

LET'S DO ENGLISH

learn language

adjectives

nouns

verbs

adverbs





LET'S DO

ENGLISH
Grade 7

Sarah Mudzingwa

Sample





ENGLISH GRADE 7

Published by
Gramsol Books
46 Kwame Nkrumah Avenue,
Harare. 2021
www.gramsol.com
Tel. 0864 420 9124

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Publisher: Sandura Tafadzwa
Managing Editor: Mbono Njabulo
Commissioning Editor: Mabhodhera Armstrong
Development Editor: Chafa Kundai
Typeset by Shoniwa Patrick
Cover Design by Chikanga Francis
Printed by Gramsol Books

Sample

ISBN: 978-1-77906-555-1

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Book Features

TOPIC 6 TELEPHONING FOR INFORMATION



Objectives

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

- Use present and future tense to get information from someone through the phone
- Use the correct plurals of nouns in the sentences provided
- Write sentences in direct quotations, interpreting them in two ways
- Use the correct words from those explained to complete sentences the seven
- Write a poem expressing feelings of joy, love, hate, surprise
- Use adjectives "this," "that," "these," "those" to make meaningful sentences
- Pronounce the words with /z/ /th/ and /d/ correctly
- Change nouns to adjectives in given sentences
- Change sentences from direct to indirect speech and from indirect to direct speech.

Introduction

The topic will focus on teaching us to get information through the telephone. We shall learn more about writing a poem using both positive and negative emotions. Language skills will be acquired through pronunciation, use of direct quotations and other different activities.

Opening page with introduction and objectives are clearly listed at the beginning of each topic.

This 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

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

H READ AND SPEAK

Using "this," "that," "these," "those"

Demonstratives **this**, **that**, **these** and **those**.

See how these demonstratives are used in the conversation below:

"What kind of shapes do you like best?" asked the art teacher to his pupils as they move around the class observing different types of drawings. "Do you want this kind?" asked the teacher pointing to leaf shapes.
"No," said the pupils. "See **those** shapes in the corner? We want **that** shape. We don't want **these** shapes."

This – refers to a nearer object. **That** refers to an object farther away.
Those refer to two or more objects farther away. **These** refer to two or more objects near the person speaking.
This or **that** modify a singular noun and refer to a single object.
These and **those** refer to two or more objects or groups of objects.

ACTIVITY

In pairs, each to point to an object or objects and say:

1. That is a _____.
2. These are _____.
3. This is a _____.
4. Those are _____.

I READ AND SPEAK

Pronunciation /z/ /th/ and /d/

Read the dialogue below.

Sihle: Are those your clothes over there?
Oleb: No, those clothes are filthy. They can't be mine.
Sihle: Is this the way to your house?
Oleb: Yes. Those trees hide the first houses in our village.
Sihle: What's that?
Oleb: This is a book about the signs of the Zodiac.
Sihle: The signs of the Zodiac?
Oleb: You know. It tells us about the stars.

Source: Hick, R. and Hoods, P. (1984) English for teachers. Longman Group Ltd: Singapore.

Book Features

A READ AND WRITE

Reading for comprehension

Read the passage below and answer questions that follow.

Anesu's unexpected gift

Soon after Anesu had entered the house from the borehole, where she had gone to fetch some water, she found a wrapped parcel on the table. It had a shiny cover. Anesu's aunt had sent her a new dress. Unfortunately, when Anesu put on the dress, it was too small, short and too tight for her. Her aunt had forgotten that Anesu was still growing. Anesu was so frustrated. The colour of the dress and the pattern were so beautiful.



Anesu's mother had done a dressmaking course. She was a dressmaker. She then had to adjust the hem of the dress since there was enough space to undo the hem and lengthen it. She also had to tailor make the sides of the dress and the shoulders. When Anesu had put on the dress again, it now had a different appearance. The initial problem had disappeared. Luckily, the dress had a lot of extra material on seams and the hem wide enough to take off the thread right round and let it down. Anesu's mother had taken advantage of this. She had to press all the adjustments with a hot iron to make it perfect.

Key terms

- Adjusted-** To change something slightly in order to make it better.
- Undo-** To untie or remove something.
- Tailor made-** Designed for a particular person.
- Initial-** Happening at the beginning of a process.
- Hem-** The bottom edge of a dress, curtain.
- Pressed-** Make clothes smooth using a hot iron.
- Dressmaker-** Someone who makes woman's clothes.

Questions

1. Where was Anesu coming from when she found a parcel placed on the table?
A. the borehole B. the well C. the village D. the river
2. What was the parcel?
A. new shoes B. new skirt and blouse
C. wrapped parcel D. a new dress
3. How was the dress?
A. too short and tight B. too long and loose
C. too loose and short D. long and tight
4. Anesu's dress wasso as to fit her perfectly well.

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Key terms used in-text are defined.

TOPIC
30

END YEAR EXAMINATION PRACTICE

Read the following passage and answer questions 1-6

There are many organisations where disabled children or adults can get assistance depending on the type of disability they have. If a child is visually handicapped, (blind or partially blind) he or she can get education at Copota School for the blind in Masvingo. At Copota, both primary and secondary education is offered through donations from other countries. Children at that school are trained to write in Braille mobility, (that is how to find your way around the places). Computers and touch



typing are also part of their education system at Copota.

