



LET'S DO ENGLISH

GRADE

6



Sarah Mudzinga

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ENGLISH

Grade 6

Sarah Mudzingwa

Sample



GRAMSOL



ENGLISH GRADE 6

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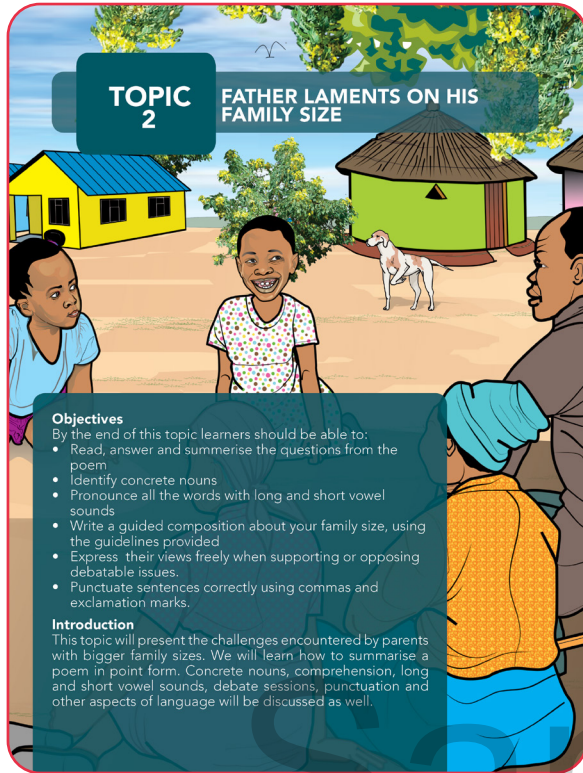
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Book Features



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

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

Sample

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



Discussion

In groups, discuss:

- What you think they like and dislike about their work.
- The places each of them works and the people they meet there.
- What other industries do we find some people working in factories and some at home or in a small workshop?
- Which method do you think is best and why?
- Which method do you think the government should encourage more?
Give reasons.

- Pictures may raise many other points or ideas to support and attack.
- Each group to report their discussion to the class as the teacher comments.

Book Features

Key terms used in-text are defined.



Key terms

Storm a very bad weather with strong winds and rain and often lightning and thunder.
Cyclone a violent storm in which strong winds move in a circle.
Airlift an operation of transporting people from one place to the other because of an emergency.
Marooned people left in a place that they could not escape from.
Mudslide a large amount of mud sliding down a mountain often destroying buildings, injuring or killing people.
Gusts a sudden strong increase in the amount of wind blowing.
Downpour a heavy fall of rain that often starts suddenly.
Torrential rain rain falling in large amounts.

Sample

Read the following passage and answer questions that follow.

Busani is a boy and Brenda is a girl. He is her brother and she is his sister. They are both in grade 6. Their father Mr. Zireva, takes them to school every day. Busani has a nice dog called Racer and it runs quickly.

1. What relationship is there between Busani and Brenda?
A. cousins B. brothers
C. brothers and sisters D. sisters
2. Who is Busani and Brenda's father?
A. No one B. Racer C. Dog D. Mr. Zireva
3. Who are Mr. Zireva's children?
A. Father and Busani B. Brenda and Busani
C. Racer and dog D. Busani and Racer
4. Who are Busani and Brenda to Mr Zireva?
A. Friends B. Boy and girl C. Children D. Racer and dog
5. What is the opposite of boy?
A. girl B. love C. Quickly D. Children
6. Which one is a common noun?
A. Busani B. Brenda C. Girl D. Zireva
7. Which one is a pronoun?
A. It B. Racer C. father D. Children
8. The word 'quickly' is an _____.
A. noun B. adjective C. verb D. Adverb
9. The word 'their' is a _____.
A. relative pronoun B. possessive pronoun
C. personal pronoun D. Indefinite pronoun
10. Which word is a plural?
A. Everyday B. Children C. Goes D. Everywhere



Interactive revision exercises to test knowledge.



LET'S TALK AND LISTEN

Channels of communication

Read the following class dialogue and discuss the main points

Class dialogue

Cecilia: Boys and girls, I was appointed as your prefect in this grade 6 class. Implying that, whatever you deserve from the teacher, teacher in charge, deputy head or head will be forwarded through me. Do you understand me? I am the right person who should forward your requests to the correct channels.

Spencer: But, being a prefect does not mean you possess all the power. You might have power of course, but not authority to do whatever you like with us.

Annastancia: Cecilia has the authority to write down your names if you misbehave and submit them to the teacher and you will get punished. That authority gives her power.

