

LET'S DO ENGLISH

GRADE

5

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s t u v w

LET'S DO

English

Grade 5

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Norah Ndoda

SAMPLE





**Let's Do English
Grade 5**

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TOPIC CONTENTS

Topic	Weeks	Theme	A) Talking and Listening	B) Reading
1	Week 1 – Week 4	<ul style="list-style-type: none"> Personal Identity 	<ul style="list-style-type: none"> Talking to a friend Group Debate Being Polite Observing 	<ul style="list-style-type: none"> I am beautiful
2	Week 5 – Week 8	<ul style="list-style-type: none"> Family 	<ul style="list-style-type: none"> Talking to family members Talking in front of others Talk Show 	<ul style="list-style-type: none"> A child he HIV
3	Week 9 – Week 12	<ul style="list-style-type: none"> Tourism in Zimbabwe 	<ul style="list-style-type: none"> Descriptive Words ICT Activity Listening to different views Speeches Interviews 	<ul style="list-style-type: none"> Game Res
4	Week 13 – Week 16	<ul style="list-style-type: none"> Folklore and Heritage 	<ul style="list-style-type: none"> Tell a story Riddles Proverbs 	<ul style="list-style-type: none"> Fly Eagle
5	Week 17- Week 20	<ul style="list-style-type: none"> Charity Works and Ubuntu/Unhu/ Vumunhu 	<ul style="list-style-type: none"> Talk like poet Oral work Discussion 	<ul style="list-style-type: none"> Be Careful Conjugation Similes Metaphors
6	Week 21 - Week 24	<ul style="list-style-type: none"> Discovery 	<ul style="list-style-type: none"> Question and answer Observation and discussion Pronunciation Oral Interview 	<ul style="list-style-type: none"> The Earth
7	Week 25 - Week 28	<ul style="list-style-type: none"> Natural Environment 	<ul style="list-style-type: none"> Observation Round table discussion Research Poetry and imitation Diorama 	<ul style="list-style-type: none"> Extinct pla mahogany
8	Week 29 - Week 32	<ul style="list-style-type: none"> Disaster and risk management 	<ul style="list-style-type: none"> Observation Demonstration Listening and Talking Talk show 	<ul style="list-style-type: none"> A road acc
9	Week 33 – Week 36	<ul style="list-style-type: none"> Communication 	<ul style="list-style-type: none"> Conveying Messages Imitation Dictation 	<ul style="list-style-type: none"> Dear Shab

Learning Objectives	C) Writing	D) Language Structures	E) Enrichment
Thoughtful	<ul style="list-style-type: none"> Comprehension Summary Be Creative Be Innovative Proverbs ICT Research 	<ul style="list-style-type: none"> Learning Words Opposites Phonics Punctuation 	<ul style="list-style-type: none"> Mammals, Reptiles and Birds Defining Words Revision Test 1
Extended family and	<ul style="list-style-type: none"> Comprehension Be Polite Writing a formal letter Case Study 	<ul style="list-style-type: none"> Personal Pronouns Homophones Adjectives 	<ul style="list-style-type: none"> Sources of Information ICT activity Defining Words Revision Test 2
Services	<ul style="list-style-type: none"> Comprehension Be Creative: The wonder hole Be Thoughtful: Riddles Comparative adjectives 	<ul style="list-style-type: none"> Learning Words Phonics Long Vowels Prepositions Tenses 	<ul style="list-style-type: none"> Scheming and Scanning Defining Words End of Term 1 Test
	<ul style="list-style-type: none"> Comprehension Free Composition Directed Writing Summary 	<ul style="list-style-type: none"> Punctuation Word Couples Learning Words Possessive nouns 	<ul style="list-style-type: none"> Animal Shelter Defining Words Revision Test 3
!ons s	<ul style="list-style-type: none"> Comprehension Conjugations Similes Metaphors 	<ul style="list-style-type: none"> Learning words Correlative conjunctions Prepositions 	<ul style="list-style-type: none"> Traffic Signs ICT Research Defining words Revision Test 4
s Neighbour	<ul style="list-style-type: none"> Comprehension Writing a paragraph Spelling and Dictation 	<ul style="list-style-type: none"> Prefixes Learning Words Phonics Sentences 	<ul style="list-style-type: none"> Filling in different forms Defining Words End of Term 2 Test
ants: African y	<ul style="list-style-type: none"> Comprehension Dialogue Descriptive writing 	<ul style="list-style-type: none"> Punctuation Verbs Phonics Diphthongs 	<ul style="list-style-type: none"> Garden Tools Defining Words Revision Test 5
ident	<ul style="list-style-type: none"> Summary Report writing Newspaper article Creative writing 	<ul style="list-style-type: none"> Synonyms Collective Nouns Males and females Suffixes Definitions 	<ul style="list-style-type: none"> Extensive Reading Defining Words Revision Test 6
ina?	<ul style="list-style-type: none"> Comprehension Writing a friendly letter Writing an email 	<ul style="list-style-type: none"> Creating sentences Spelling and pronunciation Phonics 	<ul style="list-style-type: none"> Traditional Media of Communication Defining words End of Term 3 Test

