorry for coming late.
- The teacher asked us why you are late for school.
- I answered I got up late.
- Two other learners answered the bus was late.
- Then the teacher said do not be late again tomorrow.
- We all said thank you.
- One of the boys asked can anyone please lend me a pen. I cannot find mine.
- I quickly handed him a pen saying here you are.



### Write

#### Writing an informal letter

Write a letter to your neighbour borrowing something. The body of your letter should be 80 – 120 words in length. In the letter, say:

- what you would like to borrow
- why you want to borrow, how you will use it, where, when
- when you hope to return it.



### Write

#### Memory

Write a summary of the story: **The two neighbours** using these guidelines:

- who the two neighbours were
- what they did to each other

Write your summary in 30 words.

had to go to school every day and performed best out of their peers. They were very good at sports and did well in football and basketball. They also enjoyed playing chess and reading books.

## Comprehension and assessment 5



Read this passage silently and then answer the questions that follow.

### Borrowing and lending

Mafa and Tembo went to Mrs Nyathi to borrow hoes to weed their gardens. Mrs Nyathi agreed to lend a hoe each to the two men for two days. After two days, the former returned the hoe in good condition. The latter, however, did not return the hoe for three, ... five, ... nine days. On the tenth day, Mrs Nyathi reminded Tembo to return the hoe. When Tembo finally sent back the hoe, its handle was broken and there was a crack on the metal blade. From that day onwards, Mrs Nyathi stopped lending any of her tools to Tembo.



**Answer the questions in full sentences.**

1. Who was lending the hoes?
2. For how long did she agree to lend the hoes?
3. How many hoes did she lend out altogether?
4. Who returned the hoe on time?
5. Who did not return the hoe on time?
6. Give two reasons why Mrs Nyathi stopped lending any of his tools to Tembo.
7. What happened for Tembo to return the hoe?
8. Who between Mafa and Tembo was trustworthy?



## Listen and speak



I am going to tell you what I will do during the holidays.

Listen carefully as your teacher reads what one teacher told the class.

## What I will do during the holidays

During the holidays, I will travel by air to the city of Harare. Our plane will take off from the Joshua Mqabuko Nkomo International Airport just outside Bulawayo, the City of Kings. Then the plane will fly north-eastwards and finally land in Harare. From Harare, I will travel by road northwards to Chinhoyi. I will spend a week in Chinhoyi, seeing the legendary Chinhoyi Caves and climbing hills around.

From what the teacher has read to you, answer these questions in full, correct sentences.

1. Where will the teacher travel to during the holidays?
2. How will the teacher travel there?
3. Where will the plane take off from?
4. Which city in Zimbabwe is also known as the City of Kings?
5. For how long will the teacher stay in Chinhoyi?
6. How will the teacher spend the time in Chinhoyi?
7. Would you say that the teacher was looking forward to, or not looking forward to his journey to Chinhoyi?
8. Which word used in the passage tells us that the Chinhoyi Caves were very famous or well-known for a long time?



Read

Read the passage on the following page and answer the questions that follow.

## Browsing the internet

browse  
hoisted  
destination

internet  
pylons

natural  
plantations

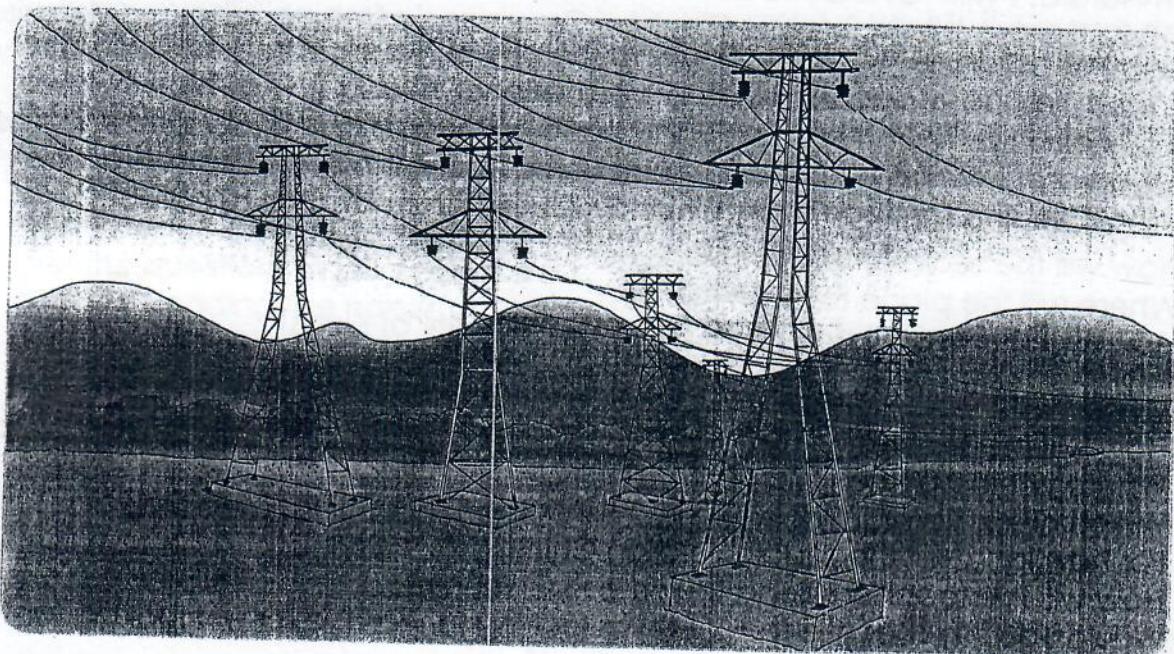
boundary  
constructed

generating  
reservoir

transmitted  
island

George was going to Lake Kariba during the next school holidays. He was going there to visit Tom, his uncle, who is a fisherman there. This was going to be George's first trip to Lake Kariba. He was looking forward to it with a lot of excitement. Meanwhile, George was browsing the internet everyday to learn more about Lake Kariba. You too can **browse** the internet if you want to know more about any famous place. This is what George found out about Lake Kariba from the internet:

Lake Kariba is a **man-made** lake on the Zambezi River that forms the **natural boundary** between Zambia and Zimbabwe. The lake was constructed to store water for generating electricity. This is the electricity we use today in our homes, in the factories, in the mines, and in the towns and cities. The electricity is **transmitted** throughout the country from Lake Kariba in thick cables that are **hoisted** on huge metal pylons.



Lake Kariba is the largest lake in Zimbabwe, followed by the Tokwe-Mukosi Lake, and then Lake Mutirikwi. Unlike Lake Kariba, the other two lakes were constructed to store water for irrigating the sugar cane plantations in the southern lowveld.

Lake Kariba is two hundred and eighty kilometres long. Its length is equal to the distance between the cities of Harare and Masvingo. The **creation** of the Lake Kariba **reservoir**, or water storage covered a lot of land that was the home of the Tonga people living along the Zambezi River. The Tonga people had to be moved and resettled elsewhere.

The lake wall is five hundred and seventy-nine metres long and one hundred and twenty-eight metres high. That means the height of the lake wall is more than the length of a football field.

One of the islands in the middle of the lake, a favourite **destination** for many tourists is Fothergill Island. Tourists from all over the world spend a lot of time relaxing on Fothergill Island.



### Write

#### Choose the correct answer.

1. George was going to Lake Kariba as a \_\_\_\_\_.  
A. learner    B. fisherman    C. tourist    D. writer
2. Why was George so excited about the trip to Lake Kariba?  
A. He was visiting Uncle Tom.    B. He had never been there before.  
C. He liked fishing very much.    D. He was going to see the Tonga people.
3. Whereas Lake Kariba is man-made, the Zambezi River is \_\_\_\_\_.  
A. natural    B. very long    C. a boundary    D. a lake
4. Lake Kariba was constructed \_\_\_\_\_.  
A. to store water for irrigating the sugar cane plantations  
B. in order to move and resettle the Tonga people elsewhere  
C. to form the boundary between Zambia and Zimbabwe  
D. to store water for generating electricity
5. Why were the Tonga people living along the Zambezi River moved and resettled elsewhere?  
A. So that the fishermen could catch more fish with the big nets.  
B. Their land was going to be covered by the lake water.  
C. To make way for the tourists visiting Lake Kariba.  
D. They had no boats to sail on the lake.
6. The height of the wall of Lake Kariba is \_\_\_\_\_.  
A. less than the length of a football field  
B. equal to the distance between the city of Harare and Masvingo  
C. more than the length of a football field  
D. five hundred and seventy-nine metres
7. A \_\_\_\_\_ is a water storage.  
A. boundary                      B. reservoir  
C. destination                    D. plantation
8. Something is said to man-made when it is \_\_\_\_\_.  
A. built by people                B. created by God for the people  
C. made to last for a long time D. very useful to many people



### Write

#### Writing a summary

When writing a summary:

- write only the important points and leave out the unnecessary details



- you may use your own words without changing the story that you are summarising
- write the summary in full, correct sentences.

In 30 words, write a summary of what George found out on the internet about Lake Kariba.



### Using the helping verb **will**

**Example:** George will travel to Lake Kariba during the holidays.

We use **will** for saying what is planned or expected in the future.

- (i) In the same way, say your own sentences using **will**.

**Complete the following sentences with **will** and suitable endings or beginnings:**

1. When I grow up \_\_\_\_\_.
2. When the rain comes \_\_\_\_\_.
3. When I see him/her \_\_\_\_\_.
4. When I get some money \_\_\_\_\_.
5. When the schools close \_\_\_\_\_.
6. \_\_\_\_\_ when I get home today.
7. \_\_\_\_\_ when I feel hungry again.
8. \_\_\_\_\_ when the bell rings.

**Example:** Will you please come and sing at my birthday party tomorrow.

We also use **will** for asking or inviting someone in a polite way.

- (ii) In the same way, say your own sentences using **will**.



### By adding **un-** to form the opposite

**Example:** Although mother was **willing** to take us on holiday, father was **unwilling**. The words **willing** and **unwilling** are opposites.

**By adding **un-** to one of the words, change the sentences below to mean the opposite.**

1. That flower has a very pleasant smell.
2. The jacket he was wearing was suitable for the weather.
3. The referee made decisions that were fair to our team.
4. It is quite usual to get heavy rains at this time of the year.
5. Nowadays, many school-leavers are employed.
6. Throughout the meeting, that man was very reasonable.
7. The little boy was able to open the gate for us.
8. The stranger was grateful for the food you gave him.

 Listen and write 

### The alphabetical order

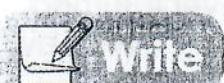
Listen carefully as your teacher shows you and explains the following:

#### The directory

A directory is a book or list of people's names, addresses, telephone numbers and other information. Like in a dictionary, the names of people in a directory are listed in alphabetical order, i.e. beginning with the names starting with A, followed by the names starting with B, and then onto the names starting with C and so on in that order, ending with the names starting with Z, the last letter of the alphabet. Listing the names in alphabetical order makes it easier to find the name one may be looking for.

#### Answer these questions:

1. What is a directory?
2. In which other book are the words listed in alphabetical order?
3. What is the benefit of listing the words or the names in alphabetical order?
4. List the (a) first names of the learners in your group in alphabetical order  
 (b) surnames of the learners in your group in alphabetical order.
5. List the following names taken from a directory in alphabetical order:  
 Moyo J.      Gumbo B.      Pindeni S.      Banda W.      Jones X.      Khupe L.



#### Composition

1. (a) These are some of the famous places in Zimbabwe:
  - The Victoria Falls
  - The Mana Pools
  - The Matobo Hills
  - The Great Zimbabwe Ruins
  - The Chinhoyi Caves
  - The Eastern Highlands
  - The National Heroes Acre
  - Hwange National Park
- (b) These are some of the famous people, places and events of Zimbabwe:
  - Jairos Jiri
  - Joshua Nkomo
  - Africa Day
  - Charles Mungoshi
  - Matobo Hills
  - Oliver Mtukudzi
  - Heroes Day
  - Gona-re-Zhou
  - Chimurenga

Find out about any one famous place or person of your choice by browsing the internet, from the magazines or from other people. Then, in 80 – 120 words write a composition about that place or that person.

## Revision and assessment 6

### End of first term assessment

#### English Paper 1

Time: 1 hour 30 minutes

(Total marks: 40)

Read the passage below and answer the questions below.

When Jimu was growing up, he admired people returning from the city where they worked. Some of them wore new clothes, while others drove their own cars. Jimu made up his mind to go to the city one day in order to also enjoy the good life.

That day arrived after some years at school and Jimu told his parents what he had on his mind. The parents, however, were not for the idea. They had heard of some people's sons and daughters who went to the city and never returned. They had heard too, of people who got run over by motor-cars in the city. They were afraid that these bad things could also happen to their only child.

Jimu's parents gave their son some cattle and a piece of land. They also promised to pay all the bride price when Jimu decided to get married one day. All this was to make Jimu change his mind, not that they had too many cattle themselves. That, however, did not happen.

After some long and hard talking, Jimu's parents finally let him go. When Jimu arrived in the city he got disappointed. The people there were unfriendly and he felt lonely. To add to that, there were no jobs for him. The worst thing for Jimu was that he was spending the cold nights in the open.

1. To admire is to look at someone or something that you \_\_\_\_\_.  
A. dislike a lot  
B. think is attractive or very good  
C. believe is harmful to many people  
D. do not want for yourself
2. When he was growing up, Jimu believed that life in the city was \_\_\_\_\_.  
A. very difficult                              B. not for him  
C. only for his parents                      D. very good
3. Jimu made up his mind to go to the city one day.  
Which word means the same as the underlined phrase in the sentence above?  
A. decided    B. feared                      C. agreed              D. travelled

4. How many children did Jimu's parents have?  
A. One      B. None      C. Many      D. Three
5. Which of these statements is true?  
A. Jimu's parents admired the people returning from the city.  
B. Jimu's parents wanted their son to go to the city.  
C. Jimu's parents did not like their son to go to the city.  
D. Jimu's parents went to the city with their son.
6. Why did Jimu's parents give him some cattle and a piece of land?  
A. For him to pay the bride price.  
B. For him to sell and get money to travel to the city.  
C. To stop him from thinking about going to the city.  
D. They had too many cattle themselves.
7. When Jimu went to the city, he was \_\_\_\_\_.  
A. already married      B. not yet married  
C. driving his own car      D. dressed in new clothes
8. What disappointed Jimu when he arrived in the city?  
A. The people there were unfriendly and he was lonely.  
B. There were no jobs for him.  
C. He had to spend the cold nights in the open.  
D. There was too much money and so many jobs.

**Choose the correct word to complete the sentences.**

9. Maria and Janet are friends. The former is the daughter of Mr Mafu and the latter is the daughter of Mr Shambo. The latter is \_\_\_\_\_.  
A. Maria      B. Janet      C. Mr Mafu      D. Mr Shambo
10. When one is grown-up like you, one should be able to wash \_\_\_\_\_.  
A. himself      B. herself      C. themselves      D. oneself

**Choose the most suitable adjective.**

11. A \_\_\_\_\_ river is one that is flowing throughout the year.  
A. seasonal      B. wide      C. long      D. perennial
12. It was very difficult to construct a road across the \_\_\_\_\_ region.  
A. prosperous      B. fertile      C. famous      D. mountainous
13. A piano and a guitar are both \_\_\_\_\_ instruments.  
A. traditional      B. national      C. musical      D. original
14. Trees that shed their leaves and grow new ones every year are \_\_\_\_\_.  
A. deciduous      B. fruitful      C. beautiful      D. ever-green

**Choose the correct tense of the verb.**

15. I do not go to bed before I have \_\_\_\_\_ my homework.  
A. do      B. done      C. doing      D. did
16. I have never \_\_\_\_\_ my mother talking like that before.  
A. seen      B. saw      C. see      D. seeing



17. I always go to church when I have \_\_\_\_\_ some tea.  
 A. drink      B. drank      C. drunk      D. drinking
18. John, as well as Peter \_\_\_\_\_ absent from school yesterday.  
 A. were      B. was      C. have      D. are

**Read the poem below and answer the questions below it.**

### The traveller

Day in, day out  
 You never stop travelling  
 From the east to the west.  
 Everyday at dawn, we see you  
 Like a red ball:  
 As you start your long journey  
 From the distant horizon in the east.

Then you keep us warm all day,  
 And light our pathways  
 Like a big lamp,  
 As you cut across the blue sky  
 From the east to the west.  
 Then at dusk  
 Before you switch off the light  
 For us to go to bed  
 We see you again  
 Like a red ball  
 As you sink in the distant horizon in the west.  
 Except when there are dark clouds,  
 That's when we don't see you.  
 But we know you will always be there for us,  
 Day in, day out.

19. This poem is talking about \_\_\_\_\_.  
 A. travelling    B. the clouds    C. the horizon    D. the sun
20. When is dawn?  
 A. At midday. B. At mid-night. C. At sunrise. D. At sunset.
21. The period of time at the end of the day just before it gets dark is called \_\_\_\_\_.  
 A. dawn    B. dusk    C. horizon    D. day out
22. The \_\_\_\_\_ is the line in the distance where the earth and the sky seem to meet.  
 A. horizon    B. east    C. sky    D. west

23. The phrase day in, day out means \_\_\_\_\_.

- A. everyday
- B. day and night
- C. one day
- D. no daylight

24. What does a lamp do?

- A. It gives light.
- B. It gives warmth.
- C. It travels from the east to the west.
- D. It looks like a red ball.

**Choose the correct word.**

25. The u in the word dusk has the same sound as the u in the word \_\_\_\_\_.

- A. push
- B. bull
- C. ambush
- D. brush

26. The c in the word cylinder has the same sound as the c in the word \_\_\_\_\_.

- A. corrupt
- B. receive
- C. accurate
- D. customs

**Which word means the same as the underlined word?**

27. The industrious worker was awarded the worker of the month prize.

- A. lazy
- B. hard-working
- C. best
- D. strong

28. Luckily, no-one was injured in the traffic accident.

- A. Sadly
- B. Fortunately
- C. Seriously
- D. Surprisingly

29. When he was asked, he answered in a few words.

- A. said
- B. explained
- C. talked
- D. replied

**Choose the correct preposition to complete the sentence.**

30. Chivhu is half-way \_\_\_\_\_ Harare and Masvingo.

- A. between
- B. to
- C. from
- D. on

31. I visited the airport and saw big aeroplanes landing and taking \_\_\_\_\_.

- A. away
- B. off
- C. up
- D. down

32. Next month we are going \_\_\_\_\_ holiday.

- A. for
- B. to
- C. on
- D. by

33. I am very afraid \_\_\_\_\_ snakes.

- A. with
- B. for
- C. by
- D. of

**Which word means the opposite of the underlined word?**

34. I grew up in the rural area.

- A. farming
- B. urban
- C. tourist
- D. modern

35. The banks sometimes borrow money.

- A. buy
- B. give
- C. lend
- D. earn

36. When the president arrived, the people moved forward.

- A. backward
- B. quickly
- C. up
- D. down

**Choose the correct word to complete the sentence.**

37. There were many people who voted in the last \_\_\_\_\_.

- A. elect
- B. elected
- C. election
- D. electing

38. Nowadays the farmers are practicing crop \_\_\_\_\_.  
A. rotates      B. rotation      C. rotating      D. rotated
39. Either James or his brother \_\_\_\_\_ coming to see us today.  
A. are      B. were      C. is      D. has
40. I have not \_\_\_\_\_ to them for a very long time.  
A. speak      B. speaking      C. spoke      D. spoken

## English Paper 2

Time: 1 hour 45 minutes

### SECTION A COMPOSITION (20 marks)

You are advised to spend 1 hour on this section.

Answer either 1 or 2, but not both.

1. Write a composition with this beginning:

'I was walking some ten to fifteen metres behind my father and mother in the city. Then, suddenly there were crowds of people between us and I could not see my parents.'

Give your composition a good heading. Your composition should be 80 – 120 words in length.

2. You know that you are going to be absent from school for the next two or three days. Write a formal/business letter to your teacher telling him about your absence. The body of your letter should be 80 – 120 words in length. In the letter, write:

- that you are sorry that you are going to be absent from school
- where you will be and what you will be doing
- ask your teacher to send you some homework.

**SECTION B COMPREHENSION AND SUMMARY (15 MARKS)**

You are advised to spend **30 minutes** on this section.

**(i) Comprehension (10 marks)**

Read this passage and then answer the questions below.

**A barking dog at night**

Our family dog had been barking continuously and we all got worried. We feared that it could be another gang of thieves after the one that had stolen our chickens before.

When father went out to check and did not return quickly we got more worried. Then mother took a torch and followed, but also did not return. With our hearts beating fast, my sister and I took a bright lamp and followed outside.

We found both father and mother in the deep open pit that father had dug to construct a blair toilet. Father had seen a stray dog and knew immediately why our dog had been barking continuously. On chasing the stray dog round the house, father fell into the pit and could not get out. When mother tried to pull father out of the pit, she too fell into the same pit. Now both were in the deep pit and the two of us were not strong enough to pull them out.

Then my sister, Anita, had a clever idea. We took a long, strong rope from the house and tied one end of it to a tree beside the deep pit. Then we threw the other end of the rope into the pit where our parents were. Father grabbed that end of the rope and heaved himself out of the pit. Then he pulled mother out and the job was done.

**Questions**

1. How many people were in this happening?
2. What was the family dog barking at?
3. When they heard the family dog barking continuously, what did they think?
4. Where did the children find their parents when they followed outside?
5. Whose plan was it to make use of the rope to get the two parents out of the pit?
6. Would you say that this story happened during daylight or during the night?
7. Why were they all worried at the beginning of the story?
8. Why had father dug the deep pit behind the house?
9. Why did the two children not pull their parents out of the pit?
10. Would you say this story has a sad ending or a happy ending?

**(ii) Summary (5 marks)**

In 30 words write a summary of the story: **A barking dog at night.**



## Talking about the past

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## Listen and speak

## What is the past?

1. Listen carefully as the teacher reads Tanaka's short experience.

**A short holiday experience**

One day I got up at sunrise and went to the shops. When I came back at noon, I sat on a wooden stool near the door of the kitchen. Then I heard some noises from inside the kitchen. I was surprised because I knew there was nobody in the kitchen. When I opened the door our black cat saw a rat. The cat ran after the rat, caught it and ate it.

- 2. Answer these questions in full, correct sentences:**

1. At what time did Tanaka get up?
  2. Where did Tanaka go?
  3. When did Tanaka come back from the shops?
  4. Where did Tanaka sit?
  5. What did Tanaka hear?
  6. Why was Tanaka surprised?
  7. What did the black cat see when Tanaka opened the door?
  8. What did the black cat do to the rat?

**Take turns to tell the class your short experience from the school holidays. Remember to use the past tenses of the verbs or action words. Begin your short story this way: One day during the school holidays, \_\_\_\_\_**



**Read this story and answer the questions that follow.**

**fortnight**      **experiences**      **aboard**      **island**      **crocodile**  
**harbor**      **delicious**      **helicopter**      **diary**

## **George tells the class his holiday experiences**

When the schools reopened, every learner in the class wanted to hear about George's holiday experiences. This is what George said:

As I said last term, I went to Lake Kariba during the holidays. I spent a fortnight there. During those two weeks, I wrote all my day-to-day experiences in my diary. I visited many places and saw many things around Lake Kariba.

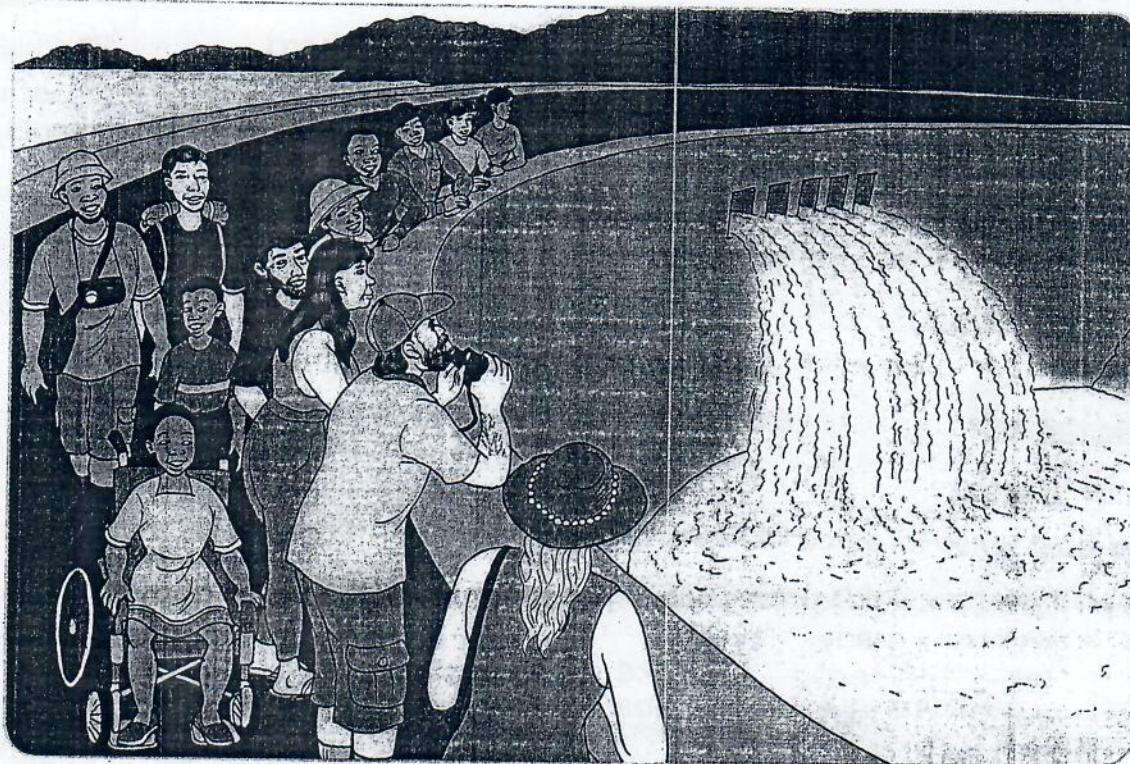
One day Uncle Tom took me along on the fishing boat. There were many fishermen aboard. The fishermen threw large fishing nets into the deep water of the lake and caught many fish. I enjoyed seeing how the fishermen did their work as a team.

Uncle Tom also took me to Fothergill Island in the middle of the lake. We sailed from the harbour to the island in a large boat, twice the size of this classroom. Aboard the same boat were many other tourists from different countries. There were more tourists enjoying themselves on the sandy beach along the coast of Fothergill Island.

We had lunch on the boat that day. For the first time I ate crocodile tail meat. It was very delicious. The majority of the tourists also enjoyed the fried crocodile tail meat.

While we were on Fothergill Island, some tourists hired a helicopter. They flew over the lake for about one hour. I did not fly with them, but on their return, I was allowed to get into the helicopter. I told the pilot that one day I will also become a pilot like him.

The other places I visited were the Crocodile Farm, the Crafts Centre and the game reserve around the lake. On the visit to the game reserve, we came as near as about ten metres from a pride of lions. We also passed near a big herd of buffaloes. We were able to get so near in the safety of Uncle Tom's car.



One day, Uncle Tom drove his family and I over the hill to the large lake wall. While there, Uncle Tom and I took a walk across from the Zimbabwean side to the Zambian side. The walk took us five minutes to complete.

I will never forget my holiday visit to Lake Kariba.



### Choose the correct answers to these questions:

1. A fortnight is a period of \_\_\_\_\_.  
A. four days    B. forty days    C. two weeks    D. the holiday
2. When people work as a team, they are \_\_\_\_\_.  
A. working as one group    B. playing a game of football  
C. watching others working    D. working one by one
3. People who visit places on holiday are called \_\_\_\_\_.  
A. visitors    B. foreigners    C. travellers    D. tourists
4. A piece of land that is completely surrounded by water is called \_\_\_\_\_.  
A. an island                      B. a hill  
C. a sandy beach                D. a harbour
5. George saw a \_\_\_\_\_ of lions.  
A. game    B. reserve    C. pride    D. herd
6. Which word best describes food that has a pleasant taste or smell?  
A. enjoyed    B. fried    C. cooked    D. delicious
7. Which word tells us that most of the tourists liked the crocodile tail meat?  
A. many    B. majority    C. more    D. some
8. A large area where wild animals are kept safe is called a \_\_\_\_\_.  
A. lake                            B. beach  
C. game reserve                D. crafts centre



### The past tense

Say the past tense for each of the verbs below. Some of them are in the story.

write	speak	go	do	see	come	drink
drive	know	say	sell	drink	take	catch
throw	tell	eat	make	kneel	fall	write
get	can	spend	run	fly	give	think

Make your own short sentences with the past tenses of the verbs above. Begin your sentences with any one of these:

One day \_\_\_\_\_.

Last week/month/year \_\_\_\_\_.

During the holidays \_\_\_\_\_.

Yesterday \_\_\_\_\_.

Once upon a time \_\_\_\_\_.



## Write

### Handwriting

Practise good handwriting with the following letters and sentences, writing quickly.

Tt Tt Time and again, Thomas and Timothy start a fight.

Uu Uu Uncle Ushe waited for us until sunset.

Vv Vv Vivian Veremu from Vainona is very vivacious.

Ww Ww When will wise Willie walk with Watson?



## Speak

### The silent r

Say this sentence correctly to your teacher:

Sometimes we have sports in the morning.

Note that the **r** is silent in the words **sports** and **morning**.

Say the following words correctly. The **r** in them is silent.

force	northern	order	torch	orchard	forward	fortunate
forecast	tortoise	border	forty	portable	normal	important
orphan	storm					



## Write

### Speaking

Your teacher will read out the new words at the beginning of the story: **George tells the class his holiday experiences** while you write them down.



## Write

### Summarizing

Say this sentence to the class:

- I have made up my mind to work harder. (9 words)

This sentence can be summarized as follows:

- I have decided to work harder. (6 words)

Note that these two sentences mean exactly the same.

Summarize the sentences on the next page by replacing the underlined phrases with the verbs in the box below.

bleeding	gossip	postponed	argued	deceive	avoided	jogging
summarize	increased	cooperate				

- I often see that old man running for exercise at a slow and steady speed.
- People who work together with others in order to achieve something usually succeed.
- At the end of the meeting, I was asked to say in a few words the decisions we had made.
- I listened while the two brothers discussed in an angry way something that they disagreed about.
- If all motorists were careful drivers, many road accidents could be prevented from happening.
- The girl fainted as a result of losing a lot of blood.
- People who behave in a dishonest way and trick others are harmful to the society in which they live.
- I do not like people who talk about other people's private lives.
- The number of motor-cars on our roads has become bigger and bigger.
- Because only a few people turned up, the meeting was not held on the day it had been planned; but was going to be held at a later time.



### Writing a composition in the past tense

The verbs in brackets are all written in the present tense. Rewrite the following composition changing all the verbs in brackets to the past tense.

#### The two families

Give a person food and that person will live for a day, teach the person to grow food crops and that person will live for a long time. Here is a legend, an imaginary story about imaginary people and events in the past, that sums up this wise saying.

Once upon a time, a man called Marindo and his wife (live) in a big forest which had many fruit trees. Everyday they (go) out to pick wild fruits which they ate. They (do) not know about growing any food crops. Sometimes they (walk) long distances looking for the fruits, especially when the fruits (become) scarce.

One day, Marindo and his wife (leaves) their home and (go) out searching for fruits. After a long walk through the forest the two (come) to an open area that (is) surrounded by logs and thorn branches. They (look) into the area. On one side they (see) fruit trees with lots of fruits. Some crops (grow) on the other side where a man and his wife, both with hoes (are) busy cultivating the land.

Marindo and his wife (greet) the man and his wife. The two (say) they were Mr and Mrs Simango. Later, Simango and his wife (give) Mr and Mrs Marindo some fruits to eat. Mr and Mrs Simango had seen that Marindo and his wife (are) hungry. Then the Simangos (cook) some food and the two families (have) a good dinner

together. After eating, Simango and his wife (*listen*) quietly as Mr and Mrs Marindo (*speak*) to them about their long walk in search of wild fruits.

Then Mr and Mrs Simango (*think*) of a wise plan. They (*teach*) the Marindos how to grow food crops. Afterwards they (*give*) the Marindos some seeds to sow when they (*get*) back to their home. Happily, the Marindos (*take*) the seeds and the knowledge they had (*gain*) back to their home.

When they (*arrive*) home, Marindo and his wife (*prepare*) a piece of land. Then they (*begin*) to grow their own food crops. Their crops (*grow*) well and (*give*) them a bumper harvest. From then on, Marindo and his wife (*do*) not stop growing food crops and they never (*go*) hungry even when the wild fruits ran out.

## Making wise decisions

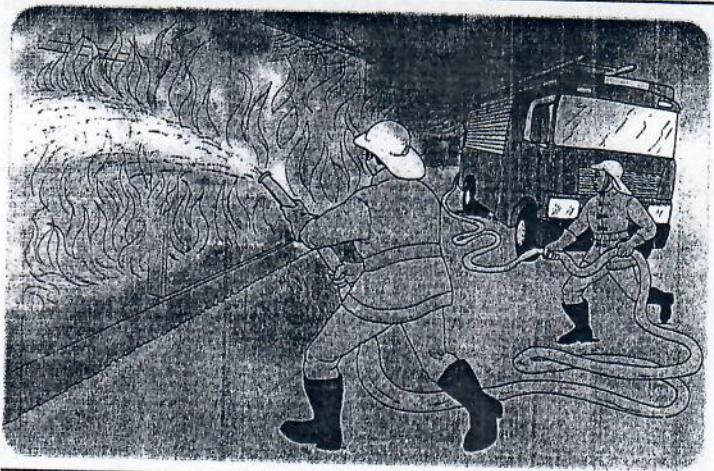


Fire-fighters like require and inquire

Take turns to read the poem below aloud. Take note of the -ire words. Learn to recite the poem.

### I aspire

I aspire to inspire,  
Other people to admire,  
People like the farmer I admire.  
He did not tire to call,  
The firefighters required,  
To put out the big fire,  
That was going to set on fire,  
His entire farm.



Answer these questions in full, correct sentences.

1. Have you ever been very tired before? What had you been doing?
2. What do you aspire to do in life?
3. What is the name of the person who inspires you the most?
4. Give examples of things that expire.
5. Who is one person you admire and what do you admire him/her for?
6. Tell the class about someone who hired something, and to do what.
7. Say one or two things that you require to do something.
8. What were you doing the last time you perspired?



Read this story and answer the questions that follow:

### Bhande and Dondo

completion  
inquire

earnings  
construct

nursery  
purchased

seedlings  
delivery

orchard  
prosperous



A **prosperous** farmer, Mrs Murindi, hired two men, Bhande and Dondo to construct a firebreak round the farmhouse. The **well-to-do** farmer promised to pay each man eighty dollars on **completion** of the job. For days, the two men **perspired** in the hot sun, constructing the firebreak. It was a narrow strip of land which was cleared of the grass, trees and bushes to prevent fire from spreading from one side to the other. When the job was completed, Mrs Murindi was so pleased that she paid each man twenty dollars more.

Dondo spent almost all of his earnings on a new bicycle. He had always **aspired** to have a bicycle to ride to the shops. For a long time, Dondo had **admired** other villagers doing that. Now, he had the money required for a new bicycle. He did not even **inquire** if a similar bicycle could be bought at a lower price in other shops.

Bhande, on the other hand did not **require** a bicycle at that moment. Instead he went to the nursery where he **purchased** fruit tree seedlings that cost him forty dollars in total. Then, with the remainder he bought a wire fence. With these, Bhande started an orchard round which he erected the wire fence. There he planted the tree seedlings that he had **acquired** from the nursery. With the wire fence round the entire orchard the trees were well-protected against the village cattle, goats, sheep and donkeys. They grew well and quickly.