Tonderai: But it is the teacher who has the authority to punish us.

Cecilia: It depends on the type of punishment. If it is corporal punishment, the case will be forwarded to the teacher in charge, from the teacher in charge it goes to the deputy head then finally to the head. These other people will just hear the case but it is the head who gives corporal punishment.

Spencer: Does it mean corporal punishment cannot be solved by the teacher in charge or deputy head?

Cecilia: If the worse comes to the worst, the head has the final judgement. In this case corporal punishment can only be solved by the head. Movement of information from the prefect to the head is what we call channels of communication at school.

Annastania: I salute you Cecilia, you are a heroine. I knew nothing about corporal punishment. I just thought it could be handled by anyone.

Your teacher will read the following sentences to you

1. The slug is so slimy, and it slithers down the slope
2. At times I wonder if we were going to survive the flood.
3. The man from the field fought with his foes.
4. We must not make the same mistakes after we have been forgiven.
5. Perhaps Penelope picked up the pen you dropped.
6. Phillip called the police using his phone.

Descendants children and children's children.

Burden something causing worry or difficulty.

Manageable possible to deal with or to control

Maturity the state of thinking and behaving in a sensible adult way.

Guardianship the state or position of being responsible for something.

Bravely being able to do something difficult, dangerous or painful without fear.

Questions

1. The poem above is portraying _____.
A. an average family size B. adequate resources
C. the burden of a big family D. educational issues
2. Family size has become a burden means _____.
A. a problem B. a luxury C. a basic need D. a normal thing
3. How many children does the narrator have?
A. twelve B. sixteen C. three D. eleven
4. A costly mistake in line two third verse means
A. a great mistake difficult to bear B. a light mistake
C. a minor mistake D. a reasonable mistake
5. What was father supposed to do to avoid a bigger family?
A. Not to have children B. Not to marry
C. To practise family planning D. To chase away some of his children
6. What is the main problem in the family?
A. Inadequate resources B. Progress
C. Sleepless nights D. Family planning
7. Which word is repeated in each last line to emphasize the problem encountered by father?
A. Burden B. Finance C. Support D. Order

B READ AND WRITE

Concrete nouns

Concrete nouns are names of things we can see or touch. These can be places, people or general objects. The table below shows examples of concrete nouns.

Partially agree

- I agree up to a point, butThat's partly true, but...
- I'm not so sure about that. ...

Debate

- In groups, debate on the topic "Family size can cause conflict."
- Each group will come and debate in front of the class.
- Others will comment the presentations with the help of the teacher.

When having a debate, it is always a good idea to justify your opinions. Don't just say I agree, but say:

- I agree that a bigger family size can cause conflict if parents are unable to support their children. (explain your reason) I disagree because _____.
- That's partly true but _____.
- In my own view, I think _____.

I READ AND WRITE

Punctuation

The exclamation mark (!)

Exclamation marks are used to express admiration, surprise, anger and other strong emotions like fear, pleasure, excitement or pain.

Read the following sentences to understand how exclamation and other marks are used

- "It is so good to see you Ali!" said Benjamin excitedly.
- "Do not lie to me, I saw you!" shouted mother.
- "You just won \$50 000!" the television presenter exclaimed.

Punctuate the following sentences correctly using commas and exclamation marks

1. "Look what you have done" she screamed angrily.
2. "Rutendo Rutendo do you not hear me calling you?" mother called
3. "Oww" Thandiswa yelled in pain.
4. "This is not my fault you cannot blame me for this" Peter yelled.
5. "It is so good to see you again Helen" Tjenai said excitedly.
6. "Attention attention ladies we have an announcement to make", said the chairman.
7. "Help Help" screamed Bryan.
8. "Come back here Jenny" yelled her grandmother.

A READ AND SPEAK

Read the following comprehension passage and discuss the questions that follow

Heritage sites and shrines in Zimbabwe



Victoria falls



Lake Chivero



Chizarira national park

There are many heritage sites in Zimbabwe. These include Victoria falls, Chizarira national park, Lake Chivero, Eastern Highlands, Matobo national park, Hwange national park and many others. Among all these sites, Tom chose to be a heritage officer at Matobo national park. He got his degree in Heritage Management Studies from the University of Zimbabwe. He works from 9 am. to 5 pm. guiding tourists through different historical structures, telling the story of their origins and explaining what makes them special. He is a warden at the national park. Tom welcomes many different tourists who visit the national park regularly.

Key terms

Shrine a religious place built to remember a particular holy person or event.

Heritage the history, traditions and qualities that a country or society has had for so many years and considered important.