Book Features

Our book is uniquely structured into nine topics.

Each topic has five units:

- (A) Let's talk and listen
- (B) Let's read
- (C) Let's write
- (D) Language structures
- (E) Enrichment

Do you know that many students are afraid of



A girl presenting in front of the class

talking in front of others? Talking in front of others gives you courage and confidence. This will make you a very fluent speaker who can address large crowds anywhere. Maybe you will be the president of Zimbabwe one day, who knows? You must be able to talk in front of others.

With the help of your teacher go to the front of the class and present four reasons why family members talk to each other?

Talk show

A talk show is a platform where people exchange ideas about a subject or problem. For example, in Zimbabwe there is the Mai Chieumba talk show. People talk on such forums in order to share ideas on how to solve problems.

Activity 2.3

Using some of the points suggested in the talk show, compile an essay entitled 'My Family'.

Activity 2.1

As a class, arrange yourselves into two teams. Begin to debate the following idea, "Mothers perform more important roles than fathers," what do you think?

No one should get angry when their team is being defeated. Your teacher will help you if anyone feels angry and wants to beat others.

Activity 2.2

Organise a classroom talk show and discuss the idea that "A father alone cannot raise a family."

The book has varied activities for students to engage themselves in their learning process.

Test questions provide essential practice at answering questions to the required standard.

TEST 2

Give the young ones of the following animals

1. Leopard -----
2. Donkey -----
3. Goat -----
4. Elephant -----

Create a word using the phonic sounds below

5. -'ee' -----
6. -'ea' -----
7. -'ie' -----

Collectives

8. A ----- of bees.
9. A ----- of goats.
10. A ----- of baboons.
11. A ----- of cattle.

Choose the correct word to complete the sentences

12. June and September are good ----- [but, unless] you run the risk of cooler wetter weather.
13. Ashley opened the letter ----- [so, and] read it.

Complete the given sentences using the nouns below

- [foal, tower, photograph]
14. The sentries in the watch ----- could be seen for miles around in all directions.
 15. All these years the missing ----- had lain undiscovered inside a drawer in the desk.
 16. Under the spreading branches of a wild fig tree, lay a newly born -----.

Fill in the missing letters

17. The wispy clouds in the sky began to s-a-t-e- as the sun rose.
18. Carefully the friend carried the bird from the n-s-.
19. The sun rose m-j-s-i-a-t- dazzling them.

Meaning of words

20. Telephone -----.
21. Steep -----.

Choose the correct word

22. Glendah put up the canvas chair -----[and, before] she sat down.
23. Raymond had a second helping -----[unless, because] he was hungry.
24. Sukoluhle was absent from school -----[unless, so] Rejoice took her place in the volleyball game.

Book Features

Objectives are clearly listed at the beginning of each topic.

TOPIC 2

FAMILY



Objectives

By the end of the topic, learners should be able to:

- Explain the composition of a family
- Identify different sources of information
- Pronounce words correctly
- Read comprehension story

Introduction

A family is a group of people that are related to each other. These may be a mother, father and children. This topic will deal with the importance of various members of the family in our societies.



An older sister cooking food for her younger siblings



LET'S WRITE

How well did you read?