The Braille library is there to put their books into Braille. The books are specially made for the blind and the learners read by feeling the raised dots with their fingers. Some learners are trained to do practical work such as carpentry, basket weaving and many others in order to earn a living

There is also Henry Murray School for the deaf (school for children who cannot hear or talk) in Morgenster mission - Masvingo. At this school, children are trained to speak using sign language. The language is communicated using hands and fingers. Some children of this nature can understand what someone says by merely looking at the lips and can easily pick some words. There are also Jairos Jiri centres which help people with different disabilities in Zimbabwe.

Questions

1. When someone is disabled it means.....
A. the person has a mental or physical problem
B. the person cannot see
C. the person cannot walk
D. The person cannot hear
2. A visually handicapped child is.....
A. blind or partially blind B. deaf
C. dumb D. crippled
3. At Copota School for the blind learners are trained mobility. What is mobility?
A. training to move fast
B. training to handle a stick
C. training to walk with an aide
D. training to find your way around the place.

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Interactive revision exercises to test knowledge.



TOPIC 1

THE BEGINNING OF A NEW SEASON

Objectives

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

- Answer questions from the poem using multiple choice answers
- Identify same sounds in the given pairs of sounds at the initial and terminal position of sentences
- Discuss problems and solutions to problems, giving suitable responses
- Find synonyms, antonyms and rhymes from the poem 'The beginning of a new season'
- Create a three-word sentence to which others write additions until a sentence is reasonably longer
- Use a suitable verb form to write the correct sentences
- Write short sentences about weather conditions using correct vocabulary
- Construct a sentence with a subject verb agreement as they throw and catch the ball
- Write a given passage neatly and legibly using the Grade 3-7 Nelson script.

Introduction

In this topic we are going to read, understand and answer questions from the poem. We will also learn how some words are pronounced the same but have different meanings and spellings (phonics). Language structures, vocabulary and games are other concepts which will be focused on.

B READ AND SPEAK

Phonics

1. Read the above poem again in groups.
2. Discuss pairs of words in the poem that sound the same.
3. List the pairs of words with the same sound at the beginning and at the end of sentences.
4. Choose someone from your group to read the pairs of words that sound the same to the class.
5. One member to list the pairs of words on the chalkboard.
6. The group which has found more pairs of words that have the same sounds is the winner.

C READ AND WRITE

Changes in verb forms

We use **saw** without a helping word and **seen** without a helping word. Let us see below why a verb has several forms such as **see, saw, seen**.

"**See** the eclipse of the moon tonight!" exclaimed Susan.

"Oh, I **see** half of the moon is dark!" said George.

"I **saw** half the moon some minutes ago," boasted Susan.

"Have you ever **seen** the eclipse of the moon before?" asked their father.

1. When Susan and George speak of seeing the moon now, they use the word **see**.
 2. When Susan's seeing happens several minutes ago or a year ago which is now **past tense** form, she uses the word **saw**.
 3. When father asks them whether they have seen the eclipse of the moon before, she uses the words **have seen**.
- **Seen** is used with the helping word **has** or **have** to show what has been seen up to now.
 - **Seen** is also used with **had** to show what had been seen sometime past, for example, **I had seen** the eclipse of the moon.
 - **See** is in the **present tense** and it shows what someone is seeing right now.
 - **See** is also used with **shall** or **will** to indicate what is to be seen in the future, for example I shall see the eclipse of the moon tonight. This describes the future, therefore the see is in **future tense**.
 - To use the subject **I** or **we**, for example, **I shall see, we shall see**.
 - When the subject is a noun or a pronoun, we use **will see** as in **you will see, George will see, they will see**.

- The teacher introduces new words such as foggy, snowing, raining, mist, fine, cloudy, freezing, hot and humid.
- Each group decides what the weather is like in the city they have chosen and writes a short weather report.
- Each group now presents its weather report.
- As A, B, C. members are speaking, others in the group act as people of that city would act in that kind of weather. For example: shivering with cold, holding umbrellas, fanning themselves.

Key terms

Newscaster- A person who reads the news on television for radio.

Weather reporter- One who reports about the condition of the atmosphere such as temperature, be it rain, wind and sun.



ICT Research

1. In groups, research from the internet using smart phones and computers to find how people celebrate when the rains come.
2. Videos of people playing, dancing, singing and ululating may also be searched.
3. Show others your ICT findings.
4. You can also collect pictures from magazines or newspapers.

Adding words to a sentence

1. Teacher to demonstrate a three-word sentence as follows:
 Learner A says: Tracy laughs loudly.
 Learner B says: Tracy laughs more loudly.
 Learner C says: Stubborn Tracy laughs more loudly.
 Learner D says: Stubborn Tracy laughs much more loudly.
2. In groups, one member writes a three-word sentence and passes it to a neighbour or partner.
3. A neighbour will add a word and passes the sentence to others to add some words continuously.
4. Each group reads its original three-word sentence and then the completed longer sentence to the class.
5. The group with the longest sentence is the winner.