Tourists people who visit places for pleasure.

Historical connected with the past.

Origin the point from which something starts or the cause of something.

Colleague a person that you work with.

Questions

1. Which three heritage sites do you like the most?
2. What work does Tom do at Matobo national park?
3. What job do you want to do when you grow up?
4. What do we call a person who guides tourists when they visit the national park?

E SPEAK AND LISTEN

Idioms

Idioms are expressions or phrases that have a hidden meaning.

Examples of idioms are

- **Idiom:** a bird in the hand is worth two in the bush.
Meaning: what you have is worth more than what you might have later.
- **Idiom:** a penny saved is a penny earned.
Meaning: money you save today you can spend later.

a) In groups, discuss the correct meaning for each of the following idioms from the responses below

1. A picture is worth a thousand words.
2. Do not count your chickens before they hatch.
3. Birds of the same feather flock together.
4. Every cloud has a silver lining.
5. Ignorance is bliss.
6. Giving someone a taste of their own medicine.
7. Look before you leap.
8. The early bird gets the worm.
9. Killing two birds with one stone.
10. Let the cat out of the bag.

Meanings

- Think before you do something.
- One who does things early will succeed first.
- When something bad happens, something good will come.
- People who do the same things like to move together.
- Do not rely on what you have not achieved.
- What you can see can tell you a lot.
- One who does not know anything is a happy person.
- To show someone the bad things he or she has done.
- To say out a secret.
- You are doing too many things at one time.

b) Each member in a group to explain the meanings of the idioms they have discussed to the class.

c) The teacher will assist the group presentations.

The next morning, Osprey visited Tortoise's home. "Is my friend Tortoise around?" he asked. Mrs Tortoise replied. "Very sorry, my husband has gone away, but he has left you a present." Mrs Tortoise dragged out a huge bundle of wrapped tobacco leaves, tied up tightly with twine.

"Thank you," Osprey said as he picked up the bundle with his claws and flew back to his home. Osprey did not know that inside the bundle of tobacco was Tortoise. When they flew, Tortoise felt hot and **irritated** by the leaves. As Osprey continued to fly, Tortoise began to feel more miserable. "Hey," he called at last, "let's land, can't we please ..."

Osprey, startled by the sound coming from the bundle of leaves, opened his claws and let the bundle fall. "Help!" Tortoise cried, but no one could see who was calling. When the bundle hit the ground, he was bruised and trembling with fright, but luckily the thick leaves had cushioned his fall.

Tortoise slowly walked home. His wife cried when she saw the state of his shell. It was cracked. But when she heard the story, she could not help but laugh. "I told you never to sail using someone else's star. And never fly using another's wings," she added this time. When Osprey heard the tale, he visited Tortoise to express his regret. "We all have our place in this world, my friend," Osprey said, "and how marvellous your shell looks now." And so it was Tortoise's gift and warning, to all his **descendants** forever and since that day, all tortoises have a pattern of cracks on their shells, to remind them of their ancestor's adventure.

Key terms

Cackled to make a loud unpleasant noise.

Descendants children and grandchildren.

Veld open grassland.

Wandered walked around.

Squinted to look at something with eyes partly closed.

Questions

1. What was the favourite statement of Tortoise's wife?
 - A. "Do not set sail using someone else's star."
 - B. "Do not use someone's wings."
 - C. "Do not climb someone's tree."
 - D. "Do not visit someone's home."
2. Why did Tortoise want to learn how to fly?
 - A. He wanted to be like vultures and other birds.
 - B. He wanted to go to the sky.
 - C. He wanted to visit his friend Osprey to his treetop home.
 - D. He wanted to impress his wife.

Read the following passage and answer questions that follow.

Jairos Jiri

Jairos Jiri was born in Masvingo as the son of a chief. He spent his happy childhood with his brothers and sisters, in the heart of the country. He never went to school, and when he was six, he helped his brothers and sisters to herd goats. He loved to hunt doves, rock rabbits and hares. When he grew up, he worked first as a goat herder, then a gardener. He learnt to read and write and later on he got a job in Bulawayo. He helped the deaf, blind and disabled people. Jairos Jiri is the founder of Jairos Jiri Association where the disabled are taught how to earn a living. He died in 1982 due to a heart problem.



Jairos Jiri

Key terms

Childhood a period of being a child.

Association a group of people working together for a common cause.