Answer these questions in full and correct sentences.

1. Where did the father of the girl in the story work?
A. Hospital
B. Army
C. School
2. The writer's father was ill. What did they tell him at the hospital?
A. He would die soon.
B. He was HIV positive
C. He had to rest.
3. What caused the misunderstanding between the parents?
A. Father was HIV positive.
B. Father had no money.
C. Mother wanted to go.
4. How old was the writer when her parents divorced?
A. Fourteen
B. Eleven
C. Twelve
5. From the passage, what is a breadwinner?
A. Little child
B. Parent
C. Someone who provides for the family.

The book has varied exercises to test knowledge and provide revision every unit.

A background image showing a classroom scene with several students. In the foreground, two young boys are looking down at a book or paper on a desk. One boy is wearing glasses. In the background, another student is visible, also working at a desk. The lighting is warm and focused on the students.

TOPIC 1

PERSONAL IDENTITY

Objectives

By the end of the topic, learners should be able to:

- Practice dialogue
- Explain racial differences
- Develop self-pride
- Learn various aspects of language.

Introduction

This topic looks at how people live together despite their differences in religion, race and tribe. Some people think they are different, while others think everyone is the same. We will learn what personal identity is.



LET'S READ

Read the following story and discuss with your teacher what Chido's mother thinks about food and eating.

After reading the story, you must be able to:

- Appreciate the concept of beauty
- Identify the main character of the story
- Retell the events in the story.

I am beautiful

It all started when Chido was nine. "You must start watching what you eat," her mother would say. "I can see you have my body type," she would say with a concerned smile. Chido would always listen to her mother carefully.

Chido's mother was **pretty** and friendly. She ate very little and walked upright. The two of them liked to eat simple lunches. Chido's older brother, Mandla, filled himself with **sandwiches** and potato chips. She wished that she too could eat without a care in the world like Mandla. She sometimes **slipped** away quietly to her room. When she was sure that her mother was no longer paying attention to her and ate, Sometimes Chido **crept** into the kitchen silently as a mouse, there she helped herself to the **breadbox** and a jar of peanut butter. When she was done, she **wrapped** her precious sandwich in a paper **serviette**, then hid it under her blouse and walked outside to enjoy her **delicious** sandwich.

Chido's father was a **lawyer**, he had an office in town. He called it his **chambers**. Chido's father made a lot of money and on most days came home looking happy. At dinner, he and his wife took time to chat about the day and other things. Knowing what was going on, Chido's father would say to Chido's mother, "Oh give her a potato. She is a growing girl and needs a lot of energy".

At school, Chido had two friends. They played together during weekends and sometimes sat in the **lounge** to watch movies. Actresses **fascinated** her. She knew why she was growing into a big girl. God made her that way. What about the actresses, with their talents? Did they try to lose weight too? Did they go hungry and angry thinking of food? She was certain of something else too she saw it in their faces. They did not hide away to eat in secret as she did. Her creeping to the kitchen from the time she was nine became a ritual of **deceit** and pleasure as she became older. Chido had a sweet tooth. She could not keep away from the sweets that even her two close friends knew nothing about it.

Phonics: Short vowel sounds

A phonic is a sound produced by a vowel. We have five basic vowels which produce five different sounds, these are a,e,i,o and u.



1. Vowel 'a'

'at' cat, hat, mat, rat, sat
'an' can, man, ran
'ad' had, dad, sad
'am' Sam, ram

2. Vowel 'e'

'en' ten, men, hen
'ed' bed, red
'eg' leg, beg
'et' get, let, yet, wet
'es' yes

3. Vowel 'i'

'in' in, win, thin
'id' kid, hid, did
'it' bit, fit, sit
'if' if
'ix' fix, mix, six
'im' him
'ig' big, pig, wig
'ip' tip, sip, zip

4. Vowel 'o'

'on' union, opinion, onion
'ot' lot, not, got, hot, pot
'op' pop, top, mop, hop
'og' dog
'ob' job
'ox' ox, fox, box

5. Vowel 'u'

'up' up, cup
 'us' us, bus
 'un' fun, run, sun
 'ut' but, cut, nut
 'ub' tub, rub, shrub
 'um' gum, yum
 'ud' mud
 'ug' bug, hug, jug, rug

Fill in the table below using the vowels given.

a	had	----	----	-----
e	-----	seeing	----	-----
i	-----	-----	ring	-----
o	-----	-----	-----	bottle
u	-----	up	----	-----

Punctuation

Question mark

This is put at the end of a question.