Homework reports

When we completed grade six last year, our head Mrs Ushe told us that we shall crossover to grade seven next year with our teacher Mr. Sithole. Mr Sithole then give us some holiday homework. He asked us to go and perform any task which each one would come and report on when we open schools.

The following are a few reports about our holiday homework.

Judas

I watched Amai Chisamba show one Sunday evening. Her topic that day was about 'Women in prison.' In a discussion, others expressed sympathy on how pregnant women survive behind bars, considering the harsh conditions in prisons. The worst part of the discussion that touched me the most was that when a pregnant woman wants to deliver in jail, she will be ferried to the hospital and brought back to prison with that toddler soon after delivery.

Samson

I was in Harare during the holidays. With my interest in sports, I went to the National Sports Stadium and watched soccer one day. Two teams Dynamos and Highlanders were defeated, I got frustrated and all my interest vanished.



Frank

I visited my uncle in Bindura and observed his irrigation scheme. He had wheat and maize on his farm. I acquired more knowledge and skills in farming whenever I assisted him. I then discovered the importance of commercial farming. My uncle is a millionaire because of farming.



Tambudzai

I climbed a certain mountain with my friends and saw a troop of baboons. I learnt that baboons are like human-beings. They carry their babies on their backs. They bit their babies when they are angry. They breastfeed their babies. They even plan journeys to and fro and they have permanent habitats.



E LISTEN AND SPEAK

What did you do last night?

The teacher says a statement and learners ask the following:

Teacher: I met an animal last night.

Learner one: Where did you meet it?

Teacher: On my way home from the office.

Learner two: What was the animal?

Teacher: It was a snake.

Learner three: What did you do?

Teacher: I took a stone and threw at it.

Learner four: Did you manage to kill it?

Teacher: I missed it and it disappeared.

Learner five: How long was the snake? How did the snake look like?

Teacher: It was long, huge and black in colour.

In groups, ask each other questions and give answers.

One member will say a statement as others take turns to ask questions.

You can use the following opening statements or think of your own statements.

- My parents quarrelled last night.
- I had a birthday party last week.
- We watched soccer on television on Sunday.
- My father bought a new car and brought it at home last night.
- Our neighbours threw a party yesterday afternoon.

One group to act in front of the class as others comment.

F READ AND WRITE

Internet ethics

Ethics are rules that people consider as right or wrong. There are some people who misuse the internet by sending false stories about others. They can also threaten others so that they become unsettled, with frightening news.

Someone's information can be stolen from the internet especially when someone is aware of one's password. Property in your house can be stolen if you communicate with friends or relatives that you will leave your home and visit somewhere. The information can be read and used to plan on how to vandalise your house.

Some children spend their time looking at pornographic pictures. They watch bad things which are not allowed at an early stage. In that way they develop bad behaviour.

If you want to use someone's information ask for permission first. Respect the property of other internet users. If your information is used illegally, report to the police. Avoid using bad language and false information. As an internet user, learn to hide your password, phone number as well as your home address.



G READ AND WRITE

More about commas

We can also use commas when we want to pause or have a short breath in the middle of a sentence.

Read the following examples:

1. As soon as he arrived home, he noticed that a thief had attempted to vandalise his house.
2. Before she wrote examinations, she prayed to God.

Now punctuate the sentences below, using a comma where you think there is a pause or breathe. Remember to use other suitable punctuation marks where necessary.

- a) father was driving a car at a very high speed not knowing that there was police ahead.
- b) after having served in the ministry for so many years my uncle retired.
- c) look at that dog it is barking up the wrong tree
- d) When joseph realised that portiphar's wife wanted to abuse her he took off his Jacket and left the room
- e) As an internet user learn to hide your password

Sample

A READ AND SPEAK

Getting information through the phone

The teacher asks the pupils to think of possible situations involving getting information or making appointments.

Situations to be listed on the chalkboard as follows:

- Getting directions
- Phoning someone to get help of homework
- Making a doctor's appointment.

In pairs, read situations and choose one. Think of questions to ask each other and respond.

For example:

Learner A: Telephone to a doctor saying,
"Hello doctor Shumba, I am Mrs Siziba from Bikita." "Will you be around tomorrow so that I make an appointment to see you?"

Learner B: Acting as a doctor. "Hello Mrs Siziba!" "You are welcome; I will be around as from 10.00am to 4.00pm."



ICT ACTIVITY

In pairs, perform dialogues using cell phones to ask and get information you require:

- a) One will telephone as the other one act the role of the respondent.
- b) Write dialogues on cards using questions and answers on the chalkboard.
- c) One pair to perform its dialogue to the class using cell phones.

B SPEAK AND WRITE

Vocabulary - creating small words from big words

1. The teacher will choose a long word and writes it on the board

For example: *Classroom*.

2. As a class, help each other to write a list of small words you can find from that big word.

Examples of words from the word CLASSROOM are:

classroom mass alas scroll roll

3. In groups, one member from each group write the big word on a working card and small words are created from this big word.

