



# LET'S DO ENGLISH

GRADE

# 4



Sarah Mudzingwa

## 'O' LEVEL

GRAMSOL SERIES  
MY STUDY GUIDE  
MY EXAM PRACTICE



## 'A' LEVEL

MASTERING SERIES  
MY STUDY GUIDE  
MY EXAM PRACTICE

### WHY YOU SHOULD USE GRAMSOL RESOURCES

- Our resources put **QUALITY** first.
- They contain activities that are suitable for **CALA**.
- Plenty of **exercises** and **revision** opportunities.
- **Approved** by the Ministry of Primary and Secondary Education.
- **Strong Binding** and Good **Quality Printing**.
- Good use of images and other visuals.
- **User friendly** and **Engaging design** to facilitate learner centered approach.
- **Full coverage** of syllabus including objectives, methodology and activities.

**LET'S DO**

**ENGLISH**

Grade 4

Sarah Mudzingwa

SAMPLE

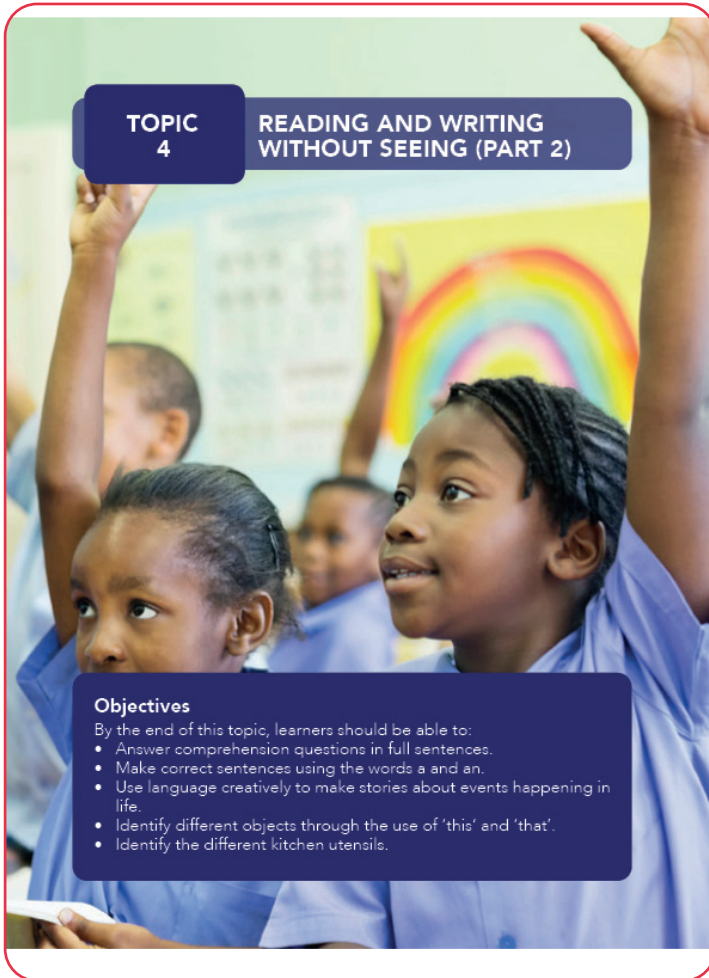


**GRAMSOL**

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# Book Features



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

People will have different \_\_\_\_\_ in their houses. Some will dance, beat drums and sing jingles to accompany \_\_\_\_\_. Some will send each other messages of \_\_\_\_\_. However, \_\_\_\_\_ endings may also take place on such occasions. People who drink beer may \_\_\_\_\_ and injure or kill each other. Accidents may happen on \_\_\_\_\_ as people travel and visit their friends and relatives. This is what \_\_\_\_\_ when people celebrate independence.

## **D** LISTEN AND SPEAK

### Instructions

Action words are used when giving instructions such as **come, go, stop**.  
1. Listen to the instructions below as the teacher gives them to one of you.

- Come here.
- Lie down.
- Rise up.
- Collect the flag.
- Raise the flag.
- Stand still.
- Look at the flag.
- Sing the national anthem song.
- Name the colours on the flag.
- Show me the colour of blood.
- Point to the Zimbabwe bird.



2. Draw the Zimbabwe national flag on A4 paper.
3. In groups of three, one of you must raise the flag as the other one gives the above instructions, and the other one follows them.
4. Two groups to act on these instructions in front of the class.
5. Vote for the group that does best.