Exclamation mark

This is used to express surprise or shock in a sentence.



Full stop

This is used to show the end of a sentence.



Capital letter

This is used at the beginning of a sentence. It is also used on names and places.

Punctuate the following sentences

1. Themba comes from a very remote area in gutu.
2. Tanaka and tanatswa are two beautiful girls.
3. She stays along cleve drive and masocha ndlovu in prospect



TOPIC 3

TOURISM IN ZIMBABWE

Objectives

By the end of the topic, learners should be able to:

- Identify various phonetic sounds
- Construct words out of sounds
- Making prepared speeches
- Appreciate Zimbabwe's heritage.

Introduction

Zimbabwe is a country with many tourist attractions. People come from within Zimbabwe and other countries to visit the Victoria Falls, Great Zimbabwe, Chinhoyi caves and many other national monuments. This topic deals primarily with how language can be used to express

B

LET'S READ

Read the story

After reading the story, you should be able to:

- List examples of game reserves in Zimbabwe
- Appreciate Zimbabwe's heritage
- Recall what the story is about.

Game reserves

A national park is a protected area that is used to keep animals in a country. In these protected areas, people are not allowed to kill animals or cut down trees. Popular national parks in Zimbabwe include the Hwange National Park, Matopo National Park and Gonarezhou among others. Local and foreign tourists visit these marvellous places to see wild animals and to enjoy the freshness of a natural environment.



The Hwange National Park is by far the largest game reserve in Zimbabwe. Roads through the park allow people to see the animals. Small houses have been built for people who wish to stay for a few days. Game rangers guard against poachers and bush fires. They also create watering holes where the animals go to drink. There are smaller game reserves situated along the shores of Lake Kariba, the Zambezi and Save rivers. Game parks are also found at the Matopo National Park, Lake Kyle and Lake Chivero areas.

The best-known place of historic interest is Great Zimbabwe. The stone walls of Great Zimbabwe are now carefully preserved in a national park for all to see.

Shore	the land along the edge of a sea, lake, or any other large body of water.
Tourists	people who are traveling or visiting a place for pleasure.

END OF TERM ASSESSMENT TEST 1

Paper 1

Read the following passage and answer the questions that follow.

Mrs. Moyo was a beautiful woman who lived by herself. The woman was deaf, she could not hear people talking. People used to shout and use signs when they wanted to talk to her. She was a hard worker, she kept chickens, sheep and cows. She sometimes sold some of her animals to get money for sugar and cooking oil. She had no child and her husband had died long back.

- The beautiful woman was -----.
A. blind B. deaf C. dump D. sick
- What did people do to talk to her?
A. sing B. talk C. shout or use sign D. speak
- How many types of animals did she keep?
A. one B. two C. three D. four
- The beautiful woman lived?
A. With her family B. With her husband C. With a friend D. Alone
- Where did she get the money for sugar and cooking oil?
A. Selling her animals B. Relatives C. Children gave her D. Uncle

Complete the following sentences.

- Please may I have that bottled drink. It's -----.
A. mine B. his C. hers D. yours
- The tent belongs to the Chimoto family. It's -----.
A. they B. theirs C. them D. hers
- The note book belongs to Chido. It's -----.
A. mine B. theirs C. hers D. ours

Give opposites of the bold word.

- The floors are **smooth** and I really like them.
A. nice B. good C. beautiful D. rough
- The **boy** walked **backwards**.
A. towards B. forward C. walked D. sideways
- His jacket was **wet**.

- A. clean B. soaked C. dry D. bright
12. The little girls were **sad** when their aunt went back to Gweru.
A. happy B. laugh C. cry D. sing

Read the following passage and answer the questions that follow.

In the Bible we read about many people who were blessed by God. There was a man who lived for many years. His name was Methuselah. Methuselah lived for around 900 years. Another man who lived long was Abraham. He was obedient and listened to God's commands. He was blessed with a great nation.

