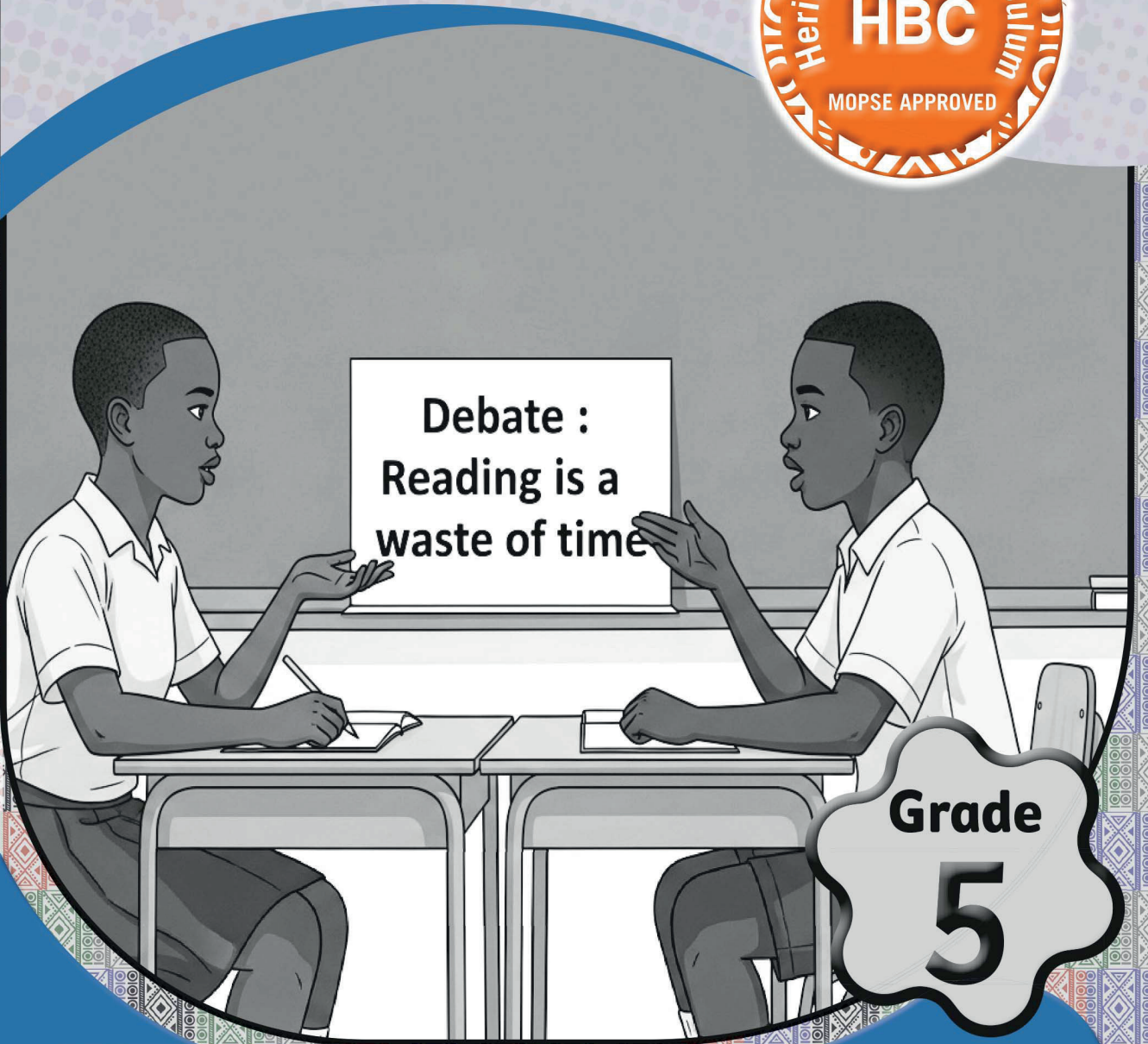


PlusOne

English

An illustration of two young men sitting at separate desks, facing each other in a classroom setting. They are both wearing white short-sleeved shirts and dark shorts. The student on the left is holding a pen and looking towards the student on the right. The student on the right is gesturing with his hands while speaking. Between them is a white rectangular sign with black text.

Debate :
Reading is a
waste of time

Grade
5

PlusOne

English

Teacher's Guide



 **SECONDARY
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Introduction

The PlusOne English Language Teacher's Guide is a detailed book that complements the teaching of English in Zimbabwean primary schools. This book offers valuable guidelines on how to deliver effective lessons using the HBC PlusOne English Grade 5 Learner's Book.