D READ AND WRITE

Direct quotations

Direct quotations make a speech seem lively and direct. Quotations also make the meaning of a sentence clearer.

For example: In the sentence indicated 'not clear' below, you cannot tell who is meant by the pronoun "he" in each case.

Not clear: Thompson said to Mike that he couldn't swim as far as he could.

Clear: Thompson said to Mike, "You can't swim as far as I can."

ACTIVITY

- a) In groups, discuss how each of the following sentences can be changed into a direct quotation.
1. Samson said to his uncle that he could jump higher than he could.
 2. Chipo said to Nomsa that the robbed husband was hers.
 3. Sarah said to Mary that she was taller than she was.
 4. Judah said to George that his car was more expensive than his.
- b) Write four sentences discussed above as direct quotations and then interpret the sentences in two ways to show who might be referred to by the pronouns.

E LISTEN AND SPEAK

The prefix word 'tele-'

Tele- means 'from a distance'

For example: Telephone – Is on electrical equipment that you use for speaking to someone in a different place.

Telegram – Is an instrument which brings a message quickly from a distance.

Telescope – Is an instrument which enables us to look at things from a distance.

Telegraph – Is a method of communicating by sending messages by radio waves.

Television – Electrical equipment with a screen used for watching programmes.

Telecommunication – The science and technology of sending information by telephone, radio or television.

Re-write the sentences below, filling in the blank spaces with suitable words from those above.

Death took them all
Loneliness strikes me
Comfort disappears
Happiness now a thing of the past
What a miserable situation!
What a tormenting life

Key terms

Emotions- Feelings that you experience such as love, fear, anger.
Tormenting- Making someone suffer severe physical or mental pain.
Monstrous- Cruel and fierce look.
Terrifying- Extremely frightening.

In groups, the teacher asks the class to write their own poem using the emotion of **Love** or any emotion from the list on the chalkboard. A picture chosen can also be put on the chalkboard. You write about the picture in the same way you have done with emotion words. Each group will report back by reading their poem to the class. A point will be awarded to a group that has come up with words, phrases, sentences and thoughts linking to the emotion words.

G READ AND WRITE

Singular verbs

Each pupil **has pledged** money towards the funeral.
Every pupil **has given** money to the bereaved family.
Everybody in our class **has pledged** something.
Was either Tom or Jack at the funeral?
Neither of them **was** there.
Neither boy **was** there.

Either coin **is** alright.
Does any child **contribute** more than he or she can afford?
Does anyone **contribute** more than he or she can afford?
No person **contributes** more than he or she can afford
Nobody **contributes** more than he or she can afford.

The words **each, anyone, everyone, everybody, neither, either, anybody,** and **nobody** refer to one person or thing.
When you use any of these words as a subject, use a singular verb.
Nouns which are modified by words such as each, every, either or neither are also singular.

Now create sentences that use the words below as subjects.
Every, man, each, pupil, neither, anyone, nobody,

H READ AND SPEAK

Using "this," "that," "these," "those"

Demonstratives **this**, **that**, **these** and **those**.

See how these demonstratives are used in the conversation below:

"What kind of shapes do you like best?" asked the art teacher to his pupils as they move around the class observing different types of drawings. "Do you want this kind?" asked the teacher pointing to leaf shapes. "No," said the pupils. "See **those** shapes in the corner? We want **that** shape. We don't want **these** shapes."

This – refers to a nearer object. **That** refers to an object farther away.

Those refer to two or more objects farther away. **These** refer to two or more objects near the person speaking.

This or **that** modify a singular noun and refer to a single object.

These and **those** refer to two or more objects or groups of objects.

ACTIVITY

In pairs, each to point to an object or objects and say:

1. That is a _____.
2. These are _____.
3. This is a _____.
4. Those are _____.

I READ AND SPEAK

Pronunciation /z/ /th/ and /d/

Read the dialogue below.

Sihle: Are those your clothes over there?

Oleb: No, those clothes are filthy. They can't be mine.

Sihle: Is this the way to your house?

Oleb: Yes. Those trees hide the first houses in our village.

Sihle: What's that?

Oleb: This is a book about the signs of the Zodiac.

Sihle: The signs of the Zodiac?

Oleb: You know. It tells us about the stars.

Source: Hick, R. and Hoods, P. (1984) English for teachers.
Longman Group Ltd: Singapore.

Choose the correct answer to complete the following statements.

1. The poem is about _____.
A. praising the daughter B. praising mother
C. praising Granny D. Love
2. One good thing about Granny is that _____.
A. she is not harsh B. she is cheeky C. she gets angry D. she scolds
3. The word in the poem which tells us that Granny is a free woman is _____.
A. scolds B. rude C. harsh D. generous
4. _____ in the poem above is compared with granny.
A. Daughter B. Mother C. Granny D. Poet
5. In this poem there is an emotion of _____.
A. love B. hate C. worry D. theft
6. The word in the poem which is synonymous with love is _____.
A. happy B. near C. like D. angry
7. The word which is severally repeated is in the poem is _____.
A. Granny B. life C. mother D. want

H READ AND SPEAK

Sample

Instructions

Read the following instructions on how to repair a puncture.