### Activity

Go on the internet.  
Find the Zimbabwean flag.  
Observe the flag.  
Name the colours on the flag.  
Find out what each colour represents.  
Write this information down.  
Report your findings to the class.

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



# Book Features

## D READ AND SPEAK

### Occupations

Read the following paragraph carefully and talk about different occupations.

#### Women can do any job

Georgina wants to do a carpentry course, but her father is discouraging her. He says, 'Hey, Georgina, women are not strong enough to do carpentry. Women can do teaching, nursing, baking or sewing but not carpentry.'



Georgina laughs and tells her father about her friend's mother who is a carpenter and about her teacher's sister who is a mechanic. She also tells her father that the builder in charge of building the new classroom block at their school is a woman. 'A woman can do any course that she wants,' Georgina says. Convinced, her father finally agrees with her. Georgina is now training to be a qualified carpenter.

#### Key terms

**Gigantic** something big.  
**Brave** being a strong person who does not fear anything.  
**Assembly point** the place where people gather.  
**National anthem** a song which is sung when the flag is being raised.  
**Vicious** means dangerous.  
**Occupation** it is a career or job.  
**Carpentry** the work of a carpenter.  
**Discourage** is to say something which does not allow someone's idea to work.  
**To convince** is to make someone agree with you.  
**To qualify** is to become suitable.

4

Key terms used in-text are defined.



### END OF TERM 2 TEST

ENGLISH PAPER 1 TIME: 1 HOUR 30 MINUTES

#### Comprehension

Read the letter below and answer questions 1-4.

#### Dialogue: What will you do this holiday?

**Nomsa:** I am going to stay with my brother. He works in the city of Bulawayo. I like staying with him because he is always invited to parties. We often go to these parties together. I stay with him every holiday.

**Khosam:** I am going to stay with my sister in Harare. I like the city of Harare. We do window shopping in the morning. We go to Rufaro stadium to watch football in the afternoon. We eat supper and watch movies in the evening.

**Sinikiwe:** I always spend my holidays with my uncle. My uncle and his family live in Cape town. It's very cool there and the grass is always green. I usually help them with work on the farm. On Saturdays, we go to the beach.

**Thando:** I will remain in the village with my family to prepare for the rains. We have to add manure to the fields. We will cut shrubs and plough the fields. There is a lot of work to be done.

- What are the children in the dialogue above talking about?  
 A. Where they will go during the holidays.  
 B. Books they will read  
 C. Their school  
 D. Their friends
- Who is going outside the country of Zimbabwe?  
 A. Nomsa      B. Khosam      C. Sinikiwe      D. Thando
- Who does Sinikiwe stay with during the holidays?  
 A. Her sister      B. Her father  
 C. Her uncle      D. Her neighbour
- What will Thando do during the holidays?  
 A. Go to school      B. Work in the fields      C. Sit at home      D. Visit friends

Choose the best words to fill the blank spaces below.

5. Tapera is like his father. So we say like father like \_\_\_\_\_.  
 A. daughter      B. son      C. child      D. him



Interactive revision exercises to test knowledge.

# TOPIC 1

## SCHOOL BEGINS WITH FEAR

### Objectives

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

- Read the story and answer comprehension questions.
- Listen and follow instructions correctly.
- Use descriptive words to write a composition.
- Identify different occasions.
- Use past tense regular verbs correctly in speaking and writing.

## A READ AND WRITE

### Comprehension

Read the following passage carefully and answer the given questions using True/False.

It was the beginning of the year, on a Tuesday morning. The bell was ringing, calling pupils to assembly. They all gathered under the shade of a mango tree. This was their assembly point. The tree had produced many fruits that year and by that time they had fully ripened.



The school assembly always began with the national anthem. As the children's voices filled the air, a curious sound was heard. What had at first sounded like the innocent rustling of mango leaves was now joined by a low hissing sound.

The hissing grew louder and louder and the leaves rustled more and more. A few moments later a big lizard fell out of the tree. It landed on Tariro, a big grade seven boy, who immediately fainted. There were loud screams as the children scattered and a few ran to help Tariro. What a way to begin the year!