After five years, Bhande was getting a lot of fruits for his family and for sale. From the sale of the fruits, Bhande got a lot of money. When the fruits for sale **increased**, Bhande bought a delivery bicycle to carry the fruits to the market before they **expired**.



Meanwhile, Dondo's bicycle was **ageing and ageing** with time and use. **Eventually** the bicycle broke down altogether. That is when Dondo begged Bhande to hire him as a delivery man for his fruits.



**Answer these questions in full, correct sentences:**

1. What is a firebreak?
2. How much money did Madam Murindi pay the two men?
3. Why did Madam Murindi pay each man twenty dollars more?
4. What does it mean to say that Dondo spent almost all his earnings on a new bicycle?
5. Why did Dondo decide to buy a bicycle?
6. In this story, what is a nursery?
7. What did Bhande buy with his money?
8. Who of the two, Dondo or Bhande used his money wisely?



using so...not

**Read these sentences aloud:**

1. The rich farmer was **so** pleased **that** he paid each man twenty dollars more.
2. The box was **so** heavy **that** I could not lift it.
3. It is **so** hot **that** we cannot play any games outside.

**Now say your own sentences using so...that**



citation

First, look at the second paragraph in the story of Bhande and Dondo. Afterwards the teacher will read out that paragraph while you write it neatly but quickly.



**Example: If** I were you, I would do my homework well.

(i) A short question and answer game to play in pairs:

Learner A asks: What would you do if you were a rich farmer?

Learner B answers: If I were a rich farmer I would \_\_\_\_\_.

Then learner B asks while learner A answers. Note that we use were (not was), because of the word **you**.

(ii) Take turns to answer this question, one by one:

What would you do **if** you had a lot of money?

Say: If I had a lot of money, I would \_\_\_\_\_.





## Write

### Forming nouns with -sion

**Example:** The man made a wise **decision** to keep his money in the bank.  
The word decision is a noun formed from the verb decide.

**Using -sion in the same way, rewrite the following sentences with the nouns formed from the verbs in the brackets, then say the new sentences correctly.**

1. Soil (erode) is the washing away of soil by running water or wind.
2. There was a head-on (collide) of a car and a bus on the highway.
3. The green crops were all destroyed during an (invade) by locusts.
4. There is good (divide) of labour in our family.
5. The matron thanked the mayor for the (provide) of blankets to the hospital.
6. He was a lonely boy before his (persuade) to join the sports club.
7. The (include) of women in the police force has improved the police service.
8. His (exclude) from sports was the punishment for his disobedience.



## Write

### Making wise decisions

In life, some people make wise decisions:

**Example:**

- how they spend their money or time
- how they spend the weekends or the holidays
- the people they choose as their friends
- what to do when faced with a challenge or a problem
- how to save money
- when to do certain things
- staying safe.

Under the heading **A wise decision** write a composition about someone who made a wise decision. Write the composition in 80 – 120 words.



## Read and write



Read the paragraph on the next page choosing the correct word from the brackets.

## From my bedroom window

While sitting in my bedroom, I (herd/heard) a low noise outside. When I looked (through/threw) the window, I (sew/saw) (hour/our) house (made/maid). She was wearing her long (caught/coat) while standing behind the (raws/rows) of flowers near the corner of the house. She had picked a big (flour/flower) which she was smelling and enjoying its (cent/scent). When I (cold/called) out her name she turned around in surprise. Then I (knew/new) that she had not seen me.



**From the passage above, answer these questions in full, correct sentences.**

1. Where was the writer sitting?
2. Who did the writer see when he looked outside?
3. What was the person the writer saw outside wearing?
4. Where was the person outside standing?
5. When did the person standing outside turn around in surprise?
6. What was the person standing outside doing?
7. How did the writer get to know that there was someone standing outside?



### Spelling and dictation

Listen carefully as the teacher dictates the paragraph: **From my bedroom window** and you write it using the correct words from the brackets.



**Choose any two of the sentence beginnings below. Say one correct sentence with each one of the beginnings you have chosen:**

1. Two days/A fortnight ago \_\_\_\_\_.
2. Last week/month/year \_\_\_\_\_.
3. Once upon a time \_\_\_\_\_.
4. Yesterday \_\_\_\_\_.
5. During the last holiday \_\_\_\_\_.



### Summary

Read the story: **Bhande and Dondo** again. Write a summary of the story. Your summary should be in 30-40 words.



**Listen and read**



### Sakhile talks with Zanele and Bongani

Read this conversation in groups of four: the narrator, Zanele, Sakhile and Bongani.

twins	warden	excited	protect	protection	permission
ivory	poisonous	courts	cubs	beret	khaki

**Narrator:**

Mr and Mrs Homela have three children. Sakhile, their oldest child, is now twenty-two years old. She is a game warden at Gona-re-Zhou National Park, in south-east Zimbabwe. Mr and Mrs Homela have twin children, Zanele and Bongani.

In early June, Sakhile took leave from her work and came home. That was her first visit home after training as a game warden and taking up the new job. Zanele and Bongani were excited to see their sister dressed in the game wardens' khaki uniform, complete with a green beret on her head. The twins wasted no time before talking to their elder sister.

**Zanele:** Please Sakhile, tell us all about your job as a game warden.

**Sakhile:** My job as a game warden is to protect the wild animals that are in the national parks. I also see to it that the rules of our national parks are obeyed and followed.

**Bongani:** Do wild animals need any protection at all? I always thought that the wild animals protect themselves. Besides, are wild animals not there for us to kill as and when we want their meat?

**Sakhile:** Wild animals need protection, for example, against poachers. These are people who hunt and kill the wild animals without permission. Poachers kill elephants for their tusks that are used for ivory. They kill the rhino to get the rhino horn which fetches a lot of money on the black market. Some poachers also kill the wild animals for meat.

**Zanele:** Do you also protect wild animals like lions, buffalos, crocodiles and snakes. These are dangerous animals that should not be protected at all.

**Sakhile:** As game wardens we give protection to all the wild animals including the ones you have mentioned. Besides, animals like lions, buffalos and snakes usually attack people only in self-defence. A lioness with cubs will attack people to protect its young ones. An elephant or a buffalo with a calf or calves will do the same. As for snakes, they never go out to attack

people, but will bite people in self-defence. Besides, some snakes, like the python are not poisonous.

**Bongani:** So what would you do to a poacher you find in the national parks? Do you just tell him or her not to kill the wild animals?

**Sakhile:** Oh! If we come across any poachers, we arrest them and take them to a court of law just like a thief is arrested by the police.

**Zanele:** But arresting people is the job of the police. Are game wardens members of the police force?

**Sakhile:** No and yes! Game wardens are not members of the police force, but we assist the police to enforce the laws of the country in the national parks. You too can, and should assist the police in the fight against crime and criminals.

**Bongani:** But there are no poachers here because there are hardly any wild animals left. People here have killed nearly all the wild animals for meat.

**Sakhile:** There are poachers everywhere! There are firewood poachers, fish poachers, thatching grass poachers, stone poachers and sand poachers. One is a poacher as long as one gets these things without permission.



**Choose the correct answer**



## Write

### Prepositions

**Choose the correct preposition to complete each sentence.**

1. In early June, Sakhile took leave \_\_\_\_\_ her work. (of/from/off)
2. His decision to jump \_\_\_\_\_ the fence was not a wise one. (on/under over)
3. The heavy rain prevented us \_\_\_\_\_ going out fishing. (to/from/for)
4. The young man spent some of his money \_\_\_\_\_ new clothes. (with/of/on)
5. The cat was running \_\_\_\_\_ a big rat. (after/onto/with)
6. Every morning, many learners go to school \_\_\_\_\_ foot. (by/with/on)
7. She learned the poem \_\_\_\_\_ heart so that she could recite it. (with/in/by)
8. I look forward \_\_\_\_\_ visiting the Victoria Falls one day. (on/to/for)
9. I congratulate you \_\_\_\_\_ passing the examination. (to/of/on)
10. Always look \_\_\_\_\_ the people you are speaking to. (to/at/on)



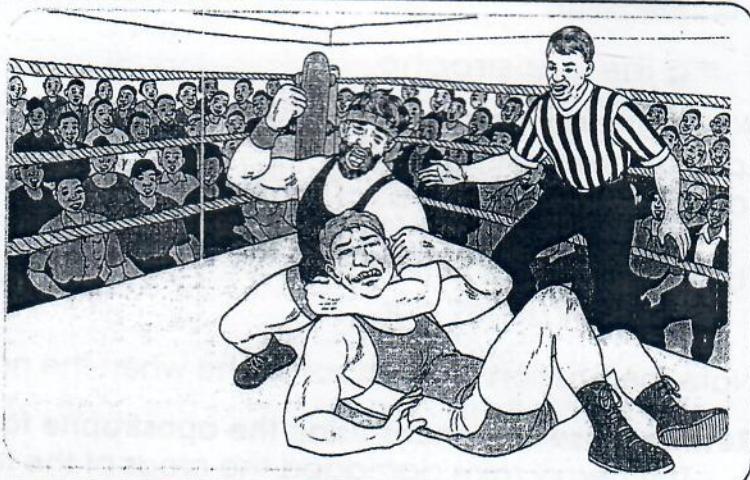
Below are some words in write and wrong

Wherever there is wr- the w- is silent.

**Read the poem below. Learn to recite it.**

### My uncle

My very old, old uncle,  
Wrinkled and wretched  
With just a thin wrap around on:  
Was once a feared wrestler  
Who wrecked his opponents,  
Or wrenched their wrists  
As they tried to wriggle  
Out of his powerful wrists  
In the sport of wrestling.



Say the wr- words in the left column below taken from the poem above. Their meanings are given on the right, but they are mixed up. From the way the words are used in the poem, try to match each word on the left to its correct meaning on the right.

- |                   |  |
|-------------------|--|
| wrap around ..... | destroyed or damaged in a bad way                      |
| wriggle.....      | in a very bad condition                                |
| wrecked .....     | having lines that appear on the skin when one gets old |



wrench .....a loose cloth that one puts on round the body  
wrestling .....to injure a part of the body like the arm by twisting it  
wretched.....the part that joins the hand to the arm  
wrinkled .....a sport in which the players hold, push, and throw one another  
wrist .....to move the body by twisting and turning quickly



### Sessions

**Example:** A game warden protects wild animals.

(a) Find out what the following people do:

plumber pilot optician mechanic dentist journalist cobbler principal  
librarian bursar mayor author butcher surgeon vendor poet

(b) What would you like to be when you grow up?

Say: When I grow up, I would like to be a \_\_\_\_\_.



### Using the apostrophe

We use the **apostrophe** ' to show ownership or possession when the noun ends with s.

**Look at these examples:**

(a) These are the hostels of the boys.

These are the boys' hostels.

(b) That is the car of Mr Jones.

That is Mr Jones' car.

Note the position of the apostrophe when the noun ends with s.

**Rewrite these sentences using the apostrophe to show possession.**

1. The heavy rains damaged the crops of the farmers.
2. The parents of these boys are all here.
3. This shop sells clothes for girls.
4. The prince is the twin brother of the princess.
5. Peter is a friend of Jonas.
6. When is the Day of the Mothers?
7. That girl looks like the sister of Charles.
8. The government pays the salaries of the civil servants.



### Using a conversation

In groups of 35 – 45, prepare and then hold a conversation about the events

happening in your area while the rest of the class listens. The conversation can include sports, the weather, weddings, deaths, ceremonies, jobs, accidents, important visits, natural disasters, what is on the news, etc.



### Write

#### Writing a letter

Imagine that you are Sakhile, the new game ranger in the conversation that you read at the beginning of this unit. Write an informal letter to a friend telling him/her about your new job. The body of your letter should be 80 – 100 words in length. In the letter, say something about:

- what you always wanted to become when you were still at school
- the training you went through, and how long it was
- the new job, and where you are stationed
- the challenges you face in the job
- whether or not you are enjoying the job.



### Write

#### Writing the summary of a discussion

Read again the discussion that Sakhile had with Zanele and Bongani in: **Sakhile talks with Zanele and Bongani**. Then, using the guidelines below, write a summary of that discussion in 30 words:

- who Sakhile was
- what she did in her job
- what she told her little sister, Zanele and brother, Bongani about the poachers
- what she also told them about wild animals, including snakes.

## THE QUIZ



**Listen carefully as your teacher tells you about a quiz and answer the questions that follow.**

A quiz is a test or a competition in which you answer questions. People can hold a quiz session as individuals or in groups that compete. People or groups of people in a quiz score points when they answer the questions correctly. At the end of the quiz, the individual or the group with the highest number of points is the winner.

**Answer these questions:**

1. What is a quiz?
2. How can people hold a quiz session?
3. Who becomes the winner in a quiz session?
4. Do you think holding a quiz session helps the learners like you and how?
5. How would you prepare yourself for a quiz?



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

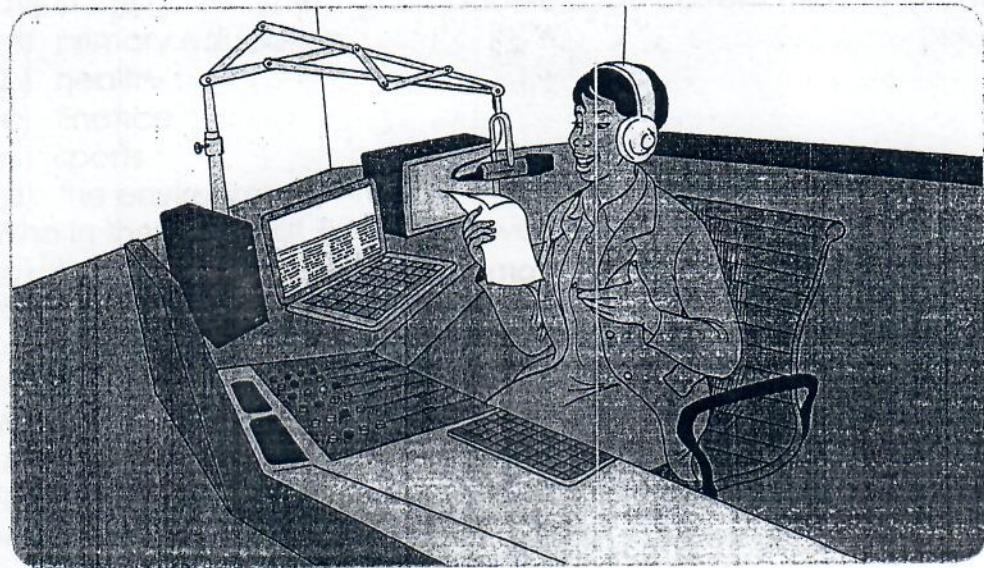
### The Radio quiz

On Tuesday the fifth of June 2018, there was a science radio-telephone quiz for children under the age of twelve.

The science, multiple choice question was:

In which part of the tree is the plant food made?

- A. In the flowers of the tree.
- B. In the roots of the tree.
- C. In the leaves of the tree.
- D. In the fruits of the tree.



The first respondent who called said, "My name is George Mlambo. I am eleven years old, and I am in Grade Five at Hippo Valley Primary School in Chiredzi. The answer is in B because the roots grow in the soil where people also grow their food crops."

The second respondent called and said, "My name is Tabeth Ngwenya. I am eight years old, and I am in Grade Three at Marula Primary School in Plumtree. The answer is in D because the fruits are the food we eat."

The third respondent said, "My name is Eric Ndou. I am nine years old, and I am in Grade Four at Dulibadzimu Primary School in Beitbridge. I say the answer is in C. The leaves use the sunlight to make the plant food."

The fourth respondent called and said, "My name is Rosemary Mabika. I am ten years old, and I am in Grade Five at Nyautare Primary School in Nyanga. The answer is in A because the bees make honey from the pollen and nectar which they collect from the flowers."

The fifth respondent said, "My name is Salome Munkuli. I am twelve years old, and I am in Grade Six at Binga Primary School in Binga. The answer is in C."

The radio quiz master then said, "Thank you children for entering the radio quiz competition. We have two winners for this science quiz. They are Rosemary Ndou and Salome Munkuli. The correct answer is in C. Plant food is made in the leaves of the tree. I will be sending fifty dollars by mobile money transfer to each of our two winners. I wish to thank all the participants for trying and everyone for listening to the radio quiz. Tune in at the same time, same day next week for the next science radio quiz. Good-bye for now!"



**Answer the following questions in full, correct sentences.**

1. In which part of the plant is the plant food made?
2. Who was the youngest of the participants in the radio quiz?
3. Who was the oldest of the participants in the radio quiz?
4. To whom is the name 'respondents' referring in the passage?
5. Why did Tabeth Ngwenya think that the plant food is made in the fruits of the plant?
6. Who of the participants thought that the plant food is made in the roots of the plant?
7. Why did Rosemary Mabika think that the plant food is made in the flowers of the plant?
8. How much prize money did the quiz master pay out altogether?
9. According to this passage, was the science radio quiz a daily, weekly, monthly, seasonal or annual event?
10. Was this radio quiz a district, regional, or national quiz?



**You are going to hold a group quiz session. Below are some of the questions that you will be asked.**

Using the internet, the newspapers, and other people prepare for the quiz by looking for the answers to these questions. The questions will be asked in any order and you just have to be ready to answer them as they come:

**(a) Questions on some of the famous places in Zimbabwe:**

1. What is the name of the highest mountain peak in Zimbabwe?
2. What is the name of the international airport in Bulawayo?
3. Which place is sometimes referred to as Mosi-oa-tunya?
4. What is the name of the big bridge which goes over the Save River between Masvingo and Mutare?
5. Which city in Zimbabwe is known as the (a) Sunshine City? (b) City of Kings?
6. Name the five countries that surround our country, Zimbabwe.
7. What is the famous tourist attraction just outside the city of Chinhoyi?
8. What is the name of the big game reserve in the south-eastern border of Zimbabwe with Mozambique and South Africa?

**(b) Questions on some of the famous people and events of Zimbabwe:**

1. What are the full names of the president of Zimbabwe?
2. What are the colours on the Zimbabwe National Flag and what do they stand for?

3. Who in the government of Zimbabwe is the current minister in charge of:
  - (a) primary education
  - (b) health
  - (c) finance
  - (d) sports
  - (d) the environment?
4. Who in the history of Zimbabwe was:
  - (a) Lobengula
  - (b) Josiah Tongogara
  - (c) Jairos Jiri
  - (d) Sally Mugabe?
5. Who is Zimbabwe's current:
  - (a) Soccer Star
  - (b) Sportsperson of the Year?

**(c) Questions on Zimbabwe's crops and natural resources:**

1. Which crop is sometimes referred to as the 'golden leaf'?
2. Which animal is sometimes referred to as the 'king of the jungle'?
3. From which crop do we get the ethanol that is mixed with petrol?
4. What is the water stored in (a) Lake Kariba (b) Lake Mutirikwi used for?
5. Name one place where these minerals are mined: (a) platinum (b) coal.
6. Which of these crops: maize, potatoes and wheat is a root crop?
7. In which part of the plant is plant food made?
8. What is the washing away of soil by running water or wind called?



### Asking questions

Imagine that the statements below are the answers you got after asking someone questions. Write the questions you asked beginning with the word at the end of each statement.

**Example:** I have not seen your goats. (Have you seen my goats?)

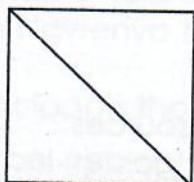
1. I have never been to the Matobo Hills. (Have \_\_\_\_\_?)
2. The University of Zimbabwe is in Harare. (Where \_\_\_\_\_?)
3. I was in the bus that broke down. (Where \_\_\_\_\_?)
4. My father cooks for us when my mother is away. (Who \_\_\_\_\_?)
5. He makes money by selling vegetables. (How \_\_\_\_\_?)
6. It started raining after midnight. (When \_\_\_\_\_?)
7. We did not see any poachers in the game reserve. (Did \_\_\_\_\_?)
8. Today is a Friday. (What \_\_\_\_\_?)
9. My mother cannot drive a car. (Can \_\_\_\_\_?)
10. Jane is the pastor's daughter. (Whose \_\_\_\_\_?)

## 12 Listen

a sound of /ɪə/ as in diagonal and triangle

Listen carefully and say this sentence correctly after your teacher:

A diagonal line divides the rectangle into two equal triangles.



Say the following words correctly:

diary  
triathlon  
diamonds

bias  
dialect  
diameter

diarrhoea  
viable  
diagonal

diagram  
reliable  
triangle

dialogue  
diaphragm  
diabetes

## 13 Speak and write

Question tags

Example: That lady is smart, isn't she?

Note: isn't is the short of the joined **is not**, where the **o** is replaced with '**'**.

Other examples:

- Those two boys are good friends, aren't they?
- Jacob was present at the meeting, wasn't he?

Note: We add question tags at the end of sentences to change them to questions. We use the helping verbs in the box to make these question endings.

is	was	were	are	has	have	do
did	can	could	will (won't)	would	should	does

Using the right helping verb from the box above, say the right question endings to the following statements:

1. James does his homework well.
2. The boys were not late again.
3. They could look after themselves.
4. Father allowed us to go out to play.
5. You will come to my birthday party.
6. You know my name.
7. James was very polite to the visitors.
8. You have come to work for Mrs Goto.

In the same way, write your own five questions with the right question tags.



## Writing adjectives by adding -ive to verbs

**Example:** The attractive flowers always attract insects like bees.

Note that we have added **-ive** to the verb **attract** to form the adjective **attractive**.  
Another example:

- One must be very **creative** to be able to **create** funny stories like that.

**Note that when the verb ends with e we drop the e then add -ive to form the adjective. Say the sentences below correctly with the adjective formed from the word in brackets.**

1. Children like to be (act) all the time.
2. We have planted some (decorate) plants round the house.
3. When spraying crops, one must wear (protect) clothing.
4. People must not use (abuse) language on the phone.
5. The fruit trees in the orchard are still (product) and should not be cut.
6. The teacher was wearing an (expense) suit.
7. Some people are very (secret) in what they do.
8. The husband is very (possess) of his young wife.



**Read this paragraph quickly and fluently to the teacher.**

### The old man and the thief

One day I was watching a film on television. An old man with only a wrap around on his body was taking a walk. On his finger, he had an expensive ring. Then a thief came along. He pinned the old man down like a wrestler and twisted the old man's finger which had the ring. Wriggling in pain, the old man wriggled and freed himself before shouting for help. That is when the thief ran away, empty-handed.



**Answer these questions in full, correct sentences.**

1. What was the old man wearing on his body?
2. What was the old man doing when the thief came along?

3. How did the old man free himself?
4. Did the thief manage to take the old man's ring?
5. Who was writhing in pain?
6. Do you think the old man was strong or weak? Give a reason.
7. What does it mean to say the thief ran away 'empty-handed'?



### Question tags

**Complete these statements with the right question tags.**

1. Your friends have always stood by you, \_\_\_\_\_?
2. You would think that he is a poor man, \_\_\_\_\_?
3. Surely, you do know my name, \_\_\_\_\_?
4. That girl has worked hard throughout the term, \_\_\_\_\_?
5. We are very obedient learners, \_\_\_\_\_?
6. Today's weather is not fine, \_\_\_\_\_?
7. We should be helpful to one another, \_\_\_\_\_?
8. You surely can not make tea for yourself, \_\_\_\_\_?



### Spelling and dictation

Your teacher will read out the paragraph: **The old man and the thief** while you write it quickly and in good handwriting.



### My best friend

**By answering the questions: who, what, where, how and which, write a composition under the heading: My best friend. Your composition should be 80 – 120 words in length. In your composition say:**

- who your friend is, how old he/she is, whether it is a boy/girl, what he/she looks like
- where he/she lives, whom he/she lives with
- when you became friends, how you became friends and why he/she is your best friend
- what his/her likes and dislikes are
- what you do together, the games you play, where you play, how often you play
- what people say/think about your friendship.

Unit  
17

## Looking after our environment

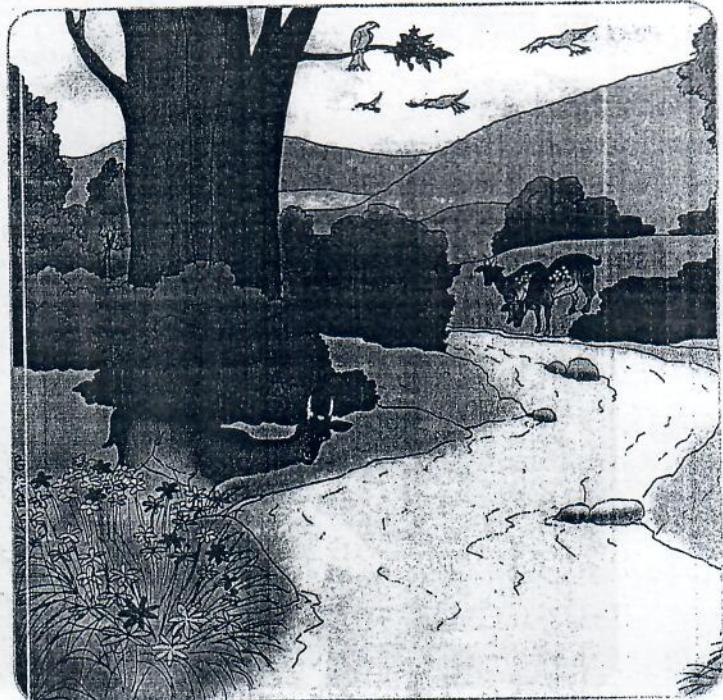
### Listen and speak

Take turns to read this poem aloud. Answer the questions that follow. Learn to recite the poem.

#### Our environment

Our environment is our heritage.  
The environment,  
Is the natural world.  
The land and the water on it.  
The air and the animals.  
The plants and the people.

To save our environment,  
We must:  
Prevent the erosion of soil,  
Prevent siltation,  
Prevent pollution,  
Prevent deforestation,  
Prevent veld fires and  
Prevent the killing of animals.



Match each word on the left with the correct meaning from the column on the right.

1. **Prevent** .....the damaging of the environment.
2. **Erosion** .....the filling of the rivers with small stones and sand.
3. **Deforestation** .....to stop something from happening.
4. **Pollution** .....a big fire that destroys the environment.
5. **Siltation** .....the cutting down and removing of trees in large areas.
6. **Veld fire** .....the washing away of soil by wind and running water.

Read the passage below and answer the questions that follow.

### The destroyed environment

twin pastures	rural livestock herd	modern environment wondered	community destroyed children	tapped desolate hungry	her destruction shocked
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Sarah and her twin brother Peter are in Grade Five at Mathema Primary School. It is in the rural area. Mathema is a modern school with electricity and tapped water. The community has worked hard to make Mathema a modern school for its children.

After school, Sarah and Peter help their parents at home. They clean the house and the yard. They wash the pots and the plates together. Sarah and Peter mostly enjoy herding the family cattle in the pastures. There, they meet other boys and girls of their age, also with their livestock. Together they play games such as hide-and-seek or they pick wild fruits while their cattle graze.



One day, while still at school, the children saw dark smoke rising into the sky. The smoke was far away so nobody really wondered what had caused it. Then, after school, Sarah and Peter rushed home to assist their parents as usual. When they got home, their father asked them to drive the cattle to the pastures.

When they got to the pastures, Sarah and Peter were shocked. A big veld fire had burnt all the grass and destroyed the trees. There was no grass left for their cattle. There were no fruits to pick from the trees. The whole area was desolate.

Then, they remembered they had seen dark smoke rising into the sky while they were still at school. The children were very sad. They did not know who or what had started the veld fire. All they could see now was a total destruction of the environment. So they returned home with the hungry cattle and told their parents what they had seen. The parents too were shocked by what their children were telling them. With the grass in the pastures burnt to ashes, it was going to be very difficult for all the people to keep their livestock alive.

### Speak

**Answer the questions below in full, correct sentences.**

1. What does it mean to say that Peter was Sarah's twin brother?
2. What shows that Mathema was a modern school?
3. Who had made Mathema a modern school and how?
4. Is cleaning pots and plates girls' or boys' work?
5. Would you say that Sarah and Peter were good children? Why?
6. What did Sarah and Peter enjoy doing most after school?
7. Why had nobody wondered what had caused the dark smoke rising into the sky?
8. What shocked Sarah and Peter in this story?
9. Why was it going to be difficult for all the people to keep their livestock alive?
10. What do we learn from this story?

### Listen and speak

#### Conveying messages

**Look at this example:**

During morning assembly at Veza School, the headmaster made the following announcement to all the learners: "Tell your parents to come for a meeting here at the school at ten o'clock next Friday morning."

This is how the learners should convey the headmaster's message to their parents: "The headmaster is inviting you to a meeting at the school at ten o'clock next Friday morning."

**Convey the following messages correctly:**

1. "I would like to be a pilot when I grow up," said James.

2. "Please show me the way to the police station," the old man asked me.
3. "Do not cross flooded rivers," the teacher told the learners.
4. "Put on bright clothes when you walk on the road at night," the policeman advised the boys.
5. "People who burn grass and cut down trees must be punished," the people at the meeting agreed.
6. "The elections will be held in the month of May," the president announced on radio and television.
7. "Please call all the learners into the classroom," the teacher told Anna.
8. "Come and pull me out of this hole," the trapped miner shouted to the people passing by.

## Read and write

**tion and -sion**

Read the poem below. Note that **-tion** and **-sion** say shen.

### Where I grew up

I grew up at a mission station with a small population,  
 In the centre of a large plantation spreading out in all directions,  
 Under irrigation and surrounded by a high fence for protection.  
 Famous for its crop rotation, food production and ever-green vegetation,  
 The plantation around the mission station was no place for recreation.  
 To pass through the plantation without being asked questions,  
 One needed written permission from the mission station.

### Answer these questions in full sentences.

1. Where did the writer grow up?
2. Where was the mission station?
3. Were there many people living at the mission station?
4. What was the high fence for?
5. What was the plantation famous for?
6. What was needed for one to pass through the plantation?
7. Would you say that the plantation was a small one or a large one?
8. What do you understand by 'crop rotation'?

## Speak

### debate

In a debate, some people speak in support of a topic while others oppose it. You support or oppose the topic by giving good reasons. In two groups, hold a debate



# TAKUDZWA CHIKUTUON

on any of the following topics:

- Should people burn or bury household waste?
- Mining should be stopped because it destroys the environment.



**Listen carefully as your teacher reads to you the process of starting your own poultry project.**

## Starting a home poultry project

Raising chickens at home can be a hobby as well as a source of food and income. Basically, there are two types of poultry projects: for meat or for eggs. Here are the steps in starting your own poultry project at home:

- Decide on your poultry project: raising chickens for meat or for eggs. If you choose to do both at the same time make separate shelters for each.
- Build a secure shelter which should be warm but not hot and dry. It should be dust-free. The shelter should also have good lighting to enable the young chickens to feed throughout the day if need be.
- Buy or get chicks from a good supplier known for supplying good breeds.
- Stock on the right feeds for your chickens. Good feeds are necessary for healthy chickens.
- Provide the chickens with clean drinking water all the time and keep changing the water.
- Keep the chicken shelter clean all the time and do not let the chickens eat or lie on their droppings. Keep changing the bedding.
- Keep an eye on the growth of the chickens and prevent diseases or insects such as fleas from affecting the health of your chickens. If necessary get advice from the experts in your area.
- If you have layers, provide good nests where they can drop the eggs when they start laying.

**Answer the following questions in full, correct sentences.**

1. Why is poultry-keeping important to people?
2. Which are the two basic types of poultry projects?
3. What is income?
4. What must one do if one decides to keep both types of chickens?
5. How would you describe a good chicken shelter?
6. What is necessary for the growth of healthy chickens?
7. To keep an eye on something is to \_\_\_\_\_.
8. Which insects can affect the health of the chickens?

Listen carefully and say the words correctly at the end of a word.

**Listen carefully and say this sentence correctly after your teacher:**

- The mayor of this city is a senior doctor and bachelor.

Did you hear the sound of -or at the end of the words mayor, senior, doctor, bachelor and that the -r is silent?

**(i) Now say the following words correctly:**

author	creator	director	donor	editor	governor
emperor	instructor	inspector	junior	professor	survivor
vendor	visitor	sponsor	senator	motor	debtor
tutor	minor	invigilator	curator	sailor	

**(ii) Using the dictionary, or the internet or any other books, find out what the people with the names listed in (i) above do or are and tell the class.**



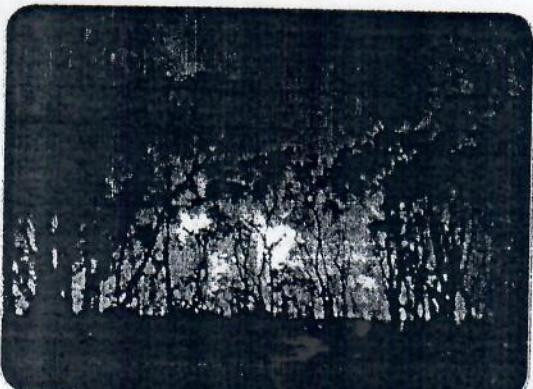
### Composition

The two pictures below tell a story. Write a composition about that story under a suitable heading. The composition should be in 80 – 120 words. Give your composition a good heading.

Here are some words and phrases that you may use in your composition:

- one sunny day there was a \_\_\_\_\_
- started by \_\_\_\_\_
- people gathered and agreed to \_\_\_\_\_
- a strong wind was blowing from the \_\_\_\_\_
- the lesson learnt was that \_\_\_\_\_
- destroying the trees and the grass
- put out the fire using \_\_\_\_\_
- thick smoke rising into the sky
- the lesson learnt was that \_\_\_\_\_

1.



2.



## Revision and assessment 9

18

### English Paper 1

Time: 1 hour 30 minutes

(Total marks: 40)

Read the passage below and answer the questions below.

#### Leisure activities and hobbies

People have different things they enjoy doing when they are not working. For me, fishing is the hobby I enjoy most. I could be out fishing for the whole day without finding it boring or tiresome.

One day I was sitting on an anthill beside a river, fishing. I remember hearing the distant rumble of thunder and I knew that it was raining somewhere. That did not worry me for as long as it was not raining on me. I was also catching so many fish that I did not notice the rising water level in the river.

Then, when I looked behind, I noticed that the water would surround the ant-hill on which I was sitting. I quickly stopped fishing and hurried home.

When I was out of danger, I suddenly realised that in my hurry, I had left all the fish I had caught on the anthill. I, however, could not go back to the anthill as the water level was still rising. I also realised that the river was flowing from an area where it was raining.

1. A hobby is something that \_\_\_\_\_.
  - A. is boring and tiresome
  - B. one does not notice
  - C. you enjoy doing in your free time
  - D. you do without thinking
2. This story says that \_\_\_\_\_.
  - A. most people do not have hobbies
  - B. fishing is a dangerous hobby
  - C. people have different hobbies
  - D. fishing is a boring hobby

3. How did he know that it was raining somewhere?
  - A. The water level in the river was rising.
  - B. He heard the rumble of thunder.
  - C. The river was flowing.
  - D. He was surrounded by water.
4. Why did he not worry when he heard the rumble of thunder?
  - A. He was enjoying the fishing.
  - B. The water level was not rising.
  - C. He was catching many fish.
  - D. It was not raining on him.
5. Why did he not notice that the water level in the river was rising?
  - A. He was enjoying the fishing.
  - B. It was boring and tiresome.
  - C. He was sitting on an anthill.
  - D. The water level was not rising.
6. What did the writer do when he noticed the anthill would be surrounded by water?
  - A. He jumped into the river.
  - B. He continued fishing.
  - C. He started crying.
  - D. He rushed home.
7. Why was it too late to go back to the anthill to collect his fish?
  - A. The water level was rising.
  - B. It was raining.
  - C. He was in a hurry to go home.
  - D. He was very tired.
8. Which of these statements is true?
  - A. He did not catch any fish.
  - B. He went back home with no fish.
  - C. He went back home with many fish.
  - D. He drowned in the water.