The instructions are placed in the wrong order. Re-arrange them in the correct order and number them 1-9.

- Find where there is a leak and mark the place with a crayon.
- First remove the inner tube.
- Pump air into the tube and test for leaks.
- Next roughen the surface of the inner tube around the leak.
- Pump a little air into the tube.
- After roughening the tube, apply rubber solution.
- Finally, replace the outer cover and inflate to the correct pressure.
- Press the patch firmly on to the tube.
- Put this on both the tube and patch and patch and allow to become tacky.

A READ AND WRITE

Writing an announcement

Sometimes we make announcements. As a class we may want to present a play to our school and other schools. How can we announce it?

Below are five ways of making announcements:

- Writing a notice for the school bulletin board
- Making posters and stick them in rooms and other public places
- Sending posters to neighbouring schools
- Putting a notice in the Whatsapp group
- Making announcements in the classrooms.

Make sure that the announcement tells **what**, **when** and **where**. If the programme is to raise money or is just for enjoyment, say it in the announcement.

Read the following announcement and notice the points included

The Grade seven learners invite all the neighbouring schools to their play. "The Lion and The Jewel." July 27 at 2 o'clock in Room 10. Everyone is welcome. Do not miss this Play. There will be no admission fee. Come and enjoy yourself next Saturday afternoon at two o'clock in Room 10. Emphasis is placed on time and place on the last statement as indicated in the above announcement.



Key terms

Announcement- A public statement that gives people information about something.

Bulletin board- A place on a computer where you can leave messages and read messages from other people.

Poster- A large printed notice or picture that you put on a wall to announce or advertise something to people.

ICT ACTIVITY

a) Write an announcement of any one of the following events to take place at your school on Whatsapp:

- A music competition
- An art exhibition
- An athletic event
- A school campaign for health.

b) Also, make a poster that will announce an event.

c) Give an announcement orally.

TOPIC 12

END OF FIRST TERM TEST

Read the poem below and answer question 1-6.

Look before you leap

Just one night
That was all he did
Look at me now
In trouble so terrible

I quarrelled with my mother
Thinking that she was crazy
When the man invited me
Let's go down to town

My mind didn't really think
I was too young to know
All I wanted was somewhere else to go
But that made me really sink

It wasn't that I meant to do it
I must have been crazy
How I wanted to stay safe before
But I'm not free anymore

Just one night
That was all I did
But look at me now
In trouble so terrible

1. Tecla seems to have _____.
A. been at school
B. messed up her life
C. been married
D. gone to town
2. Tecla had _____ with the man in the poem.
A. alcoholic drink
B. sex
C. trouble
D. quarrelled
3. Tecla quarrelled with her mother means _____.
A. she beat her
B. scolded her
C. she argued with her
D. she ignored her
4. What does Tecla mean when she says 'I am in trouble so terrible?'
A. she was beaten
B. she drank too much beer
C. she has a great problem
D. she quarrelled with her mother
5. How could she really have avoided what happened to her?
A. by refusing to go down to town.
B. by not quarrelling with her mother
C. by not drinking beer
D. by not going to school

C READ AND WRITE

Use of "let" and "leave"

The verbs *let* and *leave* sometimes confuse.

Read the following sentences

Whenever I visit my uncle in his farm, he often **lets** me feed the pigs. He does not **let** me feed the dairy cattle. One day, however he went to town and he said, "I will **let** you feed the dairy cattle today."

Before he **left**, he demonstrated to me on how to feed them. "Now let me **leave**," he said. "I'm quite certain that the pigs and the dairy cattle are in good hands as I **leave** them with you."

Let is used to mean permit (to) or be permitted (to). In the **let** verb family we have **let, let's, letting**. **Let's** is a contraction of "let us." Lets without an apostrophe is the third-person singular present tense form of verb, which means to allow or give permission. Leave and left are used in the sense of go or went away from (here or somewhere) or give over (to someone) or cause to remain behind. In the leave verb family we have **leave, leaves, leaving** and **left**.

Write the following sentences, using a member of the let or leave verb families underlined on blank spaces.

1. They are **causing** our sister to **remain** behind.
2. My teacher **permitted** me to compete.
3. **Permit** me to clean your house, please.
4. We **caused** our science equipment to **remain** in the laboratory.
5. My sister will **go away** from this place tomorrow.
6. May you please **permit** her to go with me.

D LISTEN AND SPEAK

Different points of view

The teacher to prepare a list of some conflict situations, for example;

1. An adolescent boy coming home late at night and finds an angry father waiting for him.
2. Parents angry because of the stubborn child who failed Grade Seven.
3. Two boys fight for a girl friend at school and the headmaster punishes them.

Sympathised- Behaved in a kind way and show that you understand someone's problems.

Independence- The ability to make decisions and live your life free from the control or influence of other people.

ACTIVITY

Summarise the above story from the time the chief sent his wife to town up to the time Leah lost her job in the bank.