### Questions

1. The children assembled means they gathered. True/False
2. The mango fruits had not ripened. True/False
3. A hissing sound is made by a lizard. True/False
4. Tariro fainted because a lizard fell on his head. True/False
5. The passage shows us that most of the pupils are brave. True/False

## B LISTEN AND SPEAK

### ICT instructions

Follow the teacher's instructions.

Example of instructions:



- Peter: Pick up that cell phone.
- Switch it on.
- Unlock the cell phone.
- Press menu.
- Go to contacts.
- Search names.
- Make a call.
- Listen for a response.
- Put down the cell phone.
- Sit down.



In pairs, practise and follow the instructions below.

- Pick up your cell phone.
- Look at the cell phone.
- Dial your friend's number.
- Listen to the response.
- Say your name.
- Ask your friend to visit you tomorrow.
- Say thank you, goodbye.
- Now you can sit down.

SAMPLE

## **C** READ AND WRITE

### Composition writing

1. Describe a hero or heroine in your class.  
Start by saying: A hero/heroine in our class is \_\_\_\_\_.
2. Write three paragraphs in 9–12 lines under the heading: A hero/heroine in our class.

You can use the following information and add your own to help you.

- First paragraph you can write: His/her name, age, sex, height, body size (small or gigantic) and complexion.
- Second paragraph: Why do you say that the boy/girl is a hero/heroine in your class.
- Third paragraph: Do you like or dislike his/her bravery?
- Do other people like or dislike him/her?

# D READ AND SPEAK

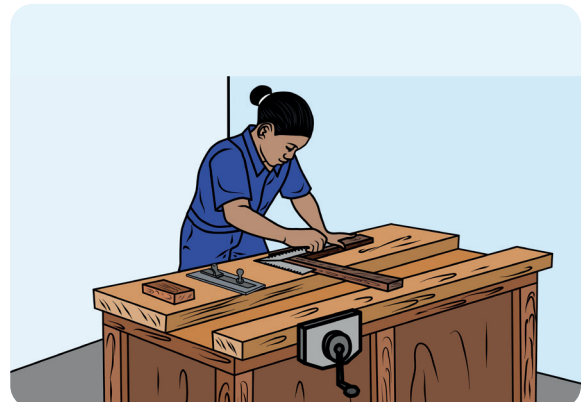
## Occupations

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### Key terms

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**Carpentry** the work of a carpenter.

**Discourage** is to say something which does not allow someone's idea to work.

**To convince** is to make someone agree with you.

**To qualify** is to become suitable.



## TOPIC 2

## THE GREAT ZIMBABWE MONUMENT

### Objectives

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

- Read the poem and answer multiple choice questions.
- Pronounce the words with short vowel sound –i and long vowel sound –ee.
- Use the language correctly with the words *i used to* and *i am used to*.
- Narrate a story through creative writing.
- Write letters of the alphabet and provide second nouns against each letter.

# A

## READ AND WRITE

### Poem

1. Read the poem silently and close your books.
2. Say what you understand from each verse.

### Great Zimbabwe Monument

From which the country took its name,  
Created by native Zimbabweans,  
Made of granite stonework,  
Stonework that reminds us,  
Of the strength of people  
Who lived here centuries ago,  
Before the arrival of European settlers.



Great Zimbabwe monument,  
From which the country took its name,  
An interesting place to visit.  
It reminds us of our forefathers,  
It reminds us of a powerful culture,  
That existed in Zimbabwe centuries ago.



When you stand among the ruins,  
Listening to birds chirping in the bushes,  
Looking up at the tall Conical Tower,  
Surrounded by the enclosure,  
Layers of stones displaying marvellous skill,  
It is easy to get lost in the beauty of the past.

- a) Listen to the poem 'Great Zimbabwe Monument' as the teacher reads it for you.
- b) Choose and write the correct multiple choice answers to complete these sentences.

### Questions

1. Great Zimbabwe is a \_\_\_\_\_.  
A. country                      B. monument                      C. stonework                      D. culture
2. Great Zimbabwe is built of \_\_\_\_\_.  
A. dagga                      B. logs                      C. asbestos                      D. granite stone

3. Monument means \_\_\_\_\_.
  - A. a statue or building reminding us of the past
  - B. a tall building
  - C. a place of our forefathers
  - D. liberation struggle
4. Tourists are people who \_\_\_\_\_.
 