The subject, English, aims at producing a morally upright Zimbabwean who is responsible and capable of maintaining a socially sound lifestyle. It seeks to explore social, cultural/religious, geographical and the technological space to develop the cognitive, affective and psychomotor domains of the learner since as a medium of instruction, the English Language assists in the teaching and learning of other learning areas across the curriculum. Broadly, the syllabus aims to produce learners who can:

- listen attentively for effective communication.
- speak fluently/sign proficiently for effective communication.
- read a variety of English texts for fluency and comprehension.
- write accurately in English.
- listen to/observe and understand texts or any form of communication in English.
- use writing conventions correctly.
- use the English Language for communication in different situations.
- express themselves in a correct and appropriate manner.
- utilise ICTs in aspects of listening, speaking, reading and writing.
- use non-verbal cues to express themselves.
- write a variety of creative texts.
- comment meaningfully on texts read to develop skills such as critical thinking, problem solving, team-building and tolerance.
- use appropriate language in both written and spoken discourse in line with our cultural values.

Topics/Skills

The learning and teaching of English will focus on the following skills:

- 1 Listening/Observing
- 2 Speaking/Signing
- 3 Reading/Signing
- 4 Writing/ Brailing

The objective of this Grade 5 Teacher's Guide is to make teaching and learning more interactive, practical and useful, and bring out the ingenuity of teacher professionalism in the teacher to produce well-equipped learners for national development.

Philosophy of teaching English Language

English Language provides opportunity for teachers to adopt cross-cutting and creative pedagogic approaches such as talk for learning, project-based learning, games, modelling, questioning, songs, storytelling and role-play necessary for achieving conducive learning environment and developing learners into creative, honest and responsible citizens. The English Language classrooms should be learning-centred where the teacher, acting as a facilitator, introduces the topics for the day and assists learners to describe and analyse issues raised. In addition, the teacher helps learners to interact and share ideas among themselves based on their knowledge of Zimbabwe and the world. The class will be encouraged to explore topics through enquiry-based questions. The teacher should emphasise these important areas in day-to-day learning as they are aimed at promoting higher order thinking among learners.

Philosophy of learning English Language

Through the learning of English Language, learners will specifically acquire:

- ➊ critical thinking and problem-solving skills to be able to compare, analyse, evaluate and apply geographical knowledge with little or no supervision.
- ➋ creative thinking skills to be able to reconstruct important information confidently.
- ➌ digital literacy skills to be able to use IT tools and resources efficiently for investigations and project works.
- ➍ effective communication skills to be able to share information at various levels of interaction.
- ➎ values to live as global citizens capable of learning about other people and cultures of the world.
- ➏ leadership skills to be able to effectively build a team and also influence others to accomplish a common task.

Subject specific aims

The syllabus should enable learners to:

- develop the four basic skills namely: listening, speaking, reading and writing in the English Language with emphasis on visual, manual and tactile skills.
- express themselves freely in a variety of situations that involve the use of functional English.
- cultivate an appreciation of the use of English Language as a tool for cultural, political, religious, social and environmental development.
- prepare for present and future studies in the English Language and other learning areas.
- develop an appreciation of the English Language as a means of wider communication.
- promote a reading and creative writing culture using the English Language.
- promote the use of ICTs in the learning of the English Language.
- develop basic skills of analysing literary works.
- develop communicative competence in the English Language.

Instructional expectations

English Language provides opportunity for teachers to:

- adopt thematic and creative pedagogic approaches such as talk for learning, project-based learning, games, modelling, questioning, songs, storytelling and role-play necessary for achieving learner-centred classrooms.
- nurture and develop learners into creative, honest and responsible citizens.
- adopt collaborative approaches to lesson preparation within and across disciplines and grade levels to develop communities of English Language learners.
- use multiple methods to systematically gather data about learners' understanding and ability to guide the teaching and learning of English Language.
- put necessary arrangements in place to provide feedback to both learners and parents.

Interpretation of key words in the syllabus

Topics are the broad areas/sections of English Language syllabus to be studied. Units are larger groups of related objectives from. Units may sometimes be closely related.

Content objectives indicate what all learners should know, understand and be able to do. Objectives are clear statements of specific things learners should know and be able to do within each unit.

Class management

Most teachers in Zimbabwe teach large classes. The teachers, based on their professional experience over the years, have developed skills in classroom methodology. Here are a few reminders about the whole class, group, pair and individual work that could be helpful with large classes.

Whole class teaching

Much of your teaching, especially when your class is large, will involve you standing at the front of the class explaining and listening to your learners. You can set out facts and concepts which everyone can understand. However, your class will vary in ability. More able learners should be given additional tasks to stretch their capabilities while those who find understanding more difficult should be given the time and attention they need.

When you introduce a topic make sure you use learners' existing knowledge and build upon it. The basic information for your lesson is in the text. If you are going to ask learners to read for themselves (at home or in class or to read out loud), work out during your lesson planning which words will be difficult for them to understand and explain these first. Make sure that all your learners have understood your explanation. Give time to those having difficulty as well as talking and listening. You will find that other activities can be very valuable during whole-class teaching.