Write your summary in one continuous paragraph. Use the past continuous tense. Begin your summary as follows:

On Thursday morning Chief Zishiri was summoning his first wife to go to town. He was asking her to go and put 200 dollars into her account and making sure that it was Leah taking that money

COMPOSITION

1. Read again the story about "A woman's place is in the home" in topic 13 and 14.
2. Now write a composition of about **one and half to two** pages supporting or arguing against the topic.
3. Give sound reasons for your support or argument.

B READ AND WRITE

Reported speech

Read the two sentences in direct speech below and notice how they were changed to reported or indirect speech.

Direct: "What are you going to do with your money Nicholas?" asked the teacher.

Reported or indirect: The teacher asked Nicholas what he was going to do with his money.

Direct: "The car is coming our way," said William.

Indirect speech: William said that the car was coming their way.

Now change each of the following sentences from direct to indirect reported speech.

1. "How much money do you want?" Jacob asked his father.
2. "Please take that thief away, Mr Policeman," Tonny said.
3. "Do you have a licence for driving that car?" the Policeman asked David.
4. "We can go and fish tomorrow," said brother.
5. "I don't have time to waste," replied Kudzai's brother.
6. "I want to be a doctor when I grow up," said Raviro to her teacher.
7. "Go and water the garden," ordered the head boy to the latecomer.

(were not, haven't (have not) and don't (do not)

Write the following sentences, using contractions where it is necessary.

1. You were not at our evening prayer last night.
2. It is usually done on a Wednesday.
3. He does not feel like eating today.
4. I am planning to go to town this week.
5. I did not have time to work out sums.
6. We are sorry for your lost brother.
7. You have not connected a charger to the adapter.
8. I will not come for assembly tomorrow.

E READ AND WRITE

Additional work

Re-write the words below in sentences, contracting the words in bold type.

- | | |
|------------------------|---------------------|
| 1. He does not | 2. They were not |
| 3. I should not | 3. It cannot |
| 5. You did not | 6. She had not |
| 7. We have not | 8. They have |
| 9. He was not | 10. You were not |
| 11. I have | 12. She will |
| 13. They are | 14. There is |

F READ AND WRITE

Possessive forms of nouns.

Most nouns are transformed to form their plurals. Nouns are also changed to show ownership or possession as shown in sentences below.

My child's face frowned.
Sharon's nose felt warm.

Child's tells whose **face frowned** and **Sharon's** tells whose **nose felt warm**

You can form the possessive of every singular noun by adding an apostrophe (s')

Children's voices, **men's** heads.

Children's tells whose voices.

Men's tells whose heads.

Write sentences below, supplying the possessive form of the noun in brackets on blank spaces. Remember the possessive form of a noun must have an apostrophe to tell whose.

1. _____ money was not in the pocket. (Peter)
2. All (children) _____ shoes have been lost.

J READ AND WRITE

Becoming a music teacher

Read the following passage silently and answer questions that follow.

To become a music teacher, one must have interest in singing. One can sing in the church or at assembly, when walking or when doing other different activities. I have often seen some people singing when they drive. That enthusiasm indicates that your career is music. Becoming a music teacher is meant for those who are trained to become teachers of music in schools. When teaching music at primary school level, you should teach different types of songs such as wedding songs, funeral songs, church songs, traditional songs such as mbakumba accompanied by dance and many others.

A music teacher must be well versed with the instruments used in singing such as mbira, guitar, marimba, hwamanda, rattles (hosho) and many others. Instruments accompany music and make music interesting.



Key term

Enthusiasm- Showing interest in something.

Questions

1. What is a career?
2. Which songs involve traditional dance?
3. Which four instruments are used in music?
4. Which instrument involves use of technology?
5. Write down any two present tense verbs from the passage.
6. Write down the word which means the same as "interest" in the passage.

A LISTEN AND WRITE

Time is money

Read the poem below and answer questions that follow in full correct sentences.

Mother tells me
To hurry myself up
To be energetic
And do things on time
Checking the ticking of the clock
Counting the number of days
As they pass in the wink of an eye
You grow up physically
But not showing mental maturity
What will you become in future,
With no skill developed in you?
Make hay while the sun shines
Do not waste time
And appear to be funny
Because time is money.

Mother says to me,
A woman is a cornerstone
A pillar of the house
Where everyone relies upon
And must not sit idly
Gossiping nonsense everywhere
From dawn to dusk
With every village woman
With popular rumour mongers
Saying this and that
Because time is money.

Mother teaches me
All household chores
Difficult and simple tasks
Indoor and outdoor activities
To prepare for my future
Because no one will teach me
When she is no more
She always whispers to me
That time is irreversible
And when that time elapses
Then you will remember
That time is money
Mother reminds me

Questions

1. What do traditional healers use to make medicine?
2. Explain what you understand by traditional healers.
3. What do people believe as the result of illness or bad luck?
4. From which tree do people in West Africa get powder to prevent fever?
5. Do you believe in 'western' medicine, traditional medicine or both?
6. If you were very ill, would you go to the hospital or to a local traditional healer?
7. Do you know any leaves, fruit or roots which can be used to make medicines? List them and say what they are used for.