Questions

1. Where was Jairos Jiri born?
A. Bulawayo B. near Masvingo C. Zaka D. mountain
2. He started to help his brothers at the age of
A. ten B. nine C. six D. five
3. How many kinds of animals did Jairos hunt ?
A. 3 B. 4 C. 6 D. 7
4. What was his first job ?
A. teacher B. shepherd C. garden D. helper
5. When did he die _____ ?
A. 1955 B. 1982 C. 1922 D. 1952

Discussion

- a) In groups, create paragraphs and write down topic sentences and develop one from each paragraph.
- b) One member from each group to report its paragraph, topic sentence and developers to the class.

D SPEAK AND LISTEN

Riddles

Riddles are important logical tools in the traditional Shona system of education. Riddles sharpen one's reasoning skills.

Example: It has two hands, but cannot wave.
It has a face, but need not to shave.
It cannot talk, yet says tick tock

Answer: It is a clock.

Discuss the following riddles, choosing the correct answer from the box.

1. My young sister is always with me she is my _____.
2. The small pot whose contents satisfy the whole family is _____.
3. The small girl whose waist is tied closely is _____.
4. My mother's hut without a door is _____.
5. The wild train is _____.
6. The misty mountain is _____.
7. Though light in complexion my mother is a witch _____.
8. My mother bears kids without dressing them _____.
9. I searched continuously in vain _____.
10. My father's cattle are exclusively white in colour _____.
11. When it goes, it makes noisy rumble and when it comes back ,it also makes some noisy rumble _____.

door, shadow, wasp,pumpkin plant, human teeth, fire, pepper, eggs, sadza, millipede, the back of one's head

Revision exercise

Read the following poem and discuss the message portrayed by the poet.

One good turn deserves another

Giving and receiving
Receiving and giving
If you give happily
You will receive unexpectedly
It is a two way process
No more one way process
One way process is for beggars
Ask you shall be given
Why giving and not receiving
Why receiving and not giving
I receive because I give
I give because I receive
This is an exchange game
Bring ye all the tithes into the storehouse and
Prove if I will not open you the windows of heaven
The bible clearly demonstrates giving and receiving

There was happiness in giving than in receiving
There is no more happiness in giving than in receiving
Gifts are coming
Gifts are going
This is a two way process
One way process now a thing of the past
One way process is for beggars
Ask and you shall be given



A man giving a woman a present

Questions

1. One good turn deserves _____.
A. another B. nothing C. two others D. somemore
2. "One good turn deserves another" means _____.
A. when you give something good you also receive something good.
B. there is nothing good in giving
C. there is something good in receiving
D. one good turn deserves a lot
3. I receive because I give means _____.
A. when you give you also receive
B. You give and you don't receive

Yours Sincerely
Sithabile

- b) In pairs, read the letter to each other and discuss the message of the letter.
- c) Read the letter again individually.
- d) Pretend you are Stabile who received the letter from a friend. Write a formal letter responding to the message received.

F LISTEN AND WRITE

Masculine and feminine

Example: man, boy, bull

Nouns that are names of females are said to be the feminine gender.

Example: woman, girl, cow

- a) Read the words in the box below.
- b) Now use a dictionary to find meanings of these words.
- c) Pair the feminine words in the box with the masculine words below them.

marchioness prophetess bride witch stewardess ewe mare
landlady niece

Example: Mayoress

Masculine

1. Mayor
2. Wizard
3. Ram
4. Baron
5. Prophet
6. Steward
7. Bridegroom
8. Nephew
9. Landlord
10. Stallion

Feminine

A LISTEN AND WRITE

Reading for fluency

The teacher demonstrates reading the following passage carefully and fluently

The storm which brought flood water and widespread destruction to Mozambique and Malawi reached Zimbabwe. At least more than 31 people were killed and dozens went missing in the parts of eastern Zimbabwe, after the country was hit by tropical cyclone Idai. Homes, schools, businesses, hospitals and police stations were destroyed. Roads were washed away and thousands were stranded due to heavy floods. Zimbabwe's Ministry of Information reported that deaths were increasing and mainly from Chimanimani East. It added that the Zimbabwean national army made rescue efforts to airlift students from a damaged school and others trapped by the storm. A group of people, who fled their homes was marooned on top of a mountain waiting to be rescued, but strong winds were hampering helicopter flights. A member of parliament in Chimanimani district said at least twenty five homes were swept away following a mudslide at Ngangu township.



Effects of Cyclone Idai

In Mozambique, where Cyclone Idai made landfall, at least nineteen people died and about seventy were severely injured. The storm hit with wind gusts of about one hundred and sixty kilometres per hour, causing ocean waves of up to nine metres high. Eastern Zimbabwe reported four hundred millimetres of rain over twenty four hours and there was a lot more torrential rain to come. The storm also brought heavy downpours in Malawi, affected almost a million people and claimed fifty six lives. South Africa's military personnel sent aircraft and ten medical personnel to help.