1 Group work

Class teaching is large group work but sometimes there are advantages in working in pairs or groups of four to six learners. Some learners make more progress when working in a group of the same ability. On other occasions more able learners can help those who are not quite so quick at understanding.

Groups of friends and groups working on different topics are other possible divisions that you could make. For group work to be successful, some thought must be given to the organisation of class furniture. In most of our classrooms, we still see rows of desks with several learners to each desk. The classrooms are also often crowded so that it is not easy to move the desks around. Whatever the situation, some kind of group can be organised. At its most basic level, the group will have to be learners at one desk. It might be possible for those at one desk to turn around to face those at the desk behind.

There are many advantages in allowing several learners to consider a topic, work jointly and bring their findings back to the whole class: each group will think in a slightly different way and have different experiences to share.

Sometimes learners are better able to discuss sensitive areas in same-sex groups. Such work encourages co-operation and mutual support.

Individual groups can study a picture together or write a poem or discuss a topic like pollution in their community. You need to ensure that there is follow-up to group work so that work is not done in isolation but is instead considered by the class.

2 Pair work

Learners are often instructed to work in pairs – either with their deskmate or with a partner. This is an ideal opportunity for learners to assist each other, and for them to assess each other.

Working with a deskmate offers the least classroom disturbance. The learners are already seated side-by-side. They ask and answer questions during picture talk and they discuss the readings before they write comprehension answers individually.

Working with a partner that you have allocated to the learner means that you can pair a slower learner with a faster learner so that they can help one another. You may also choose to pair learners of similar abilities together so that they can proceed more quickly with the work, while you assist the slower pairs.

3 Learner self-study

There will be times when you want the class to work as individuals to allow them to become familiar with material you have given them and to allow you to work with learners of different abilities.

It is worth bearing in mind that while there is need for learners to learn how to read and study on their own; there are also dangers in this approach. It is essential that the material they read is understandable to them and that your attention is still focused on the class to ensure that all learners are using the time to read and not misbehave. Use additional material at different levels to ensure that some learners do not finish more quickly than others.

Teaching tip

One of the most important skills in classroom management is the ability to ensure your learners are occupied for the whole lesson. If a group has finished its task and has nothing else to do, it is likely to become disruptive. Break up your lesson and make sure it has several different parts:

- full class work,
- individual work,
- practical activities.

The syllabus emphasises the:

- creation of learning-centred classrooms using creative approaches to ensure learner empowerment and independent learning; positioning of inclusion and equity at the centre of quality teaching and learning; use of differentiation and scaffolding as teaching and learning strategies for ensuring that no learner is left behind.
- use of Information and Communications Technology (ICT) as a pedagogical tool.
- identification of subject-specific instructional expectations needed for making learning in the subject relevant to learners.
- integration of assessment as learning, for learning and of learning into the teaching and learning processes and as an accountability strategy and questioning techniques that promote deep learning.

Learning-centred pedagogy

The learner is at the centre of learning. At the heart of the national syllabus for change and sustainable development is the learning progression and improvement of learning outcomes for Zimbabwe's young people. It is expected that at each syllabus phase, learners would be offered the essential learning experiences to progress seamlessly to the next phase. Where there are indications that a learner is not sufficiently ready for the next phase, a compensatory provision through differentiation should be provided to ensure that such a learner is ready to progress with his/her cohort.

The syllabus encourages the creation of a learning centred classroom with the opportunity for learners to engage in meaningful “hands-on” activities that bring home to the learner what they are learning in school and what they know from outside of school. The learning-centred classroom is a place for the learners to discuss ideas through the inspiration of the teacher.

The learners then become actively engaged in looking for answers, working in groups to solve problems. They also research information, analyse and evaluate information. The aim of the learning-centred classroom is to enable learners to take ownership of their learning. It provides the opportunity for deep and profound learning to take place.

The teacher as a facilitator needs to create a learning environment that:

- makes learners feel safe and accepted.
- helps learners to interact with varied sources of information in a variety of ways.
- helps learners to identify a problem suitable for investigation through project work.
- connects the problem with the context of the learners' world so that it presents realistic opportunities for learning.
- organises the subject matter around the problem, not the subject.
- gives learners responsibility for defining their learning experience and planning to solve the problem.
- encourages learners to collaborate in learning.
- expects all learners to demonstrate the results of their learning through a product or performance.

It is more productive for learners to find answers to their own questions rather than teachers providing the answers and their opinions in a learning-centred classroom. The content with reference to learner's activities in class and outside classroom focusses on learner-centred pedagogy, which emphasises active participation in class activities, making teaching and learning more practical and toward achieving positive learning outcomes that largely benefit the learner.