B READ AND WRITE

Distinguish adverbs from adjectives

Adjective (what kind of)	Adverb (how)
That is an awkward position.	The girl stands awkwardly .
These are beautiful voices.	They sing beautifully .
I am a good speaker.	I speak well .

The adjectives **awkward**, **beautiful** and **good** describe the manner of walking. The adverbs **awkwardly**, **beautifully** and **well** describe how something is done.

Re-write the sentences below filling in an adjective or an adverb in the blank spaces.

1. We worked _____ all the morning. We felt that we were _____ workers. (tireless, tirelessly)
2. An eagle is a _____ bird. It flies _____. (swift, swiftly)
3. He is so _____. He speaks _____. (cheerful, cheerfully)
4. He showed an _____ face but later produced his voice _____. (angry, angrily)
5. Our teacher is a _____ man. He usually controls his class _____. (polite, politely)
6. This was an _____ task. The task was carried out _____. (easy, easily)

C READ AND WRITE

The word 'ever'

The word 'ever' can be added to who, which, what, when, how and where to make the following words:

- **Whoever** is made up of **who** and **ever**. The same applies to other words above.
- The effect of adding ever is to make the word to which it is attached more general in its sense.

Notice how the words are used in the sentences below.

"Whoever can speak fluent English should be involved in debates."

"Whatever you cook in the kitchen seems to be delicious to everyone."

"Whenever the bell rings, you must be at the assembly."

J READ AND SPEAK

ACTIVITY

1. Read the words on the left hand column.
 2. In groups, match the words with their meanings on the right hand column.
 3. Each group to read their findings to the class.
 4. The teacher comments on each group's report back.
1. **Gigantic** – A substance used to treat a disease.
 2. **Access** – Belonging to the present time.
 3. **Midiocre** –Relating to very old customs.
 4. **Fever** – Opportunity to have or use something.
 5. **Traditional** – A medical condition in which the temperature of one's body is very high and one feels ill.
 6. **Modern** – Average in quality.
 7. **Drug** – Extremely large.

Sample

That man is her ex-husband.
This is a self-service shop.
Numbers 1-5 are mine.

Re-write the following sentences, placing a hyphen where it is suitable

1. The wise man from the east went to see the new born baby.
2. My grandmother is now eighty eight years old.
3. Let's use a one way street.
4. That man has a child like character.
5. My brother is an ex soldier.
6. Open pages 40, 41, 42, 43 to read the whole story.
7. Our forefathers were using self help exercise books.

G READ AND SPEAK

Curiosity killed the cat

1. Read the following paragraph silently on your own.

One Sunday morning Silas saw a dove perching on the branch of a tree. The dove had built its nest in the tree. The dove entered the nest. Silas climbed up the tree. He was about to catch the bird when he saw a snake lying on another branch. Silas made a loud scream. The snake was frightened by the loud scream and it suddenly disappeared. Silas fell down and got injured.

2. Re-write the paragraph above, changing it from active voice to passive voice.
You can begin your paragraph as follows:

A dove was seen by Silas perching on the branch of a tree. In the tree there was.....

H READ AND SPEAK

ICT Research

1. In groups, the teacher will ask you to search for examples of sentences written in passive voice from other books, newspapers, cell phones.

Examples:

- a) A small girl was kidnapped by strangers.
 - b) A gang of thieves was arrested by the police.
2. Discuss your discoveries of sentences written in passive voice.
 3. One member from each group to write examples of sentences written in passive voice on the chalkboard and read them loudly.

COMPOSITION - LETTER WRITING

Write a composition describing the case of theft you have experienced from a book or magazine you have read. The points below will guide you.

- Where you experienced theft?
- Who was the culprit?
- What was stolen?
- Was the case reported to the police?
- What happened after?
- Were the stolen articles or goods recovered?
- If not, what do you think could have been done?

GROUP DISCUSSION

1. Listen as the teacher demonstrates giving examples of sentences using the conjunctions **and**, **but**, or.
2. In pairs, use the conjunctions to make meaningful sentences.

F

READ AND SPEAK

Reading for fluency

My drawing book

Morris had a new drawing book with yellow covers. It was given to him that morning by his mother. He then left it on top of his desk during lunch time.

When he came back to the classroom, his drawing book had disappeared. "Someone has stolen my drawing book," he said.

Another boy, Owen had entered into the classroom during lunch. The teacher questioned him about the drawing book. Owen denied taking it. "I didn't see it," he said.

"Are you sure?" the teacher asked.

"Of course, I'm sure," Owen said. "What do I need a plain exercise book for? I'm used to exercise books with ruled papers to keep my writing straight"

The teacher looked at him. "I think you'd better give the book back to Morris," she said. "I didn't take it," Owen said.

"Yes, you took it," the teacher said. "Don't refuse, just give it back silently before I punish you". Owen then returned the book to Morris.

Extinguished- To make fire stop burning.

Viable- Able to be done or worth doing.

Reckless- Being careless and not thinking about the possible bad effects of your actions.

Terrifying- Extremely frightening.