**Choose the right name to complete the sentence.**

9. A \_\_\_\_\_ is a book in which one writes one's everyday experiences.
  - A. diary
  - B. newspaper
  - C. magazine
  - D. storybook
10. People who visit places on holiday are known as \_\_\_\_\_.
  - A. visitors
  - B. tourists
  - C. travellers
  - D. strangers
11. A piece of land that is surrounded by water is known as \_\_\_\_\_.
  - A. a hill
  - B. a lake
  - C. an island
  - D. a valley
12. A \_\_\_\_\_ is a period of two weeks.
  - A. week
  - B. holiday
  - C. long time
  - D. fortnight

**Choose the right verb to fill in the blank space.**

13. The cattle that \_\_\_\_\_ the polluted water died.
  - A. drink
  - B. drinking
  - C. drank
  - D. drunk

14. I did not go near him because I \_\_\_\_\_ he was very angry with me.  
A. think      B. thought      C. thinking      D. thinks
15. When I greeted her, I \_\_\_\_\_ not know who she was.  
A. do      B. doing      C. does      D. did
16. I did not hear what he said because he \_\_\_\_\_ in a very low voice.  
A. spoke      B. spoken      C. speak      D. speaking

**Choose the correct word to complete the sentence.**

17. Vendors are people who \_\_\_\_\_ things outside the shops.  
A. sell      B. sail      C. cell      D. sale
18. I got some flower seeds to \_\_\_\_\_ in the garden.  
A. saw      B. sew      C. so      D. sow
19. Madam Moyo is our new school \_\_\_\_\_.  
A. herd      B. head      C. had      D. heard
20. The sun always sets in the \_\_\_\_\_.  
A. worst      B. west      C. waste      D. waist

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

**Rules**

My parents continue to make rules for me. Most of the rules are because of the mistakes I make. One of the rules is to keep my school socks tied together in pairs. This is because I always failed to find one of the socks whenever I dressed up for school. Now I keep my school socks tied together in pairs with rubber bands.

Another rule that my mother gave me is to tidy up my bedroom every morning. If I do not do so, the punishment is to tidy up my sisters' bedroom as well the following morning. I keep this rule religiously because if there is one thing I really dislike, it is tidying up the girls' bedroom. I never manage to do it as thoroughly as the girls would like.

Praying before meals is another rule that I keep religiously. If I do not do that, my mother gives me less food at the next meal. She says that food is a gift from God; and only those who remember to thank for it through prayer get enough of it.

My father too made another rule for me never to go out with unkempt hair. Now I keep one comb in the bathroom and another in my bedroom. This helps me not to forget to comb my hair. If I forget, the punishment is to have my head clean-shaven and my father knows that I hate going about with a bald head.

There is also this rule that I may watch television only up to seven o'clock in the evening. After that it is supper time followed by bedtime. Father says going

to bed early ensures that I get enough rest to be ready for school the next day. The punishment for breaking this rule is no television watching over the next weekend. That is when the television shows my favourite sports which are football and wrestling.

21. The writer now keeps his school socks together in pairs by \_\_\_\_\_.
  - A. tying them together in pairs with rubber bands
  - B. keeping one in the bathroom and another in his bedroom
  - C. not making more mistakes
  - D. making rules
22. The punishment for not tidying his own bedroom every morning is \_\_\_\_\_.
  - A. tidying only the girls' bedroom the next morning
  - B. not watching television over the weekend
  - C. cleaning the bathroom
  - D. tidying the girls' bedroom in addition to his own
23. Why does he dislike tidying up the girls' bedroom?
  - A. He does not sleep in the girls' bedroom.
  - B. The girls are able to tidy up their own bedroom.
  - C. He is not as thorough as the girls would like.
  - D. Tidying up the girls' bedroom is not boys' work.
24. He always remembers to pray before meals so that \_\_\_\_\_.
  - A. mother gives him enough food at the next meal
  - B. God does not forget him
  - C. he gets more gifts from God
  - D. no new rules are made for him
25. When you see him with a clean-shaven head then you must know that he \_\_\_\_\_.
  - A. was in a hurry to go to school
  - B. loved to keep his head clean-shaven
  - C. hated keeping a clean-shaven head
  - D. had gone out with unkempt hair
26. Why does he keep one comb in the bathroom and another in his bedroom?
  - A. To remind him to always comb his hair before going out.
  - B. He forgets to keep the two combs in one place.
  - C. So that there are not too many things in his bedroom.
  - D. So that his sisters do not take both combs away.
27. Why did father order him to watch television only up to seven o'clock and go to bed early every evening?
  - A. So that there is less noise in the house.
  - B. So that he gets enough rest.
  - C. Watching television is bad for children.
  - D. The evenings are very short.
28. Do you think the writer keeps the rule to watch television only up to seven o'clock in the evenings and why?
  - A. No, because he does not want to go to bed early.

- B. Yes, because he does not want to miss television over the weekend.  
C. No, because there is football and wrestling after seven o'clock.  
D. Yes, because he hates keeping a clean-shaven head.
29. This story shows that the writer's parents were giving him the rules because \_\_\_\_\_.  
A. they loved his sisters more than him  
B. the family had too many children to look after  
C. they wanted him to grow up well and do well in life  
D. watching television is bad for children

**Choose the word with the same meaning as the underlined word.**

30. The man who had one car has purchased another, now he has two cars.  
A. sold      B. bought      C. found      D. counted
31. Only two passengers were injured in that traffic accident.  
A. hurt      B. suffered      C. saved      D. killed
32. All the athletes were perspiring after the race.  
A. resting      B. tired      C. sweating      D. competing

**Choose the correct word to complete each sentence.**

33. That is the man \_\_\_\_\_ helped me yesterday.  
A. whose      B. which      C. who      D. whom
34. Although the place was a distance away, we went \_\_\_\_\_ on foot.  
A. there      B. they      C. their      D. where
35. One must always take care of \_\_\_\_\_.  
A. himself      B. themselves      C. oneself      D. yourself

**Choose the correct word to complete each sentence.**

36. That man is so rich that he can afford to buy \_\_\_\_\_ clothes.  
A. collective      B. productive      C. expensive      D. supportive
37. The learners were all \_\_\_\_\_ as their teacher was teaching them.  
A. exciting      B. attentive      C. possessive      D. suitable

**Choose one word opposite in meaning to the underlined word.**

38. We watched our football team as they won the match.  
A. played      B. drew      C. lost      D. enjoyed
39. Today I came early for school.  
A. slowly      B. late      C. often      D. quickly
40. In the word wrap which letter is silent?  
A. p      B. r      C. w      D. a

# **English Paper 2**

**Time: 1 hour 45 minutes**

## **SECTION A COMPOSITION (20 MARKS)**

You are advised to spend **1 hour** on this section.

**Answer either 1 or 2, but not both.**

1. A friend has written a letter to you notifying you that he would like to visit you on a certain day. Write a reply to your friend telling him/her that he/she should not come on that day. Your letter should be 80-120 words in length.  
In your letter:
  - thank your friend for notifying you that he/she would be coming
  - explain why your friend should not come on that day
  - suggest or propose a new day for your friend to visit you
  - suggest two things that you would like to do with your friend during that visit.
2. Write a story about the day you felt proud of yourself. Your composition should be 80-120 words in length. Use the following points and any other you may think of to write your story:
  - when it happened
  - what happened
  - how you felt
  - where you were
  - how it happened
  - what other people did

## **SECTION B COMPREHENSION AND SUMMARY (15 marks)**

You are advised to spend **30 minutes** on this section.

### **1) Comprehension (10 marks)**

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

#### **The bicycle and the visit**

I was excited when my mother bought a new bicycle. It was for me to ride to school, so I thought. I got disappointed when my mother was riding the bicycle to work everyday.

Then the company for which my mother worked bought a staff bus to ferry the workers to and from work daily. Therefore, I thought that my mother would now not need the bicycle. However, my mother still cycled to work. This, she said, kept her fit.

When there was a two-day public holiday, my mother let me use the bicycle. I made a hurried decision to visit a friend without notifying her. I was sure that my friend would enjoy taking a ride on the bicycle. It would be a pleasant surprise for her.



Off I went! I took the route past the homes of my classmates. I wanted them to see me on my bicycle. On the way I stopped now and again to chat to my classmates. Sometimes I let them take a ride for short distances.

By the time I got to my friend's home, it was sunset. That did not worry me because my plan was to stay there overnight. The gate was locked and the doors and windows were all shut. Then, a neighbour's child told me that my friend's family had travelled. I must say I learnt a big lesson that day.

**Answer these questions in full, correct sentences.**  
Answer these questions in full, correct sentences.

1. Why was the writer excited when her mother bought a new bicycle?

2. What disappointed the writer?

3. What did the writer think when the company that the mother worked for bought a staff bus?

4. Why did the writer's mother continue to cycle to work even when there was a staff bus?

5. When did the writer's mother let her use the bicycle?

6. Why did the writer take the long route to her friend's home?

7. At what time did the writer arrive at the friend's home?

8. Why was the writer not worried about arriving late at the friend's home?

9. What were the first signs that there was nobody at the friend's house?

10. What big lesson was learnt by the writer that day?

**(ii) Summary (5 marks)**

Imagine that a boy called Sam wrote the passage **The bicycle and the visit** above. In 30 words, and using the guidelines below, write a summary of what Sam wrote.

- What excited Sam and why?
- What disappointed Sam and why?
- What happened when there was a two-day public holiday?


**Listen and speak**

**Reading**

**Listen carefully as your teacher reads the short story below to you and answer the questions that follow.**

### People who have boasted

There was a builder who boasted that he was the best builder in the district. The house that he built in the village collapsed when there was a storm. There was a motorist who boasted that he was the best driver in town. One day he lost control of his car and hit a tree. There was a football team whose players boasted that they were the best players in the league. Their team was beaten by three goals to nil in the cup final match.

**Answer these questions in full correct sentences.**

1. What was the boastful builder saying about himself?
2. What happened to the house that he built in the village?
3. What was the boastful motorist saying about himself?
4. What happened to the motorist one day?
5. What were the boastful players saying about themselves?
6. What happened to their team in the cup final match?
7. How many goals did the boastful team score in the cup final?
8. Do you think boasting is good or bad?

**Sports language**

**Complete the sentences below with the correct ending.**

1. In sports, the person who trains the players is called the \_\_\_\_\_.  
A. captain    B. coach    C. guard    D. watchman
2. Someone whose job is to make sure that the players in a game obey the rules of the game is called the \_\_\_\_\_.  
A. ruler    B. leader    C. referee    D. policeman
3. Another name for the referee is \_\_\_\_\_.  
A. umpire    B. owner    C. pastor    D. defender
4. People watching public events like sports are called \_\_\_\_\_.  
A. players    B. audience    C. spectators    D. watchmen



5. A large building usually with a roof, where people can go to watch public events like sports is called a \_\_\_\_\_.  
A. stadium    B. cinema    C. hall    D. venue
6. A player who replaces another player of his own team during a sports game is called a \_\_\_\_\_.  
A. visitor    B. substitute    C. linesman    D. striker
7. The player who leads a team of players is called the \_\_\_\_\_.  
A. manager    B. defender    C. foreman    D. captain
8. Someone who is good at sports and takes part in sports is called an \_\_\_\_\_.  
A. actor    B. organizer    C. instructor    D. athlete
9. In a game like football, tennis or rugby, there is one main referee and two referees.  
A. student    B. junior    C. learner    D. assistant
10. In sports, we say: \_\_\_\_\_ makes perfect.  
A. perhaps    B. practice    C. pride    D. boasting



### Read

#### The boastful Mkonto

Until two years ago, Rukuni Village was a sleepy settlement of fifteen families in the remote, rural south-eastern Zimbabwe, close to the banks of the big Save River. That is where a man called Mkonto from one of the urban areas that he will not disclose went to settle.



Mkonto is a boastful man. He claims to speak half a dozen languages. When asked to prove it, Mkonto mumbles some strange words which no one in the village understands.

At one prayer meeting in the village, Mkonto boasted that he had read through the whole Bible, but only in Afrikaans, one of the languages spoken in South Africa. That discouraged everyone from asking Mkonto any questions from the Bible. The people knew that Mkonto would demand that the questions be asked in Afrikaans, a language that none of the villagers could speak.

Mkonto also boasted that during his school days, he was always the best learner in his class. Whenever asked which schools he went to, Mkonto mentions some strange names which none of the villagers has ever heard about.

One rainy day when the villagers were talking about floods, Mkonto boasted that he was a very good swimmer. He said that he had won many swimming competitions during his school days. While Mkonto was still talking, a woman came running fast crying for help. She said that her only son got marooned on an island by the rising waters of the flooding Save River while fishing.

The villagers quickly turned to Mkonto to use his skills to rescue the marooned boy. Seeing that he was now cornered the sly Mkonto refused saying, "I said that I was a good swimmer. I did not say that I'm still a good swimmer. In fact, I'm now too old to swim, even for a short distance."

Fortunately, the villagers later managed to use a long strong rope to pull the marooned boy to safety.



**(i) Answer the following questions in full sentences.**

1. Where was Rukuni Village?
2. When did Mkonto go to settle in Rukuni Village?
3. What is the 'Afrikaans' mentioned in the story?
4. Do you think Mkonto was a truthful man?
5. Why do you think Mkonto refused to go and rescue the boy marooned on an island?

**(ii) Choose the correct answer.**

6. According to this passage, how many languages are spoken in South Africa?  
A. one      B. several      C. a dozen      D. five
7. How many languages did Mkonto claim to be able to speak?  
A. two      B. five      C. twelve      D. six
8. From the passage, which word is opposite in meaning to the word 'rural'?  
A. urban      B. strange      C. sleepy      D. remote

9. To save someone from a dangerous or an unpleasant situation is to \_\_\_\_\_.  
 A. boast      B. be cornered      C. swim      D. rescue
10. Which is the correct meaning of the word 'marooned'?  
 A. Fishing in the middle of a big river.  
 B. Unable to swim, even for a short distance.  
 C. Caught in a place and unable to leave.  
 D. Crying for help.
11. The news that a boy had been marooned on an island came while Mkonto was \_\_\_\_\_.  
 A. at a prayer meeting  
 B. boasting that he was a very good swimmer  
 C. at a swimming competition  
 D. fishing in the big Save River
12. According to this story, the boy who had been marooned on an island was \_\_\_\_\_.  
 A. very good at swimming  
 B. later drowned by the rising waters of the flooding river  
 C. saved from drowning by the villagers  
 D. one of the many sons of the mother who came crying for help
13. What does this story teach people who go out fishing?  
 A. To tell the truth all the time.  
 B. Never to boast.  
 C. To help others.  
 D. Not to fish while sitting or standing in the middle of a river.
14. When a place is described as 'sleepy', \_\_\_\_\_.  
 A. it is very quiet and does not have much activity  
 B. the people in that place are always fast asleep  
 C. it is noisy with a lot of activities going on  
 D. it has very few people living in it



### Speak

Using the -ing form of the verb as an adjective

**Example:** The boy was marooned by the **rising** water of the Save River.

(the verb **rising** is used as an adjective describing the water of the Save River)

**(a) Say the following sentences correctly with the -ing form of the verbs in brackets:**

1. When mother does the laundry, she uses a strong (**wash**) powder.
2. This book has (**interest**) stories.
3. The old man always carries his (**walk**) stick wherever he goes.
4. The (**rise**) sun looks like a big, red ball.
5. A mirror is also known as a (**look**) glass.

6. The children enjoy playing with the (skip) rope.
7. Everyday our family gathers in the (sit) room for the evening prayer.
8. We now have (run) water in many homes.
9. I always enjoy watching the (set) sun.
10. I used some (wrap) paper to cover the parcel.

**(b) Using the -ing form of verbs as adjectives, say your own full, correct sentences.**

Here are some of the verbs that you may use:

drink	cook	read	build	smell
write	fall	travel	shine	play
grow	cry	sing	talk	laugh
interest	follow	smile		



### Summary

In 30 words, write a summary of the story: **The boastful Mkonto** that you have read in this unit. You may use these guidelines if you wish:

- where Mkonto lived
- what kind of a man Mkonto was
- what Mkonto boasted about the languages he could speak
- his school days
- what happened one rainy day.



### The silent gh

Say the sentence below correctly after the teacher:

- He can run as fast as lightning.

Did you note that the **gh** in the word **lightning** are silent?

Say the following words correctly. The **gh** in them are silent.

height	freight	straight	through	thigh
drought	thorough			

Say your own words with the silent **gh** in them.



### Short speeches

Your teacher will ask you to make a short speech on any of the following topics or any other which he/she will choose for you. Your short speech should not last more than a minute.



- The day I will never forget
- My pet
- A stranger who helped me greatly
- My favourite hobby
- A sad moment I will never forget
- A story from the newspapers
- What I dislike most
- Child marriages
- Sports at school
- Trees



Using the guidelines below, write a composition about someone who was boastful and was later shamed one day. Write your composition in 80 – 100 words under the heading: **The boastful person I know.**

- the person who was boastful
- where that person lived
- what the boastful person was saying and doing
- what happened one day
- the lesson which you learned from that.


**Listen and speak**

**Football log**

Listen carefully as your teacher gives instructions on how to read the football log below.

**The football log standings**

Team	P	W	L	D	F	A	P
The Rangers	6	4	1	1	13	5	13
Black Mambas	6	4	2	0	13	7	12
Swallows	6	3	1	2	12	6	11
Mbombera Stars	6	2	2	2	10	7	8

**Key:** P-played (games)      W-Won (games)      L-Lost (games)  
 D-Draw (games)      F- goals scored for/by the team  
 A-goals scored against the team  
 P- Points at 3 points for a win, 1 point for a draw and 0 points for a loss)

**Example:**

The Rangers played **6** games, won **4** of those games, lost **1** game and drew **1** game. They scored **13** goals and had **5** goals scored against them. Their goal difference is (13-5) **8**. Altogether the Rangers have **13** points.

- Say the same for each of the other teams on the football log above.
- Look at the sports logs in the newspapers. Discuss the log standings in full.



Read this passage and answer the questions that follow.

**E-mails**

electronic	efficiently	recipient	permanent	record
convenient	appointments	effectively	regardless	click
internet	faulted	viruses	program	printing
corrupted		designed	constructed	



Nowadays more people communicate through e-mails than through the traditional letters. E-mail, the short for electronic mail, is a written message sent through a computer. The e-mail is sent from one computer and received through another computer. The person who sends the e-mail is the sender or composer and the one who receives the email is the recipient.

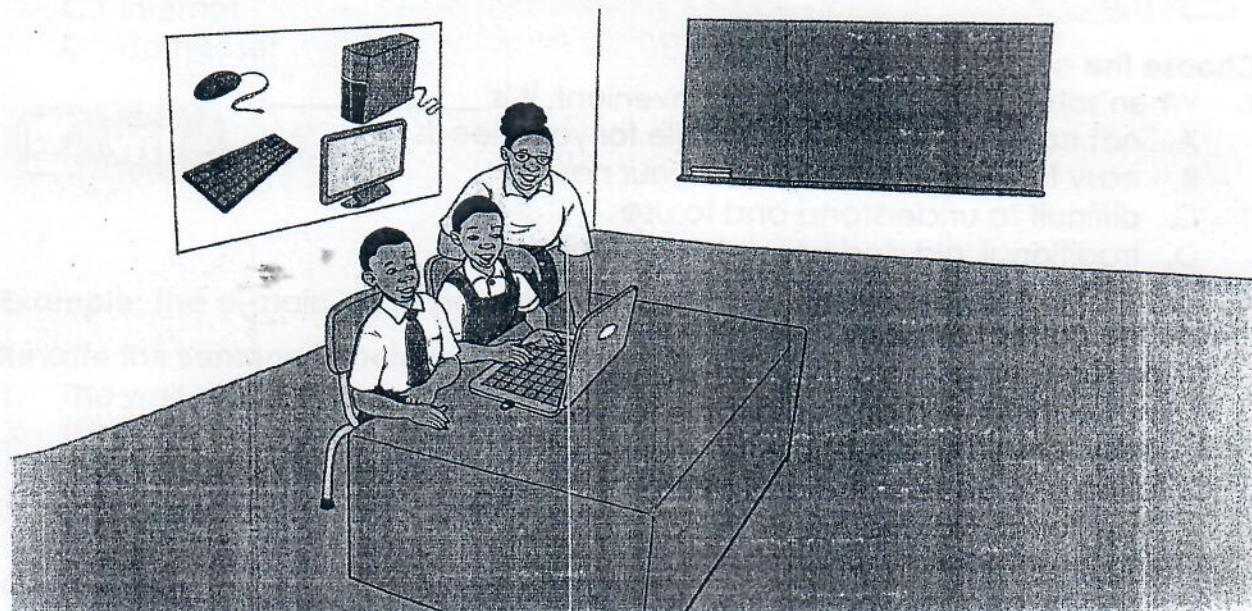
E-mails have many advantages over the traditional letters; the biggest being that they are convenient and user-friendly. They can be sent quickly in an instant. The sender simply types the message, then clicks the **send** button. Once the e-mail is sent, it should reach the recipient at once if there are no connectivity problems.

E-mail corrections, changes and additions can be made cleanly without having to cross out words. The composer simply erases or deletes the unwanted words and then types in the new words on a clean sheet.

With e-mails, one can communicate with anyone, regardless of where they are. Therefore, one can make appointments and bookings effectively, quickly and efficiently.

E-mails can be stored and kept as permanent records for future use. Further, e-mails can be sent and stored with attachments such as photographs, paintings, tables or files.

In the workplace, people can use e-mails to communicate easily without having to call meetings or move from one office to another carrying messages. With e-mails, people do not have to spend time trying to get through on the phone in order to leave messages or make enquiries.



The cost of sending an e-mail is very low, unlike the costs of the other means of communication. Sending an e-mail costs the same regardless of the distance to the recipient or the number of recipients. The use of e-mails also saves paper and printing costs.

However, not all people have computers. Also, not all computers are connected to the internet and without the internet they cannot send or receive e-mails. Sometimes misunderstandings happen between people when e-mails are not correctly constructed.

Some e-mails have ended in the wrong hands when they have been sent in error to people who are not the rightful recipients. Also, some e-mails have been corrupted or faulted by computer viruses. These are dirty computer programs that damage or destroy information including e-mails. Fortunately, there are other good computer programmes designed to protect the computer from computer viruses.



**Answer the questions below in full, correct answers.**

1. What is an e-mail?
2. The person who sends an e-mail is the \_\_\_\_.
3. In what ways is an e-mail better than the traditional letter?
4. How does the composer of an e-mail make corrections to the message?
5. How do people in one workplace but in different offices benefit from using e-mails?
6. Why do most people communicate through e-mails than through the traditional letter nowadays?
7. The dirty computer programmes that damage or destroy information including e-mails are called \_\_\_\_.
8. What must your computer be connected to for you to be able to send or receive e-mails?



**Choose the correct answers.**

1. When something is said to be convenient, it is \_\_\_\_\_.
  - A. not easy for you and unsuitable for your needs
  - B. easy for you and suitable for your needs
  - C. difficult to understand and to use
  - D. traditional, old and needs to be changed
2. A thing is user-friendly when it is \_\_\_\_\_.
  - A. used by people who are friends

- B. used by many people  
C. used by friendly people  
D. easy to use or to understand
3. In order to send and receive e-mails there must be \_\_\_\_\_.  
A. only one computer  
B. two computers  
C. two computers, both connected to the internet  
D. a telephone
4. The use of e-mails has \_\_\_\_\_.  
A. increased the use of the traditional letter  
B. stopped people from using the traditional letter  
C. brought higher costs for communicating  
D. reduced the use of the traditional letter
5. The person who receives an e-mail is known as the \_\_\_\_\_.  
A. recipient    B. sender    C. composer    D. writer
6. According to this passage, computers \_\_\_\_\_.  
A. can now be protected against computer viruses  
B. cannot be used when they are not connected to the internet  
C. are only used in the workplaces  
D. have brought misunderstandings between people
7. Some e-mails have ended in the wrong hands. The wrong hands are \_\_\_\_\_.  
A. the people who do not compose e-mails correctly  
B. the people who are not the rightful recipients of the e-mails  
C. anyone who makes wrong spellings and errors in the e-mails  
D. the people who send viruses to the computers
8. The person who sends an e-mail is called the sender or \_\_\_\_\_.  
A. recipient  
B. virus  
C. internet  
D. composer



**Example:** The e-mails are user-friendly.

**Rewrite the sentences below with hyphens on the underlined words.**

1. The well dressed learners were very well behaved and also hard working.
2. The vice president praised the long distance runner for a job well done in winning the long awaited marathon race.
3. That soft spoken woman has become well to do and very well known for selling the best low fat home made cakes.
4. The long suffering family lives in a semi detached house in a run down suburb south west of the city.



- The no nonsense, off duty policeman fought the hard hearted man in self defence.
- You are well advised to sit in the non smoking area of the hall during the film show.
- That home made sweet drink is non alcoholic.
- The person drives a run down, second hand car.



Let's say it together now.

**Say this sentence correctly after the teacher:**

The quiet boy was quite quick to quarrel.

**Say the following words correctly.**

queen	liquid	question	quality	equal	request
quantity	squash	quiz	sequence	equipment	acquire
acquit	squeeze	squatter	squeal	squeak	squalid
enquire	square	squander	quote	quibble	squirrel



Let's say the instructions

A boy asked his father for instructions to mend a puncture in one of the tubes of his bicycle. The boy later wrote the instructions but mixed them up. **Rewrite these instructions in good order, starting with the first.**

#### Mending a puncture in a bicycle tube

- Make the patch stick firmly by pressing it tightly onto the tube.
- Make the puncture area rough by filing it with a file or a rough object.
- Begin by taking the tube out of the tyre.
- Mend the puncture by sticking a patch over the puncture or the hole.
- Test your puncture repair by putting the tube underwater again and looking for air bubbles.
- Remove any pieces of dirt around the filed area surrounding the hole.
- Test the tube for punctures by putting it underwater and looking for air bubbles.



#### Forming nouns by adding -ment to the verb

**Example:**

Mother sent an e-mail to the doctor making an **appointment**.

By adding -ment to the verb appoint the noun appointment is formed.



**Say the nouns formed by adding -ment to the following verbs:**

settle excite treat move pay arrange require judge govern measure  
develop punish enjoy state argue agree equip assess employ disappoint



### Write an e-mail

Imagine that you are going to travel to a famous place away from your home. On the way you would like to spend one night at a friend's house. In 80 – 120 words write an e-mail to that friend in which you:

- tell your friend to where and when you will be travelling
- say with whom and how you will be travelling
- ask for overnight accommodation
- say the time of day you hope to arrive at the friend's house
- state whether or not you will also need dinner/supper and breakfast.



### Reading for fluency

First read the whole passage silently. Then read fluently and clearly to the teacher only one of the two paragraphs selected for you by the teacher.

#### A memorable day in Zimbabwe

On the eighteenth of April every year, Zimbabweans celebrate their attainment of independence with a lot of excitement. The government makes special arrangements for the people's entertainment and enjoyment. There are sporting activities and music shows for the people's amusement and merriment.

The president makes announcements on the developments and improvements in the country as well as on the achievements of the previous year. In between the announcements, the president chants some slogans of encouragement and the people respond in agreement. A slogan is a short statement or phrase in support of something. The slogans chanted are usually short statements of commitment to hard work, unity and loyalty.



**Answer these questions in full, correct sentences.**

1. When do Zimbabweans celebrate the attainment of their independence?
2. How do Zimbabweans celebrate the attainment of their independence?
3. What announcements does the president make on Independence Day?
4. What kind of slogans does the president chant in between the announcements?
5. How do the people respond to the president's slogans?
6. What is a slogan?
7. Give any two examples of activities that are arranged for the people's amusement and merriment.
8. According to this passage, do you think the people enjoy celebrating their country's independence day or not?



First, look at the nouns written in bold in the passage **A memorable day**. Then, listen carefully as your teacher reads out ten of those nouns while you write them.

## Unit

## 21

# Malaria, the deadly disease

### Listen and speak



#### Malaria

**Listen carefully as your teacher tells you about malaria.**

Malaria is a serious, life-threatening disease spread by mosquitoes. When a mosquito bites a person who already has malaria, it sucks the blood of that person. When the same mosquito bites the next person who may not have malaria, it injects the blood with malaria into that person. That way, the deadly disease malaria is spread. The best way to prevent the spread of malaria is to prevent mosquito bites. If one has malaria already, one must get treatment as quickly as possible.

**Answer these questions in full, correct sentences.**

1. What is malaria?
2. Which insect spreads malaria?
3. What is the best way to stop the spread of malaria?
4. What must one do if one has malaria already?
5. When do you think a disease is referred to as 'life-threatening'?
6. How is malaria spread from one person to another?
7. Would you say that mosquitoes are harmless or harmful insects?



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

### Taking precautions

outskirts  
completing  
alert

suburb  
stagnant  
prevalent

privacy  
homestead  
mesh

wonderful  
breeding  
surface

harmful  
precaution

In January, the Mataka family moved into a new house they had built on the outskirts of the suburb. This was in the middle of the wet season and there was tall grass growing all around the new house. The eight-roomed house was surrounded by a brick wall, a precaution against the wandering animals. The brick wall was also for privacy.



The skillful builders of the new house had done a wonderful job. However, the builders had left empty tins, buckets and old tyres lying about. Now all these were full of rain water. The builders had also left the ground with an uneven surface. Now there were small pools of stagnant water full of dirt in many places. Because this water was not flowing, it was now smelling.



This kept the Mataka family very busy in their first days' stay at the new house. They cut the tall grass. They removed the tins, the buckets and the old tyres. They filled the small pools of stagnant water with sand and levelled the ground. "Why are we doing all these things?" asked Joachim, one of the Mataka children.

"To stop mosquitoes from breeding here," Mr Mataka replied. "Unless we do that," Mr Mataka continued, "our home will become a breeding ground for mosquitoes, the harmful insects that spread malaria, a deadly disease."

"Oh yes!" said Serina, Joachim's only sister. "Now I remember what we learned at school. There was a malaria alert last year. Many people did not take precautions and they became ill with malaria. We must take all the precautions we can to prevent the spread of malaria."

"What other precautions can we take?" Joachim asked.

His mother explained, "Your father has also bought mosquito nets for all of us; even for our visitors. We must always sleep under the mosquito nets. These nets



will prevent the mosquito from reaching and biting us when we are asleep." Then Mr Mataka added, "We must also stay indoors in the evenings during the wet season when the mosquitoes are prevalent. In the evenings, we must also wear clothes that cover most of the body, including the arms and the legs."

"Yes! We must leave no stone unturned in our fight against the deadly mosquito," Mrs Mataka said. "Malaria is a killer disease. It kills more people than traffic accidents do. Fortunately, malaria can be cured, but only if one gets quick treatment."



### Choose the correct answers.

1. Why did the Mataka family build a brick wall round their new house?
  - A. To keep out the flowing water.
  - B. For protection and privacy.
  - C. To keep out mosquitoes.
  - D. To make the place beautiful.
2. Something that you do to prevent danger or harm is called a \_\_\_\_\_.
  - A. practice
  - B. duty
  - C. precaution
  - D. treatment
3. Mosquitoes are prevalent in the wet season. The word prevalent means \_\_\_\_\_.
  - A. very few
  - B. very common
  - C. not seen
  - D. only harmful
4. A deadly disease like malaria is one that \_\_\_\_\_.
  - A. does not kill.
  - B. cannot be cured
  - C. is not painful
  - D. can kill
5. Which word used in the story means to stop something from happening?
  - A. prevent
  - B. cure
  - C. prevalent
  - D. privacy
6. The phrase leave no stone unturned used in the last paragraph means \_\_\_\_\_.
  - A. look carefully
  - B. not worry too much
  - C. do nothing
  - D. try everything
7. The Mataka family was doing what it was doing because \_\_\_\_\_.
  - A. time is money.
  - B. prevention is better than cure
  - C. new brooms sweep clean
  - D. practice makes perfect
8. This story says that malaria \_\_\_\_\_.
  - A. is there only during the rainy season
  - B. kills less people than the traffic accidents
  - C. does not kill any people
  - D. kills many people



Using phrases to describe people, places or things

Say each sentence on the next page after the teacher pausing a little where there is a comma.

- (a) On my way to the shops I met Joachim, one of the Mataka children.  
(The phrase one of the Mataka children tells us who Joachim is.)
- (b) Bulawayo Airport is named after Joshua Mqabuko Nkomo, a national hero.  
(The phrase a national hero tells us who Joshua Mqabuko Nkomo is.)
- (c) I grew up in Gokwe, a district in the Midlands Province.  
(The phrase a district in the Midlands Province tells us where Gokwe is.)
- (d) Malaria, the disease spread by mosquitoes, can kill if not treated quickly.  
(The phrase the disease spread by mosquitoes tells us what malaria is.)

In the same way, make up your own sentence about a person or something or a place with a phrase telling us who that person or something is or where that place is.



### Sound

**que** at the end of a word, for example, **physique** also says **k**.

Say the following words correctly after your teacher. The **que** in them says **k**.

queue	technique	oblique	unique	physique
boutique	plaque	antique		



### Too

Say each of the following sentences correctly after the teacher.

- We did not go out fishing because the weather was **too** cold.
- The police could not catch the speeding car because it was **too** fast.
- My brother who is only sixteen years of age is **too** young to get married.
- After walking for a long distance, the children were **too** tired to continue.

Using **too** in the same way, make up your own complete sentences.



### Contents page of a book

The **Contents page** helps us to quickly find the chapters we want in a book. It is found at the beginning of a book. For example:

- If you want to learn about local heroes and heroines in this book, you go to Unit 23 on page 131.



**In the same way and using the contents page of this book, say where you would go to if you want to learn about:**

- |                                   |                                   |
|-----------------------------------|-----------------------------------|
| (a) the tree                      | (b) making wise decisions         |
| (c) rural and urban Zimbabwe      | (d) safety tips                   |
| (e) borrowing and lending         | (f) looking after the environment |
| (g) malaria                       | (h) the world heritage sites      |
| (i) making polite requests        | (j) comparing things              |
| (k) taking part in a conversation | (l) offering an idea or a plan    |
| (m) special days                  | (n) warnings and instructions     |
| (o) the quiz                      |                                   |



**Practise good handwriting with the following letters and sentences; writing quickly at the same time.**

Xx	Xx	Xavier and Xoliwe speak Xangani.
Yy	Yy	Yananai says yes to everything you ask him.
Zz	Zz	Zuze and Lindiwe crossed the Zambezi between Zambia and Zimbabwe.
Ww	Ww	When will William walk with the women who work for Mr White?
Vv	Vv	Every week Vimbai and Venancia visit one another.



Imagine that a malaria alert was issued in the area where one of your friends lives. Write a letter to that friend telling him the precautions that he/she must take. The body of your letter should be 80 – 120 words in length. In the letter say the following:

- that you have heard that a malaria alert was issued in ... (where) ...
- what malaria is and how it is spread
- the precautions your friend should take to avoid getting malaria
- how your friend can tell whether or not he/she has caught malaria
- what your friend should do if he/she thinks he/she has got malaria.



# Reading warnings and instructions

## Read and speak

### Listen and listening

Listen carefully as the teacher reads to you about this short happening.