Pedagogical approaches

Effective teaching and learning in English Language depend upon the use of actively participatory methods including the following:

- Communicative Language Teaching (CLT)
- Demonstration
- Debate and discussion
- Individual and group presentations
- Drama
- Role-play/ Imitation and simulation/Miming
- Poem recitation
- Educational tours/Excursions
- e-Learning
- Case study
- Animation
- Situational language teaching/learning
- Individual Learning Programmes (ILPs)

- Drama
- Models/Resource persons

For effective learning to take place within specified timeframe, 9 periods of 30 minutes per week will be ideal for English Language. Remember that other lessons will be taught the same day with English Language. If possible, there should be internal arrangements for more time for activities outside the classroom such as excursions and other educational visits. The facilitator is also encouraged to use the following:

- Discussion
- Drama, role-play and simulation
- Song and dance
- Case studies and interviews
- Research
- Miming
- e-Learning
- Group work
- Question and answer
- Games

Inclusion

Inclusion is ensuring access and learning for all learners especially those disadvantaged. All learners are entitled to a broad and balanced syllabus in every school in Zimbabwe. The daily learning activities to which learners are exposed should ensure that the learners' right to equal access and accessibility to quality education is met. The syllabus suggests a variety of approaches that address learners' diversity and their special needs in the learning process. When these approaches are effectively used in lessons, they will contribute to the full development of the learning potential of every learner. Learners have individual needs and learning experiences and different levels of motivation for learning. Planning, delivery and reflection on daily learning experiences should take these differences into consideration.

The curriculum therefore promotes:

- learning that is linked to the learner's background and to their prior experiences, interests, potential and capacities.
- learning that is meaningful because it aligns with learners' ability such as learning that is oriented towards developing general capabilities and solving the practical problems of everyday life.
- the active involvement of the learners in the selection and organisation of learning experiences, making them aware of their importance and also enabling them to assess their own learning outcomes.

Differentiation and scaffolding

Differentiation is a process by which differences (learning styles, interest and readiness to learn) between learners are accommodated so that all learners in a group have the best possible chance of learning. Differentiation could be by task, support and outcome. Differentiation as a way of ensuring each learner benefits adequately from the delivery of the syllabus can be achieved in the classroom through:

- a** task,
- b** one-on-one support,
- c** learning outcomes.

Differentiation by task involves teachers setting different tasks for learners of different abilities. For example, in sketching the plan and shape of their classroom, some learners could be made to sketch with free and while others would be made to trace the outline of the plan.

Differentiation by support involves the teacher giving the needed support and referring weak learners to the relevant departments for academic support.

Differentiation by outcome involves the teacher allowing learners to respond at different levels. Weaker learners are allowed more time for complicated tasks.

Scaffolding in education refers to the use of a variety of instructional techniques aimed at moving learners progressively towards stronger understanding and ultimately greater independence in the learning process. It involves breaking up the learning task, experience or concepts into smaller parts and then providing learners with the support they need to learn each part. The process may require a teacher assigning an excerpt of a longer text to learners to read and engage them to discuss the excerpt to improve comprehension. The teacher goes ahead to guide them through the key words/vocabulary to ensure learners have developed a thorough understanding of the text before engaging them to read the full text.

Common scaffolding strategies available to the teacher are:

- giving learners a simplified version of a lesson, assignment or reading and then gradually increases the complexity, difficulty or sophistication over time.
- describing or illustrating a concept, problem or process in multiple ways to ensure understanding.
- giving learners an example or a model of an assignment, they will be asked to complete.
- giving learners a vocabulary lesson before they read a difficult text.
- describing the purpose of a learning activity clearly and the learning goals they are expected to achieve and describing explicitly how the new lesson builds on the knowledge and skills learners were taught in a previous lesson.

Learner activities

The types of activities used to ensure on-level, age-appropriate and multi-ability learning include:

- True or False activities,
- cloze activities,
- role-play,
- songs and games,
- crosswords and word searches,
- matching activities,
- case studies (for the higher grades),
- interviews

Core competencies

Teaching instructions:

Diary entries, newspaper articles, brochures, posters and timelines.

Activities included in the text are intended to serve several purposes:

- They break up the lesson to aid concentration and increase learner-participation.
- They extend the knowledge gained from the text.
- They develop academic skills such as reading with understanding, writing, presenting and organising information, map drawing and map reading, interpreting pictures and diagrams, problem-solving.
- Some activities will develop communication skills: discussing, co-operating and reporting.

In later primary years, the activities should also help learners to look beyond the material easily available to them by encouraging them to ask other adults, visit libraries (if there are any) and use the internet if it is available.

The Learner's Book aims to use a variety of approaches in order to offer as many ways of learning as possible. No one way suits every learner. As an example, there are many ways to teach reading. Teachers should use every method they know so as to suit each individual in their class.

Some people learn quickly by reading with understanding. Others need to learn through practical experience. You will have all types of learners in your class.