Fire-break- A narrow area of land from which all the trees and bushes have been removed in order to prevent fires from spreading from one area to another.

Questions

True or False?

1. James and Jacob made fire to warm themselves.
2. The fire was totally extinguished when the two boys left it.
3. The two boys were careless.
4. Black air filled the air and the huts were burnt.
5. A fire break was created to increase fire.
6. James and Jacob were sad about the occurrence on their way home.

For example:

1. James and Jacob were feeling very happy. (True)
 - Because they caught a rabbit from the rock.
2. It was easy for them to make fire. (False)
 - It was difficult to make fire because there was wind.

B READ AND SPEAK

Changing sentences to questions

a) In groups, change each sentence and say it as a question.

For example: She walks slowly. Does she walk slowly?

1. She likes Mathematics.
2. He is digging the garden.
3. They gave their grandmother a present.
4. You were watching a football match.
5. They used to type their letters.
6. She will go away tomorrow.
7. Tsitsi is going to bake some buns.
8. You have counselled that boy adequately.
9. They have found the stolen money.
10. George will have finished his work by 6 o'clock.

Alphabetical order

The word 'filled' is found in the passage about 'Grass fire'.

Below is a list of other words with -ll- in the middle.

A READ AND WRITE

Comprehension

Hermes and the woodman

Long ago, on a certain day, an honest hardworking woodman was cutting down a tree on the bank of a deep river in Greece. In some way, his hand slipped, his axe fell into the water and sank to the bottom. Being a poor man who could not afford to lose the tool by which he earned his living, he looked at the water sadly.



But Hermes, who was one of the Greek gods, suddenly appeared. When he learnt of Woodman's misfortune, he offered to do what he could to help.

Diving into the deep, swift-flowing stream, he brought out an axe made of solid gold. "Could this be yours?" Hermes asked.

"Alas, I wish it were," replied the woodman sadly.

Again Hermes dived into the ice-cold water and this time brought up an axe made of solid silver. But again the woodman shook his head and denied that the tool belonged to him. Hermes dived a third time and produced an axe which the man had lost. Naturally, the owner was delighted to see his axe once more.

"You are an honest and good man," said Hermes. "I want you to take both the golden axe and the silver axe as a reward for telling the truth."

Thanking Hermes, the woodman ran home to tell his wife of his good fortune. After the story had spread, one of the neighbours rushed down to the same spot on the river bank, threw his axe into the river and began to moan over his loss. Just as before, Hermes appeared and learning what had happened, dived into the water and brought out a golden axe.

"Is this the axe you lost, my friend?" he asked.

"Yes, yes, that's it," said the man, greedily reaching for the golden axe in Hermes' hand.

But just as he was about to grasp the axe of gold. Hermes said, "Not so fast, sir. You are not telling the truth and to punish you for not being truthful, I am not only denying you the axe, but also leaving your own axe at the bottom of the river."



Source: Shan, H.G, Ferries, F.K and Keener, E.R. (1952:205) Building Good English. Laidlaw Brothers, USA.

Key terms

Fable- A traditional story that teaches a moral lesson.

Greedily-A way that shows excessive desire for wealth or food.

Fotune- A chance or luck as a force affecting human affairs.

TOPIC 24

END OF SECOND TERM TEST

Read the following passage and answer questions 1-7 below.

Simply because of the financial status at home, it was something not to think about, something I was craving for and something I could only hear about or read in books but could not afford. I did not know that one day, I will have such a thing in my hand. Others were talking, laughing and gossiping about my poverty but I did not mind. A brother of mine who went away to an unknown country, returned unexpectedly. Everyone in the family got shocked when he arrived and awakened us all during the night.

I jumped up high when my brother handed me a surprise of a smartphone. I could hardly believe my sense of sight. It was a nice tablet, with all the functions expected on a smart phone. Its functions were just like those on a computer.

I can now read a bible from the phone, sing biblical songs. I even opened a facebook page for myself and can now communicate on Whatsapp with others. I can now pay my fees using my phone. I can now communicate on twitter, send or receive information on email. My phone is now my dictionary. Some Mathematical concepts can now be worked out on a smart phone calculator. Now I have many friends to talk to. I can take my own pictures and those of others. Those who were laughing at me are now my closest friends. As a Grade seven child who was eager to learn more, I went further to discover even the website of our institution in order to learn more about it.

At first, the phone was difficult to operate, to such an extent that I almost appeared as an illiterate person. I did not have knowledge of either opening or closing it. I did not want to get assistance from friends, fearing that they will laugh at me. Gradually,

I acquired expertise as my brother taught me to operate the phone.

Technology is now in my hands. A surprise I did not expect or dream of in my life.

Questions

1. What technology is spoken about in the passage?
A. Smart phone B. Computer C. Radio D. DVD
2. How many functions does a smart phone have?
A. two B. none C. one D. many
3. Can you write a message on a smartphone?
A. Yes B. No
C. Only receiving messages D. Just phoning
4. Which of the functions on a smart phone was mentioned?
A. gossiping B. running C. singing D. Facebook
5. Why are friends now coming closer to the writer?
A. Because he now possesses the smart phone