<ol style="list-style-type: none"> <li>A. visit places of interest for pleasure</li> <li>C. visit our homes</li> </ol>	<ol style="list-style-type: none"> <li>B. make tours in cities</li> <li>D. love Great Zimbabwe</li> </ol>
--	---
5. \_\_\_\_\_ constructed Great Zimbabwe.
 

<ol style="list-style-type: none"> <li>A. Our fathers</li> <li>C. Ancestors of the Shona people</li> </ol>	<ol style="list-style-type: none"> <li>B. Foreigners</li> <li>D. Our forefathers</li> </ol>
--	---

## B LISTEN AND SPEAK

### Phonics

**Phonic** - is a way of teaching learners to read using sounds instead of whole words.

1. Listen carefully to the sounds of these words as the teacher pronounces them.
  - The words **fill**, **drill** and **will** have the short vowel sound- i
  - The words **easy**, **seal** and **feel** have the long vowel sound- ee
2. Which of the words in the poem 'Great Zimbabwe Monument' has the:
  - Short vowel sound – i.
  - Long vowel sound – ee.
  - Pronounce these words.

## C LISTEN AND WRITE

Listen as the teacher explains how 'I used to' and 'I am used to' are used in sentences

### I Used To, I Am Used To

- **I used to** - means what you were able to do before, but you no longer do. For example: **I used to** wear flat shoes when visiting Great Zimbabwe.
- **I am used to** - is always followed by a verb with -ing (present continuous tense). For example, **I am used to** cracking jokes with my friends.

Use the words **I used to** and **I am used to** in the following sentences.

1. \_\_\_\_\_ helping my mother with house chores every morning.
2. \_\_\_\_\_ watching tourists climbing up the mountains.
3. \_\_\_\_\_ paint pictures on walls.
4. \_\_\_\_\_ go to town by bus, but now I use my car.
5. \_\_\_\_\_ playing video games at home.
6. \_\_\_\_\_ take a morning walk with my uncle every day.

## **D** SPEAK AND WRITE

### **Narrative composition**

**Narrate** – to tell a story

1. Talk about tourists who come to Great Zimbabwe. Say what tourists are, where they come from (other countries), reasons for visiting, name places of interest they want to visit most. Also say whether they visit interesting places for free or if they pay.
2. Write a paragraph of about 5–6 sentences narrating about tourists in Zimbabwe. Use capital letters, commas and full stops where they are suitable.

## **E** LISTEN AND SPEAK

### **The Alphabet**

**Alphabet** – a list of letters that are used to write words and sentences.

1. Listen to all the letters of the alphabet and their words as the teacher says them.
2. Read all the alphabet letters and their noun words.
3. In pairs, give another noun word for each letter of the alphabet.

**Aa**–Africa

**Bb**–baboon

**Cc**–carrot

**Dd**–donkey

**Ee**–eagle

**Ff**–flower

**Hh**–house

**Ii**–impala

**Jj**–jacket

**Kk**–kraal

**Ll**–leopard

**Mm**–monkey

**Nn**–number

**Oo**–ostrich

**Pp**–puppet

**Qq**–question

**Rr**–river

**Ss**–soldier

**Tt**–town

**Uu**–uniform

**Vv**–victory

**Ww**–window

**Xx**–x-ray

**Yy**–yellow

**Zz**–zebra

### **Key terms**

**A monument** a building which reminds people of a famous person or event.  
**Tourists** people who visit places of interest.

# SAMPLE



## TOPIC 3

## READING AND WRITING WITHOUT SEEING (PART 1)

### Objectives

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

- Read the passage and answer comprehension questions.
- Make correct sentences using the words **weather** and **whether**.
- Distinguish between formal and informal letters.
- Match words that have the same sound.
- Use commas and full stops correctly in a given passage.



# A READ AND WRITE

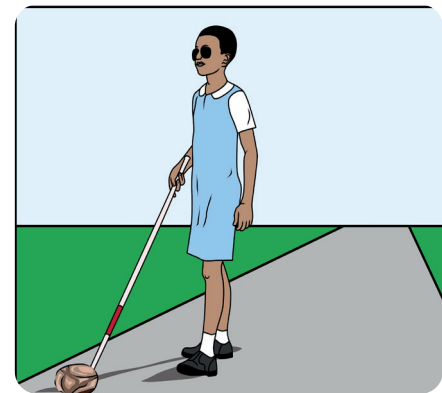
## Reading for Comprehension

Read the following story carefully and discuss the main points.