When reading for fluency, we observe:

- punctuation marks.
- pronunciation and stressing of words

Discussion

- a) Now read the passage silently, carefully and fluently.
- b) Read the passage in pairs, taking turns, one reading as the other one listens.
- c) The teacher will pick 3 members to read in front of the class as others listen.

- Sail
- Own
- Conduct
- Paint
- Teach

Choose the correct word from the box and complete the sentences below.
In each sentence put in the right word from the box

grocer owner miner player writer footballer hairdresser fishmonger
butcher farmer

1. A man who digs for coal is called a _____.
2. A man who sells fish is a _____.
3. A _____ is someone who plays football.
4. A _____ is a man who sells meat.
5. The _____ of a cat is the person to whom it belongs .
6. The _____ of this letter is the person who sent it to me.
7. A person who runs a farm is called a _____.
8. Anyone who takes part in a game is called a _____.
9. The _____ sold me some bacon ,eggs and cheese.

G READ AND WRITE

Correct usage of its or it's

The words it's and its are often confused. The word it's is a shortened form of the two words it is. The word its means belonging to it.

Example: Tom, it's time to go to bed. [it's =it is]

The dog has lost its collar. [its = belonging to it]

Now, write the sentences below, putting it's or its in the spaces provided.

1. _____ a fine day today.
2. The plane returned to _____ base.
3. The bicycle lay on _____ side.
4. If _____ going to rain, we shall stay indoors.
5. _____ now known that the ship lost _____ mast and capsized.
6. The city is proud of _____ ancient cathedral.
7. The cyclone left a trail of damage in _____ wake.

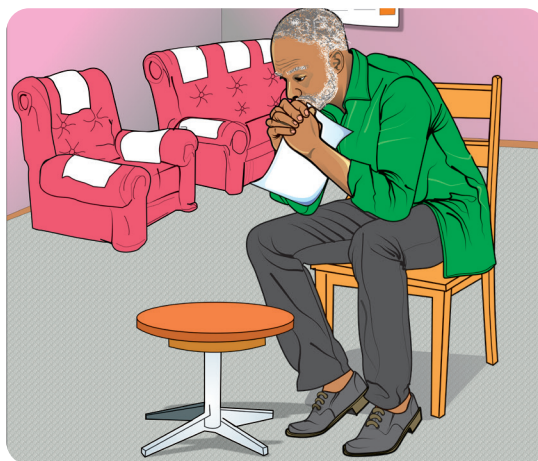
A

LISTEN AND SPEAK

Oral comprehension

Listen as the teacher carefully reads the story.

Nelson Choto was a school headmaster. He was caught by surprise when he received a note of his retirement. Nelson got worried because he failed to invest for his life during his working years. He had nothing tangible to show that he was once a teacher and this gave him depression. Depression made him lose friends because he had no more social relationships with others. He began to suffer mentally and physically. He did not buy a house in urban or build one in the rural village. He did not visit his rural home for 15 years.



A man holding a paper worried

In a few weeks, Nelson was about to retire. Bad news had spread like veld fire. School children and staff were happy because Nelson had a poor relationship with them before. He was now bitter and uncooperative. When Nelson hired a truck to take him to his parents' home after retirement, he was charged a lot of money by the truck driver after offloading his goods. He now had one hundred dollars left in his pocket. People started sneaking behind the bushes to catch a glimpse of what was happening at Nelson's home. When night came, Nelson discovered that he had no torch or candles. All his life in the teaching field, he had a good living, residing in an electrified school house. After awhile, he got ill and was admitted in hospital then died of stress

Key terms

Invest to use your money on something in order to make a profit in future.

Tangible something that you can touch or that is noticeable.

Depression a feeling of being extremely unhappy.

Uncooperative not willing to work with or help other people.

Sneaking moving somewhere quietly and secretly so that no one can see or hear you.

Rocking chair a chair that has two curved pieces under it and when someone sits on it, it moves backwards and forwards.

Residing to live in a particular place.

Electrify to provide a home or a school with a supply of electricity.

Glimpse an occasion when you see someone or something for a moment.

E READ AND WRITE

Homophones

Homophones are words whose pronunciation is exactly the same but they have different meanings and spelling.

Example:

- The nurse gave her two panadol's because she was in pain.
- The boy kicked the ball and it went through the window pane

Read the following words and identify the words which sound the same.

served idle scene profit reign prophet rain saved idol seen

- a) In your exercise books, make pairs of words that sound the same from those in the box..
- b) Make five pairs of sentences using the words which sound the same from the box.