You will need additional activities to broaden the learning experience, some tailored to the needs of more or less able learners and others to add variety and depth to various topics.

Practical activities

These cover all activities which include a practical skill. The obvious ones are writing and drawing related to the factual material of the lesson but an equally valuable practical activity might be the making of a model of some aspect of the learners' surroundings such as a house or the local market. Another might be the writing and performing of a play based upon a traditional story.

All practical activities need careful organisation but they can add a good deal of fun to the learning process. Learning needs to be made enjoyable if learners are to grow up wishing to carry on developing their knowledge and skills.

Playing team games, reading stories to each other and making up and acting simple plays can all contribute to the promotion of learning.

Practising skills

Acquisition of study skills and knowledge has by and large, been through practical lessons. Oral lesson cannot necessarily and abundantly give the learner the required skills and knowledge.

Learners need to practise:

Reading: Learners need to be able to read easily. In Zimbabwe, as we grow older, we need to be able to speak and read in English and our Zimbabwean languages to develop our studies further.

Writing: Learners need to develop writing skills through activity-based lessons so their writings will look legible for correct interpretation of what they have written.

Listening: Learners need to know how to listen carefully, especially when someone is not speaking clearly. This is a matter of practising concentration.

Research skills: You can encourage learners to go beyond the Learner's Book in these later years of their primary schooling to look for additional materials and to store only those facts which will be of long-term use and lifelong learning.

Use of ICT

Some schools in both rural and urban areas have access to computers in school or in libraries. You should learn how to use a computer as soon as you are able. They open up the world as your resource. The internet can provide as much additional material as you will ever need.

Once your learners have the chance to use a computer, they too will have access to more information. This can be done through effective use of the following ICT tools:

- Laptop or desktop computers
- Smartphones
- Tablets
- CD players
- Projectors

- Calculators
- Radios
- Cameras
- Television sets
- Computer and related software, such as Microsoft Office packages (Word, PowerPoint and Excel).

You should use whatever technological resources available such as any of those stated above to assist in teaching and learning. The use of ICTs in teaching and learning activities promotes a paradigm shift to learner-centred environment.

Here are some useful ideas on how to go about this:

- Integrate ICTs in the learning process, as a key competence and contributing to the acquisition of skills and knowledge.
- Use ICTs in the classroom to work on information processing, authentic communication, and on the learner autonomy, as the builder of his or her own learning process.
- Give ICTs a role to help young people be able to arrange, evaluate, synthesise, analyse and decide on the information that comes to them.
- Learners with different types of support and formats and, therefore, a great variety of activities in which they pass from receivers to makers.
- Attend to the diversity or learning needs of learners using the copious offer of interactive exercises available on the web.

Making sure that learners have actually absorbed the lessons taught and not just had fun through the entire lesson is equally important. There are assessments at the end of each lesson in the Learner's Book that are useful tools for reinforcement of lessons taught.

You can also adopt other forms of assessment during the lessons to ensure learners are on the same level of understanding. Some of these assessments include the following:

Diagnostic assessment

This examines learners' prior knowledge and is used to establish links to the new lesson. Test learners' prior knowledge by asking them to respond to key words, names and dates related to the next topic. Ask learners to define key words and terms.

Formative assessment

Formative assessment is the method that teachers use to evaluate and assess a learner's ability to understand and apply what they have learnt during a lesson.

Unit 1

Work places

Teaching notes

The facilitator should create a situation for children to understand different jobs done by different people. Get learners into pairs and discuss the types of jobs they know. Let them tell each other what is done in the job. The learners should be led to say whether they like the job or not as well as give reasons.

Teaching materials

Charts pictures work cards sentences strips drawings

Resource materials

- PlusOne English Grade 5 Learner's Book pages 1-6.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Vocabulary

Prepare flash cards in advance which contain the new words. Learners should read the new words on flash cards. Stick the flash cards on the chalkboard as learners read. Let learners discuss the meanings of the new words.

A. Comprehension

Show learners a picture of a girl in the story. Let them explain what is happening in the picture. They must discuss in pairs what is happening. Lead learners into the story and guide them as they read the story.

Comprehension answers 1

① B ② B ③ B ④ D ⑤ B ⑥ A

Comprehension answers 2

① A ② B ③ A ④ D ⑤ D

B. Composition: Informal letter

Exercise 1.1

The facilitator should make it clear to learners what an informal letter is. It should make a difference from a business letter. They should understand the differences between an informal letter and a business letter which is formal. The facilitator needs to guide the learners on all procedures followed when writing an informal letter. Explain how they should complete the given letter on **Exercise 1.1**.

C. Nouns

Learners should be led to understand that nouns are names in the actual sense. They are words that mean things we can see, touch, imagine and even feel. The facilitator can even tell pupils the characteristics of nouns for example being singular or plural.