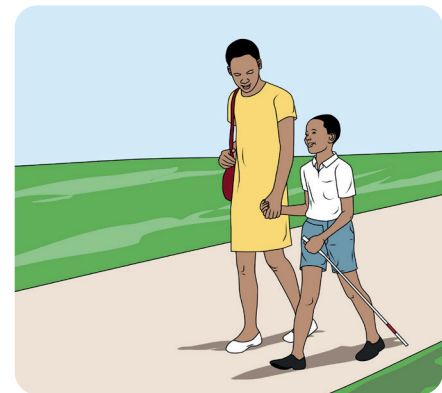
Maria Chakapwa is a blind girl. She is on her way to Copota School for the blind. She uses a mobility to walk. A mobility is a stick used by blind people to direct them on their way. The mobility that Maria uses helps her to sense obstacles in her way, for example, stones or potholes. In bad weather, the mobility tells her that the ground is wet or muddy.



Maxwell Mhofu is also blind. He cannot move alone like Maria. He cannot use a mobility to travel. He easily gets lost, even when he uses a mobility. He is assisted by his sister to go to school. The person who helps or guides the blind to walk is called an aide.



Now Maria and Maxwell are in the classroom reading. Blind people cannot read and write in the ordinary way. However, they have their own way of reading and writing. They use Braille to read. Braille is a form of writing used by people who cannot see. They touch the words, instead of looking at the words.



If we take the point of a pen or pencil, and press a line of dots on a piece of paper, we can feel the dots more if we flip the paper over. Try it for yourself. Press three lines of dots on a piece of paper in the shape of a Z. Flip the paper over. Close your eyes and touch the paper. You will be able to feel the shape of the letter Z. That is how blind people read. Instead of using a pen or pencil, they use what we call a stylus to write Braille.



Answer the questions below using full sentences.

1. Maria and Maxwell are \_\_\_\_\_.
2. How does Maria travel to school?
3. What is a mobility?
4. What name do we give to people who use a mobility to walk?
5. How does Maxwell travel to school?
6. Maria and Maxwell do not use their eyes to read but they \_\_\_\_\_ letters and words with their hands.
7. What do you call the letters and words blind people read?

## **B** LISTEN AND WRITE

Listen as your teacher helps you to differentiate between weather and whether.

### **Weather and Whether**

- Weather – refers to the condition of the atmosphere in the air. How hot or cold it is.
- Whether – means a question for example: I am not sure whether I will get a bus or not.

As a class, discuss how the words weather and whether are used to complete the following sentences in your books.

1. How is the \_\_\_\_\_ today?
2. Tell me \_\_\_\_\_ you like rice or bread.
3. \_\_\_\_\_ you like it or not, you will be punished for stealing.
4. We will attend the meeting, if the \_\_\_\_\_ is sunny.
5. I cannot tell \_\_\_\_\_ the colour is cream or white.
6. \_\_\_\_\_ your handwriting is good or bad, you are going to write the letter.
7. I do not like today's \_\_\_\_\_, it is very cold.

## **C** WRITE

### **Composition – formal letter**

**Formal** means something done in a special or important way.

**Informal** is when something is done in a friendly way.

1. Write a letter to the headmaster of Copota primary school for the blind in Masvingo.
2. Inform him or her that you would like to visit the school to see how blind children learn.
3. Give other reasons why you would like to visit.
4. Tell him the date and day you would like to visit them as the grade 4 class.
5. Remember to put two addresses: Your own address and the address where you are applying to.

**You can write like this:**

Dear Sir

We are applying to visit your school on the \_\_\_\_\_ of this month.

## **D** SPEAK

### **Phonics**

The following words are found in the passage 'Reading and writing without seeing.' They have the long vowel sound - ai.

Remember they sound the same but have different meanings and spellings.

Blind guide might right eyes lines

In pairs, match these words below with those above and read your answers to the class.

Files night sight lies kind ride

**Match** – means putting things which go together in one place.

**Write**

**Punctuation**

**Punctuation** – are marks used when writing capital letters, commas, full stops

and question marks.

Punctuate the paragraph below with capital letters, full stops and commas.