F READ AND WRITE

Additional work

Read the sentences below and choose suitable words from the box below to join the sentences.

1. I know the man. His house was burnt down to ashes last week.
2. Come to the village. My uncle lives in it.
3. There is the man. I went hunting with him last week.
4. I met my brother. He had just come from Mutare.
5. Edmund found the box. Esnath keeps her books in it.
6. She bought a jacket. It was very expensive.
7. They visited the clinic. Their mother was working there.

where which whose whom who

A

LISTEN AND SPEAK

Dialogue in advertising

Advertising is the activity of informing the public about a product or a service in order to encourage them to buy or use it. Advertising can be done in a monologue whereby one person appears on television saying something about the product. An advertising situation reveals the following aspects:

- **Participants:** include a) the advertiser (one who tells the public about goods or services)
b) the consumer (one who buys goods or use the services)
- **Object:** a product or service.
- **Mode:** the written or spoken medium used when advertising.
- **Purpose:** to promote sales of the product to a consumer or buyer.

The product or service can be sold through a dialogue.

Example: Drama actors appearing on television and saying the following:

Wife: I have a serious headache; I am no longer going to accompany you to your friend's graduation party. You have to go alone.

Husband: That will never happen! Take ease pain. This can do well to you.

Wife: Ok, let me try.

Husband: (At the graduation party) How are you feeling now, my dear?

Wife: With easy pain, all pains are gone. What a wonderful experience you have!

Husband: As a man, I used to suffer silently, knowing that all the pains will disappear, with easy pai-----nnnnn! The fast acting tablets.

Discussion

- In groups, think of a product you want to advertise.
- Practise advertising the product you have chosen. Use persuasive language.
- Each group to come in front of the class and perform a dialogue, advertising their product.

- Read the above sentences in present, past, future and perfect tenses silently.
- Explain the difference between the sentences in unit 12, exercise 1.7 above and the sentences in this unit.
- The class should discuss how sentences are constructed under each tense as compared to those in unit 12 exercise 1.7.
- Do the same exercise using the pronoun "he".

Note that when using the plural "she" or "he" there are some changes here and there.

READ AND WRITE

Opposites using sentences

Study the following sentences:

- This is a male cat.
- This is a female cat.

The words underlined are what we call opposites.

1. In groups, find ten noun words and discuss their opposites.

Example: Boy - girl.

Man - woman.

2. Write sentences for each pair of nouns.

Example: That child is a boy.

That child is a girl.

The rich man is a driver.

The rich woman is a driver.

3. Each group to tell the class the ten nouns and their opposites.
4. In your exercise books, write ten adjective words and number them. Remember an adjective is a word which describes a noun.

Example: deep shallow

Hard soft

5. Give the opposites of the adjective words you have listed.
6. Now write sentences for three pairs of adjectives.

Example: He dug a very deep hole.

He dug a very shallow hole.

I need a soft copy of that document.

I need a hard copy of that document.

COVID-19 MONSTER

How old are you now?
That you have grown so fast
With a tremendous speed
That has shocked the whole world
Keeping every one indoors
Police monitoring everywhere
With all institutions locked down
People are in their hiding places
Fearing to be strangled to death
By the COVID-19 monster

Aids pandemic
Was growing slowly
The victims moving
With signs and symptoms
Not showing so fast
People shaking hands
People working together
With the victims of HIV/AIDS
Without causing any havoc
How dare you come so fast?
With such a shouting voice
With such an aggressive face
To frighten the whole world
You COVID-19 Monster

Questions

1. The monster which is talked about in the poem is _____.
A. Aids B. pandemic C. COVID- 19 D. police
2. The whole world is shocked because _____.
A. COVID-19 is so fast and kills B. people are happy
C. COVID-19 is slow D. it fears the police
3. Why are institutions shut down?
A. to avoid people gathering B. to keep away thieves
C. to check for coronavirus D. to make people rest
4. The mood of the poem shows that _____.
A. COVID-19 is dangerous B. COVID-19 is slow
C. COVID-19 is good D. COVID-19 is friendly
5. Which word in the poem shows that COVID-19 is frightening?
A. Monster B. Strong C. Victim D. Police

1. As a class, discuss the subject, verb and object of the above sentences, as one member writes on the chalkboard as follows:

Subject	Verb	Object
The poacher	killed	the kudu.
The policeman	stopped	the thief.

Now the sentences can be said in another way, making the object the subject of the sentences.

Example:

The kudu was killed by the poacher

The thief was stopped by the policeman.

2. In your exercise books, change the following sentences, nouns at the end of the sentences to become subjects of the sentences.