Exercise 1.2

Singular noun	Plural noun
① garage	garages
② holiday	holidays
③ knife	knives
④ boat	boats
⑤ loaf	loaves
⑥ party	parties
⑦ trousers	trousers
⑧ house	houses
⑨ rice	rice
⑩ mouse	mice

D. Listening and speaking: Occupations

The teacher should link this exercise to Let's Talk where learners could have talked about jobs they know. In this case, they should understand the terms linked or associated with different work areas. Give learners examples of jumbled letters so that they make correct words.

Exercise 1.3

- | | | |
|----------|-----------|---------|
| 1 garage | 2 surgery | 3 salon |
| 4 studio | 5 theatre | 6 court |

E. Sharpen your skills: Job titles

This exercise has a link with the previous lesson in Let's Talk and **Exercise 1.3**. They both refer to occupations. Let learners study given pictures. Let them explain the type of job each person does. All learners should say the types of jobs they would want to do when they grow up. By directing them to the pictures, they will be able to familiarise themselves with the jobs done by different people. Then lead them to **Exercise 1.4**

Exercise 1.4

- 1 Florist
- 2 Pilot
- 3 plumber
- 4 dentist
- 5 receptionist
- 6 author
- 7 barber
- 8 farmer
- 9 vendor
- 10 mechanic

F. Registers

Exercise 1.5

- 1 Please may I borrow your book?
- 2 **b** Please may you move so I can pass?
- 3 Please could you stop making noise?
- 4 **a** Could you please help me?
- 5 Please join my study group so that we can help each other learn better.
- 6 Please listen to me; I have something important to say.
- 7 **a** Please may we do this later?
- 8 Please may I have extra study time so I can improve my school work?
- 9 Please may I borrow your pen?
- 10 Let us keep our classroom clean so it is healthy and pleasant for everyone.

Unit 2

The dog and the bone

Teaching notes

The facilitator should explain to learners the use of fables and the lessons derived from such stories. They should be able to tell fables they heard and the lessons they learnt.

Vocabulary

The facilitator should prepare flash cards in advance with vocabulary for learners. Learners should use the words in sentences to show their understanding of the words.

Suggested learning materials

Charts pictures work cards sentence strips phonic alphabet.

Resource materials

- PlusOne English Grade 5 Learner's Book pages 7-13.
- Heritage Based Curriculum (HBC) Junior English syllabus.

A. Comprehension

- 1 bone
- 2 In the evening.
- 3 It saw another dog looking right back.
- 4 Big, tasty bone.
- 5 Get that bone too.
- 6 It fell into the water.
- 7 It lost its bone in the water.
- 8 Only one dog.
- 9 It crossed a stream.
- 10 To be satisfied with what we have.

B. Composition: A journey by bus

Exercise 2.1

Here you direct learners to different modes of transport used today. You can even start by asking them to state the types of transport used long ago before you ask them about modern means of transport. You assume that every learner had once travelled to some areas. Of the said types, ask them the type which they had used. You now explain to them the mode of transport they are going to write about and the journeys they travelled. You direct them to the learner's book for notes to use. Guide them on the sequence especially paragraphing and to include other relevant information.

C. Using full stops, capital letters, question and exclamation marks

Learners had all along been punctuating sentences using different punctuation marks. Ask them to tell you the punctuation marks they know and when they are used. Use flash cards with punctuation marks and flash each card as they mention the punctuation mark. Stick the flash cards on the board as they are mentioned.

Explain to learners when capital letters are used especially when beginning a sentence. After a full stop, they need to begin a new sentence and therefore begin with a capital letter. Highlight to them that capital letters are used for titles, proper nouns and acronyms. Write examples of all these instances. Display a chart with punctuation marks explained. Tell them that there are many instances where capital letters are used which they will meet in next units.

Exercise 2.2

- 1 What are you going to eat today, Tatenda?
- 2 What an interesting game!
- 3 I am going home if I finish my school work on time.
- 4 I like it.
- 5 When are you going to go shopping in Rushinga?
- 6 I live in Nyamaharo Village in Centenary.
- 7 Stop that now!
- 8 Who has left that dirt on the table in my classroom?
- 9 Do you attend Nyabawa Primary School?
- 10 Harare is the capital city of Zimbabwe.

Exercise 2.3

- 1 I go to school on Monday.
- 2 Anna and Sandra play basketball on Tuesdays.

- 3 May is in spring.
- 4 Harare is the capital city of Zimbabwe.
- 5 Tamara has birthday in October.
- 6 My father speaks Shona and Ndebele.
- 7 The water park is not open on Friday.
- 8 Sara and I are from Nyanzou.
- 9 The learners have a test next week.
- 10 Rhoda lives in Shurugwi.