#### Drug abuse

One day, Francis became ill with acute stomach pains. Francis took some medicine that his mother had left in the house. Instead of getting better, he became worse and had to be rushed to a doctor. The doctor gave him some medicine and told him to take one tablet three times a day.

Francis, however, wanted to get well quickly. When he got home, he decided to take two tablets three times per day. Instead of getting well, Francis actually got worse and had to be rushed back to the same doctor. When the doctor asked him about the tablets, Francis was afraid to tell him that he had abused the tablets. Francis' mother, however, told the truth and the doctor was not amused at all.

Answer these questions in full, correct sentences.

1. Was it right for Francis to take the medicine left by his mother?
2. What did the doctor instruct Francis to do with the tablets he gave him?
3. Instead of following the doctor's instructions, what did Francis do and why?
4. Why did Francis become worse the second time?
5. If you were the doctor, what would you have told Francis?
6. What does it mean to say that Francis had abused the tablets?
7. This story teaches us \_\_\_\_ and \_\_\_\_.
8. Was Francis the doctor or the patient in this story?



Read this passage and answer the questions that follow.

#### Warnings and instructions

signpost	queue	trespasses	prosecuted	court	inhale
protective	spray	medicines	thoroughly	harmful	emphasize
swallow	judgement	protection	chemical	container	extremely



One day Joachim, his sister Serina and other learners were walking home from school when they saw a new signpost. They stood in a queue as they read the words on the new signpost:

**No through road. Trespassers will be prosecuted**

The learners then took another route home. Joachim was walking some metres behind the rest when he picked an empty beer bottle that was lying in the grass. He looked at it and saw that on its side were these words:

**Not for persons under the age of eighteen**

Joachim quickly threw the empty bottle away; not wanting anyone, not even his sister, to know what he had picked.

When they got home, Joachim and Serina told their father about the signpost they had seen on the way.

Their father explained that the signpost meant that people were not allowed to walk or pass through that area. People who walk or pass through such an area could be arrested and taken to a court of law for judgement.

Then Joachim said to his father, "I see you are wearing overalls, gumboots, hand gloves and a face mask. Why all that, dad?"

"These are **protective** clothing," his father replied. "I wear them whenever I am spraying **pesticides** or **herbicides** in the garden. I also wear the protective clothing when I am spraying pesticides in and around the house. Protective clothing gives protection against injury, damage, sickness or pain."

Mr Mataka had put some rat poison in the ceiling of the house to kill the rats that were making a lot of noise, especially at night. The rat poison was also a pesticide.

Joachim and Serina looked at each of the bottles with the sprays used by their father; one by one. These were the warnings and instructions on the bottles:

- Keep out of reach of children and pets.
- Wear protective clothing during use.
- Do not spray on food.
- Do not handle food while spraying.
- **Harmful** if swallowed or **inhaled**.
- Thoroughly wash hands after use.

Mr Mataka emphasized to the children that people must read and understand the **instructions** and warnings in order to be safe. Then Mr Mataka showed the children the triangles with different colours on the containers of various pesticides and explained their meanings:

	<p>A <u>purple triangle</u> means that the chemical inside that container is <u>extremely poisonous</u>.</p> <ul style="list-style-type: none"> <li>• Must be handled with <b>extreme</b> care.</li> <li>• The poison is extremely <b>lethal</b> or very dangerous.</li> <li>• Full protective clothing including gloves, overalls, goggles, breathing mask must be worn when using this chemical.</li> </ul>
	<p>A <u>red triangle</u> means that the chemical inside that container is a <u>very dangerous poison</u>.</p> <ul style="list-style-type: none"> <li>• Should not be used in the home.</li> <li>• <b>Safety precautions</b> must be followed.</li> </ul>
	<p>An <u>amber triangle</u> means that the chemical inside that container is <u>poisonous</u>.</p> <ul style="list-style-type: none"> <li>• To be handled with care.</li> <li>• Safety precautions should be followed.</li> </ul>
	<p>A <u>green triangle</u> means that caution should be exercised when using the chemical inside this container.</p> <ul style="list-style-type: none"> <li>• Is less <b>toxic</b> but must still be handled with care.</li> <li>• May be used in the home.</li> </ul>



### Answer these questions in full, correct sentences.

1. What does the sign 'No through road' mean?
2. Why do you think Joachim did not want anyone to know what he had picked and thrown away?
3. Why should people wear protective clothing?
4. What must people do before using sprays and medicines?
5. A red triangle on a pesticide container means \_\_\_\_.
6. Which colour shows that a pesticide may be used in the home?
7. How is the container of an extremely poisonous pesticide shown?
8. Is it safe to eat anything while one is handling pesticides?





## Write

### Dictionary

Choose the correct meaning for each word.

1. To **trespass** is to \_\_\_\_\_.
  - A. pass an examination
  - B. walk past a signpost
  - C. to go into or pass through an area without permission
  - D. live in one place for a very long time
2. A **pesticide** is \_\_\_\_\_.
  - A. a substance that is used to kill unwanted pests like rats and mosquitoes
  - B. an alcoholic drink like beer
  - C. a road in the rural areas
  - D. something that gives you a lot of trouble
3. Gumboots are **protective** shoes because they \_\_\_\_\_.
  - A. look beautiful
  - B. are worn by adults
  - C. give warmth
  - D. are for protection
4. The word '**harmful**' describes something that \_\_\_\_\_.
  - A. is safe to work with
  - B. is found everywhere
  - C. causes pain, injury or sickness
  - D. does not cause pain, injury or sickness
5. A **herbicide** is a \_\_\_\_\_.
  - A. very big animal like an elephant
  - B. substance used to destroy the unwanted weeds or herbs
  - C. kind of a tree that grows in the forest
  - D. place that has a lot of insects
6. The word '**lethal**' means \_\_\_\_\_.
  - A. very dangerous and capable of killing
  - B. unable to move
  - C. very long and straight
  - D. lovely
7. To '**inhale**' is to \_\_\_\_\_.
  - A. leave a place in a hurry
  - B. allow someone to do something
  - C. breathe in air, smoke or any other substance into the lungs
  - D. ask too many questions
8. The word '**instructions**' means \_\_\_\_\_.
  - A. a series of statements on how to do or use something
  - B. surprises
  - C. people who are gathered in one place
  - D. stories



9. A 'precaution' is something that you do in order to \_\_\_\_\_.
- A. win a prize in a competition
  - B. prevent injury, pain, harm or trouble
  - C. become well-known or famous
  - D. be popular with everyone



### Give a short prepared speech

Research on the different colours of the triangles on the containers of chemicals, their meanings and the precautions people must take when using these chemicals. Give a short speech to the class on this. If you have access to computers use them in your research and for preparing the speech.



### What says its name

**Say this sentence after your teacher:**

The learners stood in a queue going into the music lesson.

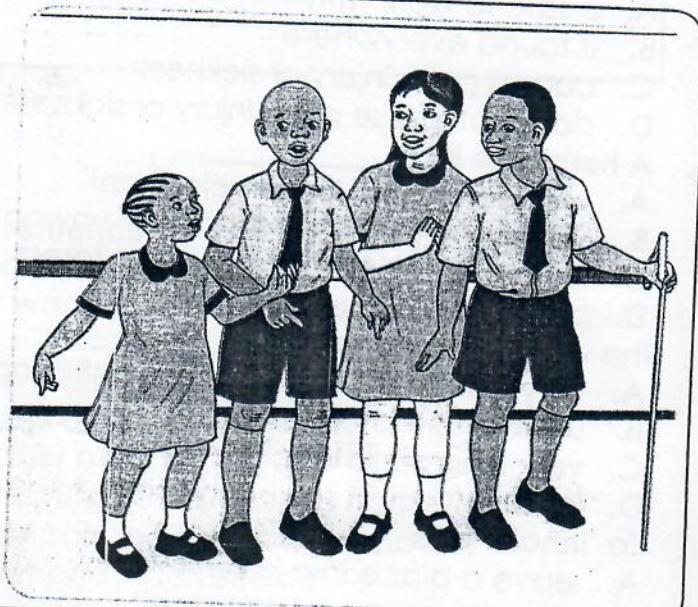
The u in queue and in music says its name (not sound)

**Read this poem aloud filling in the name of your school in the blank space.  
Afterwards, take turns to recite the poem.**

The underlined u says its name as in music.

### Of child abuse

We, the learners at \_\_\_\_\_ School:  
Condemn and refuse  
Child sexual abuse,  
Or any other form of child abuse.  
And we salute  
All those who refuse  
To excuse or rescue  
Those who are accused  
Of child sexual abuse.  
Any kind of child abuse  
Is no amusement at all,  
As any child abused  
Cannot be cured  
Of the acute pain forever.



**Say these words correctly. The u says its name as in music.**

refuse deputy fury perfume rebuke refugee argument reputation dispute  
argue confuse issue cube execute cuboid mule costumes musician



### Composition

Write a composition about someone who got into trouble because he/she did not listen to warnings or follow instructions. Give your composition a heading and write it in 80 – 120 words. In the composition say:

- who got into trouble, when, where
- what he or she was doing
- the warnings or the instructions
- how he or she got into trouble
- what the trouble was
- what happened in the end
- the lesson other people learnt as a result of this.



First, look at the second paragraph of the passage: **Drug abuse**. Afterwards, the teacher will dictate the paragraph while you write it neatly and quickly.

### Revision and assessment



**Listen carefully as your teacher reads this paragraph to you:**

#### **Tom, Jane and Uncle Ruben**

Tom and Jane were missing their uncle very much. Whenever their uncle was away, there was nobody at home to tell the young twins interesting stories. Uncle Ruben had been admitted in hospital for a fortnight. One day the twins were visiting him there. At the entrance into the men's ward, Tom and Jane got disappointed. Right in front of them a big notice had these words:

**Strictly no children**

Then, just as they were about to leave, they got a pleasant surprise. There, sitting on a wooden bench and enjoying the mid-morning sunshine outside the men's ward, was their beloved Uncle Ruben. The two children rushed to hug their uncle whom they had been missing for the past two weeks.



### Answer these questions in full, correct sentences.

1. Why were Tom and Jane missing Uncle Ruben so much?
2. Where was Uncle Ruben in this story?
3. For how long had he been there?
4. What disappointed the two children at the hospital?
5. Were the children happy at the end and why?
6. If Tom was twelve years old, how old was Jane?
7. Does this story show that Tom and Jane liked their uncle or not?
8. How long is a fortnight?



Imagine that you were Tom or Jane in the short story read to you in **Listen** on the previous page. Rewrite the whole story correctly in short as Tom or Jane. Your summary should be in 30-40 words.



Reading for fluency  
Read the story **Tom, Jane and Uncle Ruben** to your teacher with fluency and clarity.



Complete these sentences with the correct word from the four words given in brackets.

1. Water that is not flowing is \_\_\_\_\_ (deep/dirty/stagnant/polluted).
2. Mosquitoes are \_\_\_\_\_ insects. (protective/victorious/harmful)
3. Malaria is a \_\_\_\_\_ disease that can kill. (deadly/safe/private/fortunate)
4. Be careful when you handle \_\_\_\_\_ chemicals. (cruel/harmless/poisonous/curious)
5. Pesticides are \_\_\_\_\_. (accidental/attractive/toxic/fearful)
6. Crops grow well in \_\_\_\_\_ soil. (seasonal/fertile/merciful/comfortable)



Unit

23

## heroes and heroines

Listen and



Listen carefully as your teacher reads this short passage to you:

### The school heroine

Sports competitions between our school, St Joseph's, and Riverside School always attract huge multitudes of spectators. In the last three meetings, Riverside had won the girls' one hundred meters race. Therefore, for the next sports competition between our schools, I practiced hard for this race and hoped to win it.

During the race, I ran like a possessed person. I could hear my schoolmates shouting, "Maria! Maria!" as they cheered me on. I was the first to cross the finishing line. The cheering not only continued, but became louder and louder as I was raised to the winner's podium. From that day, I have become our school's sports heroine.

**Answer these questions, in full correct sentences.**

1. Who wrote this passage?
2. Were the sports competitions between St Joseph's and Riverside Schools popular or not?
3. Which school had won the girls' hundred metres' race before?
4. How many times had that school won the girls' hundred metres' race?
5. Which school won in the girls' hundred metres' race between the two schools in the fourth competition?
6. Who won in the girls' hundred metres' race?
7. What do you think a heroine is?
8. Which words in the story tell us that many people watched the sports competitions between St Joseph and Riverside Schools?



First, see how the second paragraph in the passage **The school heroine is written**, including all the punctuation marks. Then, your teacher will dictate this second paragraph while you write it correctly.





Read this story and answer the questions that follow.

### The village hero and heroine

resettled  
expecting  
construct  
workforce  
honour

adequate  
Contractors  
materials  
fanfare  
VIP

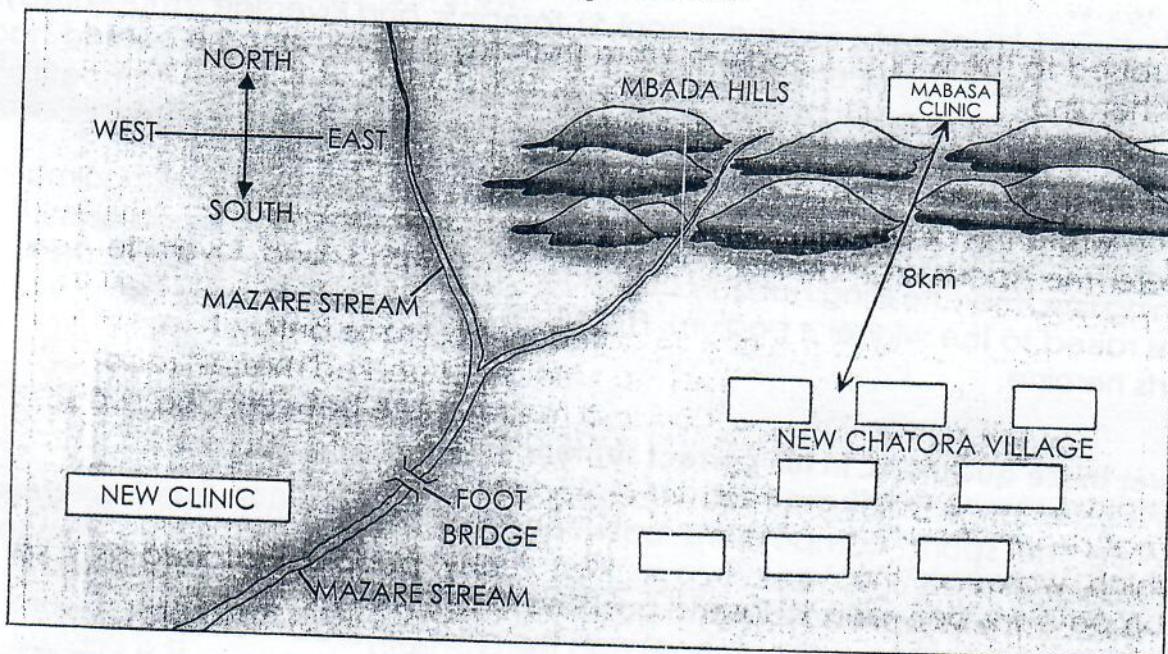
pastures  
treatment  
council  
pomp  
DA

livestock  
truckloads  
allocated  
instant  
MP

distant  
ceremony  
support  
community  
MC

The people of Chatora Village were very happy when they were resettled in a new area that used to be a farm. The soil there was fertile for their crops and there were adequate pastures for their livestock.

There was one problem, however. Mabasa Clinic, the nearest health centre, was eight kilometers away from the new Chatora Village. That distance was far too long for the sick, injured and expecting mothers.



One day Mr and Mrs Takura paid a visit to the people of the new Chatora Village. Before they moved to the city where they had become prosperous building contractors, they had lived with these people in the old village. They had come to see how the people had settled in the new village.

When Mr and Mrs Takura were told that the problem was that the clinic was too far, they made up their mind to do something for the people.

Four months later, Mr and Mrs Takura returned to the new Chatora Village. They came with a gang of workers and two truckloads of building materials. They quickly started constructing a clinic just across the Mazare stream. This was the site they had been allocated by the district council.

The villagers came out in their numbers to assist. Some were working with the builders and carpenters on the construction site. Others were cooking for the construction workers. Another group of workers and villagers was constructing a foot bridge across the Mazare stream. With this foot bridge, the villagers were not going to step in the cold and sometimes dirty stream water when going to or from the clinic.

Soon, the people of the new Chatora Village had a new clinic. At the opening ceremony there was pomp and fanfare. Many people, including the local Member of Parliament and the District Administrator turned up. Mr and Mrs Takura instantly became hero and heroine respectively. Throughout the opening ceremony, the Master of Ceremonies kept referring to the two. Some villagers sang songs in their praise. The learners from the local school recited poems praising them.

The people of the new Chatora Village agreed to name the clinic Takura Clinic. Up to this day, the village elders keep hoping that there will be other new heroes and heroines from their community.



#### **Answer the questions below in full, correct sentences.**

1. Why were the people of the new Chatora Village happy when they were resettled in a new area?
2. What was the problem faced by the villagers of the new Chatora Village?
3. For what reason did Mr and Mrs Takura pay a visit to the people of the new Chatora Village?
4. Did the villagers of the new Chatora Village help in the construction of the clinic and if so, how?
5. Explain why it was necessary to build a foot bridge.
6. Why did the villagers agree to name the clinic Takura Clinic?
7. From this story, what do you think a hero or a heroine is?



#### **Say the following abbreviations in full.**

1. a.m. (for time)
2. p.m. (for time)
3. km/h (for speed)

- |                      |                          |                               |
|----------------------|--------------------------|-------------------------------|
| 4. Hre (a city)      | 5. Byo (a city)          | 6. Zim. (a country)           |
| 7. doz. (a quantity) | 8. tv (a household item) | 9. UZ (a centre for learning) |
| 10. e.g.             | 11. c/o                  | 12. CID (part of the police)  |
| 13. etc.             | 14. PTO                  | 15. Hon.                      |
| 16. AU               | 17. GMB (for farmers)    | 18. ZRP (law enforcement)     |
| 19. ZNA (army)       | 20. ZBC (radio)          | 21. CIO (security)            |



### Opposite gender

Mr and Mrs Takura instantly became **hero** and **heroine** respectively.

#### Answer these questions:

1. Who became (a) a hero (b) a heroine?
2. Is a (a) **hero** (b) **heroine** a man or a woman?

Note: **Hero** is the opposite gender of **heroine** just as **man** is the opposite gender of **woman**.

#### Complete these sentences with the opposite gender of the underlined noun, selecting your answers from this box:

mayoress poetess niece madam actress princess lioness heiress  
waitress spinster hostess widow bride daughter aunt shepherdess

1. The prince and the \_\_\_\_\_ are the children of the king and the queen.
2. Both the waiter and the \_\_\_\_\_ work at the city hotel.
3. At my birthday party, my father was the host while mother was the \_\_\_\_\_.
4. During their wedding, the bridegroom kissed the \_\_\_\_\_.
5. The Moyo family has only one son and one \_\_\_\_\_.
6. Both my uncle and my \_\_\_\_\_ are here to see me.
7. My brother is still a bachelor while my sister is also still a \_\_\_\_\_.
8. Sir Jones and \_\_\_\_\_ Brown are both government ministers.
9. The mayor and the \_\_\_\_\_ were both present at the agricultural show.
10. A widower is a man whose wife has died while a \_\_\_\_\_ is a woman whose husband has died.



#### Say these sentences one by one to the class:

- They were resettled in an area that **used to be** a farm. (It was once a farm.)
- Those two boys **used to be** enemies but now they are good friends.
- I **used to** like sweets but now I do not like them at all.
- Jonas **used to** go to church every week and now he has stopped completely.



# TAKUDZWA CHIKUTUVA

Now say your own sentences with used to...



many and much

**Read these sentences to the class:**

- There were many passengers on the bus. (We use many for countable things.)
- There is not much water in the dam. (We use much for uncountable things.)

**Complete the following sentences using much or many:**

- |                   |                  |
|-------------------|------------------|
| 1. _____ balls.   | 2. _____ music.  |
| 3. _____ songs.   | 4. _____ joy.    |
| 5. _____ flowers. | 6. _____ sugar.  |
| 7. _____ tea.     | 8. _____ boys.   |
| 9. _____ pencils. | 10. _____ power. |



Mr and Mrs Takura made up their mind to do something for their people. See what they did after making up their mind in the story **The village hero and heroine**.

Then, imagine that you made up your mind to do something. Write a composition on what you made up your mind to do. Give your composition a heading in line with what you made up your mind to do. Your composition should be 80 – 120 words in length. In your composition show:

- what you made up your mind to do and why
- the preparations you made
- how you did it
- the help you got from other people
- how it ended.

Second term assessment

**English Paper 1**

Time: 1 hour 30 minutes

(Total marks: 40)

Read the passage below and answer the questions that follow.

**Mtero's changed life**

Mtero grew up in a neighbourhood with very old and crowded small houses. The majority of the people walked barefoot. Hardly did any of the children go to school. Among the few that did many were drop-outs. Hunger, diseases and deaths were common.

Mtero decided to go to a far-away land to look for a job. He would come back when he had made a lot of money. Then he would not need to work at all, so he thought.

Off Mtero went. There he soon got employed to look after the children of a very well-to-do widow. The rich widow and her family lived a high-class life in a big mansion near a big dam. Lining up the walls of the mansion were life-size photographs of the widow and her late husband. What surprised Mtero most was that, despite her plentiful riches, the widow still worked very hard.

One day Mtero nearly drowned as he dived deep into the dam to save the widow's only son from drowning. The rich widow was so grateful to Mtero that she gave him half of her wealth. With all this new wealth, Mtero decided to return to his place of birth.

When Mtero got there, he immediately bought a big farm. He employed all the able-bodied men and women on that farm. Some were feeding and looking after the livestock. Others were working in the plantations. Mtero encouraged everyone to work hard by working hard himself. Soon the farm was making a lot of money and the lives of the people began to improve.

1. Mtero grew up in a \_\_\_\_\_.  
A. poor environment      B. wealthy environment  
C. big family      D. land, far away from his home

2. Walking barefoot means walking \_\_\_\_\_.  
 A. very bravely      B. like a very poor man  
 C. with no shoes on the feet      D. with a lot of difficulty
3. In the area where Mtero grew up, \_\_\_\_\_.  
 A. there were no schools      B. no children were going to school  
 C. there were no children      D. very few children went to school
4. When Mtero went away to look for a job, \_\_\_\_\_.  
 A. he was already a wealthy man  
 B. he wanted to come back one day  
 C. he was not thinking of ever coming back  
 D. he nearly drowned on the way
5. When we talk of someone as 'the late' we mean that the person is \_\_\_\_\_.  
 A. always late for meetings      B. still alive somewhere  
 C. dead      D. hard-working
6. Which of these statements is true?  
 A. Mtero was employed as a farm worker.  
 B. The widow had one child.  
 C. Mtero did not like the people of his place of birth.  
 D. The widow had only one son.
7. How did Mtero encourage the people to work hard?  
 A. By employing them.      B. By talking to them.  
 C. By working hard himself.      D. By giving them a lot of work to do.

**Choose the correct question endings.**

8. You are Paul's friend, \_\_\_\_\_?  
 A. isn't it      B. aren't you      C. weren't you      D. can't you
9. I think I know you, \_\_\_\_\_?  
 A. aren't you      B. haven't you      C. isn't it      D. don't I
10. You will assist me whenever I need help, \_\_\_\_\_?  
 A. can't you      B. won't you      C. couldn't you      D. shouldn't you

**Choose the correct tense to complete the sentence.**

11. When he came into my bedroom, I \_\_\_\_\_ what he was looking for.  
 A. know      B. knows      C. knowing      D. knew
12. I nearly broke my arm when I \_\_\_\_\_ from a tall tree.  
 A. fall      B. fell      C. falls      D. falling

**Choose the word with the same meaning as the underlined.**

13. I am very grateful to my classmates for their assistance.  
 A. tactful      B. thankful      C. careful      D. wonderful
14. I believe whatever she says because she is very honest.  
 A. humble      B. polite      C. truthful      D. obedient

**Choose the correct meaning of the abbreviations.**

15. **a.m.**      A. after noon      B. before noon      C. another      D. I am  
 16. **c/o**      A. careful      B. cannot      C. country      D. care of

**Choose the correct word to fill in the blank space.**

17. We will be late for the game \_\_\_\_\_ we hurry up.  
A. if      B. unless      C. until      D. but
18. We could not see the stars at night \_\_\_\_\_ of the dark clouds.  
A. without      B. whether      C. because      D. behind

**Which word means the opposite of the underlined one?**

19. In this country, many people use private transport when travelling.  
A. public      B. bus      C. self      D. road
20. The driver forgot to apply the brakes at the traffic lights.  
A. managed      B. decided      C. remembered      D. agreed

**Choose the suitable verb to complete the sentence.**

21. After running for some time, I began to \_\_\_\_\_.  
A. aspire      B. retire      C. perspire      D. hire
22. I have come to \_\_\_\_\_ if there are any fruits on sale.  
A. require      B. expire      C. admire      D. enquire
23. The farmer has \_\_\_\_\_ a bigger tractor to pull the heavy plough.  
A. purchased      B. earned      C. constructed      D. produced

**Read this poem and answer the questions that follow.**

**The crazy game**

In my rural set up  
Where I grew up strong  
Eating the wild fruits that nature provided  
With the other herd boys of my age  
Fist fights made news  
And the winners instant heroes.

Now in this crazy world  
Taken over by what they call  
The most beautiful game  
In which eleven players aside  
Spend ninety minutes plus extra time  
Kicking and running  
After a dead animal skin filled with air.  
Many supporters of this crazy game have lost lives  
With heart-breaks and heart attacks  
When their favourite teams lost;  
Or in traffic accidents  
On crazy trips just to go and watch  
Their favourite teams  
Kicking and running  
After a dead animal skin filled with air.

**Choose the correct word to complete the sentence.**

36. The cutting down of trees in a wide area is known as \_\_\_\_\_.  
A. erosion    B. prevention    C. pollution    D. deforestation
37. A period of two weeks is known as a \_\_\_\_\_.  
A. weekend    B. fortnight    C. duration    D. holiday
38. Something that is fit to be eaten is \_\_\_\_\_.  
A. audible    B. portable    C. edible    D. visible
39. In which word does the **u** have a different sound from the rest?  
A. excuse    B. stubborn    C. music    D. introduce
40. Which of the following sentences is correctly written?  
A. The teacher this is John my brother.  
B. The teacher said, "this is John my brother."  
C. The teacher said, "This is John, my brother."  
D. The teacher said "This is John my brother."

## English Paper 2

Time: 1 hour 45 minutes

### SECTION A COMPOSITION (20 MARKS)

You are advised to spend 1 hour on this section.

**Answer either question 1 or 2 but not both.**

1. Write a composition under the heading: **An unforgettable day**. Your composition should be 80 – 120 words in length. In the composition, say:
  - what happened, when, where
  - how it happened, to whom, by whom, for whom, with whom
  - how it ended
  - what makes the day unforgettable.
2. Write a letter to a friend telling him/her two or three highlights (memorable events and activities) of the term. The body of your letter should be 80 – 100 words in length. In your letter, say:
  - the highlights one by one
  - when, where and how they happened
  - who were involved
  - how they ended.

### SECTION B COMPREHENSION AND SUMMARY (15 MARKS)

You are advised to spend 30 minutes on this section.

#### (i) Comprehension (10 marks)

Read this passage and answer the questions that follow.

#### Mlilo and Kembo

Two friends: Mlilo and Kembo were on a journey through a forest which had wild animals. Mlilo said to his friend, "I'm afraid of wild animals. What'll we do if we are attacked by some wild beasts?"



Kembo answered, "We'll fight the beast together and defend one another." Just then, a lion leapt from the bush and attacked Kembo who was walking in front. Kembo fell to the ground, screaming with a lot of fear.

Without thinking of his own safety, Mlilo started pulling and twisting the lion's tail. The lion must have felt some considerable pain in its tail as it suddenly left Kembo and disappeared into the bushes.

"You have saved my life," said Kembo to Mlilo. "I thank you very much."

Mlilo replied, "It is my pleasure. I've only done what a good friend should do."

After another long walk, the two friends were attacked again; this time by a hippo. As the huge beast charged at Mlilo, Kembo quickly climbed a tall tree nearby. From the tall tree, Kembo watched as the hippo brought Mlilo down.

Mlilo quickly thought of a plan. He lay flat like a dead person on the ground. Thinking Mlilo was dead, the hippo left him and walked away.

Then Kembo came down from the tall tree. Slowly he walked to Mlilo, also thinking he was dead. When he got close, Mlilo got up. For the rest of the journey, the two friends did not talk to one another.

### Questions

1. What were the two friends doing in this story?
2. Who said that he was afraid of wild animals?
3. Which was the first animal that attacked the two friends?
4. How did Mlilo save Kembo from the lion?
5. Why did the lion leave Kembo and disappear into the bushes?
6. Which was the second animal that attacked the two friends again?
7. What did Kembo do in the second attack?
8. How did Mlilo save himself from the attacking hippo?
9. Of the two, who was a good friend and why?
10. Do you think Mlilo ever trusted Kembo again and why?

### (ii) Summary (5 marks)

In 30 words, write a summary of the story **Mlilo and Kembo** that you have read above.

You may make use of these notes if you wish:

- who Mlilo and Kembo were
- what happened one day when the two were travelling.

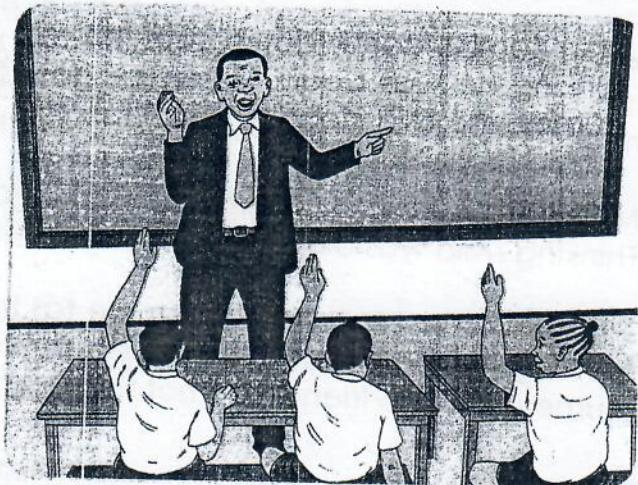
## **Speak**

A learner wrote this poem about her new teacher. Listen carefully as one of you reads the poem. Answer the questions below it and learn to recite the poem.

### **A poem to my teacher**

I love my teacher:  
The son of a local preacher,  
Who teaches that man is God's creature  
And that every person is part of nature.

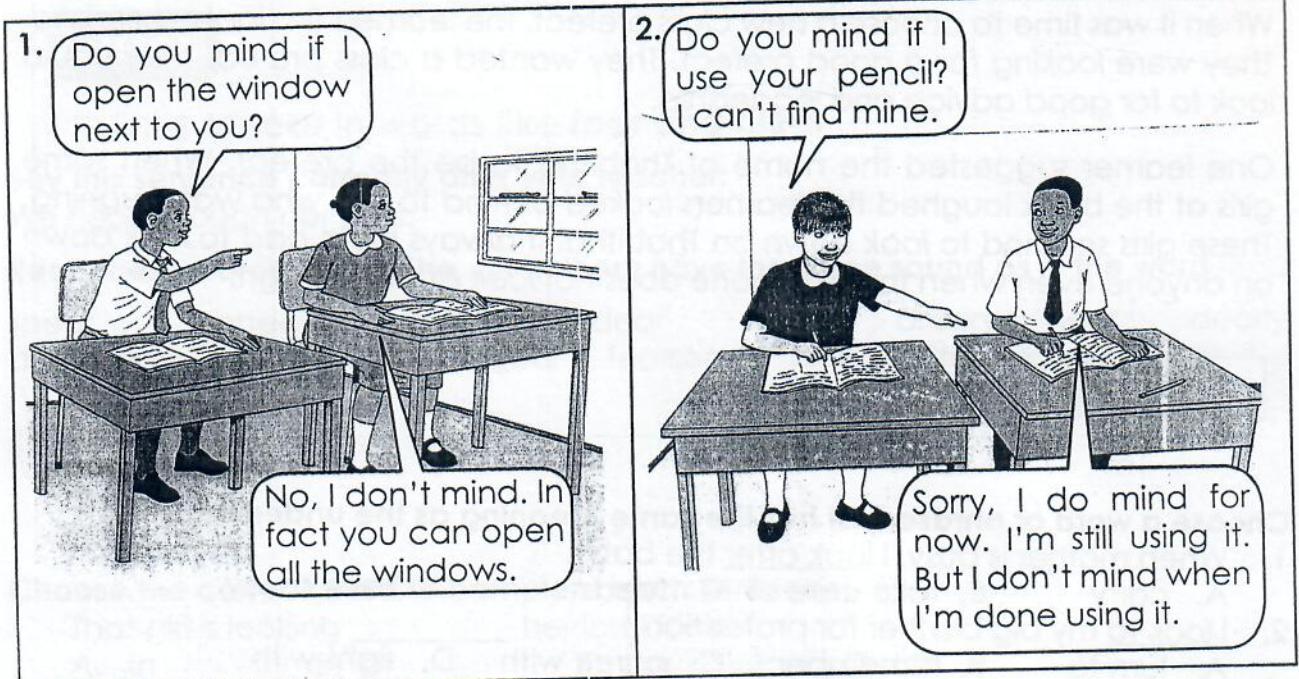
My teacher is loving and kind,  
Around him we all find  
Comfort and peace of mind,  
But bad manners he does mind.  
He's quiet and cool,  
Always telling us that no one is a fool.  
By not giving us any frightening rule,  
He makes us enjoy our time at school.



### **Questions**

1. Whose son is the teacher in the poem?
2. What does the teacher not like?
3. Why do the learners not fear to speak even when their teacher is near?
4. How has the teacher made learning a great pleasure?
5. Do you think the writer of this poem enjoys learning at school or not?

**In pairs, act out the dialogues on the next page.**



(a) From the two pictures above, answer these questions:

1. When one says, "I don't mind," is one saying, "Yes" or "No"?
2. When a person says, "I mind," is one saying, "Yes" or "No"?

(b) Asking and answering politely using **mind**

**In pairs, ask politely and answer one another by completing these:**

1. Do you mind if \_\_\_\_\_.
2. Would you mind to \_\_\_\_\_.
3. I hope you do not mind if \_\_\_\_\_.
4. Will you mind if \_\_\_\_\_.
5. Do your parents mind if \_\_\_\_\_.



**Read**

Read the passage below fluently and clearly.

### The new classroom

At the beginning of the third term, the learners in Grade Five moved into another classroom under a new lady teacher. This classroom looked like their old classroom in many ways.

At first, the learners looked inside the new classroom from outside. Some looked through the windows; others looked through the door which was open. The new classroom looked good; showing that it had been well looked after.

Once inside, the learners started looking for places to sit. Then they all sat down, looking at their new teacher. Although the new teacher looked young, she was, in fact a mother of three already.

The new teacher was looking her best. She told the class that she had been looking forward to meeting the learners in her new class. On hearing this, all the learners looked happy.

When it was time to choose a new class prefect, the learners first looked around. They were looking for a good prefect. They wanted a class prefect they could look to for good advice and leadership.

One learner suggested the name of Thabitha to be the prefect. When some girls at the back laughed the learners looked behind to see who was laughing. These girls seemed to look down on Thabitha. It always looks bad to look down on anyone even when that someone does not look good enough.