Paul and Silas were singing the songs.

- a) James scored five points.
- b) Mrs Basa has cooked some beans.
- c) The doctors can cure coronavirus.
- d) The woman washed the clothes.
- e) The children are singing chimurenga songs.
- f) My daughter will answer the letter.
- g) Mr. Sithole painted the house.

LISTEN AND SPEAK

Tenses in negative form

- a) Listen as one member reads the sentences below.
- Children like meat.
 - We are not playing games.
 - You were driving.
 - He used to work in the kitchen.
 - Come here.
 - I am going to play a guitar.
 - We have cooked enough food for everyone.
 - She will fall down.
 - He had brought something for me.
 - They will have been at school.

A LISTEN, SPEAK AND WRITE

Giving instructions



Giving directions

When Mr. Ndlovu lived at school and he was asked to explain how to get to the museum.

His instructions were these:

When I leave my house, I turn right and walk down Palmeira street for about fifty meters. I then turn right again and get into the church road. In that route, I turn right into the Marina drive and walk about twenty five meters then again, turn right into Victoria street. The Museum is about five meters to the right hand side of Victoria street and it is opposite the cinema.

1. Trace this route with your finger. Now read Mr. Ndlovu's instructions again, but put north, south, east or west instead of left and right.

When you give directions you must remember which way you are facing.

2. Choose a partner and discuss with him or her how you would get from the post office to the Hospital.

On your own, write down how to get from restaurant to the school.

Useful words and phrases are:

- crossroads
- turning right or left
- on the corner of
- near the park

6. Appoint
7. Satisfy
8. Correct
9. Punish
10. Enter

c) Use five verbs and their abstract nouns to make sentences. Underline the verbs and abstract nouns.

Example: If they appoint me to be their leader, I will turn down that appointment.

C SPEAK AND WRITE

Report writing

1. Read the following story loudly to the class.

Jameson was in collision with a taxi at a road junction in the city and fortunately nobody was injured. The left front mudguard of the lorry was damaged and one headlight of the taxi was smashed. According to the picture above, the police are making measurements and taking statements.



The police at an accident scene

2. As a class, discuss the accident and identify the various people in the picture.

3. In groups, write reports on the following:

- Group A: The police's report
- Group B: A statement to the police by Jameson the driver.
- Group C: What a passenger in the taxi told his wife afterwards.
- Group D: The evidence of somebody standing on the pavement and saw the accident happening.

D LISTEN AND SPEAK

Paraphrasing

Paraphrasing is to express what somebody has said or written using different words to make it easier to understand.

Example

- Bachelors prefer black heads girls.

Example

- He can write with a left hand.
- You will try to consult the teacher.
- You must come here.
- You ought to stop beer drinking.
- I used to sing but I became sick.

Questions are formed without **do** or **does** or **did** in the past.

Example

- Can I come nearer?
- Should I have answered that question?

Negative sentences are formed with **not** or the short form – **n't** without using **do** or **does** or **did**.

Example

- I cannot/can't attend the meeting.
- You will not/won't meet deadline.

Modal verbs can be changed from present to past.

Example

- He **can** be here today. He **could** be here yesterday.
- I **will not** answer that question. I **wouldn't** answer that question.
- You **may** be there. You **might** be there.

a) Read the following paragraph silently.

Obert's bicycle was not in good condition, but he could ride to school. One day he arrived at school very late. The teacher asked if he might explain where he was but he wouldn't because he was afraid. The teacher asked him, "How much time have you missed from 7:30 when we started our lessons to 9:45 when you arrived here?" He couldn't answer such simple Mathematics.

The teacher then asked others, "What should I do with such a notorious boy?" Others shouted, "You must forgive him!" Afterwards, Obert's friends told him, "You ought to come to school as early as you used to do Obert."

b) Rewrite the paragraph in your exercise books and underline modal verbs.

c) Use three modal verbs underlined to make questions.

d) Use three modal verbs underlined to make negative sentences.

A READ AND WRITE

Comprehension

Read the following story and answer questions that follow.

One day, my closest friend's wife died. I went to offer my condolences and found him overcome with grief. 'May Allah soon give you another wife who is loving and worthy, just like the one he has taken from you. May he relieve you from sorrow and lengthen your life.'

Surprisingly, my friend never lifted up his eyes from the floor. 'Alas,' he sighed. 'How can you wish me a long life when I am about to die in few hours?'

'Take courage my friend; I said. 'Why do you speak of death when you are healthy and perfectly sound in mind and body?'