D. Listening and speaking: Debate

Explain to learners the hardships faced by different people as they live. Tell them that people do not live the same. Use pictures to point out the treatment received by step-children especially when their mother dies. Get learners into small groups and let them dramatise the ill-treatment they receive from their step-mothers. There should be notable difference between the treatment received by step-children and the children born of the two parents present. Discuss with them which is better to stay with a step-mother or step-father. They can have a debate here, boys on their own side arguing for the step-father and girls for the step-mother.

Exercise 2.4

Get them into groups and dramatise to show how they are treated badly. Show different forms in which they are treated badly. In the end, show how the problem is corrected.

E. Words with silent consonants and vowels

State the vowels to learners and pronounce them properly so that they understand them. Explain with examples the difference between short vowels and long vowels. Pronounce them correctly so that they understand why they are called short vowels.

Do the same with long vowels. Differentiate between short and long vowels to learners. Direct learners to the learner's book and explain silent consonants with weak vowels. Use a chart with short and long vowels mixed up. Ask learners to distinguish between short and long vowels.

Exercise 2.5

Short vowel sounds	Long vowel sounds
Heifer	Salmon
Vein	Does
Bee	Front
Plate	Eat
	Pretty

F. Sharpen your skills: Plurals

Want/wants

The main idea here is for learners to understand subject-verb agreement. They must be guided with examples that when the subject is in singular form, the verb should be in plural form and vice versa. Let learners make their own sentences before you give them work on **Exercise 2.6** of the learner's book. Treat every option if it is correct.

Exercise 2.6

- ① want
- ② wants
- ③ want
- ④ wants
- ⑤ wants
- ⑥ wants

G. Summary writing

Exercise 2.7

Learners write the summary following given guidelines. The summary is on greediness and lessons learnt by the dog.

Exercise 2.8

- ① Up
- ② Down
- ③ Up
- ④ Down
- ⑤ Up

Unit 3

Be responsible

Teaching notes

The facilitator needs to explain to learners what being responsible entails. In the passage, learners showed that they were being responsible by doing clean-up campaign. Learners should discuss what should be done to be responsible people.

Teaching materials

Prepared charts work cards pictures diagram

Resource materials

- PlusOne English Grade 5 Learner's Book pages 14-22.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Vocabulary

Show learners words on flash cards and let them discuss their meanings.

A. Comprehension

Comprehension answers 1

- 1 city centre tax rank.
- 2 there was too much litter.
- 3 volunteer learners and teachers only.
- 4 brooms, racks, dustpans.
- 5 how to dispose of litter and how to keep the tax rank clean.
- 6 they made jokes as they worked.
- 7 others thought it was a waste of time while others commended learners and teachers.
- 8 Freshness and fruities.
- 9 sunhats and caps.
- 10 bins, mobile toilets and others.

Comprehension answers 2

1 C
6 B

2 B
7 C

3 C
8 A

4 A
9 A

5 C
10 D

B. Composition: A friendly letter

Learners have read about a clean-up campaign as a way of giving back to the community. There are so many things they can do as a way of being responsible. Guide them using given notes on

Exercise 3.1 to write a friendly letter.

C. Nouns and pronouns

Reflect learners back to Unit 1 where they learnt about nouns. Explain to them the relationship between nouns and pronouns. Give them examples so that they understand the relationship between the two. Give them examples of pronouns such as I, he, it, you, they, and we. Lead them to

Exercise 3.2.

Exercise 3.2

1 I 2 she 3 it 4 we
5 they 6 we 7 he

D. Homophones

Learners should be led to understand that words sound the same even though they have different meanings. Sometimes they also have different spellings. Give examples to make learners understand and lead them to **Exercise 3.6** so that they gain more understanding through the given exercise.

Exercise 3.3

1 need – knead 5 here – hear
2 way – weigh 6 their – there
3 by – buy 7 stares – stairs
4 whole – hole 8 fare – fair

E. Opposites

Explain to learners how opposites are formed by inserting a prefix (**un-**) before a word. Give them examples as given in the learner's book.

Exercise 3.4

- | | | |
|--------------|-----------------|---------------|
| 1 unsafe | 2 unreachabele | 3 unnecessary |
| 4 unfamiliar | 5 unfair | 6 untrue |
| 7 unharmed | 8 unforgettable | 9 unluckily |

Explain to learners that another way of forming opposites is by inserting the prefix (**dis-**) before the word. Give them more examples. Refer them to their text.

Exercise 3.5

Possible answers

- | | | |
|--------------|----------------|----------------|
| 1 disbelief | 2 discontinued | 3 dislike |
| 4 disrespect | 5 disobeying | 6 disorganised |
| 7 dishonesty | | |

F. Subject-verb agreement

Learners should be led to understand the basic rule for subject verb agreement which goes thus:

- A singular subject agrees with a singular verb.
- A plural noun agrees with a plural verb.

Give learners more examples before going to **Exercise 3.6** in their learner's book.