### **Disability does not mean inability**

Special needs children have different disabilities special needs children are talented they can do many activities such as basket making, weaving, knitting and playing games. They can even earn money when they train to work using their hands and feet that's why we say disability does not mean inability

#### **Key terms**

**Blind** a person who cannot see.

**Mobility** a tool which is used to guide someone who is blind.

**Obstacle** anything which blocks someone's way.

**Encounter** to meet.

**Muddy** a very wet place which is full of mud.

**Braille** a form of writing used by blind people.

**Stylus** a pointed metal tool used by blind people to write letters or words.



## TOPIC 4

## READING AND WRITING WITHOUT SEEING (PART 2)

### Objectives

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

- Answer comprehension questions in full sentences.
- Make correct sentences using the words a and an.
- Use language creatively to make stories about events happening in life.
- Identify different objects through the use of 'this' and 'that'.
- Identify different kitchen utensils.

# A READ AND WRITE

## Comprehension

Read the following passage carefully. Say three important things about blind children.

Mary and Maxwell are reading their books. They use their fingers to touch the letters and words as they read. Those letters and words are in the form of dots.

They are writing. This time they are writing using Braille machines. These machines are called Perkins. The machines are on their desks. On the machines are letters of the alphabet. When a teacher dictates a word such as 'boy,' Mary and Maxwell quickly press the buttons with letters b, o and y as the machine writes the dots showing the word 'boy'.

When writing, Braille paper is placed inside the machine. On that paper, letters and words in the form of dots appear. Mary and Maxwell can feel the dots by touching to make sure they write the correct words. This is how blind children read and write.

Some people do not know that there are special teachers who are trained to teach blind people. Some of these teachers are blind, but they can also teach blind children. These teachers have knowledge on how to read and write using Braille. They use that knowledge to teach blind children.

Answer the questions below.

1. How many children are mentioned in the passage?  
A. Three                      B. One                      C. Two                      D. Four
2. What is the name of the machine used by blind children when they write?  
A. Dot                      B. Paper                      C. Braille                      D. Perkins



3. Perkins is a Braille machine used by blind children to \_\_\_\_\_.  
A. listen                      B. speak                      C. read                      D. write
4. When blind children read, they use \_\_\_\_\_ to touch words.  
A. eyes                      B. fingers                      C. feet                      D. mouth
5. Those who teach blind children are \_\_\_\_\_ to teach them.  
A. taught                      B. blind                      C. trained                      D. used

## **B** LISTEN AND SPEAK

Listen to your teacher and speak.

### Use of 'a' and 'an'

a and an – are noun markers. They always come before the noun.

A - is used on a word beginning with a consonant.

Examples: a dog, a cat, a book, a pen, a dress.

An - is a word used before a word beginning with a vowel (a, e, i, o, u) or a silent h. Examples: an aeroplane, an hour, an eagle, an orange.



We say an hour because the h is silent, but we say a house because the h in house is not silent.

In pairs, complete these sentences using a or an.

1. \_\_\_\_\_ orange is bigger than \_\_\_\_\_ apple.
2. \_\_\_\_\_ baboon has \_\_\_\_\_ ugly face.
3. Yesterday I saw \_\_\_\_\_ beautiful girl.
4. \_\_\_\_\_ ant is always busy carrying grass.
5. Blind people use \_\_\_\_\_ stylus to write words on a paper.
6. On Monday, I saw \_\_\_\_\_ man building \_\_\_\_\_ hut.
7. \_\_\_\_\_ aeroplane can carry more passengers than \_\_\_\_\_ bus.
8. He disappeared \_\_\_\_\_ hour ago.

## **C** WRITE

### **Creative Writing**

**Creative** – thinking about something and writing it without guidance.

Create your own story about **your teacher**.

The story should be between 8-10 lines written in 2 paragraphs. In your story, you can include the following information:

Name of teacher, sex/gender, age, where he/she comes from, dressing, the subject he/she likes best, how he/she teaches the subject, what you like or dislike about the teacher.

## **D** LISTEN AND SPEAK

### **Vocabulary Games**

- **This** - means something is very near.
- **That** – indicates something which is a bit far.

A vocabulary game is a game in which the learner's attention is focused mainly on words.

The teacher holds up or points to objects and pictures. He/she asks learners questions using **this** and **that**.