#### WORD MEANING

**Choose a word or phrase that has the same meaning as the underlined.**

1. When mother is busy, I look after the baby.  
A. carry      B. take care of      C. feed      D. take away
2. I look to my big brother for protection.  
A. turn to      B. remember      C. agree with      D. fight with
3. It is not right to look down on other people.  
A. completely forget      B. get rid of  
C. think highly of      D. think that you are better than
4. We all look forward to the trip to Lake Kariba.  
A. feel happy about      B. think carefully about  
C. have memories of      D. feel sorry about
5. When two people look alike, they are \_\_\_\_\_.  
A. similar in appearance      B. young looking  
C. different in appearance      D. like one another
6. The new teacher was looking her best.  
A. very dirty and badly dressed      B. quite old  
C. well-dressed and smart      D. very happy
7. The learners wanted a prefect they could look to.  
A. laugh at when he/she made mistakes  
B. look at while they were sitting down  
C. hope and expect to get help from  
D. knew very well
8. To look ahead is to think about what \_\_\_\_\_.  
A. is likely to happen in the future      B. happened in the past  
C. is happening now      D. is not likely to ever happen



## Listen

The sound of -ear in words like **fear** and **clear**

Say this sentence correctly after your teacher:

We hear through our ears.

Read these words aloud. The **ear** in them have the same sound as in the word **fear**.

spear appear smear dear rear dreary near dearly  
disappear tears clear gear fearsome clearly tearing



## Questions

Choose the correct word to complete each sentence.

1. That girl is looking \_\_\_\_\_ her lost book.  
A. in      B. at      C. for      D. on
2. During the school holidays, I look \_\_\_\_\_ my father's cattle.  
A. into      B. after      C. over      D. around
3. I look \_\_\_\_\_ to seeing you again next week.  
A. out      B. forward      C. about      D. on
4. When you walk through the forest, you must look \_\_\_\_\_ for wild animals.  
A. at      B. over      C. out      D. back
5. I always look \_\_\_\_\_ my elder sister for god advice.  
A. on      B. at      C. at      D. to
6. I told my father my problem and he promised to look \_\_\_\_\_ it.  
A. on      B. into      C. around      D. over
7. Today's weather looks \_\_\_\_\_ for sports.  
A. behind      B. well      C. good      D. ahead
8. Once my father makes a decision, he does not look \_\_\_\_\_.  
A. around      B. again      C. back      D. away

## Read and write

Using **both**, **all** and **some**

Read this paragraph:

### The farmer

Mrs Muzorodzi is a farmer. She has two farms. **Both** farms are very large. She grows both maize and tobacco on **both** farms. She also keeps both dairy cows and beef cattle on **both** farms. She sells **all** the milk she gets from **all** the dairy cows. She uses **some** of the money from the milk sales to pay **some** of her workers. **Both** men and women work on **both** farms. **All** the farm workers live on the two farms.

Using the paragraph you read on the previous page, complete the sentences below with the correct phrase from the brackets:

1. We use **both** for (one thing/two things).
2. We use **all** for (for everything in a group/two things in a group/part of a group).
3. We use **some** for (a part of a group/two things).

Complete the sentences below using both, some and all.

1. I like \_\_\_\_\_ sadza and brown rice.
2. \_\_\_\_\_ the movie and the play were interesting.
3. \_\_\_\_\_ their five children are obedient.
4. \_\_\_\_\_ Davidzo and Anoziva can play drums.
5. Only five players were at practice yesterday because \_\_\_\_\_ had gone on a trip to Great Zimbabwe.
6. \_\_\_\_\_ the twelve eggs hatched.
7. Not \_\_\_\_\_ of the team's uniforms are clean since \_\_\_\_\_ could not be washed last week.
8. I have five friends and I have invited \_\_\_\_\_ five to my birthday party.



Practise good handwriting with the following letters and sentences writing quickly at the same time.

Pp	Pp	People say Paul and Peter are polite pupils.
Bb	Bb	Barnabas and his brother Ben were both born in Bikita.
Jj	Jj	Jonas and James went on an enjoyable journey in June.
Mm	Mm	My sister Miriam married Martin Munemo in May.
Ss	Ss	Susan and her sister Sarah will soon visit us this summer season.



In 80 – 120 words, write a composition under the heading: The first day of term three. Here are some ideas to help you:

- the day and date of the first day of term three; how the day began for you
- the teachers, the headteacher, how they were dressed, how they looked
- the learners, your friends, your classmates
- the school yard and its surroundings
- the lessons, how the school day ended for you.

## Directions

26

### Lesson

#### Directions game

Go outside with a short stick to draw and write on the ground. Listen carefully and do what your teacher will tell you to do.

#### First part of the game

- Draw a circle round yourself and stand inside that circle.
- Face east.
- Mark with a large **E** on the circle where the east is.
- Make a right turn and stand facing the south.
- Mark with a large **S** on the circle where the south is.
- Make another right turn and stand facing the west.
- Mark with a large **W** on the circle where the west is.
- Make yet another right turn and stand facing the north.
- Mark with a large **N** on the circle where the north is.

#### Second part of the game

- While still standing inside the circle you have now marked: **N E S W**
- Stand facing half-way between the north and the east.
- Say: I am now facing north east.
- Mark **NE** on the circle where the north east is.
- Now stand facing half-way between the south and the east.
- Say: I am now facing south east.
- Mark **SE** on the circle where the south east is.
- Now stand facing half-way between the south and the west.
- Say: I am now facing south west.
- Mark **SW** on the circle where the south west is.
- Now stand facing half-way between the north and the west.
- Say: I am now facing north west.
- Mark **NW** on the circle where the north west is.

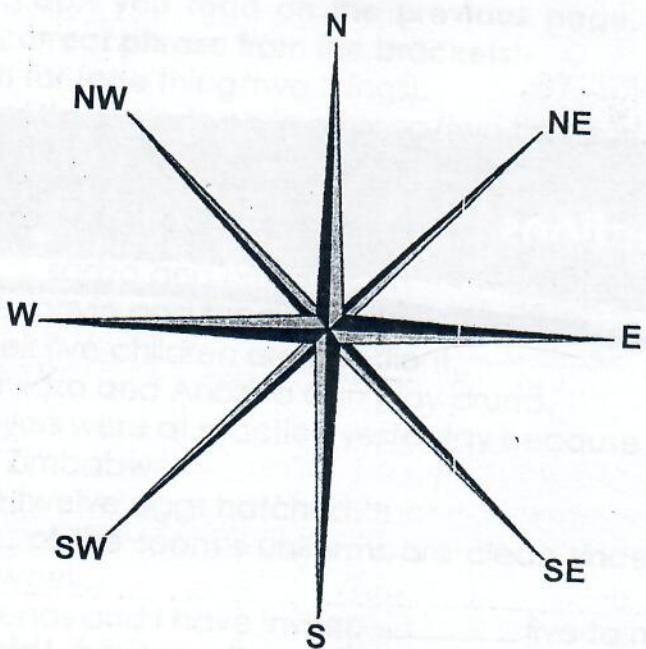


### Write and speak



#### Compass

Draw a directions diagram like the one on the next page. Then complete it by writing in full the directions marked 1 – 4.



Say which direction a place is from where you are, for example, the borehole is to the south west of our home.

In the same way, name the places that are:

1. to the north of the school
2. north east of the school
3. east of the school
4. south east of the school
5. to the south of the school
6. south west of the school
7. west of the school
8. north west of the school



Read this passage and answer the questions that follow.

international  
bungee-jumping  
gorge

domestic  
flight  
heritage

regional  
awesome  
derives

southern  
massive  
arrows

bordering  
wildlife

### Mr Takahashi visits Zimbabwe

Mr Takahashi is Japanese. He is from Japan, a country in the far east. Last year, Mr Takahashi travelled to Zimbabwe as a tourist. His plane took off from Tokyo International Airport in Japan and landed at Oliver R. Tambo International Airport in Johannesburg, South Africa, on the following day.

Although he could have boarded a regional flight into Zimbabwe, Mr Takahashi decided to travel by road. That would enable him to see the country side from the southern border.

As he travelled, Mr Takahashi made notes in his diary as follows:

**10 July**

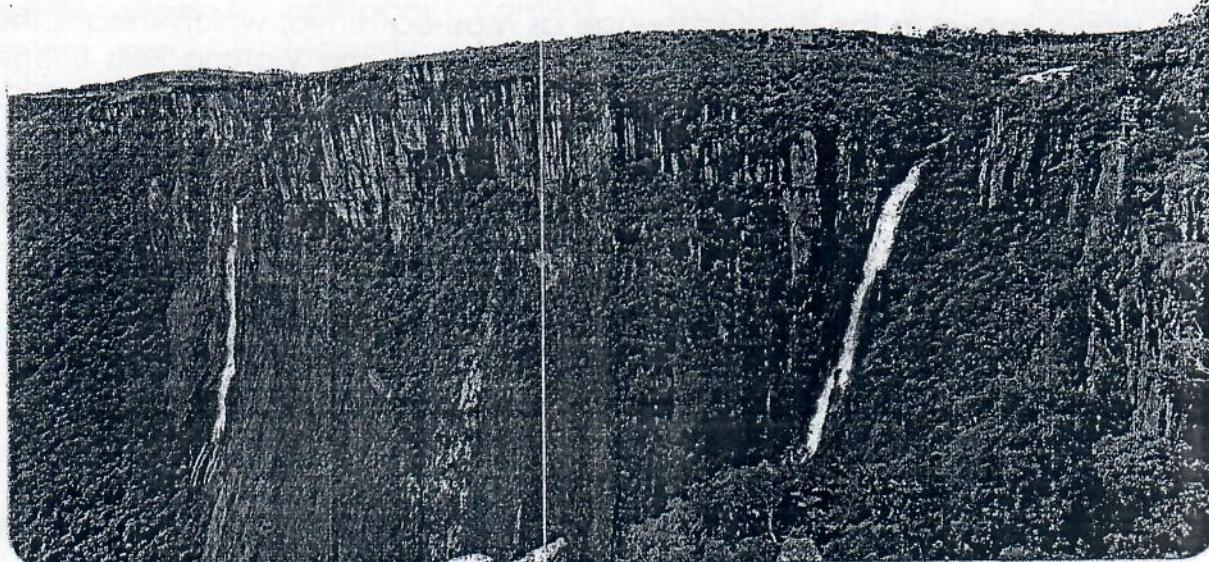
-travelled by road from Johannesburg, South Africa to the Gona-re-Zhou National Park in the south eastern corner of Zimbabwe, bordering Mozambique and South Africa. This area is rich in wildlife. Spent two days touring game reserve seeing different wild animals there.

**13 July**

-travelled by road to the Great Zimbabwe Monuments near Masvingo, the oldest city in Zimbabwe. The country derives its name from this wonderful heritage site made up of massive stone walls.

**15 July**

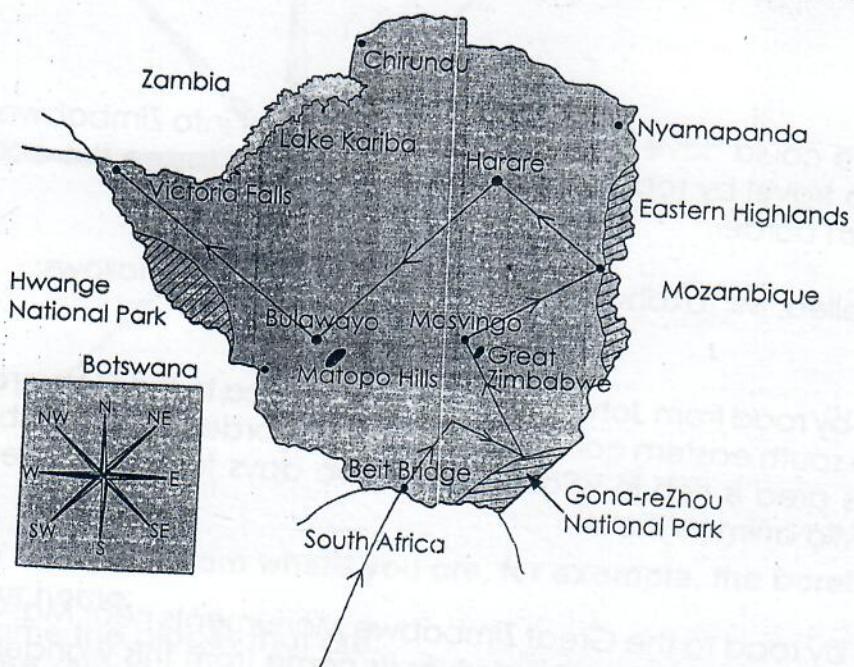
-travelled by road to Mutare, also known as the Eastern Gateway into Zimbabwe. Spent the next three days seeing and sometimes climbing up the scenic Chimanimani and Nyanga Mountains, both parts of the Eastern Highlands. Saw the wonderful Mutarazi Falls which are the highest waterfalls in Zimbabwe. The falls are over seven hundred metres high.



## 18 July

-travelled by road to Harare, Zimbabwe's capital city, sometimes referred to as the Sunshine City because of its warm and pleasant climate.

The map below shows (with arrows) how Mr Takahashi travelled in Zimbabwe.



## 19 July

-travelled by air on the domestic flight from the Harare International Airport to the Victoria Falls. The flight made a brief stop-over in Bulawayo, Zimbabwe's second largest city, sometimes referred to as the City of Kings because it was founded by King Lobengula. This was the time table of the domestic flight from Harare to the Victoria Falls:

Harare International Airport, Harare	dep.	0605 hr
Joshua Mqabuko Nkomo International Airport, Byo	arr.	0715 hr
Joshua Mqabuko Nkomo International Airport, Byo	dep.	0755 hr
Victoria Falls International Airport, Victoria Falls	arr.	0845 hr

Spent two days at the awesome Victoria Falls, one of the famous natural wonders of the world, known in the local language as Mosi-oa-tunya; which means the 'smoke that thunders'. Enjoyed bungee-jumping from the Victoria Falls Bridge down into the deep gorge of the Zambezi River.

## 21 July

-flew on a regional flight to the Oliver Tambo International Airport in Johannesburg, South Africa from where I boarded an international flight back to Japan. It was an unforgettable trip.



### Complete these sentences.

1. The \_\_\_\_\_ International Airport is in Johannesburg, South Africa.
2. The \_\_\_\_\_ International Airport is in Bulawayo, Zimbabwe.
3. The Gona-re-Zhou National Park is in the \_\_\_\_\_ of Zimbabwe.
4. Because of its warm and pleasant climate Harare is sometimes referred to as the \_\_\_\_\_.
5. \_\_\_\_\_ is sometimes known as the Eastern Gateway into Zimbabwe.
6. Bulawayo is also known as the \_\_\_\_\_ because it was founded by King Lobengula.
7. The Victoria Falls are known in the local language, as Mosi-oa-tunya, which means \_\_\_\_\_.
8. The country Zimbabwe derives its name from the \_\_\_\_\_.



short a sound in o

In some words o has a short a sound, for example, some, love

Say this sentence correctly after the teacher:

My brother saw a dozen monkeys on the tree.

The underlined o has a short a sound.

Say the following words correctly. The underlined o has a short a sound.

co <u>ver</u>	l <u>ove</u>	m <u>oney</u>	sh <u>ovel</u>	g <u>overnment</u>	g <u>loves</u>	st <u>omach</u>
n <u>one</u>	w <u>orry</u>	c <u>ompany</u>	c <u>omfort</u>	w <u>onderful</u>	f <u>ront</u>	a <u>ccompany</u>
o <u>nion</u>	s <u>on</u>	M <u>onday</u>	s <u>omeone</u>	c <u>olour</u>	o <u>ven</u>	w <u>on</u>
t <u>ons</u>	a <u>nother</u>	h <u>oney</u>	a <u>bove</u>	m <u>other</u>		



### Adjectives of direction

The city of Mutare is the eastern gateway into Zimbabwe.

Note: by adding **-ern** to the noun **east**, we have formed the adjective **eastern**. From the passage, find out where the Gona-re-Zhou National Park is. Notice how the adjective from south east is formed and written.

Rewrite these sentences with the adjectives formed from the directions in brackets.

1. Beitbridge is on Zimbabwe's (south) border with South Africa.
2. The Hwange National Park is in Zimbabwe's (north west) region.

3. Nyamapanda is on Zimbabwe's (north-east) border with Mozambique.
4. Botswana is Zimbabwe's (west) neighbour.
5. Mozambique is Zimbabwe's (east) neighbour.
6. Zambia is Zimbabwe's (north) neighbour.
7. The Victoria Falls are near Zimbabwe's (north-west) border with Zambia and Namibia.
8. The aeroplane from Harare to Bulawayo flies in a (south-west) direction.



### Summarizing using adverbs

Say this sentence to the class:

- I was born earlier than the point in time when you were born. (13 words)
- This sentence can be summarized as follows:

- I was born before you were born. (7 words)

Note that these two sentences mean exactly the same.

**Summarize the sentences below by replacing the underlined phrases with the adverbs from the box below:**

soon	often	sometimes	always	never
already	indeed	immediately	seldom	quite

1. The president of the country is on every occasion guarded.
2. We get most of our rainfall in summer and, on very few occasions, in winter.
3. To the people of Zimbabwe, Lake Kariba is very important in a big way.
4. Foreign tourists on very many occasions visit our country.
5. When I got to the station, the bus had left before I arrived.
6. Although he was not a rich man, he was living fairly but not very happily.
7. We are in Grade Five; and within a short period of time we will be in Grade Six.
8. Did you know that at no time in the past, present or future does it rain on the moon?
9. When he was ordered to go away, he left very quickly and without any delay.
10. Joseph on some occasions, but not always goes to school by bicycle.



### Writing a composition from notes

Imagine that you were Mr Takahashi, the Japanese tourist who travelled to Zimbabwe. In 80 - 120 words, write a composition under the heading **An unforgettable trip**. Make use of the notes made during the trip and use words like first day, second day, third day, fourth day...twelfth day, etc.



## Revision and assessment 3



### Read and speak



Learn to recite this poem pointing to the directions that you mention.

#### To and from school

Every morning

We meet at school.

Some come from the north; others from the south.

Some come from the east; others from the west.

Some come from the north east; others from the south west.

Some come from the north west; others from the south east.

Then, every afternoon,

We return to our homes.

Some go to the north; others to the south.

Some go to the east; others to the west.

Some go to the north east; others to the south west.

Some go to the north west; others to the south east.



### Listen

Answer these questions giving the right directions from other known places in the area.

1. Where is your school?
2. Where is your home?
3. Where is the hospital?
4. Where is the police station?



### Plurals

Write the plurals of the following compound nouns.

classmate  
motor-car  
airport

rainforest  
weekend  
storeroom

wildfire  
policeman  
shopkeeper

stepbrother  
paperbag  
signpost

bathroom  
shoelace



# Making polite requests



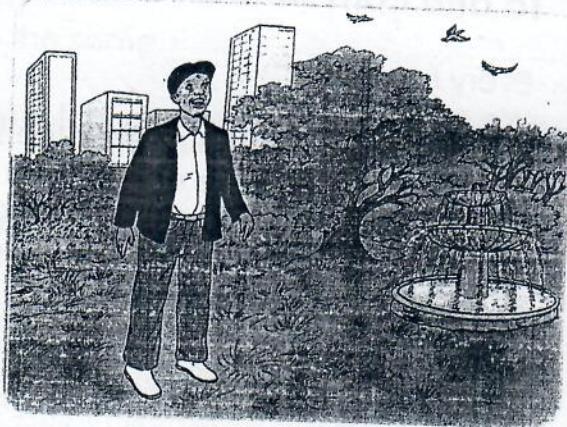
Let's speak

Read this poem and answer the questions that follow. Take note of the spr sound.  
Learn to recite the poem.

## I love spring

From the time I was a child,  
I always enjoyed  
The pleasant **spring** weather;  
Especially when there was a **sprinkle**  
Of a light rain shower **spraying** the gardens.  
Just like our garden **sprinkler**.

Even now I still enjoy to **sprawl**  
On the green **spring** grass;  
Watching the new leaves **sprout**,  
On the **spruced** plants in the gardens,  
And the animals as they **sprint** with speed;  
Or the birds flying with wings **spread** out  
In their mating **spring spree**.

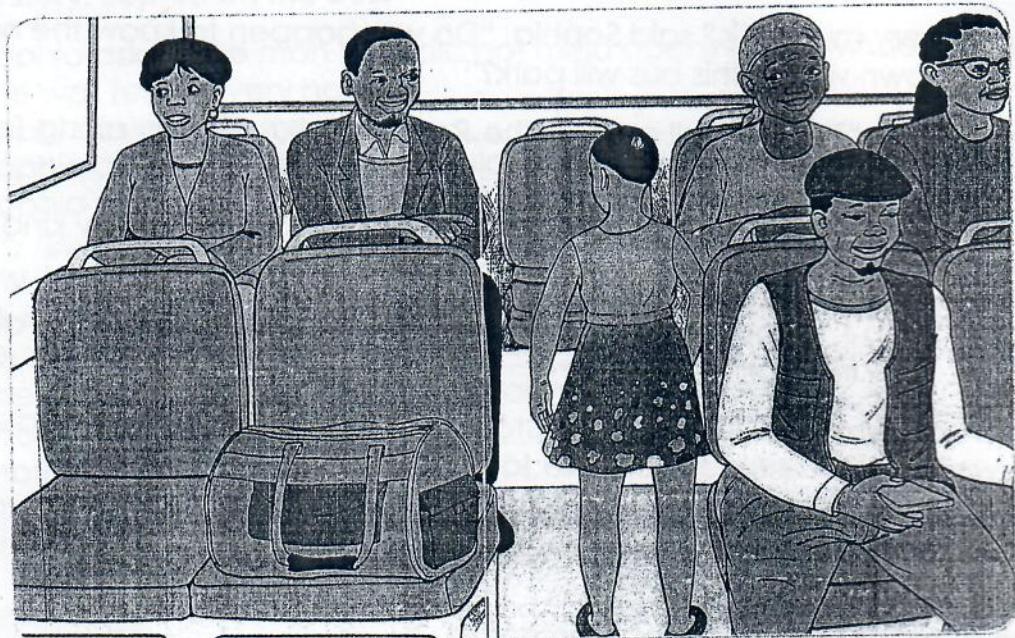


Read this story and answer the questions that follow.

## Sophia on the bus

agricultural	empty	elderly	Roadport	stretched	pleasure
--------------	-------	---------	----------	-----------	----------

Last weekend, Sophia was travelling to town on a bus carrying many passengers. She sat between two passengers: an elderly man and a woman.



Instead of squeezing herself on this seat, Sophia said to the two passengers, "May I please sit with you, if you don't mind?"

The two passengers replied, "Of course you may."

"Thank you very much," said Sophia as she took her seat between the two. The man who sat on the window side of Sophia was playing some loud music on his cellphone handset. It was hot inside. Sophia noticed that the window next to the man was closed.

Sophia said to the man, "Do you mind opening that window please! I'm feeling very hot."

The man answered, "With pleasure" as he stretched out his hand to open the window.

Once more Sophia said, "Oh, thank you very much. I was beginning to sweat already."

The man answered, "You're welcome," as he continued to listen to his loud music.

Just then there was a ringing tone for an incoming call on Sophia's cellphone. Sophia turned to the man and asked, "Could you please lower the volume of the music so that I may take the call."

Instead of just lowering the volume, the man switched off the music. When Sophia was through with her call, she said to the man, "Thank you very much."

The man answered, "You're welcome," and then he switched on his loud music again.

Then Sophia asked, "Excuse me; would you know how far we still are from town? Do we still have a long way to travel?"

The woman answered, "I'm sorry I too don't know. I'm travelling on this road for the first time."

The man said, "We should get into town within the next five minutes; unless we are stopped somewhere."

"Oh, thank you very much, Sir," said Sophia. "Do you happen to know the name of the station in town where this bus will park?"

The man answered, "The bus will park at the Roadport Bus Station along Fourth Street."

Sophia said to the man, "Oh thank you so much, Sir. You've been very kind and helpful to me. I really don't know what I'd have done without your help."

The man said, "Don't mention! It's a pleasure to help others just as it's also a pleasure to get help from others."

When the bus arrived at the Roadport Bus Station, the passengers started troupng out. Sophia waited for the elderly people to get out first.



#### Answer these questions in full, correct sentences.

1. What are the people travelling by bus called?
2. Where was Sophia going?
3. Where did Sophia sit in the bus?
4. Why was Sophia beginning to sweat in the bus?
5. Where was the bus going to park in town?
6. Would you say the man who sat next to Sophia was helpful or unhelpful?
7. What should a polite young passenger do on getting out of the bus?
8. Why do you think Sophia waited for the elderly people to get out of the bus first?



#### Direct speech

The sentence below is **reported** or **indirect speech**:

- Sophia asked for a place to sit.

The sentence below is **direct speech** or the actual spoken words:

- Sophia asked, "May I please sit with you, if you don't mind."



Rewrite the following sentences in **direct speech** with the quotation marks, capital letters, commas, full stops or question marks where they should be. See examples in the story: **Sophia on the bus**.

1. Sophia asked the man if he did not mind opening the window. She said that she was feeling very hot.  
Sophia asked the man, "\_\_\_\_\_."
2. Sophia asked the man if he could lower down the volume of the music.  
Sophia asked the man, "\_\_\_\_\_."
3. My new classmate said that his name was John.  
My new classmate said, "\_\_\_\_\_."
4. Our teacher said that she did not want lazy learners in her class.  
Our teacher said, "\_\_\_\_\_."
5. The teacher asked me why I was always late for school.  
The teacher asked me, "\_\_\_\_\_."
6. Mother said that she did not want children who were impolite.
7. Paul asked me what day it was.
8. I told Paul that it was Thursday.



### The apostrophe

When we speak, we shorten some words. When we write the shortened words, we put an apostrophe in place of the letters that have been left out.

**Example:** "May I please sit with you here, if you don't mind?"

**Note:** **don't** is the short form of **do not**. The **o** is left out and an apostrophe is put in place of the **o**.

**Rewrite the following sentences joining the underlined words and using the apostrophe:**

1. Maria said, "I am now in Grade Five."
2. "I cannot ride a bicycle," Peter told the class.
3. "This is not time to play games," said the teacher to us.
4. "Jane did not come to school yesterday," I told the teacher.
5. Thomas said, "Our new teacher does not know my name yet."
6. "It is not my fault," Thomas told his father.
7. People should not cut down trees or burn grass.
8. Maria said that she will come to see me tomorrow.



### Using can and may

1. Use **can**:

- (a) to say that you have the ability to do something  
**Example:** I **can** ride a bicycle.
- (b) to say that one is allowed to do something, or has the right or power to do something  
**Example:** Only adult residents **can** vote in the elections.
- (c) to say that something is possible or that it might happen  
**Example:** You **can** succeed in life if you work hard.
- (d) in a request, or to offer help, advice and suggestions  
**Example:** **Can** you please tell me the time?

Use **may**:

- (a) to say that something is possible, true or will probably happen  
**Example:** The careless driver **may** have caused the accident.
- (b) to ask or state whether something is allowed  
**Example:** **May** I go with you to town, please?  
You **may** go and rest now.

**Write five sentences in which you use can and five sentences in which you use may.**



HANDWRITING

**Practise good handwriting with the following letters and words; writing quickly at the same time.**

Ff	Ff	Farmer Frank has a farm not far from Fairfields.
Kk	Kk	Kelvin and Kenny are keen to know who kicked the bucket.
Rr	Rr	Round and round the rugged rocks Rudolph and Ronnie ran.
Dd	Dd	Did David do what he did with dirty hands?
Hh	Hh	Henry Hove had his own house in Harare.



COMPOSITION

**Write a composition about a day in which you made three polite requests. Say:**

- what you were doing, when, where, how
- the polite requests you made and to whom
- the replies you got.

Remember to use quotation marks and other punctuation marks correctly. Your composition should be between 80-100 words.



## Special days

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### Read and speak



Andrew wrote the poem below to recite on his mother's birthday, which is a special day in the family.

**Read the poem and learn to recite it.**

#### Happy birthday mother

Without you mother,  
I would not have been there.  
You carried me for nine long months,  
And brought me into this world.  
When I had no teeth to chew food,  
You knew when to breastfeed me.  
You changed my dirty nappies.  
What a special gift from God you're!  
Forever cheerful and caring,  
Understanding and loving.  
Happy birthday to you, mother.  
I wish you many more!



#### Speak

The sound of -ew as in chew

**Say the following words correctly:**

grew  
sewage  
few

threw  
brewery  
sewer

view  
spewing  
mew

blew  
jewels  
stew

crew  
news  
ewe

brew  
dew  
flew

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## Word meanings

Choose the correct word to complete each sentence below.

mew    sewer    news    brewery    stew    few    dew    ewe

1. \_\_\_\_\_ is the small drops of water that form on the grass or on the ground at night.
2. Beer is brewed at a \_\_\_\_\_.
3. A female sheep is called a \_\_\_\_\_.
4. Cats \_\_\_\_\_.
5. A \_\_\_\_\_ is an underground pipe that carries sewage.
6. A dish made by cooking vegetables and meat in liquid is a \_\_\_\_\_.
7. The word \_\_\_\_\_ means 'not many'.
8. The information about something that has happened recently is \_\_\_\_\_.



Read this story and answer the questions that follow.

### The anniversary

independent	movements	aspirations	objectives	organization
celebration	support	colonialism	liberation	anniversary
cooperate	operating	formerly	movements	

An anniversary is the date on which something important happened in a previous year. It also means the celebrations people hold to remember the yearly occurrence of the date. Many married people celebrate their wedding anniversaries. Countries celebrate their independence anniversaries. Your birthday celebration is your birth anniversary.

The twenty-fifth of May is a special day in Africa as a whole. It is the anniversary of the founding of the African Union, formerly known as the Organisation of the African Union. It is a public holiday in Zimbabwe and other African countries.

The African Union is an inter-state **organisation** or grouping of African states who share common **objectives** and **aspirations**. It was formed on the twenty-fifth of May in the year 1963 by thirty-two African states that were independent then. The main objective of the OAU was to reject **colonialism** and to assist the African countries that were still under colonial rule to fight for their independence.





Julius Nyerere



Kenneth Kaunda



Kwame Nkrumah



Sekou Toure

Some of the founding fathers of the OAU were Tanzania's President Julius Nyerere, Ghana's President Kwame Nkrumah, Guinea's President Sekou Toure and Zambia's President Kenneth Kaunda. The formation of the OAU also enabled the liberation movements to come together and **cooperate** in the fight against colonialism.

During the war of liberation, the freedom fighters received a lot of support from the Organization of African Unity (OAU), now known as the African Union (AU). The OAU member states gave active support and bases to the liberation movements. Zimbabwe's liberation movements and their leaders like Herbert Chitepo, Joshua Nkomo, Robert Mugabe, Jason Moyo, Josiah Tongogara and many others were operating from bases in Zambia, Mozambique, Tanzania and Botswana. That explains why in Zimbabwe we celebrate Africa Day on the twenty-fifth of May every year as a public holiday.



**Answer the questions below in full, correct sentences.**

- When do the people of Africa celebrate the anniversary of the African Union?
  - What was the main objective of the Organisation of the African Unity?
  - How did the African Union assist the liberation war fighters of Zimbabwe?
  - Name any two of the founding fathers of the African Union.
  - Why do we celebrate Africa Day in Zimbabwe?
  - Name any three of Zimbabwe's nationalist leaders in the fight against colonialism.
  - Which African countries gave bases to Zimbabwe's liberation movement?
  - What is an anniversary?



## Meanings

**Complete the following sentences with the correct words**



10. We say people \_\_\_\_\_ when they work together to achieve something.  
A. fight      B. celebrate      C. reject      D. cooperate



Change the prefix **in-** to form opposites

**Example:** Zimbabwe became independent in the year 1980.

Note: By adding the prefix **in-** we have formed the new word independent which is the opposite of dependent.

**Change the sentences below to mean the opposite by adding the prefix **in-** to the underlined words:**

1. The reply he gave to my question was correct.
2. The teacher refused to mark the composition that was complete.
3. Some wild fruits are edible.
4. The animals were visible in the darkness.
5. The crying girl said some words that were audible.
6. I took the direct route to the shops.
7. The time we were allowed to write the examination was adequate.
8. The rains that fell in our area were significant.



Forming nouns from adjectives

**Example:** Zimbabwe gained its independence in the year 1980.

The word independence is the abstract noun formed from the adjective independent.

An abstract noun is the name of a thing that cannot be touched. It refers to a quality, an idea or a concept.

**Say the abstract nouns from these adjectives. You may use the dictionary.**

violent	patient	innocent	obedient	defend	excellent
silent	important	present	distant	ignorant	absent
violent	confident	abundant	vigilant	arrogant	intelligent



Informal invitation letter

Write an informal letter inviting a friend to a special day at your family home. Your letter should be 80-100 words in length. In the letter, say: (not necessarily in the same order)

- what you will be celebrating on the special day
- day, date, and venue of the celebrations
- the time the celebrations will start
- who else you have invited to the celebrations
- what you have prepared for the special day
- what you would like the friend to bring or to prepare to do on the day.

## Revision and assessment 14



Read

**Read this story and answer the questions that follow.**

### Zimbabwe's liberation wars

Zimbabwe's liberation wars against the British white settlers; known as *Chimurenga* in Shona and *Umvukela* in Ndebele can be divided into two: the first and the second. In the first *Chimurenga/Umvukela*, the blacks were resisting the take-over of their lands by the British white settlers. King Lobengula, Murenga, Mbuya Nehanda and Sekuru Kaguvi were some of the leaders of the first *Chimurenga/Umvukela*. The first *Chimurenga/Umvukela* ended in defeat for the blacks by the better armed white settlers.

In the second war of liberation, the blacks took up arms to fight for their rights and freedom as well as for the end of racism and colonialism. This time the blacks were better armed with modern weapons to match those of the settlers. The liberation war fighters also received a lot of support from the blacks inside the country. The second war of liberation resulted in the independence of Zimbabwe.



Write

**Answer the questions below in full, correct sentences.**

1. What are the local names given to Zimbabwe's liberation wars?
2. Name two of the leaders of the first *Chimurenga/Umvukela*.
3. What were the blacks fighting for in the first *Chimurenga/Umvukela*?
4. Why did the first liberation war end in defeat for the blacks?
5. Why did the blacks fight in the second war of liberation?
6. What brought about the independence of Zimbabwe?
7. Explain what 'to be better armed' means.
8. Who are referred to as 'the settlers' in this story?



## Listen

### Dictation

Look at the second paragraph in **Zimbabwe's liberation wars** on the previous page. Afterwards the teacher will dictate that paragraph while you write it neatly and quickly.



## Speak

### Research: the African Union

Research on the African Union. In two minutes tell the class about the African Union.

- what it is;
- when it was formed and what for
- some of its founding fathers
- how it helped the people of Zimbabwe.

**Let's speak**

Listen carefully as the teacher reads the following passage to you. Answer the questions that follow.

### The Olympic Games

Once in every four years, athletes from all over the world come together to compete in a variety of games known as the Olympic Games or just the Olympics. The modern Olympics are the largest international sporting event. The latest venues for the summer Olympics were as follows:

<b>Year</b>	<b>Venue</b>	<b>Country</b>
2008	Beijing	China
2012	London	Great Britain
2016	Rio de Janeiro	Brazil
2020	Tokyo	Japan

The athletes travel to the venues by air. While at the Olympics, the athletes can easily communicate with the people back in their different countries through e-mails or computer messages. People all over the world can also watch and follow the events at the Olympics on television. The fast air transport, the computer and the television have changed the world into a global village. The world is now a global village because the people of the whole world are now inter-connected.