13. We read about Methuselah and Abraham in the ---- testament.
A. Old B. New C. Genesis D. Bible
14. ----- lived for around 900 years.
A. Abraham B. Moses C. Methuselah D. Isaac
15. ----- was blessed with a great nation because of his obedience.
A. Abraham B. Moses C. Methuselah D. Isaac
16. The short story teaches us to ----- God.
A. teach B. play C. obey D. listen
17. We should ----- one another.
A. love B. hate C. fight D. beat

Plurals

18. Louse -----
A. louses B. louse C. lice D. lices
19. Monkey -----
A. monkie B. monkeys C. monks D. monkees
20. Thief -----
A. thieves B. thieves C. thieves D. thieft

Choose suitable words to complete the sentences.

21. Melisa ----- to town yesterday.
A. goes B. went C. goes D. go
22. Rudo ---- to the music coming from the radio yesterday.
A. danced B. sang C. sing D. enjoyed
23. The Zimbabwe warriors ----- the game against the DRC team yesterday.

TOPIC 5

CHARITY WORKS AND UBUNTU/UNHU/VUMUNHU

Objectives

By the end of the topic, learners should be able to:

- Listen to poetic sounds
- Talk in different contexts
- Learn and write language structures
- Understand the link between Ubuntu/Unhu/Vumunhu and language.

Introduction

Charity is the ability to share what we have with others. Imagine that you have a lot of money. What help would you offer to someone and why?



LET'S TALK AND LISTEN

Love is wise, hatred is foolish. In this world, we have to learn to love each other. We can only live together with love. If we are to live together, we must learn to have charity and tolerance. We must learn to share what we have with others.

Talk like a poet

Poetry is a way of using language to express our feelings. As a class, let us recite the following poem loudly the way we do our national pledge.

Let's listen to the rhythm produced by the phonic '-ch-'

Charity is love, true love...
Charity is love for humanity.
Charity is love for your neighbour.
Charity is not hatred.
Charity is warm and blesses others.
With goodness, peace and happiness.
Charity is the spirit of Ubuntu,
Charity is love.
Let us love others!

Exercise: Oral work

1. Charity is love for -----.
2. Charity means sharing ----- with -----.
3. Charity is not -----.
4. Charity is to bless others with ----, ---- and -----.
5. Charity is the spirit of -----.

Discussion: Values of Ubuntu/Unhu/Vumunhu

Ubuntu/Unhu/Vumunhu is the act of treating others with kindness and love. With the help of your teacher, discuss the meanings of the following words.

1. Gentleness
2. Hospitality
3. Empathy
4. Kindness
5. Friendliness
6. Generosity
7. Compassion

E

ENRICHMENT: TRAFFIC SIGNS

Traffic signs or road signs are found on the road side to give instructions to road users. We must learn to follow road signs in order to avoid accidents.

1. Children crossing sign

On this sign, motorists are encouraged to stop and give right of way to children. We always need to be careful when crossing roads. Before we cross, we should check both sides of the road to make sure that there is no oncoming vehicle. Obedience to road signs reduces a number of accidents in our country.



2. Give way sign

It encourages us to give way to traffic on major roads. We should not cross the road when there is traffic crossing. We wait until all vehicles to our left and right have passed. Obeying road signs is one of the qualities of a good citizen.



3. Zebra crossing sign

A zebra crossing is a pedestrian crossing sign used in many places around the world. It is commonly known for its black and white stripes painted on the road surface. A zebra crossing gives right of way to pedestrians.



ICT Research

The high way code

The Highway Code of Zimbabwe shows many of the traffic signs commonly used in our country. Use a smart phone or laptop to download the highway code.

Activity 5.6

Tour

Visit the nearest street and observe the different road signs.

Let's define

Word	Meaning
Appealing	interesting.
Charity	to provide help for those in need.
Donate	contribute for a good cause.
Insufficient	not enough.
Pedestrian	a person who walks on foot.
Schedule	plan.
Traffic	vehicles moving on a public road.
Ubuntu/ Unhu/Vumunhu	humanity.