'Within a few hours; he replied, 'I will be in the grave together with my dead wife. It is a tradition in this country that when a wife dies her husband is buried together with her. 'If the husband dies first, his wife will also be buried together with him. They must leave this world at the same time.

Key terms

Condolence sympathy that you feel for somebody when that person's relative has died.

Grief a feeling of great sadness especially when somebody dies.

Sigh to take and then let out a long deep breath that can be heard, to show that you are disappointed, sad and tired.

Allah the name of God for Muslims.

Questions

a. Answer these questions with True/False.

1. The writer's closest friend's wife died. True/False
2. The writer wished his friend short life. True/False
3. The tradition of the country was to bury the dead wife together with the living husband. True/False
4. The tradition of burying the dead and the live is a good idea. True/False

b. Answer the following questions in full and correct sentences.

1. Do you think this is a true story? Why do you say that?
2. Have you ever heard about such a tradition? If so, in which country?
3. Do you think such a tradition is good even in the country where it is applied?
4. What were you going to do if you were the one who would be buried alive?

B READ AND WRITE

Budgeting and expenditure

Read the following information carefully.

Mr Badza and Mr Dhemba work in the same office and earn the same monthly salary. They both have two children so their taxes are the same.

The table below shows how each man budgets and spends his salary per month. The figures indicated are in percentages.

Mr. Badza	Mr. Dhemba	
12	12	taxes
7	--	rent
25	34	food
6	9	clothes
8	12	furniture
4	7	education
4	4	fuel and electricity
9	4	entertainment
1	3	newspapers
2	5	bus fares
--	5	savings
6	3	medical expenses
10	--	car expenses
100%	100%	Total expenses

Write two or three short paragraphs comparing the way in which the two families live.

For example:

Mr. Dhemba has his own house while Mr. Badza rents his. Mr. Badza has a car while Mr Dhemba uses public transport. There are other things that you will have to guess as you look at the figures in the table.

In this case you could use expressions like:

- It appears that
- I think that
- The -----family seems to
- It looks as if

For example, It looks as if Mr Dhemba's family has better life.

- Adverbial clauses of time.
The children caught the boy when he was about to run away.
- Adverbial clause of purpose.
Shamiso practised continuously so that she would win the game.
- Adverbial clause of condition.
I will give you money if you fetch me some water.

- In groups, use all types of adverbial clauses above to make your own sentences. Write the sentences down.
- Each group to read the sentences they have written down to the class and say out the adverbial clause used.

Rewrite the following sentences in your exercise books and underline all the adverbial clauses.

- My mother wore a jersey because it was cold.
- He did not come home since February 2019.
- Give me some food and I will carry your bags.
- He ran very fast so that he could carry the bus.
- Tell me how you got into my house.
- That is the grave in which my mother was buried.

E SPEAK AND WRITE

Writing a diary

A diary is a document where events are kept. It helps you to see the progress of whatever you are doing so that you improve or excel in your performance. Your father asked you to prepare a diary of your termly performance so that he evaluates whether you will proceed to grade seven next year or not.

- So prepare a diary with your accurate performance at the end of each term.

The following subheadings can help you write.

First term performance 2020

Subject	Ind lang	Eng	Mat	Hss	Sc/tech	Agr	Fareme	ICT
Possible mark								
Actual mark								

H

LISTEN AND SPEAK

Impromptu speech

Impromptu speech is speech which is done without preparing or planning. It is a five to eight minute speech. The speaker is provided with the topic which may be presented as an object, proverb, clause or statement.

At some point in your life you may be asked to speak without notice, to introduce yourself and the whole class to certain visitors. That is impromptu speaking. In this case you can:



- Start by acknowledging the opportunity you have been offered.
- Salutation must be done to respect the presence of all those above you.
- Tell visitors the class you are introducing.
- Tell visitors the total number of learners in that class first then say the total number of boys and girls separately.
- Ask all the boys or girls to stand up then introduce each by name, surname and where he or she comes from.
- Introduce yourself lastly together with the group you belong to. If the boy or girl has a position in class or at school, for example, prefect or group leader, just say it once.
- If there are any cases in class, for example, a crippled child, just inform them.
- Round off by acknowledging the honour you have been given of doing that task in front of visitors.
- Tell them once again that this is the grade 6 class. Finally, you can say thank you and sit down.

Now in your groups, practise speaking impromptly.

The teacher gives a topic to one member in each group to talk about it in front of the class.

Examples of topics which can be given are:

- When I grow up.
- Laughter is the best medicine.
- Pets are for people who don't have children.
- Manners matter.

Some of the words in the following dialogue are written in long form. Read the dialogue carefully.