#### Answer these questions in full, correct sentences.

1. What is the name given to the largest sporting event of the world?
2. How often are the Olympics held?
3. Which three things have made the world a global village?
4. What is the name given to the messages passed through computers?
5. What do we mean when we say that the world is now a global village?
6. Where were the most recent Olympics held?
7. Which country hosted the most recent Olympics?
8. How do the athletes travel to the Olympics?



## Write

ing a summary

In 30 words write a summary of the passage: **The Olympic Games**. You may make use of the following guidelines if you wish:

- what the Olympics are
- how often they are staged
- what makes the Olympics truly global
- where the most recent and/or the next Olympics will be staged.



## Read

Read this passage and answer the questions that follow.

### World Cup Soccer in South Africa

popular	tournament	international	staged	referees	eliminated
participated	hosted	extra	dead-locked	knocked	nil
handled	quarter-finals	scored	finalists	defeating	millions
viewers	oceans	global			

Football or soccer is one of the most popular global games. Today there are national soccer teams for men as well as for women throughout the world. The first world cup soccer tournament was played in 1930 when the then FIFA president, Jules Rimet, decided to stage an international football tournament. From then on, the world cup soccer tournaments have been staged after every four years in different countries of the world.

The first and only world cup soccer tournament on African soil to date was hosted by South Africa. This was from the eleventh of June to the eleventh of July 2010. Seven hundred and thirty-six players from thirty-two different countries participated in a total of sixty-four matches handled by twenty-nine referees. Brazil, Germany, England, France, Italy, Argentina and Portugal were some of the countries. African countries that also took part but did not reach the finals were Nigeria, Ghana, Algeria, Ivory Coast, Cameroon as well as the host country which was knocked out in the group stage.

Many people from all over the world travelled to South Africa to watch these football matches. Many others watched the different matches on television in the comfort of their homes.

**Listen and speak**

Listen carefully as the teacher reads the following passage to you. Answer the questions that follow.

### The Olympic Games

Once in every four years, athletes from all over the world come together to compete in a variety of games known as the Olympic Games or just the Olympics. The modern Olympics are the largest international sporting event. The latest venues for the summer Olympics were as follows:

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**Answer these questions in full, correct sentences.**

1. What is the name given to the largest sporting event of the world?
2. How often are the Olympics held?
3. Which three things have made the world a global village?
4. What is the name given to the messages passed through computers?
5. What do we mean when we say that the world is now a global village?
6. Where were the most recent Olympics held?
7. Which country hosted the most recent Olympics?
8. How do the athletes travel to the Olympics?



## Write

### Writing a summary

In 30 words write a summary of the passage: **The Olympic Games**. You may make use of the following guidelines if you wish:

- what the Olympics are
- how often they are staged
- what makes the Olympics truly global
- where the most recent and/or the next Olympics will be staged.



## Read

Read this passage and answer the questions that follow.

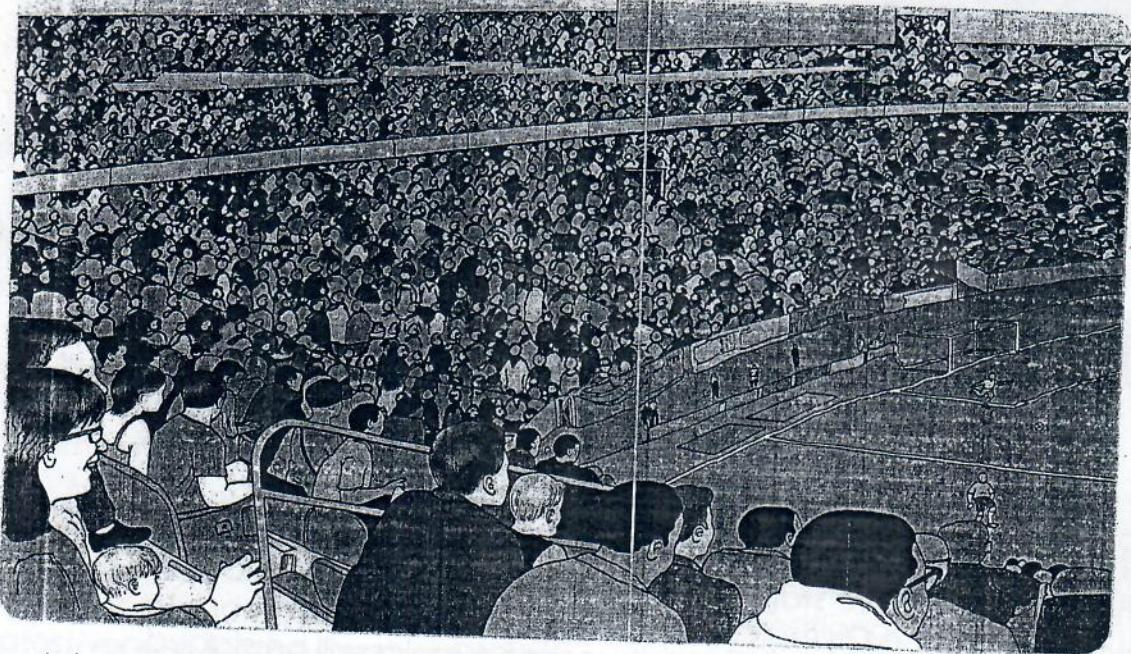
### World Cup Soccer in South Africa

popular	tournament	international	staged	referees	eliminated
participated	hosted	extra	dead-locked	knocked	nil
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viewers	oceans	global			

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Many people from all over the world travelled to South Africa to watch these football matches. Many others watched the different matches on television in the comfort of their homes.



The matches were played in nine host cities around South Africa. The opening match was played at the Soccer City Stadium in Johannesburg. The other host cities were Durban, Pretoria, Cape Town, Port Elizabeth, Bloemfontein, Rustenburg, Nelspruit and Polokwane.

English referee, Howard Webb refereed the final match in which the two finalists were dead-locked at nil-nil at the end of the regulation ninety minutes of play. The game went into extra time. In the twenty-sixth minute of extra time, Andries Iniesta scored the winning goal for Spain, defeating the Netherlands.

The table below shows the prize money paid to the teams that took part in the 2010 tournament:

Prize money	Team category
US\$ 8 million	To each of the 16 teams eliminated at the group stage
US\$ 9 million	To each of the 8 teams eliminated in the round of 16 remaining teams
US\$ 14 million	To each of the 4 teams eliminated in the quarter-finals stage
US\$ 18 million	To the fourth placed team
US\$ 20 million	To the third placed team
US\$ 24 million	To the runner up/the losing finalist
US\$ 30 million	To the winning team of the tournament

Today, millions of television viewers continue to watch their favourite soccer teams play in distant countries, making football a truly global sport.





## Write

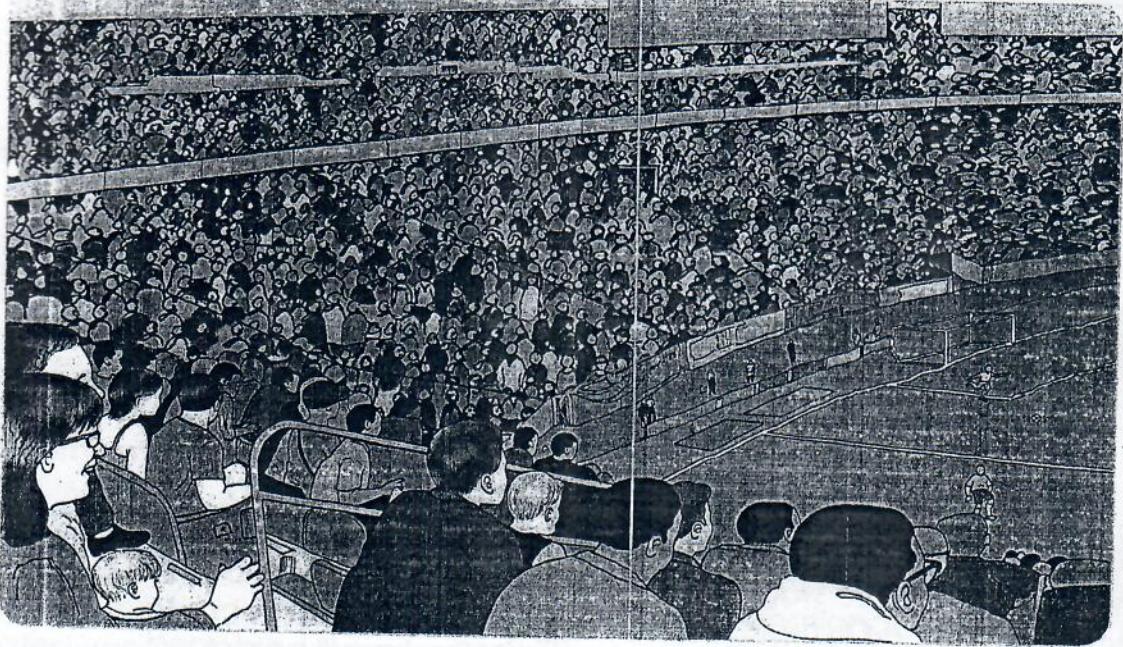
Select the correct answers to the questions below.

1. Who was Jules Rimet?  
A. A soccer referee.  
B. A football player.  
C. A president of FIFA.  
D. A soccer host in South Africa.
2. The world cup soccer tournament is staged \_\_\_\_\_.  
A. after every four years  
B. only in South Africa  
C. once every year  
D. only in Africa
3. To date, South Africa is the only African country that has \_\_\_\_\_.  
A. hosted the world cup soccer tournament  
B. played in the world cup soccer tournament  
C. won the world cup soccer tournament  
D. not played in the world cup soccer tournament
4. How many national soccer teams participated in the 2010 world cup soccer tournament?  
A. sixteen  
B. thirty-two  
C. twenty-nine  
D. seven hundred and thirty-six
5. How many African countries took part in the world cup soccer tournament that was hosted by South Africa in 2010?  
A. five  
B. none  
C. thirty-two  
D. six
6. The world cup soccer tournament is a global event because \_\_\_\_\_.  
A. it was started in 1930  
B. it is popular in South Africa alone  
C. soccer is also known as football  
D. it is watched by people from all over the world
7. In the world cup soccer tournament that was played in 2010, South Africa \_\_\_\_\_.  
A. won US\$ 8 million prize money  
B. failed to win any prize money  
C. played in the finals and lost  
D. won US\$14 million prize money
8. Which team won US\$24 million prize money in the world cup soccer tournament that was played in 2010?  
A. Brazil  
B. South Africa  
C. Netherlands  
D. Spain
9. For which country did Andries Iniesta play in the 2010 world cup soccer tournament?  
A. Germany  
B. Spain  
C. South Africa  
D. Netherlands

## Speak

Forming opposites using the prefix in-

- (i) **Look at this example:** Something is **accurate** when it is correct in every detail and without any mistakes.



The matches were played in nine host cities around South Africa. The opening match was played at the Soccer City Stadium in Johannesburg. The other host cities were Durban, Pretoria, Cape Town, Port Elizabeth, Bloemfontein, Rustenburg, Nelspruit and Polokwane.

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Today, millions of television viewers continue to watch their favourite soccer teams play in distant countries, making football a truly global sport.





## Write

Select the correct answers to the questions below.

1. Who was Jules Rimet?
  - A. A soccer referee.
  - B. A football player.
  - C. A president of FIFA.
  - D. A soccer host in South Africa.
2. The world cup soccer tournament is staged \_\_\_\_\_.
  - A. after every four years
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  - B. South Africa
  - C. Netherlands
  - D. Spain
9. For which country did Andries Iniesta play in the 2010 world cup soccer tournament?
  - A. Germany
  - B. Spain
  - C. South Africa
  - D. Netherlands



## Speak

Forming opposites using the prefix in-

- (i) **Look at this example:** Something is **accurate** when it is correct in every detail and without any mistakes.

Something is **inaccurate** when it is not correct in every detail or has some mistakes.

Complete the statements below in the same way.

1. Something is **audible** when it is loud enough for people to hear.  
Something is **inaudible** when \_\_\_\_\_.
  2. Someone is **capable** when he or she is able to do something.  
Someone is **incapable** when \_\_\_\_\_.
  3. A story or the news is **credible** when it can be believed or trusted.  
A story or the news is **incredible** when \_\_\_\_\_.
  4. A fruit is **edible** when it is safe or good enough to be eaten.  
A fruit is **inedible** when \_\_\_\_\_.
  5. A worker or a machine is **efficient** when it is working well and producing good results.  
A worker or a machine is **inefficient** when \_\_\_\_\_.
  6. A person is **eligible** when he/she is allowed by the rules and laws to do something e.g. voting, becoming a teacher etc.  
A person is **ineligible** when he/she \_\_\_\_\_.
  7. Things are **sufficient** when they are enough or as much as is needed.  
Things are **insufficient** when \_\_\_\_\_.
  8. Things are **formal** when they are official; therefore not on a friendly or relaxed basis.  
Things are **informal** when \_\_\_\_\_.
  9. A person or country is **dependent** when controlled by another.  
A person or country is **independent** when \_\_\_\_\_.
  10. Something is **defensible** when it can be defended.  
Something is **indefensible** when \_\_\_\_\_.
- (ii) Using **in-** like in the examples above, say the opposites of these words:  
adequate convenient correct direct distinct experienced  
frequent separable significant valid visible tolerable  
gratitude expensive competent complete
- (iii) Afterwards prepare to say to the class your own two sentences similar to the sentences in (i) above with any of the words above.



### Joining sentences using because, although and but

Say the following sentences to the class:

• John was late for school. The teacher was not happy with John.

We can join the two sentences above as follows:

• The teacher was not happy with John because he was late for school.

Another example:

• The teacher was not happy with John. He did not punish John.

We can say the two sentences above as one sentence in two different ways as follows:

(a) The teacher was not happy with John **although** he did not punish him.



(b) The teacher was not happy with John **but** did not punish him.

Use **because**, **although** or **but** to join the following pairs of sentences correctly.

1. Jack is taller than Paul. Jack is younger than Paul. (**although**)
2. I missed the early bus. I got up late. (**because**)
3. I visited my friend's house. I did not find him. (**but**)
4. The land is already dry. It rained last week. (**although**)
5. I send him many short messages. He never replies. (**but**)
6. I could not go on the school trip. I had no bus fare. (**because**)
7. We grew up together. We have never been good friends. (**but**)
8. The cake did not come out very well. He followed the recipe that he was given. (**although**)
9. We could not go to play with the others. We had choir practice that afternoon. (**but**)
10. The doctor tried calling the patient's relatives. She did not get a response. (**but**)



The silent t

Listen carefully and say this sentence correctly after your teacher:

On Christmas day, the people whistled as they watched a wrestling match. Did you notice that the bold and underlined t is silent?

Now say the following words correctly. The t in them in each of the words is silent.

whistling	listening	fastening	rustling	nestling	hastening	often
catch	watch	fetch	fasten	butcher	bouquet	depot
switch	soften	rustle	castle	jostle	hatch	Christmas
crutches	hasten	whistle				



narrative composition

A narrative composition is one in which you tell the story of what happened.

Write a narrative composition under the heading **An international football match I watched.**

- which two countries were playing,
- where and when the football match was played
- the colours of the team jerseys
- the spectators: numbers, what they were doing
- the game itself: how it was played, what the players did, the referee
- outstanding players, what they did and how they did it
- the scores at half-time; at the end of the match,
- what you think about the game/match.

## Term assessment

### English Paper 1

Time: 1 hour 30 minutes

(Total marks: 40)

Read the letter below and answer the questions that follow.

Vengere Primary School  
P O Box 187  
Rusape

18 October 2017

The School Head  
Rujeko Primary School  
P O Box DY30  
Dangamvura  
Mutare

Dear Sir/Madam

RE: APPLICATION FOR A GRADE SIX VACANCY AT YOUR SCHOOL

I hereby apply for a Grade Six place at your school beginning in January next year.

I am an honest and hard-working girl aged ten. This year I am in Grade Five at the school named above.

My parents have bought a house in the suburb where your school is. Our family will relocate to that new house during the December school holidays. That is why I am applying to become one of the learners at your school when the next school year begins.

I am very good at practical subjects. Last term I was awarded merit prizes in Agriculture and Home Economics. My other favourite subjects are Science and Mathematics.

I am also very good at sports. I play in the school netball team. I also play tennis and volleyball. In addition to that, I sing in the school choir.

My father and mother are both self-employed; the former being a vendor and the latter a cross-border trader. Together they earn enough money to be able to pay all the school-fees for me and for the other children as well as buy all the uniforms for all of us.

I look forward to your favourable reply.

Yours faithfully

Phillipa Mhlanga

1. Which word in the letter means the same as the word 'vacancy'?  
A. Head      B. Learner      C. Place      D. Grade
2. Phillipa Mhlanga wrote this letter \_\_\_\_\_.  
A. from Rujeko School  
B. from Vengere School  
C. during the month of December  
D. in the month of January
3. When Phillipa Mhlanga wrote this letter, she was \_\_\_\_\_.  
A. only ten years old  
B. in grade six.  
C. already living in Dangamvura  
D. not going to school.
4. Which of Phillipa Mhlanga's parents was a cross-border trader?  
A. Her father.  
B. Her mother.  
C. Neither her father nor her mother.  
D. Both her father and mother.
5. What is a suburb?  
A. A big city.  
B. A school with many learners.  
C. An area outside a city with people's houses.  
D. A place just across the border.
6. Which word in the letter means 'a group of people singing together'?  
A. grade      B. sports      C. subject      D. choir
7. What shows us that Phillipa really wanted to become a learner at Rujeko Primary?  
A. She was good at practical subjects.  
B. Her parents were able to pay all the fees.  
C. She was looking forward to a favourable reply.  
D. She was an honest and hard-working girl.

**Choose one word with the same meaning as the underlined word.**

8. The Prophet Mohammed founded the religion Islam.  
A. believed    B. prayed    C. started    D. taught
9. Lake Kariba is a huge man-made dam on the Zambezi river.  
A. giant    B. modern    C. useful    D. famous
10. When all the passengers were seated, the bus departed.  
A. arrived    B. left    C. turned    D. stopped
11. With all those dark clouds in the sky, I was certain that it was going to rain.  
A. afraid    B. doubting    C. sure    D. remembering

**Choose the correct preposition to fill in the gap.**

12. Nowadays most people like to travel \_\_\_\_\_ air.  
A. on    B. in    C. by    D. above
13. Many people are afraid \_\_\_\_\_ snakes.  
A. with    B. for    C. from    D. of
14. I was watching as the boys jumped \_\_\_\_\_ the river and began to swim across.  
A. in    B. into    C. to    D. over

**Choose one word that means the same as the underlined phrase.**

15. In the accident, the bus turned over many times.  
A. overturned    B. collided  
C. reversed    D. damaged
16. Zimbabwe is visited by many people who travel to see places on holiday.  
A. travellers    B. foreigners    C. visitors    D. tourists
17. That boy failed Grade Five last year and is now doing Grade Five again.  
A. learning    B. repeating    C. correcting    D. working

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

### **The motorist who needed help**

A fisherman was crossing the highway, heading for the river to do some fishing there. He saw a young motorist who looked stranded. The motorist was standing beside his car in the middle of the busy, wide road.

The young motorist looked very worried when the fisherman started walking towards him; and the fisherman knew why. There had been many stories of robberies on the highway. The fisherman smiled as he was approaching the young motorist. He could see that the motorist was really frightened, so he tried to calm him.

"Hello!" the fisherman said. "I'm here to help you, so don't worry. My name is Jacob." One rear tyre of the car was flat and damaged beyond repair. The car had been driven with a flat tyre over a long distance.

Jacob knelt down beside the car and got busy. While replacing the damaged wheel, he got very dirty. When the job was done, the young motorist asked Jacob how much he owed him for his help.

Jacob smiled and said, "If you really want to pay me, the next time you see someone who needs help, give that person the needed assistance." Then he walked away.

18. What is a highway?  
A. A busy, wide road.      B. A big river.  
C. A robbery.      D. A long way.
19. Which word tells us that the young motorist was in a situation from which he could not get away?  
We say that person is \_\_\_\_\_.  
A. frightened      B. stranded  
C. worried      D. calm
20. Why did the young motorist look worried on seeing the fisherman?  
A. He was not a fisherman.      B. His car had a flat tyre.  
C. He feared being robbed.      D. He was a young driver.
21. Who was Jacob in this story?  
A. Another motorist.      B. A robber on the highway.  
C. The motorist's companion.      D. A fisherman.
22. We say that something was 'damaged beyond repair' when it \_\_\_\_\_.  
A. can be repaired      B. cannot be repaired  
C. is very easy to repair      D. is very difficult to repair
23. After helping the young motorist, Jacob \_\_\_\_\_.  
A. asked the young man to pay him  
B. asked the young man how much he owed him  
C. did not accept any payment for the job he had done  
D. walked away without saying a word
24. What good lesson do we learn from the fisherman in this story?  
A. To drive carefully on the highway.  
B. To become good fishermen.  
C. To check for motor cars before crossing roads.  
D. To give help to those who need our help.

**Choose the word opposite in meaning to the underlined word.**

25. The district council has built a permanent shelter for the people at the bus stop.  
A. public      B. temporary      C. private      D. comfortable
26. Some farmers like to plant their crops before the rains.  
A. during      B. around      C. towards      D. after
27. The number of people going to church is increasing.  
A. pleasing      B. decreasing      C. improving      D. surprising

**Choose the correct verb to complete the sentence.**

28. Last year, most of our farmers \_\_\_\_\_ seasonal crops.  
A. grow      B. growing      C. grows      D. grew
29. Whenever we go to the river, we \_\_\_\_\_ him fishing there.  
A. see      B. saw      C. sees      D. seeing
30. We spent a lot of time \_\_\_\_\_.  
A. write      B. wrote      C. writing      D. written

**Choose the correct adjective to complete the sentence.**

31. The black mamba is a very \_\_\_\_ snake.  
A. dangerous      B. more dangerous  
C. most dangerous      D. dangerously
32. The computer is a gadget of the \_\_\_\_\_ world.  
A. ancient      B. modern      C. passive      D. excellent

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

### The Zebra

The zebra, a wild mammal found nowhere else in the world except in Africa, is similar to a horse, but has black and white stripes. Zebras are speed demons - they can gallop at speeds reaching sixty-five kilometres per hour. This is fast enough to outpace their predators like lions, leopards and hyenas. Even their foals can run with the herd within a few hours after their birth.

Zebras seem to know that there is safety in numbers as they always move and graze in large herds. They do all this for protection. When a group member is wounded by a predator, other zebras will encircle it and attempt to scare away the predator with their open teeth and hooves.

Zebras will only sleep when they are close to a neighbour so that they can be warned if any predator approaches. Even when they sleep, they do so on the hoof, just like the horses. Sleeping while standing enables the zebra to start galloping away with the group as soon as a warning of danger is sounded.

The zebras stripes are unique, like our fingerprints, - each individual pattern is not the same as any other. Their foals are able to recognize their mothers because of these unique stripes.

33. Which of these statements is true?
- A. Zebras are found all over the world.
  - B. Zebras are found nowhere in Africa.
  - C. Zebras are found only in Africa.
  - D. Zebras are found all over the world, except in Africa.
34. Zebras are 'speed demons'. This means that zebras \_\_\_\_\_.  
A. can run very fast      B. cannot run fast  
C. are very brave animals      D. move and graze in large herds

35. What is a predator?
- Any wild animal like a zebra.
  - The young one of an animal.
  - An animal that is wounded by another animal.
  - An animal that hunts, kills and eats another animal.
36. The zebra stripes are unique. This means that the zebra stripes \_\_\_\_\_.
- in all zebras are similar
  - are not the same as in any two zebras
  - are easy to recognise
  - are black and white in colour
37. Zebras 'sleep on the hoof'. This means that zebras \_\_\_\_\_.
- are very brave animals
  - sleep while standing
  - always gallop in groups
  - are wild animals
38. The opposite of a predator is prey which means \_\_\_\_\_.
- an animal that is hunted, killed and eaten by other animals
  - an animal that lives in the forest
  - a fierce animal
  - an animal that hunts, kills and eats other animals

**Choose the correct answer.**

39. When you have done something wrong, and you are sorry you \_\_\_\_\_.
- complain
  - demand
  - apologise
  - lie
40. When you want someone to repeat what one has just said you say, " \_\_\_\_\_".
- I beg your pardon
  - Please come in
  - Please do it
  - What did you say?
41. If you agree with someone who says, "Do you mind if we close the door?" you say, " \_\_\_\_\_".
- I mind
  - I don't mind
  - Yes I mind
  - Please don't
42. One must take good care of \_\_\_\_\_.
- himself
  - themselves
  - yourself
  - oneself
43. Neither John nor his brother Peter \_\_\_\_\_ beer.
- drink
  - drinks
  - drinking
  - drunk
44. My mother as well as my father \_\_\_\_\_ many languages.
- speak
  - speaking
  - spoken
  - speaks
45. The bus has a certain number of \_\_\_\_\_ it is allowed to carry at a time.
- pedestrians
  - audience
  - passengers
  - spectators
46. The sun sets at \_\_\_\_\_.
- dawn
  - mid-night
  - dusk
  - daybreak
47. Football has more television \_\_\_\_\_ than wrestling.
- spectators
  - viewers
  - players
  - listeners
48. During the parade, the soldiers sang the National Anthem, \_\_\_\_\_?
- isn't it
  - didn't they
  - aren't they
  - won't they

**Choose one word in which the ea has a different sound from the rest.**

49. A. heat      B. defeat      C. sweat      D. please

**Choose the correct verb to complete the sentence.**

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A. grow      B. growing      C. grows      D. grew
29. Whenever we go to the river, we \_\_\_\_\_ him fishing there.  
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Zebras seem to know that there is safety in numbers as they always move and graze in large herds. They do all this for protection. When a group member is wounded by a predator, other zebras will encircle it and attempt to scare away the predator with their open teeth and hooves.

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**Choose the correct answer.**

39. When you have done something wrong, and you are sorry you \_\_\_\_\_.  
A. complain B. demand C. apologise D. lie
40. When you want someone to repeat what one has just said you say, "\_\_\_\_\_.  
A. I beg your pardon B. Please come in  
C. Please do it D. What did you say?
41. If you agree with someone who says, "Do you mind if we close the door?"  
you say, "\_\_\_\_\_.  
A. I mind B. I don't mind C. Yes I mind D. Please don't
42. One must take good care of \_\_\_\_\_.  
A. himself B. themselves C. yourself D. oneself
43. Neither John nor his brother Peter \_\_\_\_\_ beer.  
A. drink B. drinks C. drinking D. drunk
44. My mother as well as my father \_\_\_\_\_ many languages.  
A. speak B. speaking C. spoken D. speaks
45. The bus has a certain number of \_\_\_\_\_ it is allowed to carry at a time.  
A. pedestrians B. audience C. passengers D. spectators
46. The sun sets at \_\_\_\_\_.  
A. dawn B. mid-night C. dusk D. daybreak
47. Football has more television \_\_\_\_\_ than wrestling.  
A. spectators B. viewers C. players D. listeners
48. During the parade, the soldiers sang the National Anthem, \_\_\_\_\_.  
A. isn't it B. didn't they C. aren't they D. won't they

**Choose one word in which the ea has a different sound from the rest.**

49. A. heat B. defeat C. sweat D. please

**Which of these sentences is written correctly.**

- 50.A. The teacher asked the learners, is today Monday or Tuesday?
- B. "The teacher asked the learners, Is today Monday or Tuesday?".
- C. The teacher asked the learners, "Is today Monday or Tuesday?"
- D. The teacher asked the learners, "is today monday or tuesday?"

**(Total: 50 marks)**

## **English Paper 2**

**Time: 1 hour 45 minutes**

### **SECTION A COMPOSITION (20 marks)**

You are advised to spend **1 hour** on this section.

Choose either question (a) or (b) and write about it.

A.

Imagine that one weekend you were walking with your little sister or brother and got injured. Write a composition about the incident: Give your composition a suitable heading then write it in 80 – 100 words.

- when and where this happened
- where you were going and what for
- how your sister or brother got injured
- what you did to help her.

B.

For quite some time now, you and your friend were being talked about by many people, all for a very good reason. Write a letter to your uncle or aunt telling him/her about it. The body of your letter should be in 80 – 100 words in length. In your letter say:

- for how long you and your friend were being talked about
- what you had done, when and where
- how you did it, to whom
- why it is important.

### **SECTION B COMPREHENSION AND SUMMARY (15 MARKS)**

You are advised to spend **30 minutes** on this section.

**Read this passage and answer all the questions that follow.**

#### **(i) Comprehension (10 marks)**

##### **Anna the heroine**

A fortnight ago, Anna's name was in the newspapers. Anna had rescued a sleeping baby from a burning hut. The mother had left her baby asleep in a hut while she went to fetch some water from the borehole. Then, a wild flame from a veld fire was blown by a strong wind onto the grass roof of the hut, setting it on fire.

Anna who was walking past rushed into the hut, wanting to save whatever she could pull out of the burning hut. To her surprise, she saw a sleeping baby inside the hut. Without wasting a moment, she grabbed the baby and ran out of the hut with the crying child in her arms. The baby's mother came running from the borehole. At first, the baby's mother wanted to beat Anna. When Anna explained what had happened, the baby's mother became very grateful to Anna.

Then, on Saturday, Anna was window-shopping when she saw an elderly lady with an expensive leather handbag. Suddenly a small car with three men inside pulled up near the elderly lady. One man remained in the small car while the others jumped out very quickly. They grabbed the elderly lady's leather handbag, jumped back into their small car and sped off, leaving the elderly lady frightened and confused.

Anna, who was watching all this, quickly took down the registration number of the small car and handed them to the police. The police were very thankful to Anna. Soon, there was a high speed chase on the highway. A police car with sirens and flash lights on was chasing the small car with the three men inside. When the police got near enough, they shot at one of the wheels of the small car, making the wheel flat. That is when the small car stopped. The three men inside it were handcuffed. The police recovered the expensive leather handbag.

The next day, Anna's name was in the newspapers again. The newspaper headline was: Anna, the heroine!

### Questions

1. Why was Anna's name in the newspapers in the first place?
2. What started the fire that set the hut on fire?
3. Where had the baby's mother gone to when the hut caught fire?
4. How did Anna see the burning hut?
5. Did Anna know that there was a sleeping baby in the burning hut when she rushed inside?
6. What was Anna doing when she saw an elderly lady?
7. How many men jumped out of the small car and what did they do?
8. Why were the police thankful to Anna?
9. How did the police stop the small car they were chasing?
10. In the end what happened to the expensive handbag?

### (ii) Summary (5 marks)

Under the heading **Anna the heroine**, write a summary of the story you have read in the passage at the beginning of **Section B**. Write the summary in 30 – 40 words.

## Let's speak

Listen carefully as the teacher tells you about the world heritage sites.

### World heritage sites

Heritage sites include the buildings, sites, traditions and art which a society considers important parts of its history and culture or way of life.

World heritage sites are classified into two groups: the natural sites and the cultural sites. Globally or throughout the world, there are currently one thousand and fifty-two (1 052) world heritage sites. Of these eight hundred and fourteen (814) are cultural; two hundred and three (203) are natural, and thirty-five (35) are mixed (cultural/natural).

In Africa alone, there are one hundred and nineteen (119) world heritage sites. In our country, Zimbabwe, there are three (3) natural and two (2) cultural; making a total of five (5) world heritage sites.

Answer these questions from what you were listening to above. You are free to quickly scan for information as you do this exercise.

1. What are heritage sites?
2. Which word do we use to mean the people's way of life?
3. Into which two groups are the world heritage sites classified?
4. How many world heritage sites are there throughout the world?
5. How many world heritage sites are there in Africa alone?
6. How many natural and cultural world heritage sites are there in Zimbabwe?
7. Would you say that the heritage sites are important or not important and why?
8. What is culture?



Read this passage and answer the questions which follow.

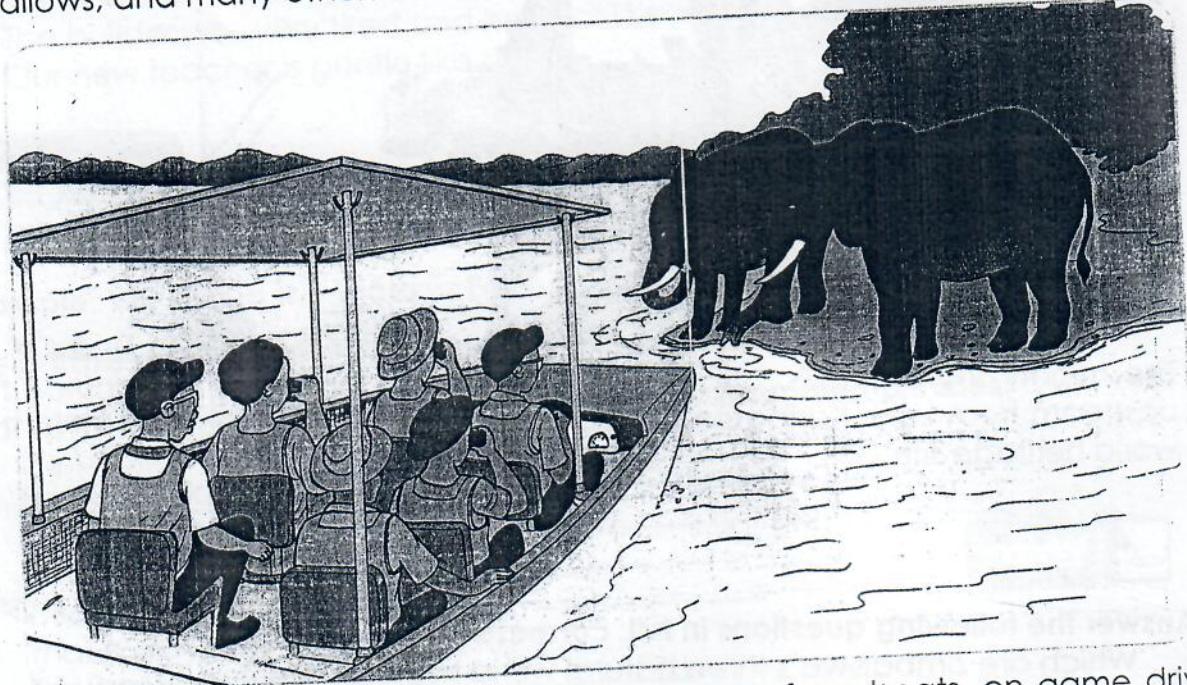
### Zimbabwe's World Heritage Sites: Part 1

special	history	spectacular	cultural	viewing	giant
downstream	scarce	canoeing	formations	centuries	impassable
bald	traditions	permanent	numerous	abundant	



The Mana Pools on the Zambezi River, downstream from the giant man-made Lake Kariba are one of Zimbabwe's natural world heritage sites. Mana means 'four' in the local Shona language. This is referring to the four large, permanent pools that make up the Mana Pools.