TEST 4

The word 'masculine' refers to men/males while the word 'feminine' refers to women/females. According to this, objects/people are named using words showing that the object/person is either masculine or feminine. Examples of this are, man and woman, ram and ewe.

Now write the masculine nouns of the following words:

1. Wife
2. Waitress
3. Manageress

Give one word for each of the following. You may go and search on the internet if necessary.

4. A shed where aircraft are kept.....
5. The boundary line between two countries.....
6. A place where people can sit down and eat meals.....
7. Where people go to watch a game of football.....

Use "it's" or "its"

8. -----a fine day.
9. The bicycle lay on ----side.
10. If -----going to rain, we shall have to stay indoors.

Write the following, choosing the correct word from the brackets

11. [Too, Two, To] of the party set [of, off] to search for [there, their] missing friends.

Round table discussion

presented.

As a class, discuss that human beings are responsible for the disappearance of wild animals. Your discussion may include the following ideas:

- Excessive hunting
- Destruction of forests to build cities
- Veld fires
- Climate change
- Natural disasters such as drought

Research

Using the internet or any relevant books, go and look for pictures showing plants that are found in Zimbabwe. You should be able to talk about these plants in groups and listen to the phonic sound produced by their names, for example, a-lo-ve-ra.



DID YOU KNOW ?

Sixty-five million years ago, the last of the dinosaurs went extinct throughout the world?

Poetry and imitation

The following is a poem about the mystery of wind. Imitate your teacher as he or she will be reading it for you. Do exactly what your teacher will be doing in terms of:

- Sound
- Tone
- Voice
- Facial expression
- Gestures.

Wind on the hill

No one can tell me,
Nobody knows
Where the wind comes from,
Where the wind goes
It's flying from somewhere
As fast as it can.

I couldn't keep up with it,
Not if I ran
But if I stopped holding,
The string of my kite
It would blow with the wind
For a day and a night.

And then when I found it,
Wherever it blew
I should know that the wind
Had been going there.

So, then I could tell them
Where the wind goes
But where the wind comes
Nobody knows



Kids playing with their kites



An example of a diorama

Let's make a diorama

Have you ever heard of dioramas or have you made one before? **Dioramas** are small scenes created to show an idea. They are a very good way of showing our natural environment. Visit your nearest museum to see and observe various kinds of dioramas.

Project

In groups of five, carry out a project and construct a diorama showing. Either

(A) Rain forest with grass, stones and animals.

Or

(B) A desert with stones and sand.

B

LET'S READ

DID YOU KNOW?

A mahogany tree can grow up to 200 feet in height with leaves some 20 inches long.

After reading the story you must be able to:

- Define African mahogany
- State its uses

Extinct plants: African mahogany

A botanist visited Africa many years ago and saw a tree growing in a forest. He asked his guide what the tree was called. The guide said, "Khaya" by which he meant that he did not know. The botanist, none the wiser, wrote this down and that is how the mahogany got its name 'Khaya'.

The African mahogany grows naturally in medium to low altitudes in evergreen forests and fringe riverine forests. It is often grown as a decorative shade tree in large parks and gardens. It is fast growing and needs deep fertile soil as well as ample water in summer and spring. One of the tallest mahogany tree is in Chirinda forest and is up to 60m tall.

Mahogany, as a species, is listed as being vulnerable and facing the risk of extinction in the wild. It yields one of the most important woods in many parts of Africa and is used as timber. It is hard, works easily and has a fine-looking grain. It also takes well to fine polish, making it popular for furniture.

The bark of mahogany is bitter and often used to treat colds, while the seed oil is rubbed into the scalp to kill insects like lice. There are more than fifteen mahogany family trees.



A

LET'S TALK AND OBSERVE

A risk is any unfortunate event or situation which exposes the lives of people to danger. A disaster is any event; natural or man-caused, which creates a negative impact on people, goods and services. Common disasters include:

- Road accidents
- Veld fires
- Floods
- Earth quakes

Class demonstration: Road accident

Some of us have probably seen road accidents of different types. Some have watched them on television, while others have been told by other people.