### **Examples**

**Question:** What is this? (Holding a box of matches)

**Answer:** That is a box of matches.

**Question:** Who is that? (Pointing to the head teacher)

**Answer:** That is our head teacher.

**Question:** What are you wearing? (Pointing to their clothes)

**Answer:** This is my uniform.

The teacher gives three of the following objects and pictures to each group:

- a pair of trousers
- a cupful of sand.
- a pair of shoes
- a handful of beans
- a box of chalk



- a spoonful of sugar
- a packet of salt
- a box of matches
- a glass of water
- a mobile phone

Pupils ask each other: What is this? What is that?  
They place some of the objects near and some a bit far.  
Exchange the objects after 2 minutes.

## **E** READ AND SPEAK

Speak about different kitchen equipment as a class.  
Read the following paragraph carefully.

### **Kitchen equipment**

Kitchen equipment is used in the kitchen to perform different tasks, for example, cooking and dishing. It is grouped into small and large equipment. Large equipment includes a stove, refrigerator, microwave and many others. Small equipment includes plates, cups, spoons, knives, forks and many more.

Below are examples of kitchen equipment. Name them.





### Key terms

Perkins a machine used by blind people to write.  
Aide a person who assists blind people to walk.

# SAMPLE



## TOPIC 5

## RAINY SEASON

### Objectives

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

- Read the passage and answer comprehension questions.
- Use must or must not to complete given sentences.
- Identify the features of an informal letter.
- Pronounce words with the same sound (homophones).
- Practise using cell phones to apologise.

# A READ AND WRITE

## Reading for Comprehension

Read the following story carefully and answer the questions below.

### Tired Chipo

One day Chipo woke up feeling very tired. She yawned, stretched and hesitated to jump out of bed. Chipo was tired because she had been working in the field. The family had been busy cultivating the fields preparing for the rains.

Chipo had been working in the field and also in the house so on this day she woke up feeling very tired. Mother did not care that Chipo was tired, she shouted at her, saying, "Chipo, why are you still in bed by this hour when everyone is expecting breakfast at 8 o'clock". Chipo did not respond to her mother. Her mother was very angry with Chipo.

### Questions

1. Which three words in the passage tell us that Chipo woke up very slowly?
2. Why was the family busy cultivating the field?
3. Why was Chipo feeling very tired?
4. What made mother angry?
5. What should Chipo have done?

# B SPEAK

## Must and must not

As a class, complete the sentences below with the following words.

**Must** – means something has to be done without failure.

For example:

- Motorists must overtake when they see that the road is clear.
- They must not travel at 80km/h in the dust road.

Choose between must and must not to complete the following statements.

1. When you see a snake, you \_\_\_\_\_ run away.
2. Children \_\_\_\_\_ obey their parents.

3. You \_\_\_\_\_ cross the river when it is flooded.
4. We \_\_\_\_\_ cultivate the land to grow crops.
5. We \_\_\_\_\_ listen to our teacher always.
6. When the rainy season begins, we \_\_\_\_\_ buy umbrellas.

## **C** WRITE

### **Composition – Informal Letter**

An **informal letter** is a letter to a friend, relative or someone you know very well.

1. Write a letter to your father, requesting suitable clothes for the rainy season.
2. Your letter should have two paragraphs between 6-8 lines.
3. The following information can help you:

Your address, date when you write the letter, salutation, for example, "Dear father", greetings, separate one paragraph from the other, and end the letter with your name.

## **D** LISTEN AND SPEAK

### **Homophones**

Listen to the following sentences as the teacher reads them to you.

- The bucket was filled with water.
- He went to the field.

The words **too** and **two** sound the same but have different meanings and spellings. These are called homophones.

- a) Read the sentences below in your groups.
- b) Find the words which sound the same and pronounce them.
  1. He **ate** fish last night.
  2. He has **eight** sheep.
  3. We have a home **by** the water.
  4. Please **buy** me some chips.
  5. The prisoner is in his **cell**.
  6. She has to **sell** everything.

7. It happened an **hour** ago.
8. This is not **our** work.
9. It was **too** hot yesterday.
10. He took **two** apples.
11. My speech was not **heard** yesterday.
12. Why is your **herd** of cattle outside the kraal?

## **E** LISTEN AND SPEAK

### ICT Activity

- Use cell phone toys to apologise to each other.
- The teacher and one pupil can demonstrate apologising using cell phones.
- The teacher can ask why the pupil did not come to school.
- The pupil answers saying: "Sorry Sir, I did not come to school because I was sick."
- Pupils in pairs use cell phone toys to apologise to each other for:
  - Stealing someone's food in class.
  - Knocking down a friend.
  - Stepping on a friend.
  - Making noise while someone is reading.