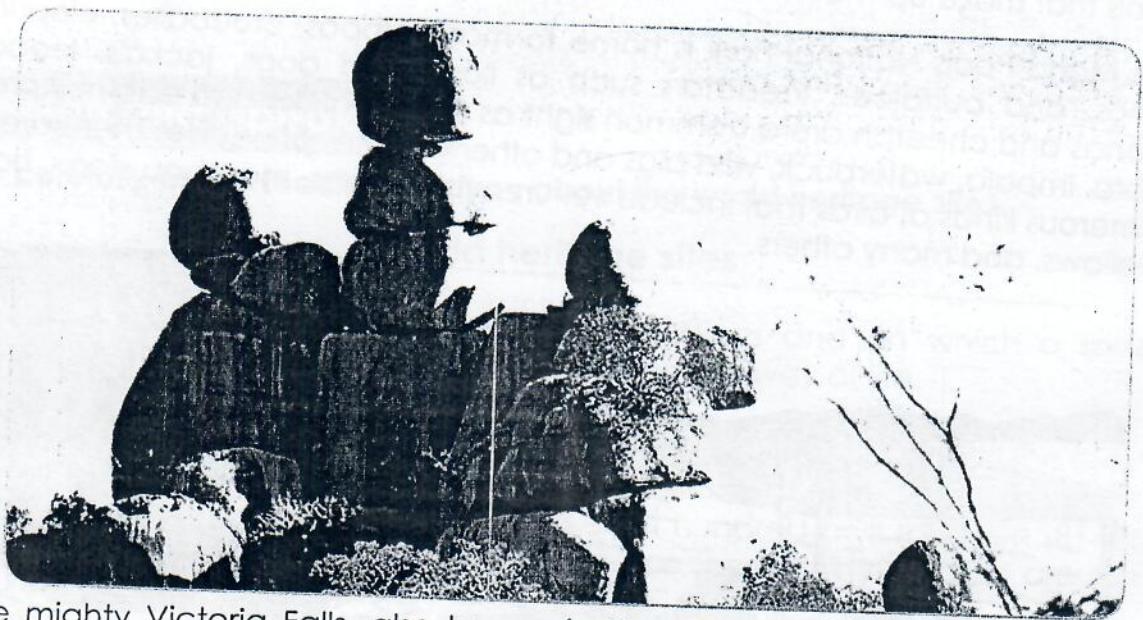
The Mana Pools National Park is home to many hippos, crocodiles, elephants, rhinos, and buffaloes. Predators such as lions, wild dogs, jackals, leopards, hyenas and cheetah are a common sight as they hunt, kill and eat their prey of zebra, impala, waterbuck, wild pigs and other varieties of wildlife. There are also numerous kinds of birds that include vultures, fish eagles, marabou storks, hawks, swallows, and many others.



Game viewing at the Mana Pools can be done from boats, on game drives, and on bush walks. Fishing and canoeing on the pools are also very popular activities for the countless tourists and nature lovers who flock to the Mana Pools every year. The best time to visit the Mana Pools is between May and October. This is the time when large groups of animals descend to the pools to drink as water becomes scarce elsewhere. When the rainy season commences in late November, the weather gets very hot and the roads become impassable.

The Matopo Hills are Zimbabwe's other natural world heritage site. Situated about forty-five kilometres to the south of Bulawayo, the Matopo Hills are quite unusual rock formations. The large boulders, often referred to as the 'bald heads' by the local people, and the caves in between them provide abundant shelter for birds and varieties of big and small wildlife.

There are rock paintings that date back to many centuries. These rock paintings show the people's lives and traditions of hunting and gathering the many wild fruits that nature provided before deforestation.



The mighty Victoria Falls, also known in the local language as Mosi-oa-tunya upstream from Lake Kariba on the Zambezi River, are Zimbabwe's third natural world heritage site.



**Answer the following questions in full, correct sentences.**

1. Which are Zimbabwe's three natural world heritage sites?
2. Where are the Mana Pools?
3. Why is it best to visit the Mana Pools between May and October?
4. Name one tradition that can be learnt from rock paintings.
5. Where are the Matopo Hills?
6. Which world heritage site is also known as Mosi-oa-tunya?
7. Where are the Victoria Falls?
8. What is deforestation?



**Say this sentence to the class:**

- Don's hair is as black as coal.

Coal is black in colour. The simile **as black as coal** tells us that Don's hair is black like coal.

**Complete the sentences on the next page with the names in the box below:**

lightning	pig	donkey	leaves	log	lamb	glass
shadow	statue	snow	bees	crystal		

- When a cobra strikes, it is as quick as \_\_\_\_\_.
- The young lady's teeth are as white as \_\_\_\_\_.
- The teacher will not allow you to join the class when you are as dirty as a \_\_\_\_\_.
- For about two minutes, the man stood as still as a \_\_\_\_\_.
- I want a friend who is as noiseless as a \_\_\_\_\_ when we are studying.
- Our football team's jerseys are as green as \_\_\_\_\_.
- The naughty boy can be as stubborn as a \_\_\_\_\_.
- The water in the cup is as clear as \_\_\_\_\_.
- The carpenter polished the surface of the new table until it was as smooth as \_\_\_\_\_.
- The children were as busy as \_\_\_\_\_.
- The builder was very tired and he slept like a \_\_\_\_\_.
- Our new teacher is gentle like a \_\_\_\_\_.



### Using describing phrases

**Example:** We visited the Victoria Falls, a natural world wonder.

The phrase a natural world wonder describes the Victoria Falls.

Complete the following sentences with suitable describing phrases.

1. My uncle works in Harare, \_\_\_\_\_.

2. Everyday Jack walks to school with Anna, \_\_\_\_\_.

3. Lake Kariba is on the Zambezi, \_\_\_\_\_.

4. I will always remember Dennis, \_\_\_\_\_.

5. The tourists climbed Mt Nyanga, \_\_\_\_\_.

6. That is Mr Gutu, \_\_\_\_\_.

7. She grew up in Bulawayo, \_\_\_\_\_.

8. He is suffering from malaria, \_\_\_\_\_.



### Composition

Imagine that you went on an educational trip to one of Zimbabwe's natural heritage sites. Write a letter to a friend telling him/her about that educational trip. The body of your letter should be 80 – 100 words in length. In the letter say:

- when you went for the educational trip, and to which natural world heritage site
- where that natural world heritage site is
- how you travelled
- what you saw at the heritage site
- whether or not you enjoyed the trip.



## The world heritage sites: Part 2



### National anthem

The **national anthem** is also our heritage because it is very important in our history and culture. Take turns to read aloud the national anthem.

#### Blessed be the land of Zimbabwe

Oh lift, high, our flag of Zimbabwe  
Born of the fire of the revolution;  
And of the precious blood of our heroes  
Let's defend it against all foes;  
Blessed be the land of Zimbabwe.

Behold Zimbabwe so richly adorned  
With mountains and rivers beautiful  
Let rain abound and fields yield the seed  
May all be fed and workers rewarded;  
Blessed be the land of Zimbabwe.

Oh, God bless the land of Zimbabwe  
The land of our heritage;  
From the Zambezi to the Limpopo,  
Our leaders be just and exemplary  
Blessed be the land of Zimbabwe.

Sing the national anthem as a class.



Read the following passage and answer the questions that follow.

#### Zimbabwe's world heritage sites: Part 2

situated	fascinating	curving	granite	mortar
structures	awe-inspiring	indigenous	foundations	systematically
evidence	terraces	majestic	unmatched	artistry
erected	historians	destination	granite	cultural
massive	huge	created	blocks	civilisation



The Khami Monuments, situated twenty-two kilometres to the west of Bulawayo, as well as the Great Zimbabwe Monuments are Zimbabwe's two cultural world heritage sites. Made of **massive curving** walls **erected** from millions of dry granite stones shaped and fitted together, the Khami Monuments are one of Africa's largest stone structures. The majestic, awe-inspiring and **fascinating** stone walls of the Khami Monuments are **evidence** of unmatched **artistry**.

Like the Great Zimbabwe Monuments, the dry stone walls of the Khami Monuments are also erected without **mortar**.



The formations of the stone walls of the Khami Monuments and the **artefacts** found there also provide evidence of a very strong and united early **civilisation**. Some of the walls at the Khami Monuments have **foundations** built with huge blocks which could only have been lifted by at least four men. The whole site of the Khami Monuments reveals well-planned buildings erected on systematically created **terraces**.

Historians agree that the Khami Monuments were once the capital of the Kingdom of the Torwa people. Like the Great Zimbabwe Monuments, the Khami Monuments are a **popular destination** for historians and tourists from all over the world.



**Answer these questions in full, correct sentences.**

1. Which are Zimbabwe's two cultural world heritage sites?
2. Where are the Khami Monuments?
3. What similarity is there between the walls of the Khami Monuments and those of the Great Zimbabwe?

4. The Khami monuments are the capital of which Kingdom?
  5. What do we mean when we say that the Khami Ruins are a destination for historians and tourists?
  6. Which word can be used in place of the phrase 'as well as' at the beginning of the passage?
  7. The word 'huge' used in the second paragraph of the passage means \_\_\_\_.
    - A. very small
    - B. very big
    - C. very old
    - D. quite new
  8. The way the Khami Monuments were built shows that the people who built them were very \_\_\_\_.
    - A. stupid
    - B. few and weak
    - C. kind
    - D. creative and artistic



## **Speak**

### Homework

The words in the left column below are used and are written in bold in the passage **Zimbabwe's World Heritage Sites: Part 2**.

Match the words in the left column with the correct meanings in the right column.  
You can use a dictionary.

artefacts	the substance used for joining bricks or stones when building
curving	the most basic part of something from the rest of it is developed
civilization	the place where someone or something is going to
artistry	a gradual, smooth bending, for example, in walls, roads and rivers
destination	extremely interesting
erected	a word that describes something that is liked by many people
foundation	facts or signs that help to prove something
massive	thin flat sections of the land made to look like steps
evidence	a society that has developed its own way of life and places
popular	built or constructed
fascinating	interesting objects from the past
mortar	great skill
terraces	very, very big



**Listen carefully and say this sentence correctly after your teacher:**

After the church service, the girls went to work in the kitchen.

In the words church, service, girls and work the **ur**, **er** and **ir** have a deep **e** sound and the **r** is silent. Say these words correctly. Note that they all have a deep **e** sound.



<b>ur</b>	burn	hurt	purple	surname	urgent	curve	Thursday
	curtains	urban	surface				
<b>ir</b>	dirty	shirt	circle	birthday	bird	thirteen	skirt
	third	first	thirty	Sir			firm
<b>er</b>	fertile	herd	term	mercy	perfume	person	reserve
	perfect	merchant		sermon			



### Read and write



Using who, what, where, when, why, where, which and how.

Listen carefully as one of you reads this paragraph:

### My first pencil

When I was still very young, my mother bought a pencil for me. I did not know what it was. I also did not know why she bought it for me. I just thought it was a toy which she had bought for me from the shops. That is where she always bought some toys for me. Then my brother, who was already going to school, told me what it was. He also showed me how to use it.

Using who, what, where, when, which, why and how, complete the following sentences:

- Most tourists \_\_\_\_\_ like to visit the Mana Pools do so because that is \_\_\_\_\_ there is a lot of wildlife.
- I do not know \_\_\_\_\_ they did not plant the trees \_\_\_\_\_ the soil was still wet.
- The teacher asked me \_\_\_\_\_ I was doing \_\_\_\_\_ all the others were studying.
- The man \_\_\_\_\_ was driving the car \_\_\_\_\_ overturned is my uncle.
- There was nobody \_\_\_\_\_ knew \_\_\_\_\_ to answer the question correctly.
- Do you know \_\_\_\_\_ team won the match and by \_\_\_\_\_ many goals?
- I wonder \_\_\_\_\_ there are so many people \_\_\_\_\_ still cannot read or write.
- From \_\_\_\_\_ I was standing, I could easily see \_\_\_\_\_ of the two competitors had won the tight race.



### Write

### Handwriting

Copy the letters and sentences.

- |    |    |   |
|----|----|---|
| Ww | Ww | When will Willie Winkie walk with Winnie Williams?              |
| Xx | Xx | Xmas is when we expect Xavier to do that exercise.              |
| Yy | Yy | You, your friend and I were all born on New Year's Day.         |
| Zz | Zz | The Zambezi River forms the border between Zimbabwe and Zambia. |



### composition

#### Zimbabwe's world heritage sites

In 80 – 120 words, write a composition under the heading **Zimbabwe's world heritage sites**. In your composition, write:

- the names of the sites and where they are
- whether they are natural or cultural sites
- a short description of each site

You may read books, magazines and newspapers or browse the internet for more information.



### Speech

In the last two units (**Unit 31 and 32**) you learnt about Zimbabwe's World Heritage Sites. Choose any of Zimbabwe's world heritage sites and in just 2 – 3 minutes, tell the class about it.



### Reading for fluency

First read this paragraph silently. Then read the paragraph clearly to the facilitator.

#### Our heritage

Heritage includes buildings, structures, areas and the arts that are important in the history and culture of people. The heroes acres, hot springs, rock paintings found in many places, wetlands, sacred forests and mountains where our ancestors lived are heritage sites. The traditional songs and dances, as well as the musical instruments are our heritage. There are so many heritage sites and things in our own areas. Some of our heritage things and tools can be seen in the museums. There are some people who think it is primitive to keep these old things when, in fact, it is honourable to preserve our heritage. It is therefore, very important for all of us to preserve our heritage sites and things.



### Answer these questions.

1. What are heritage sites?

2. Give the names of any three examples of heritage sites or things found in your own area.
3. Where can one see some of our heritage things and tools today?
4. What does the passage say is honourable?
5. What is this paragraph encouraging people to do?
6. According to this passage, is it right for people to build houses in the wetlands? \_\_\_\_\_
7. The word 'preserve' at the end of the passage means \_\_\_\_\_.
  - A. to forget about something because it is very old
  - B. to take care of something so that it is not damaged
  - C. to build something completely new
  - D. to make sure that something happens \_\_\_\_\_
8. The people who lived a long, long time ago and are related to us are our \_\_\_\_\_.
  - A. friends
  - B. enemies
  - C. ancestors
  - D. heroes



## Listen and speak



### Traditional music

1. Listen to one traditional song from your area. Sing that traditional song to the class.
2. Look for a traditional musical instrument. Tell the class about the instrument. Afterwards play the musical instrument to the class.



## Animal stories

33

### Listen and speak



Listen carefully as your teacher reads this short story to you.

### Jaya and Gopo

Jaya and Gopo were friends. Both were prayerful men who went to church every week. One day the two friends were on a pilgrimage. This is a journey that people make to a holy place, usually to pray. Their pilgrimage was taking them across a thick and vast forest with wild animals.

Suddenly, a roaring lion came charging towards the two men. Jaya, who was in front, knelt down and started praying aloud. He said, "Oh, most powerful God, please save me from that fierce lion."

Gopo who was behind his friend quickly started climbing a tall tree while at the same time praying. He said, "Oh, most powerful God, please give me strength and speed to climb this tall tree so that I don't get killed by that fierce lion."

Take turns to continue with the story of Jaya and Gopo. You may speak for only 2 minutes.



Read

Read this story and answer the questions that follow.

tortoise  
pumpkin

wisdom  
proved

gourd  
annoyed

creatures  
search

consult

### Tortoise and the wisdom gourd

One day Tortoise **decided** to collect all the wisdom in the world. He would be the wisest and most famous creature on earth. Even kings and rulers would come to consult him.

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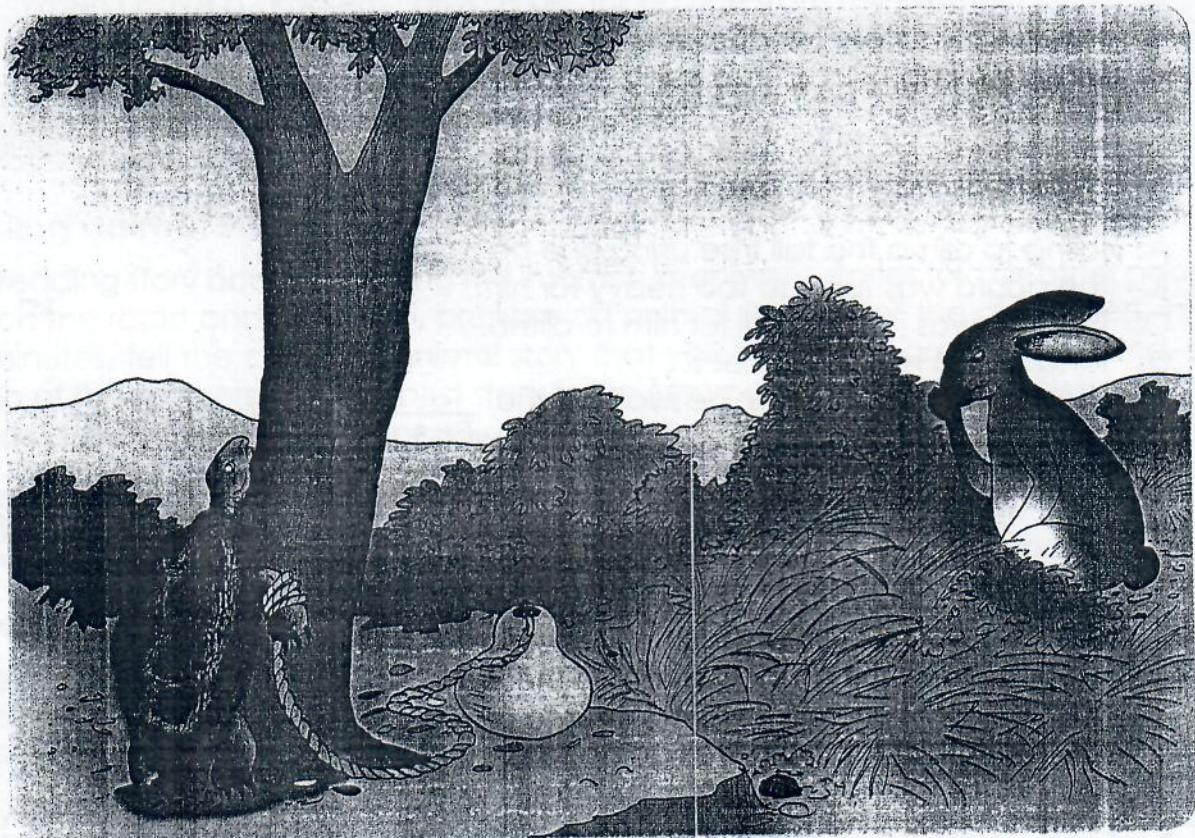


Tortoise travelled to many lands in search of the wisdom. He also read many informative books and talked to many wise people. He listened to the radio, watched television and browsed the internet.

When Tortoise had collected what he thought was all the wisdom in the world, he put it all in a gourd. He closed the opening of the gourd with a tight lid so that the wisdom would not **escape**.

The next task was to find a safe place to keep the gourd. Tortoise wanted a place that no one could reach. First, he thought of the dark cave in the mountain. Then he thought of the deep pool at the river. He also thought of burying the gourd in a deep hole near an anthill. At last he found a very tall tree that he believed nobody could **climb**.

He tied a strong rope round the gourd. Then, with one hand holding that rope, Tortoise tried to climb the tall tree with the other hand. This proved very **difficult**. Every time Tortoise tried one step up the tree, he would slip to the ground at the bottom of the tree.



Hare who was passing by saw Tortoise trying, but failing to go up the tall tree. Hare said to Tortoise, "Tie the rope with the gourd round your waist. Then you can use both hands to climb the tall tree."

Tortoise was very **annoyed** that he had missed this simple piece of wisdom. In fact, he **realized** that Hare was wiser than himself. He was so annoyed that he dropped the gourd. The gourd fell on the hard ground and **shattered**. All the wisdom that Tortoise had put inside the gourd **scattered** all over the world again. Today, we too can find some of that wisdom if we search for it.



### Choose the correct answers.

1. Tortoise wanted to collect all the wisdom in the world in order to \_\_\_\_\_.
  - A. become a king or a ruler
  - B. travel all over the world
  - C. be the wisest creature on earth
  - D. be wiser than Hare
2. What was the safest place Tortoise was going to keep the gourd?
  - A. A dark mountain cave.
  - B. A deep pool at the river.
  - C. A deep hole near anthill.
  - D. A very tall tree in the valley.
3. According to this story, what made Tortoise fail to climb the tree?
  - A. Trying to climb the tall tree using one hand.
  - B. The gourd was full and too heavy for him.
  - C. The tree was just too tall for him to climb.
  - D. Tortoises do not climb trees.
4. Tortoise was annoyed when he realized that \_\_\_\_\_.
  - A. he had collected all the wisdom in the world
  - B. he had not collected all the wisdom in the world
  - C. Hare was watching him all the time
  - D. he could not climb the tall tree
5. The gourd with the wisdom fell on the hard ground and \_\_\_\_\_.
  - A. scattered throughout the world.
  - B. Hare took it away
  - C. broke into many small pieces
  - D. annoyed Tortoise
6. According to this story, the tortoise \_\_\_\_\_.
  - A. had collected all the wisdom in the world
  - B. had not collected all the wisdom in the world
  - C. and the hare were working together to collect wisdom
  - D. was afraid that the hare was going to steal his wisdom
7. This story tells us that it is easier to climb trees with \_\_\_\_\_.
  - A. a string
  - B. a gourd
  - C. one hand
  - D. both hands
8. Choose the statement that is true from these:
  - A. There is no more wisdom in the world today.
  - B. Today, we too can become wise if we look for wisdom.
  - C. Tortoise fell down from the tree with the gourd in his hands.
  - D. Hare managed to take away the gourd full of all the wisdom from Tortoise.





## Write

### Vocabulary

These words are used in the story **Tortoise and the wisdom gourd**.

**annoyed**  
**consult**

**shattered**  
**climb**

**decided**  
**scattered**

**escape**  
**realized**

First, see how these words are used in the story. They are written in bold.

**Rewrite the following sentences replacing the underlined phrases with these words:**

- He keeps the new goat in a fenced plot so that it does not run away.
- When the children play, they love to go up the trees.
- When I woke up, I became aware that I had been dreaming.
- The teacher was made angry by the noise the learners were making in class.
- The clay pot broke into many small pieces when it fell on the hard ground.
- This year, I have made up my mind to work very hard at school.
- When I have a problem I always ask for advice from my brother.
- The diaspora are the people who have moved and spread all over the world.



## Speak

### Telling animal stories

By reading story books, browsing the internet, listening to stories told by other people or on the radio and television, prepare an animal story to tell the class. Then, in 2 – 3 minutes, tell the class the animal story that you have prepared. At the end, say who of the learners was the best story teller. Are you able to repeat any one of the stories told by the other learners?



### The different sounds of ou

**Say the following sentence correctly after the teacher:**

Are you the young man who bought a luxurious car for twenty thousand dollars?  
The **ou** in young, you, thousand, bought, luxurious have different sounds.

**Say the following words correctly.**

<b>ou</b> as in <u>young</u>	cousin country	trouble nourish	courage couple	touch double
<b>ou</b> as in <u>you</u>	group wounded	youth soup	route troupe	soup bouquet

<b>ou</b> as in <u>thousand</u>	trousers scouts	boundary bounce	drought doubt	plough snout
<b>ou</b> as in <u>bought</u>	fought court	mould thought	shoulder nought	source brought
<b>ou</b> as in <u>luxurious</u>	dangerous prosperous	delicious victorious	serious	courageous

### Write and speak

#### The simple past tense of irregular verbs

Look at this sentence:

- The man **knelt** down and **began** to pray.

**knelt** and **began** are the past tenses of the verbs **kneel** and **begin**.

Rewrite the following sentences in the simple past tense of the verbs in the brackets.  
You may use the dictionary.

- My parents (*build*) that house five years ago.
- Last night I (*sleep*) very well.
- Yesterday I (*see*) a big snake in the garden.
- After the long journey on foot, I (*feel*) very tired.
- Before I came to school this morning, I (*sweep*) the yard.
- Last week I (*lose*) some money on the way to the shops.
- My grandfather who is now late (*keep*) a long beard.
- Last term the teacher (*teach*) us how to send e-mails.

### Speak

#### The active and the passive voice

Say these two sentences to the class:

- Active voice: Charles ate all the oranges.
- Passive voice: All the oranges were eaten by Charles.

Note that the verb eaten in the passive voice is always in the past participle tense.

#### Change the sentences below to the passive voice.

- A lady drives our school bus.
- Themba broke the window pane.
- A thief stole our blankets.
- Many people saw the eclipse of the moon.
- A stranger took away my hat.
- My dog nearly bit our visitor.
- The boys did the work.

8. Janet drank all the milk.
9. The school choir sang the National Anthem.
10. All the new farmers grew potatoes.



**Write**

### A picture composition

The following two pictures tell a story.

1.



2.



Give the story a heading then write the story in 80 – 100 words. In the story, write:

- what was happening, where, when,
- what happened before that
- who did it happen to
- how it happened
- how it ended.

You may use the following words and phrases in your composition:

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• marathon race,</li> <li>• running as fast as ...</li> <li>• spectators cheering wildly</li> <li>• starting lineup</li> <li>• crossed the finishing line</li> <li>• won a trophy/and a prize of ...</li> </ul> | <ul style="list-style-type: none"> <li>• competitors from ....</li> <li>• breathing heavily as they..</li> <li>• lots of practice before the ...</li> <li>• leading in the race</li> <li>• well ahead of the rest</li> </ul> |
|--|--|

## Good manners

34

Listen carefully as your teacher tells you about good manners.

### Good manners

Good manners, also known as etiquette, are a sign of respect we show to others. A person with good manners is courteous, or polite towards others. Examples of good manners include:

- using the word 'please' when you ask someone for something
- saying 'thank you' to the person who has listened to you or helped you
- saying, 'You're welcome,' to someone who has said, 'Thank you,' to you
- greeting people
- covering the mouth and the nose when you cough, yawn or sneeze
- opening and holding doors for others, especially adults or elders
- letting others, especially adults or elders go in or out first
- giving up your seat to adults or elders.

Talk about other ways in which you can show good manners.



### A game to play in pairs

Every learner gets a chance to make a specific request to another learner of his/her choice as follows:

**Learner 1:** Jonas, could you please lend me your pencil?

**Jonas:** With pleasure. Here it is.

**Learner 1:** Thank you very much, Jonas.

**Jonas:** You're welcome/Don't mention/It was a pleasure.

You may start the request with any one of the following beginnings:

Could you please \_\_\_\_\_

Will you please \_\_\_\_\_

May I please \_\_\_\_\_

Can you please \_\_\_\_\_

Make different requests, for example, for help to work out a problem, the time, the date, someone else's name, story book to read at home, drink or fruit that someone has etc.



Read

**Read this story and answer the questions that follow.**

### **Joseph, the well-mannered boy**

<b>manners</b>	<b>character</b>	<b>queue</b>	<b>squeeze</b>	<b>excitement</b>
<b>attire</b>	<b>volley</b>	<b>murmured</b>	<b>whistle</b>	<b>pardon</b>
<b>behaving</b>	<b>situations</b>	<b>doubts</b>	<b>etiquette</b>	<b>off-duty</b>
<b>especially</b>	<b>respectively</b>			

Wednesday is sports day at Joseph's school. Just before sports started, Joseph walked up to Mrs Jiri, the sports director, and said, "Madam! May I please be excused from sports today?"

Mrs Jiri, who had a whistle on her lips murmured something that Joseph did not quite hear. Politely Joseph said, "I beg your pardon, Madam." Joseph knows that it is good manners to say, 'I beg your pardon,' when he wants someone to repeat what they had just said before.

Mrs Jiri removed the whistle from her lips and said, "Is there a problem, Joseph?"

Joseph replied "Yes Madam! I have a running stomach and I need to pass through the clinic on my way home."

"Oh! I see!" said the sports director. "I'm very sorry for you, Joseph. You are excused from sports. Get well soon!"

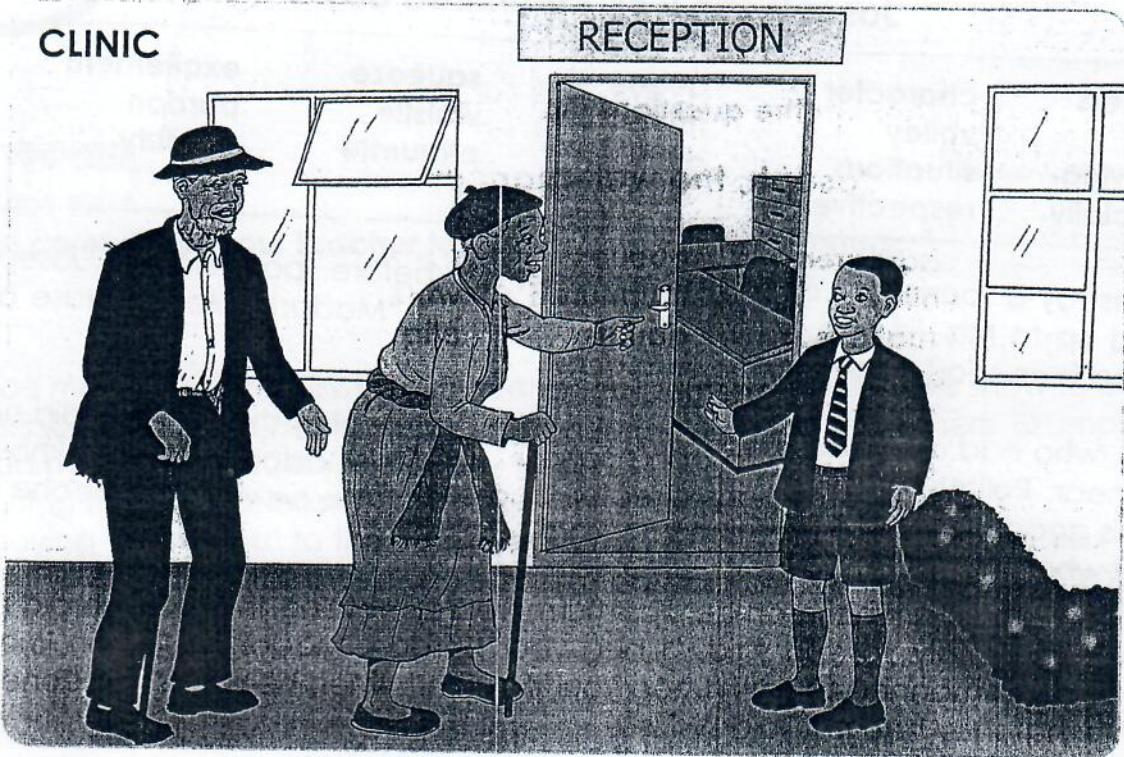
"Thank you, Madam," said Joseph as he turned to go away from Mrs Jiri.

Every teacher at the school knew Joseph as an honest and hardworking learner with very good manners. The sports director did not have any doubts that Joseph was indeed not feeling well.

Outside the school gate, Joseph stood at the back of the queue of people waiting for the bus. It would be bad manners to jump the queue. It would also be bad manners to push or squeeze through the people in a queue. Joseph greeted the people next to him in the queue.



Inside the bus, Joseph gave up his seat to an adult who had no seat. Joseph had done the same on several occasions in the past. He had given up his seat to adults on the train, on the bus, in church, at home, in the hall as well as at weddings, parties or shows.



When Joseph arrived at the clinic, it was still open to the patients although the door was closed on account of the windy and dusty weather. There were two other people who also wanted to enter the clinic at the same time with him. Joseph opened the door into the clinic. He stepped back to let the two people get inside first.



**Answer the following questions in full, correct sentences.**

1. When is sports day at Joseph's school?
2. Who was the sports director at Joseph's school?
3. What did Joseph want Mrs Jiri to do when he said, "I beg your pardon, Madam."
4. Why did Joseph want to be excused from sports?
5. Is a 'queue' a group of people sitting together or a group of people standing in a line?
6. How did Joseph go to the clinic?
7. What did Joseph do on the bus which showed good manners?
8. Choose the right ending to this sentence from the three in the brackets:  
Joseph was (a bad-mannered boy/an ill-tempered boy/a well-mannered boy).





## Write

### Writing a summary

Write a summary of the story **Joseph, the well-mannered boy** in 30 – 40 words. Here are some clues to help you:

- what Joseph asked for from the sports director on the sports day
- what Joseph did when he got to the bus stop
- what Joseph did at the clinic.



## Speak

### Using although

**Example:** The clinic was still open **although** the door was closed.

Other ways of saying the same:

- Although the clinic was still open, the door was closed.
- The door was closed although the clinic was still open.

Note: We use **although** for introducing a statement that makes the main statement surprising or less true.

Take turns to say your own sentences using **although**.



## Speak

### Using unless

We use unless for saying what will happen if something else does not happen, for example:

- The rivers will dry up unless it rains soon.
- You will be late unless you hurry up.
- I will not give you my sweets unless you let me play with your ball.

**Say your own sentences with unless.**

**Complete the sentences below by choosing a suitable ending.**

1. You will fail in your studies	unless	we run all the way.
2. You will be dehydrated		they are watered today
3. I will not be travelling to Bulawayo		you study hard.
4. We will be late for school		someone left the door open.
5. The dog will be in its kennel		my aunt pays the fare.
6. Planting should start soon		you drink plenty of fluids.
7. The dirty plates will pile up		you feed them poorly.
8. The function will start at two o'clock		the rains are late.
9. The vegetables will wilt		the guest speaker arrives late.
10. Broiler chicks grow fast		you start cleaning them now.

## Listen and write



### Station

First look at the first two paragraphs of the story **Joseph, the well-mannered boy**. Your teacher will read out the two paragraphs while you write them neatly and quickly with all the correct punctuation marks.



### Composition

Your friend showed very good manners to your parents at a social event. Write a letter to your friend thanking him/her for the good manners he/she showed to your parents. The body of your letter should be 80 – 100 words in length. In the letter describe the event:

- where you met, when
- the good manners your friend showed
- what your parents said afterwards
- thank your friend for the good manners he/she showed
- what you promise to do when you also meet the friend's parents.

## Write

Rewrite each sentence with the correct word from the brackets.

1. The sick man was so (weak/week) that he could not walk on his own.
2. The learners in our class are all (two/too) young to get married.
3. The people go to church to (pray/prey).
4. Please speak (aloud/allowed) if you want everyone to hear you.
5. When I went up the mountain, I (saw/sew) some baboons there.
6. I thanked my friend for giving me a (piece/peace) of cake to eat.
7. An athlete is someone who is good at (sports/spots).
8. My father has bought a (knew/new) pair of shoes for me.
9. The road to the city goes (through/threw) the farms.
10. We shall go out fishing when the (weather/whether) is fine.

## Record

In pairs, read this dialogue with clarity, expression and proper intonation:

Learner A: Could you please tell me what the date is today?

- Learner B:** Twenty-third of November.
- Learner A:** Oh! Thank you very much. Time flies!
- Learner B:** You're welcome.
- Learner A:** Do you realize that we're almost through with Grade Five?
- Learner B:** I hadn't given that a thought. But, yes! Soon we'll be Grade Six learners.
- Learner A:** Oh, that's great! I really look forward to that.
- Learner B:** And I too! But first, we must pass the Grade Five examination.
- Learner A:** We'll pass. We've worked hard throughout the year.
- Learner B:** I believe you. We should all pass because we've all worked hard.
- Learner A:** I must also thank you for all the help you've given me throughout the year.
- Learner B:** It was a pleasure!



### Listen and speak



Listen carefully as the teacher tells you or reads an animal story to you. In 2 – 3 minutes, retell the story.