Demonstrate, with others in class, how a haulage truck driver crushes a school boy on his way home. Your demonstration should show that the boy was crushed because:

1. He was walking along the wrong side of the road.
2. He was putting on some earphones.
3. The truck driver was over-speeding.



Boy walking at the wrong side of the road

Watch, observe and talk

House fires are very dangerous. They destroy people, shelter and properties.

Make a close observation of the above picture and discuss the effects of fire on human shelter. Your discussion may include the following points:

- Fire destroys shelter.



Some huts under fire

- Fire kills people, animals and plants.
- Fire pollutes the air.

In your discussion, do not forget to suggest the possible ways in which children can prevent house fires.

DID YOU KNOW?

Most house fires start in the kitchen.

Read, listen and talk

Read the following passage and do the following oral exercise

Veld fires have become one of Zimbabwe's greatest environmental challenges in the past decade. These wild fires mostly affect the farming community. Veld fires are blazes that go out of control. When that happens, the fires destroy grasslands, forests, animals, people and property. Fires have a negative impact on pastures, crop yields and soil fertility.

Farmers should control any burning in areas with thick vegetation. A farmer should keep fire-fighting equipment such as sprayers and knapsacks filled with water in readiness for fire outbreaks. Fire beaters should also be on stand-by at all times. Farmers should inspect their fireguards regularly to ensure that they are free of explosive materials. It is important that people listen to weather news.

True or False

1. Veld fires are one of the environmental challenges in Zimbabwe.
2. Veld fires destroy grasslands and large bodies of water.
3. Farmers should create fire guards to control veld fires.
4. Veld fires have negative effects on the soil.
5. People should listen to weather news before they ignite fire.
6. People cause veld fires through carelessness.
7. Any person intending to undertake controlled burning should notify their neighbours.

Talk shows

A talk show is a television or radio program where a group of people discuss various topics. Usually, guests consist of a group of people who are learned or who have great experience in relation to the issue being discussed on the show for that episode. A good talk show should have:

- **A host** - the one who receives questions and ideas from the participants.
- **Guest** - one learned in the area being discussed.
- **Audience** - people contributing ideas.

Talk show 1: child drowning

Topic: If you see a person drowning in a swimming pool what do you do?



ICT Link

Check out this link for more information about talk shows on child related themes in Zimbabwe.
<https://www.youtube.com/watch?v=sDqdXWb7280>

Organise a classroom talk show and discuss the various ways of rescuing children from drowning in pools, wells, rivers, lakes and dams.

Homework: Pronunciation

Pronounce the following words correctly and loudly. Your parent or guardian will help you with any words you might have a problem with.

- Terrified
- Survived
- Injured
- Coffins
- Mortuary
- Victims
- Horrible
- Death
- Risk
- Disaster
- Abuse

TOPIC 9

COMMUNICATION

Objectives

By the end of this topic, learners should be able to:

- Send messages accurately
- Describe different forms of message
- Discuss different ways of communication.

Introduction

Communication is a means through which we send information from one person to another and receive feedback. In this topic, we will deal with the relationship between English language, communication and technology.

A

LET'S TALK AND LISTEN

Conveying messages

To convey is to 'send'. We can convey messages or information which means that we communicate to someone directly or indirectly through your words or action.

Let's play now

Play the Broken Telephone game and pass on the message that; **'Phoning is the most effective way of communication.'** After the game, compare and contrast the original message and the final result.



Children whispering in each other's ears

Be loud: Imitation

Imitation means copying the words, facial expressions or actions of another person. As a class, imitate your teacher as he/she teaches you the importance of cell phones and laptops in communication.



Teacher teaching students in a class

Activity 9.1

Sit in pairs and imitate each other's words correctly.

Dictation

Dictation is pronouncing words to be typed, written down or recorded on tape. As your teacher will be pronouncing the following words, write them down correctly.

application, blog, boot, database, desktop,
hard drive, database, internet, keyboard,
monitor, mouse, server, virus.

Research

Using a dictionary or the internet, define any five of the above listed words.