Group three pairs of pupils to come and do the activity in front of the class.

## TOPIC 6

## DIALOGUE



### Objectives

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

- Exchange social ideas in the form of a dialogue.
- Identify the opposites of given words.
- Write an argumentative composition with meaningful ideas.
- Explain the differences between countable and uncountable nouns.
- Create words using the pattern puzzle in a spelling game.

# A READ AND WRITE

## Dialogue

Read the following dialogue carefully and answer questions below it.

Tatenda: What is your favourite food, Tapiwa?

Tapiwa: I love sadza.

Tatenda: Why do you love sadza?

Tapiwa: Sadza has carbohydrates and it gives you energy to work.

Tatenda: What are carbohydrates?

Tapiwa: Carbohydrates are the main source of energy for the body.

Tatenda: But rice also gives us energy and it is found everywhere.

Tapiwa: Rice is expensive, and not everyone can afford it. This is because it is imported from other countries. Maize is grown in Zimbabwe and this is why sadza is our staple food.

Tatenda: Sadza is our staple food. What does that mean?

Tapiwa: Staple food is the food that most people in a country eat almost every day as their main food.

Tatenda: So does that make maize the staple crop since it is grown every year to sustain people's diets?

Tapiwa: Yes, that is correct.

Tatenda: Thank you Tapiwa, you have taught me a lot about Zimbabwean agriculture.

Tapiwa: You are welcome Tatenda.



## Questions

1. What is Tapiwa's favourite food?  
A. Maize                      B. Sadza                      C. Cereal                      D. Rice
2. Zimbabwe mainly grows \_\_\_\_\_.  
A. sadza                      B. rice                      C. maize                      D. food
3. Which one is a staple food?  
A. Vegetables              B. Tomatoes              C. Carrots                      D. Sadza
4. Which country is rice imported from \_\_\_\_\_.  
A. beans                      B. maize                      C. potatoes                      D. rice



5. Who seems to have more knowledge about agriculture in the dialogue?  
A. Tapiwa                      B. Tatenda                      C. Both of them                      D. None

## **B** SPEAK

### Opposites

As a class, complete the following sentences with the opposites of the words in bold.

1. We eat sadza because maize is **expensive**.
2. Lemons are **sweet**.
3. That girl is **ugly**.
4. I **dislike** bananas.
5. Put **down** your hand.

## **C** WRITE

### Argumentative Composition

- **Argument** – when people have different ideas and try to convince each other.
- **Agriculture** – farming.

Write an argumentative composition of about 8–10 lines on the following unit:

#### Maize is the best crop in Zimbabwe

You can begin like this:

Our country Zimbabwe is very good at \_\_\_\_\_.

Use the following words to help you:

cheap    common    everywhere    cash    crop    farming    fertiliser  
harvest    sales    commercial

## D WRITE

### Countable And Uncountable Nouns

- **Countable** – objects that can be counted such as stones and people.
- **Uncountable** – something that cannot be counted such as water, sugar and soil.

Read the following words:

few much many some

Rewrite the following sentences using the words above.

1. How \_\_\_\_\_ girls are in your class?
2. Bring me \_\_\_\_\_ water to drink.
3. There is too \_\_\_\_\_ sugar in your porridge.
4. Only a \_\_\_\_\_ eggs were hatched.
5. \_\_\_\_\_ people go to church but there are a \_\_\_\_\_ who do not.

## E LISTEN

### Spelling Game

- **Pattern** – when something is repeated many times it becomes a pattern.
- **Puzzle** – is something that is difficult to understand.

The teacher shows an example of a card with letters as follows: We can say as many words as we can from the pattern puzzle. We should come up with these words or more:

ten set net test nest sent tent

T		I
	E	
S		N

1. The teacher gives the following card with a letter pattern to each group.

B		R
A	E	N
S		T

2. Each group creates the words using these letters.
3. The middle letter must appear in each word.
4. No letter must be used more than once in a word.
5. The group which has the most words is the winner.

### Key terms

**Import** buying goods from other countries.

**Staple** the main food in the country.

**Common** something which is very popular.

**Access** to easily obtain or get something.

SAI VI PLE

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