## Staging a play

UNIT

10  
11  
12



### Read and Speak



#### Staging a play

**Listen carefully as your teacher tells you about the play you are going to stage.**  
You are going to stage a play as a class. Here are a few facts about the play you are going to stage:

Title of the play **I will marry when I am ready**

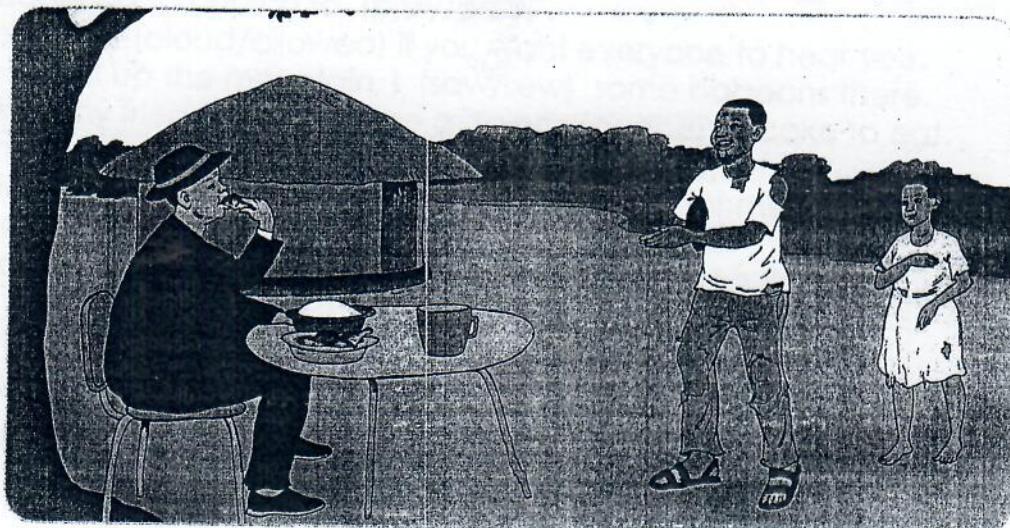
The actors:

1. Mr Zimari.....a rich man
2. Sipiwe .....a Grade 5 school girl and daughter of Mr and Mrs Mbizi
3. Mr Mbizi .....Sipiwe's father
4. Mrs Mbizi.....Mr Mbizi's wife and Sipiwe's mother
5. Mrs Siziba.....Sipiwe's class teacher
6. Learners 1-6.....the other learners in the same class with Sipiwe

**First, the actors read the play. Then the actors learn their parts by heart in order to stage the play.**

#### Scene 1

(Mr Mbizi, in the company of Sipiwe, his daughter, approach Mr Zimari, the rich man who is seated on a garden chair and enjoying a cup of tea. There are food plates showing that Mr Zimari takes lots of food during his meals. As Mr Mbizi and his daughter Sipiwe get nearer Mr Zimari, Sipiwe stands a distance away but not too far behind while her father, Mr Mbizi gets close to Mr Zimari.)



**Mr Zimari:** Hello there Mbizi! What brings you to my homestead at this odd hour of the day? Didn't I tell you that I have no jobs for you?

**Mr Mbizi:** Sorry to disturb your peace, Mr Zimari. Will you please lend me twenty dollars only. I need it very urgently.

**Zimari:** Twenty dollars! What for? Besides are you aware that if I lend you that money, you'll give me twice the amount when you repay it?

**Mr Mbizi:** I'm aware; but I've no choice. My daughter standing there (pointing to Sipiwe) needs the money to go on a school trip to a famous heritage site.

**Zimari:** (Looking at Sipiwe with an interested face) Your daughter? Standing there! Is that your daughter? Oh, so you do have a daughter, after all!

**Mr Mbizi:** Yes, Mr Zimari! That's my daughter and the money I wish to borrow from you is all for her.

**Mr Zimari:** Ah! Let me see: eh,... in that case I'll lend you the money you need. I'll also give your daughter, ....give, not lend, five dollars pocket money for the school trip. (Taking some money from his pocket and separating it) Here is the twenty dollars (handing the twenty dollars to Mr Mbizi). And here is your pocket money (handing the five dollars to Sipiwe).

**Mr Mbizi:** Oh, thank you very much for your kindness, Mr Zimari. I promise to repay twice the amount as you said in two weeks' time.

**Mr Zimari:** We'll talk! We'll talk like men. Let the girl go then we can talk.  
(Sipiwe leaves her father, talking to Mr Zimari.)



**Answer the following questions in full, correct sentences.**

1. Who wanted to borrow some money?
2. How much money did he want to borrow?
3. For whom was he borrowing the money?
4. What did Sipiwe need the money for?
5. Do you think that Mr Zimari was a good or a bad money-lender and why?
6. Would you say that Mr Zimari was a rich or a poor man and why?
7. The word 'urgently' used by Mr Mbizi at the beginning of the play means \_\_\_\_\_  

A. immediately	B. already
C. sometime later	D. always
8. How much money did Mr Mbizi promise to pay back in two weeks' time?  

A. twenty dollars	B. twenty-five dollars
C. forty dollars	D. fifty dollars
9. In borrowing and lending, the person who is giving out something is \_\_\_\_\_  

A. borrowing	B. receiving
C. lending	D. selling



## Play Script



### Scene 2

(As soon as Sipiwe leaves, Mr Zimari offers a seat, some tea and food to Mr Mbizi who is rather surprised by the generosity now being extended to him.)

**Mr Zimari:** Guess what I thought when you said the money was all for your daughter?

**Mr Mbizi:** I thought that you felt very sorry for a poor man like me.

**Mr Zimari:** Exactly! I was also thinking of the best way to help you and your family so that you are never poor again. Eh, ...if you give me your daughter to marry, then you'll never, ever be poor again.

**Mr Mbizi:** Hmm...that's a big issue, Mr Zimari! Besides you are already a married man and my daughter is at school,... eh and still too young to marry. Also, eh, ...her mother would never allow that to happen.

**Mr Zimari:** Look here, Mbizi. Talk like a man. A rich man like me can marry as many wives as he chooses. What's important to you is the bride price that I'll pay for your daughter and, eh....as you know very well, I have lots of money and cattle.

**Mr Mbizi:** (After a short moment of silence, while thinking quietly)

In that case, Mr Zimari, let me go and discuss the matter first with my wife and daughter. Then I'll come back to you.

**Mr Zimari:** (looking and sounding very surprised) Discuss? Discuss what? This is not an issue for women. If I were you, I'd just go and tell them what I've decided to do and they must agree. Full stop.

**Mr Mbizi:** (Sounding low and looking rather small and apologetic) Give me time, Mr Zimari! I promise you that I'll do my best for you.

**Mr Zimari:** (Sounding happy now) Then you'll be a rich man overnight. And your daughter will come here to live a new life of plenty and happiness. She'll even have servants to cook and work for her.

**Mr Mbizi:** Oh, ...that's great! Isn't my daughter lucky to be chosen by a man like you, Mr Zimari?

**Mr Zimari:** (Shaking hands with Mr Mbizi) It's a deal. Good-bye, Mr Mbizi. When you come back I'll be talking to you as my father-in-law. (Mr Mbizi leaves. Mr Zimari remains seated with a thumbs-up sign of victory and satisfaction).

### Scene 3

(Seated on a wooden stool, Mr Mbizi talks to his wife and daughter who are both seated on a floor mat.)

**Mr Mbizi:** I've called you both to give you very important news; ...news that should please every mother and daughter.

**Mrs Mbizi:** You were with Mr Zimari, the rich man. Did he offer you a job this time?

**Mr Mbizi:** He is offering our family something more than a job. He is promising to

give us a lot of money if we give him our daughter, Sipiwe to marry. Isn't that wonderful?

**Mrs Mbizi:** (after a long, thoughtful silence) What did you say then to Mr Zimari?

**Mr Zimari:** I, ...eh ... I, ...at first I refused; then he made me change my mind when he told me all the good things that he'll do for us as Sipiwe's parents, and for our daughter, Sipiwe. She's going to live like a queen, I tell you.

**Mrs Mbizi:** (Turning and talking to her daughter, Sipiwe) You've heard what your father has said. What do you have to say for yourself, my daughter?

**Mr Mbizi:** No! No! No! Mother of Sipiwe! You can't ask her that. She's too young to know the importance of a marriage to someone like Mr Zimari. I've already made the decision for her. She'll leave school and marry Mr Zimari.

.....

#### Scene 4

(In a Grade Five class, a lesson is in session. The teacher, Mrs Siziba who is the class teacher is in front of her class.)

**Mrs Siziba:** (After the usual morning greetings) Today we'll begin our lesson with each one of you telling the class what you'd like to be when you grow up.

(The first six learners all sound very cheerful as they take turns to speak.)

**Learner 1:** When I grow up, I'd like to be a doctor.

**Learner 2:** When I grow up, I'd like to be a mechanic.

**Learner 3:** When I grow up, I'd like to be an engineer.

**Learner 4:** When I grow up, I'd like to be a soccer star.

**Learner 5:** When I grow up I'd like to be a musician.

**Learner 6:** When I grow up, I'd like to be a news reporter.

**Sipiwe:** (Sounding very low) When I grow up,...eh, .... my father wants me to be a housewife. But I wanted to become an author and write school books.

(With tears on her cheeks, Sipiwe starts sobbing uncontrollably)

**Mrs Siziba:** (Looking very surprised and worried as she moves towards the sobbing Sipiwe to comfort her)

What's the matter, Sipiwe? Are you alright?

(Mrs Siziba hugs Sipiwe and leads her away from the rest of the class)

Come with me outside and tell me the problem.

(The rest of the learners remain behind, all looking perplexed by the turn of events)

.....

### **Scene 5**

(Away from other people, the class teacher, Mrs Siziba has a one-on-one talk with Sipiwe while standing outside.)

**Mrs Siziba:** (While holding Sipiwe on her shoulder in a friendly manner)

Listen, Sipiwe: I'd like to help you. Tell me your problem.

**Sipiwe:** My father, ...eh, ....my father says I should leave school and marry Mr Zimari, the rich man.

**Mrs Siziba:** (Surprised and sounding very worried too) Did he say that?

**Sipiwe:** Yes, Madam! They have even agreed on the bride price Mr Zimari is going to pay my father.

**Mrs Siziba:** Really?

**Sipiwe:** Yes, Madam. And my mother cannot stop that. My father says the children belong to the father; not to the mother.

**Mrs Siziba:** (After a moment of deep, thoughtful silence)

Hmmm ...Sipiwe! I want you to listen carefully to me. You must do the following two things:

One: .... refuse to leave school.

Two: ..... refuse to marry Mr Zimari.

This is the one time when you as a child can disobey your parents.

If your father forces you to leave school or to marry Mr Zimari, report him to the police immediately.

**Sipiwe:** And if he threatens to beat me up or throw me out of the house?

**Mrs Siziba:** Report him to the police immediately. The police and the law are there to protect you whenever you are wronged, even by your own parents, relatives or friends. You have nothing to fear: the law will protect you, my child! Be very strong but polite when you speak to your father.

**Sipiwe:** (Now sounding enlightened and re-assured) Thank you very much, Madam.

**Mrs Siziba:** You're most welcome, my child. And remember I'll always be there to help you.

**Sipiwe:** Thank you, Madam.

### **Scene 6**

(Seated on a wooden stool, Mr Mbizi talks to his wife and daughter who are both seated on a floor mat.)

**Mr Mbizi:** So, Sipiwe; after the school trip we'll take you to your rich husband, Mr Zimari. He's said that he'll have all the bride price ready. He has also prepared a big welcome party for you at his home.

**Sipiwe:** Father, I'm sorry to tell you that I'm not going to leave school yet. I'm also not going to marry Mr Zimari or any other man yet. I'm still too young to leave school or to marry. I'll choose to marry or not to marry

when I grow up. Even if I choose to marry, I will decide when to marry and who to marry.

**Mrs Mbizi:** (Sounding humble and motherly as she addresses her daughter) Sipiwe, my child; speak with respect. Remember that you're talking to your father. He's the head of the family and we are just but his organs.

**Sipiwe:** Mother I respect you and I respect my father. But in respecting you, I also hope that you'll be respecting me and my rights.

**Mr Mbizi:** So, ...eh, ... so what do I tell Mr Zimari?

**Sipiwe:** Father, just go and tell Mr Zimari exactly what I said to you. I'm quite sure that Mr Zimari will understand because his own daughters are in school right now as we speak.

**Mrs Mbizi:** (in a humble but convincing voice) My husband, your daughter is right and we were wrong. Remember there is a law that protects these children from the early marriages like this one. It's never too late for us to do the right thing. Let us allow Sipiwe to continue with her education. Then later in life, she can make her own decisions about marriage.

**Mr Mbizi:** (Looking defeated but helpless, he says nothing but just holds his chin in his hand)

### Scene 7

(Mr Zimari, the rich man is seated on a garden chair and enjoying a cup of tea. There are several covered food plates showing that Mr Zimari takes lots of food during his meals. Mr Mbizi looks rather subdued and afraid as he gets close to where Mr Zimari is sitting.)

**Mr Zimari:** (as he extends a greeting hand to the arriving Mr Mbizi and offering him a seat) Welcome, my father-in-law! You've brought me good news, haven't you?

**Mr Mbizi:** (speaking as he throws his arms in the air in desperation) I'm afraid that no news is good news, Mr Zimari. My daughter has turned down your generous offer. She says that she is not leaving school yet, and that she is still too young to marry. She also says that when she grows up she will decide whether to marry, when to marry and who to marry. If I try to force her, you and I will get into trouble with the police.

**Mr Zimari:** (sounding very disappointed but helpless) Damn it! Then pay back the money you borrowed plus the pocket money I gave her.

**Mr Mbizi:** Certainly, Mr Zimari. I'll go now and sell my chickens so that I can pay all the money I borrowed from you. I should be able to bring all that money tomorrow. Thank you very much for your assistance. But, perhaps this has taught you and me a good lesson. And, I believe other parents and their daughters will also learn a good lesson from our story, if it gets known to them.

**The end**



## Listen and speak

The sound of au

Say this sentence correctly after your teacher:

Mbizi's daughter wanted to become an author and write school books.

The **au** in daughter, and author sound like ou

Say the words in the box below correctly.

The **au** in them have the same sound as in daughter and author.

laundry	saucer	auction	applaud	taught	caught	automatic
haul	naughty	fault	audible	cautious	maul	haunt
authentic	launch	audience	pause	August	exhaust	auditor
caution	applause	daunting				

Read the words in the box and look up for the meanings in the dictionary.  
Explain what the words you have looked up in the dictionary mean.



Using a dictionary, choose the answers to the following questions.

1. A book or story that one writes about one's own life history is called \_\_\_\_\_.  
A. an autobiography      B. a novel  
C. a composition      D. a summary
2. A person who writes books is called \_\_\_\_\_.  
A. a teacher    B. a reporter    C. an author    D. an announcer
3. The opposite of son is \_\_\_\_\_.  
A. aunt    B. mother    C. niece    D. daughter
4. When something is real and not false or copied, we say it is \_\_\_\_\_.  
A. sharp    B. authentic    C. suitable    D. successful
5. A voice that is loud enough for the people to hear is \_\_\_\_\_.  
A. soft    B. audible    C. noisy    D. proper
6. The people who are listening to a speech are called the \_\_\_\_\_.  
A. class    B. gathering    C. audience    D. spectators
7. The word \_\_\_\_\_ means careful thought with no hurry to avoid danger or risk.  
A. fault    B. authority    C. applause    D. caution
8. A \_\_\_\_\_ is a short time when you stop doing something before starting again.  
A. rest    B. moment    C. pause    D. shortage
9. A large room or building that is used for meetings, lectures or public performances is called \_\_\_\_\_.  
A. a ward      B. an auditorium  
C. a stadium     D. a library

10. The sound made by people who are applauding or clapping to show their enjoyment is called \_\_\_\_\_  
 A. a noise    B. a whistling    C. an applause    D. a response
11. Something that makes a thing less good is known as a \_\_\_\_\_.  
 A. fault    B. problem    C. difficulty    D. record



## Read and write

### Writing in forms

A new teacher wanted to get information about the learners in her class. The teacher asked every learner in the class to complete the following form.

First name(s):	Surname:					
Sex:	Date of birth	D	D	Month	Year	
					2	0
Home address						
Religion						
Hobbies (only two)						
What you want to be in life						
Guardian	Name:					
	Address:					
	Occupation:					
	Contact number:					
Number of:	Sisters:	Brothers:				

**Imagine that you were one of the learners in that class. Copy and complete the form correctly, writing clearly and neatly in capital letters.**

People who use banks have to fill in deposit forms when they deposit some money and withdrawal forms when they withdraw money. People also fill in forms when they apply for jobs, birth certificates, passports, or for vacancies in schools and colleges etc.

It is **very important** to fill in forms truthfully, accurately and clearly. Your teacher will bring to the class some of these forms for you to fill in correctly.



### Debate

#### Debate on the following topics:

1. Child marriages should be banned.
2. Children should be left to marry if they choose to.
3. It is fine for parents to choose marriage partners for their children.



In 30 words, write a summary of the play: **I will marry when I am ready**, that you have read and staged in this unit. Write the summary under the same heading.

- how it all started/began
- what the people in the play did or said (you may use quotation marks)
- how it ended
- the lessons people get from the play.



### Composition

Write a composition explaining why you will not be forced into marriage. Your composition should be 80 – 120 words in length. You can use some of the ideas below:

- it is a violation of children's rights
- dropping out of school
- doing adult responsibilities when you are a child
- missing out on being a child
- financial problems



## End of third term assessment

**English Paper 1**

Time: 1 hour 30 minutes

(Total marks: 40)

Read the passage below and answer the questions that follow.

**Mapope and Bere**

Mapope was a miser. He liked to keep his wealth or riches but was unwilling to make use of it. Although he had a lot of wealth, Mapope lived a poor man's life. He was skinny because he ate very little food. He was scruffy because he wore tattered clothes and worn-out shoes.

Mapope put all his money in a tin and buried it in a deep hole near an anthill. Everyday he made frequent visits to this spot near the anthill just to be satisfied that his money was still there. A very poor neighbour, Bere observed Mapope's frequent visits to the anthill and got curious. He watched Mapope's movements from a hideout and soon discovered the secret.

Then, one dark night Bere went and dug out the tin with Mapope's money. From that day onwards, Bere's lifestyle changed. He was now wearing new clothes and buying lots of food for his family. Mapope, who by now had realized that his tin with the money was missing became suspicious and dragged Bere to court.

In court, Mapope was still looking very much like a poor man while Bere looked the opposite. Bere argued that he was a rich man who could not steal from a poor man like Mapope. After looking at both Mapope and Bere closely, the judge made a ruling in favour of the latter.

1. A miser is a person who \_\_\_\_\_.  
 A. is very poor  
 B. has a lot of wealth but is unwilling to make use of it  
 C. makes frequent visits to a secret place  
 D. looks skinny and scruffy
2. Another word for wealth is \_\_\_\_\_.  
 A. riches      B. food      C. clothes      D. money
3. Why did Mapope live a poor man's life?  
 A. He was poor.  
 B. He had hidden his money away.  
 C. He was a miser  
 D. Someone had stolen his money

4. Mapope made frequent visits to a spot near the anthill everyday \_\_\_\_\_.
- to keep himself busy.
  - from a secret hideout
  - to hide his money.
  - to check on his money hidden there
5. To observe is \_\_\_\_\_.
- to hide in a dark places
  - to make frequent visits
  - to watch with interest
  - to steal something
6. The word 'frequent' means \_\_\_\_\_.
- happening only once
  - happening very few times
  - happening often
  - not happening at all
7. When someone becomes curious like Bere was, he or she \_\_\_\_\_.
- wants to find out about something
  - has completely changed his or her lifestyle
  - looks very different
  - is not interested in what is happening to other people
8. What made Mapope suspicious that Bere had stolen his money?
- The ruling of the judge.
  - The change for the better in Bere's lifestyle.
  - The tin that was missing from the hole where he had buried it.
  - The frequent movements he made to the anthill.
9. Which of these statements is true?
- From the beginning, Bere was not a poor man at all.
  - From the beginning, Mapope was always a poor man.
  - Someone else, not Bere, stole the tin with Mapope's money.
  - Bere stole the tin with Mapope's money.
10. The story ends with the judge ruling that \_\_\_\_\_.
- Mapope should not look like a poor man when he was a rich.
  - Bere had not stolen Mapope's money.
  - Bere had stolen Mapope's money.
  - People should never bury their money in tins.

**Choose the correct word to complete each sentence.**

11. Elizabeth, as well as Nomsa \_\_\_\_\_ in Grade Five.
- is
  - are
  - will
  - would
12. At her wedding, the bride had a \_\_\_\_\_ of flowers in her hands.
- bundle
  - group
  - cluster
  - bouquet
13. The policeman showed the children how to \_\_\_\_\_ a busy road safely.
- crossed
  - crosses
  - cross
  - crossing
14. The members of the church have \_\_\_\_\_ a lot of help to many people.
- gave
  - given
  - give
  - giving
15. When I heard the noise, I could tell that there was \_\_\_\_\_ in the house.
- anyone
  - anybody
  - someone
  - everyone
16. If I \_\_\_\_\_ you, I would go to the teacher and apologise.
- were
  - am
  - was
  - are

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

### **The cow and the calf**

Our family was poor and lived on alms given to us at the local church. The alms could be in the form of clothes, food and sometimes cash. Quite often the clothes given to us as alms were either too big or too small for us but we still wore them when going to church. The church was the place where we got all our needs; so we never wanted to miss any church service.

One year, our family got the alms in the form of a cow. We were very grateful and sang a hymn praising God and his generous people. As the only son in the family, it became my responsibility to look after this cow. With the help of my two sisters, we fed the cow on dry stalks of maize, wheat and rice gathered from the people's gardens. During the day, I sometimes drove the cow to the river to drink or to the pastures where I met other herdboys with their herds. How I wished to have as many cattle as they had one day!

One day the cow had a healthy calf out in the pastures and I was filled with joy. The calf was still too weak to walk home. When it was time to go home, I decided to carry it on my shoulders. The cow looked at me calmly as I tried to lift the calf. Then, as I tried to do that, the calf slipped from my palms. The poor calf fell with a thud on the hard ground.

The cow immediately lost its calmness and charged at me like an angry bull. I rolled on the ground under the cow's legs. The cow missed me narrowly but gored its own calf with its sharp horns. The sharp horns cut the calf into halves. One half had the calf's head and forelegs. The other half had the tail and the hind legs. How I wished I had not tried to lift the calf in the first place!

17. What are 'alms'?
  - A. Church services.
  - B. People who go to church.
  - C. Gifts given to the poor people
  - D. One's own two arms.
18. The inside part of your hands between the fingers and the wrist are the \_\_\_\_\_.
  - A. palms
  - B. halves
  - C. horns
  - D. stalks
19. A religious song that people sing praising God is known as a \_\_\_\_\_.
  - A. prayer
  - B. hymn
  - C. responsibility
  - D. praise
20. Why did the narrator decide to carry the calf home on his shoulders?
  - A. He was filled with joy.
  - B. It was his responsibility.
  - C. The calf was too weak to walk.
  - D. It was time to go home.

21. Why was the cow angry with him?  
A. The narrator had taken away its calf.  
B. The narrator had dropped its calf.  
C. The narrator had rolled on the ground.  
D. The narrator had killed the calf.
22. This story has \_\_\_\_\_.  
A. an exciting ending      B. a very happy ending  
C. a sorrowful ending      D. a calm ending

**Choose the correct word to complete each sentence.**

23. My father looks like a young man \_\_\_\_\_ he is quite old.  
A. and      B. so      C. although      D. now
24. We called the \_\_\_\_\_ to come and repair the water pipes in our home.  
A. mechanic      B. electrician      C. plumber      D. vendor
25. The invitation card, I \_\_\_\_\_ was read in church.  
A. writes      B. written      C. wrote      D. writing
26. A chameleon is one of the \_\_\_\_\_ animals that I know.  
A. slowest      B. slowly      C. slower      D. slow
27. The police are looking for the man \_\_\_\_\_ started the veld fire that destroyed the plantation.  
A. which      B. what      C. whom      D. who
28. I could tell that there was a snake when I heard its \_\_\_\_\_.  
A. roaring      B. hissing      C. whistling      D. shrieking

**Read the passage below and answer the questions below it.**

### The new school prefect

Mr Rugoya, our class teacher was also the Head Teacher of our small school. He was a hard-working and honest man; which is why the parents liked him very much. Mr Rugoya was also very strict with the learners and meted out hard punishment to those who misbehaved. This earned him the nickname 'hardmaster' from the learners.

At the beginning of the new term, Mr Rugoya appointed a new school prefect. In the past Mr Rugoya had allowed the learners to elect their prefect. It turned out that the learners always elected someone who would not report them when they misbehaved. Mr Rugoya made up his mind and decided that he himself was going to appoint the next school prefect.

At first Mr Rugoya had in his mind a short list of four possible prefects Bornwell, Kudzai, Bhekane and Joyce. Then he dropped the first two for coming to school late on many occasions. After that he set a secret test to find out who of the remaining two was more honest and therefore, suitable to be the school prefect.

Secretly, Mr Rugoya removed the pencils from each of the two learners' school bags. Both learners' pencils looked old and short. Then he ordered all the learners in the class to do a drawing exercise which required the use of pencils. As the rest of the learners got busy with the exercise, both Bhekane and Joyce, one after the other said to Mr Rugoya, "Excuse me Sir! I cannot find my pencil."

First, Mr Rugoya called Bhekane to his side. He pulled out a new pencil and said to him, "Could this be your pencil?" Bhekane looked at the new, long pencil and said, "Yes Sir! That's my pencil." Mr Rugoya gave the new pencil to Bhekane who quickly and quite happily returned to his seat to get on with the drawing exercise.

After that, Mr Rugoya called Joyce to his side and, with another new, long pencil also did exactly what he had done to Bhekane. Joyce looked at the new pencil and said, "No Sir! That's not my pencil. My pencil is old and short. The one you are showing me is still new and long."

At the end of the school day the learners all listened as Mr Rugoya announced the name of the new school prefect.

29. Why was Mr Rugoya given the nickname 'hardmaster' by the learners?
  - A. He was the headmaster of their small school.
  - B. The parents liked him very much.
  - C. He gave hard punishments to the learners who misbehaved.
  - D. He was also their class teacher.
30. The learners had been electing school prefects who were \_\_\_\_\_.
  - A. very honest.
  - B. coming late to school.
  - C. dishonest
  - D. hardworking
31. Mr Rugoya made up his mind that he was going to appoint the new school prefect. The underlined phrase means \_\_\_\_\_.
  - A. appointed
  - B. tested
  - C. required
  - D. decided
32. Why were Bornwell and Kudzai dropped from the short list of possible school prefects?
  - A. They were not honest.
  - B. They were often coming late to school.
  - C. They were too busy.
  - D. They were not elected by the learners.
33. Who said, "Excuse me Sir! I cannot find my pencil?"
  - A. Bhekane
  - B. Joyce
  - C. Both Bhekane and Joyce
  - D. Kudzai or Bornwell
34. Who do you think was appointed the new school prefect by Mr Rugoya?
  - A. Joyce.
  - B. Bornwell.
  - C. Bhekane
  - D. Kudzai.

**Choose the correct word to complete each sentence.**

35. The new pair of shoes \_\_\_\_\_ left in the big box.
  - A. have
  - B. were
  - C. are
  - D. was



36. Everyday he goes to work by bicycle, \_\_\_\_\_.  
A. doesn't he? B. won't he?  
C. didn't he? D. wasn't he?

37. She lives in Zimbabwe \_\_\_\_\_ she is a Zambian by birth.  
A. because B. although C. and D. since

38. The box was \_\_\_\_\_ heavy that I could not lift it alone.  
A. very B. too C. so D. as

39. Most trees shed their leaves \_\_\_\_\_ winter.  
A. during B. through C. at D. when

40. You cannot be a good athlete if you are as slow as a \_\_\_\_\_.  
A. dog B. baby C. tractor D. tortoise

# **English Paper 2**

**Time: 1 hour 45 minutes**

## SECTION A

## **COMPOSITION (20 MARKS)**

**COMPOSITION (20 MARKS)**  
You are advised to spend **1 hour** on this section.

CHOOSE EITHER QUESTION (i) OR (ii) AND WRITE ABOUT IT.

### **Question (i)**

Write a composition about the celebrations you attended one day. Your composition should be 80 – 120 words in length. Use the following points and any other that you may think of:

- what the celebrations were about
  - the date and venue of the celebrations
  - the people who attended the celebrations and their activities
  - the guest speaker and what he/she said
  - how the celebrations ended.

### Question (ii)

A learner in your class needs help. Write a letter to your brother who is employed in the city asking him to help the needy learner. The body of your letter should be 80 – 120 words in length. Use the following points and any other you may think of in writing your letter:

- the name of the learner
  - where the learner lives
  - the kind of help that learner needs
  - why the learner needs help
  - how your brother can help the needy learner
  - what you and the other learners in your class have done to help.

**SECTION B****COMPREHENSION AND SUMMARY (15 marks)**

You are advised to spend **30 minutes** on this section.

**(i) Comprehension (10 marks)**

**Read this passage very carefully before you attempt any questions.**

Answer **all** questions in full sentences. You are advised to write your sentences in good grammar and punctuate them correctly.

### **Mambas versus Eagles**

Two football teams: the Mambas and the Eagles come from the same neighbourhood. As such, they are supposed to be neighbourly - being friendly and helpful to each other. However, when football matches are played between these two teams, there is no neighbourliness at all.

This year alone, the two football teams have met four times with all the games ending in draws. This makes it impossible to predict the outcome of their next football match. With known good players like Pele, Dumo, Rio, Mhere, Tambo and many others, football matches between Mambas and Eagles are always exciting to watch. Every game they play against one another is full of tension.

Now, a local businessman has increased that tension. He has donated a football trophy and some money to be played for by these two teams. Both teams have now hired outside coaches to train their teams.

Mr Shumba made the donations after watching the two teams play. In that match, Mambas, enjoying the home ground advantage, scored first. Pele hit a rising shot that crashed on the crossbar and bounced back into play. Dumo, who was running at full speed met the rebound and hammered it into the nets. There was wild jubilation from the multitudes of home spectators watching the game.

However, this one-goal lead was very short-lived as the visiting team equalized five minutes later. First, Tambo directed his corner kick into the penalty area. Rio, who was well-positioned to head the ball into the nets was then pushed down by a defender. The referee, who was close to the action blew his whistle while pointing to the penalty spot.

Then there was a stoppage for about a minute as the players pushed and pulled one another, arguing for or against the referee's decision. When calm returned, the ball was placed on the penalty spot. Mhere stepped forward and made no mistake, placing the ball in the top left corner of the nets and sending the keeper diving in the wrong direction.

That is how the match ended.

## Questions

1. What should neighbourly people do to one another?
2. Why was it difficult to predict the outcome of the next match between the Mambas and the Eagles?
3. What is tension?
4. Who was Mr Shumba in this story?
5. How did the businessman increase the tension between the two teams?
6. Were the two teams serious about winning the trophy donated by the local businessman? Why?
7. Where was the football match in the story played?
8. For which team did Mhere play?
9. Why was there a stoppage of about a minute during the match?
10. What was the scoreline at the end of this football match?

## (ii) Summary (5 marks)

In 30 words, write a summary of the story: **Mambas versus Eagles** that you have read above. You may make use of the following guidelines if you wish:

- who the Mambas and the Eagles were
- the games they had played this year alone
- why their football matches were exciting to watch
- the football match sponsored by Mr Shumba.

## List of irregular verbs and their tenses

Base	Continuous	Simple past	Past participle
<b>Bb</b>			
beat	beating	beat	beaten
become	becoming	became	become
begin	beginning	began	begun
bend	bending	bent	bent
bet	betting	bet	bet
bite	biting	bit	bitten
bleed	bleeding	bled	bled
blow	blowing	blew	blown
break	breaking	broke	broken
bring	bringing	brought	brought
build	building	built	built
burn	burning	burnt/burned	burnt
burst	bursting	burst	burst
buy	buying	bought	bought
<b>Cc</b>			
catch	catching	caught	caught
choose	choosing	chose	chosen
cling	clinging	clung	clung
come	coming	came	come
cost	costing	cost	cost
creep	creeping	crept	crept
cut	cutting	cut	cut
<b>Dd</b>			
deal	dealing	dealt	dealt
dig	digging	dug	dug
do	doing	did	done
draw	drawing	drew	drawn
dream	dreaming	dreamt	dreamt
drink	drinking	drank	drunk
drive	driving	drove	driven
<b>Ee</b>			
eat	eating	ate	eaten
<b>Ff</b>			
fall	falling	fell	fallen
feed	feeding	fed	fed
feel	feeling	felt	felt

<b>Base</b>	<b>Continuous</b>	<b>Simple past</b>	<b>Past participle</b>
fight	fighting	fought	fought
find	finding	found	found
fit	fitting	fitted	fitted
flee	fleeing	fled	fled
fly	flying	flew	flown
forbid	forbidding	forbade	forbidden
forecast	forecasting	forecast	forecast
forget	forgetting	forgot	forgotten
forgive	forgiving	forgave	forgiven
freeze	freezing	froze	frozen
<b>Gg</b>			
get	getting	got	got
give	giving	gave	given
go	going	went	gone
grind	grinding	ground	ground
grow	growing	grew	grown
<b>Hh</b>			
hang	hanging	hung, hanged	hung, hanged
have	having	had	had
hear	hearing	heard	heard
hide	hiding	hid	hidden
hit	hitting	hit	hit
hold	holding	held	held
hurt	hurting	hurt	hurt
<b>Kk</b>			
keep	keeping	kept	kept
kneel	kneeling	knelt	knelt
know	knowing	knew	known
<b>Ll</b>			
lay (lay eggs)	laying	laid	laid
lead	leading	led	led
lean	leaning	leant	leant
leap	leaping	leapt	leapt
learn	learning	learnt	learnt
leave	leaving	left	left
lend	lending	lent	lent
let	letting	let	let
lie (lie down)	lying	lay	lain
light	lighting	lit	lit, lighted
lose	losing	lost	lost

<b>Base</b>	<b>Continuous</b>	<b>Simple past</b>	<b>Past participle</b>
<b>Mm</b>			
make	making	made	made
mean	meaning	meant	meant
meet	meeting	met	met
mistake	mistaking	mistook	mistaken
<b>Pp</b>			
pay	paying	paid	paid
prove	proving	proved	proven
put	putting	put	put
<b>Qq</b>			
quit	quitting	quit	quit
<b>Rr</b>			
read	reading	read	read
ride	riding	rode	ridden
ring	ringing	rang	rung
rise	rising	rose	risen
run	running	ran	run
<b>Ss</b>			
say	saying	said	said
see	seeing	saw	seen
seek	seeking	sought	sought
sell	selling	sold	sold
send	sending	sent	sent
set	setting	set	set
shed	shedding	shed	shed
shake	shaking	shook	shaken
shine	shining	shone	shone
shoot	shooting	shot	shot
shrink	shrinking	shrank	shrunk
shut	shutting	shut	shut
sing	singing	sang	sung
sink	sinking	sank	sunk
sit	sitting	sat	sat
sleep	sleeping	slept	slept
slide	sliding	slid	slid
slit	slitting	slit	slit
smell	smelling	smelt	smelt
speak	speaking	spoke	spoken
speed	speeding	sped	sped

B

Base	Continuous	Simple past	Past participle
spend	spending	spent	spent
spill	spilling	spilt, spilled	spilt, spilled
spin	spinning	spun	spun
spit	spitting	spat	spat
split	splitting	split	split
spoil	spoiling	spoilt	spoilt
spread	spreading	spread	spread
spring	springing	sprang	sprung
stand	standing	stood	stood
steal	stealing	stole	stolen
stick	sticking	stuck	stuck
sting	stinging	stung	stung
stink	stinking	stank	stunk
stride	striding	strode	strode
strike	striking	struck	struck
strive	striving	strove	striven
swear	swearing	swore	sworn
sweep	sweeping	swept	swept
swim	swimming	swam	swum
swing	swinging	swung	swung

Tt

take	taking	took	taken
teach	teaching	taught	taught
tear	tearing	tore	torn
tell	telling	told	told
think	thinking	thought	thought
throw	throwing	threw	thrown
thrust	thrusting	thrust	thrust
tread	treading	trod	trodden

Ww

wake	waking	woke	woken
wear	wearing	wore	worn
weave	weaving	wove	woven
win	winning	won	won
withdraw	withdrawing	withdrew	withdrawn
wring	wringing	wrung	wrung
write	writing	wrote	written