Let's define

Word	Meaning
Communication	sending information by speaking, writing, or using some other medium.
Dictation	the action of pronouncing words to be typed, written down, or recorded on tape.
Email	messages distributed by electronic means from one computer user to one or more recipients via a network.
Imitation	repeating words spoken by someone.
Letter	a written, typed, or printed communication, sent in an envelope by post or messenger.
Technology	machinery and equipment developed from the application of scientific knowledge.
Traditional	customary or long established.
Whisper	speaking very softly using one's breath rather than one's throat, especially for the sake of secrecy or privacy.

END OF TERM ASSESSMENT TEST 3

Paper 1

Read the following passage and answer the questions

A farmer lived with his family near a hill. The farmer's wife and their four children lived together happily. The farmer had many farm animals, including pigs, cows, goats, sheep and hens. The farmer did everything to keep his animals safe from dangerous animals. He made a fire to scare away the hyenas. Mr. Chiwawa was a good farmer who kept dogs that chased thieves away during the night. Every year Mr. Chiwawa had good harvests from his fields. He was able to get most of his harvest safely home because he made scarecrows to frighten away birds and animals. A scarecrow looks like a doll.

- What is the name of the farmer in the story?
A. Mr. Chirwa B. Mr. Chiwawa C. Farmer D. Family
- The farmer lived with his wife and _____ children.
A. four B. three C. two D. five

3. Which dangerous animal is mentioned in the story?
A. Sheep B. Goats C. Cow D. Hyena
4. What do dogs do at night?
A. chase thieves B. bark C. obey orders D. run away

Complete the following sentences

5. The twins ----- their things packed.
A. has B. have C. are D. is
6. The girl ---- lost a hairpin.
A. has B. have C. are D. is
7. The whole class ----- passed the examination.
A. has B. have C. are D. is

Comparisons

8. She has a ----- bag than Vimbai's.
A. big B. bigger C. biggest D. very big
9. His watch is ----- than his brother's.
A. small B. smaller C. smallest D. very small
10. A hall is ----- than a classroom.
A. big B. bigger C. biggest D. small
11. A reed is ---- than a tree.
A. thin B. thinner C. thinnest D. bigger

Read the story and answer the questions

The outbreak of a serious disease

Most people in the area around Budiro suffered from Typhoid. The victims were taken to the hospital where some died. Typhoid is caused by bacteria. The bacteria spreads through contaminated water, food and poor hygiene. People should be very careful to keep their food covered and must maintain high levels of hygiene. Food should be covered and eaten whilst it's still hot and fresh. Soap too should always be available for hand-washing.

12. Which disease is mentioned in the story?
A. Germs B. Typhoid C. Diarrhoea D. Bacteria
13. The disease is caused by -----.
A. animal bites B. bacteria C. germ D. virus
14. People in ----- were victims of typhoid.
A. Budiro B. Kuwadzana C. Waterfalls D. Macheke
15. Food should be eaten whilst ----.
A. rotten B. hot C. sterile D. uncooked

Paper 2

SECTION A

Answer either

A Write about an accident you witnessed. You may include the following points:

- Where and when it happened
- What caused the accident?
- What happened to those involved?

Or

B Write a letter to your mother asking her to buy a special textbook for you to use at school. You may use the following points:

- The title of the textbook.
- Why you need the book.
- The cost of the book.
- How it will help in your studies.

SECTION B

Read the following passage and answer the questions that follow

There had been dark clouds in the sky all day. Thunder roared like an angry lion and lightning flashed across the sky. This was when Tapiwa ran away from the lion. The heavy raindrops hit him all over his body. He realised that he was following the path leading to the game park and not the one to the village. He ran on through the storm and arrived at the game park office. It took Tapiwa a few minutes to regain his breath and talk. Finally, he was able to narrate his story to the two rangers who waited patiently to hear it. Poor Tapiwa had lost a cow to the greedy lion, the rangers learned.

How many people are in the story?

1. What caused Tapiwa to run?
2. What happened to Tapiwa that caused him to follow the wrong path?
3. Who did Tapiwa report to?
4. What are the people who take care of national parks/game parks called?
5. How do you think the game rangers were going to help?
6. Give a word to describe the sound of thunder.
7. Why do you think the rangers waited patiently for Tapiwa to relate the story?
8. Why was Tapiwa not at home?
9. Imagine that you are a game ranger. What advice would you give to the people in the village?