Exercise 3.6

Answers

- | | | | |
|--------|----------|---------|---------|
| 1 bake | 2 drives | 3 were | 4 Are |
| 5 walk | 6 looks | 7 cooks | 8 lives |

G. Listening and speaking: Follow the directions

The facilitator should have a street map or one drawn by hand in the classroom. Let learners be in groups or teams and have one learner go at a time. They should read the instructions that should be followed. To win a point, the learner should successfully go through the map and find the right store or the lost friend.

H. Clean-up campaign

Guide learners to discuss their feelings towards clean-up campaign. They need to give reasons for their answers. Learners should be referred to **Exercise 3.7** of the learner's book.

I. Spellings

Show learners words taken from the passage they read. After seeing the words, the facilitator calls the words for learners to spell them correctly. Refer learners to **Exercise 3.8** of the learner's book.

J. Sharpen your skills: Forms of abuse

The facilitator should bring to the learner's attention that it is every learner's right to be protected from all forms of abuse. Refer them to the learner's book on **Exercise 3.9**. They need to understand all forms of abuse.

Exercise 3.9

① Sexual abuse	At home.	Report to police.
② Physical abuse	At home/school.	Report to police.
③ Neglect	At home.	Report to police.
④ Verbal abuse	At home/school.	Report to elders.
⑤ Emotional abuse	At home/school.	Report to elders/teachers.

Unit 4

Difficult moments

Teaching notes

Tell learners circumstances that affect children's learning. Let learners suggest on their own some of these circumstances which they find affecting them. Discuss in pairs about the difficult time they had. They should also say people who came to their rescue and their feelings before the rescue. Direct them to Let's talk exercise and answer given questions.

Vocabulary

Show learners the new words on flash cards. Let them practise reading the words. Learners should practise making sentences using the words before they read the given comprehension passage.

Teaching materials

Charts work cards sentence strips maps diagrams pictures.

Resource materials

- PlusOne English Grade 5 Learner's Book pages 23-29.
- Heritage Based Curriculum (HBC) Junior English syllabus.

A. Comprehension

Comprehension answers 1

- 1 Zandi lived in Bungwe area.
- 2 Zandi was in the fifth grade.
- 3 Matsanga disturbed Zandi from going to school.
- 4 The bandits got guns from neighbouring countries.
- 5 Zandi and family went underground in nearby caves.
- 6 They sent the ZDF to protect the area.
- 7 They were terrorised by bandits.
- 8 They were afraid of soldiers.
- 9 To make sure the bandits had gone forever.

Comprehension answers 2

- 1

D
- 2

A
- 3

C
- 4

C
- 5

D
- 6

A
- 7

C
- 8

A
- 9

B
- 10

C

B. Composition: Friendly letter

Exercise 4.1

haven't written / received / happened / went / never had / even learnt / happened / lost / fell/ landed / destroyed / was not hurt / sent / did you / will start / come.

C. Verbs (Past tense)

The facilitator should explain the past tense to learners. It should be clear to them that they should choose a verb in the past tense form; it means that the action happened in the past. Lead the learners to **Exercise 4.2** what they should choose a verb in the past tense.

Exercise 4.2

- 1

we /swam
- 2

practised
- 3

Sit
- 4

won
- 5

ran
- 6

do
- 7

cheer
- 8

riding
- 9

watched
- 10

climbed

Exercise 4.3

- 1

know
- 2

loves
- 3

tired
- 4

wish
- 5

knew
- 6

knew
- 7

known
- 8

guess
- 9

enjoyed
- 10

wishes

D. Irregular verbs

The facilitator needs to remind learners that most verbs which are in the past tense form end with **(-ed)** or **(-d)**. Tell them that irregular verbs do not follow that pattern. Give them examples of irregular verbs.

Exercise 4.4

Present tense	Past tense	Perfect tense
ring	rang	rung
sit	sat	sat
sing	sang	sung
fly	flew	flown

write	wrote	written
know	knew	known

E. Listening and speaking skills: Paragraph dictated

Tell learners to listen attentively as you are going to go through the paragraph two times dictating to them. After reading the paragraph, you do not need to explain it to them because the essence of listening may lose value. Direct them to **Exercise 4.4** where they answer questions related to the paragraph.

Exercise 4.5

- | | | | |
|------------|-----------------|------------------|-------------|
| ① puppy | ② under his bed | ③ almost gave up | ④ neighbour |
| ⑤ sleeping | ⑥ fence | ⑦ happy | ⑧ garden |
| ⑨ puppy | ⑩ eat | | |

Exercise 4.6

- | | | | |
|---------|---------|---------|---------|
| ① False | ② False | ③ False | ④ True |
| ⑤ True | ⑥ True | ⑦ False | ⑧ False |
| ⑨ False | ⑩ True | | |

F. Sharpen your skills: Retelling a story

Exercise 4.7

Guide learners to read the short story about Kiri who liked drawing and painting. They must read on their own so that they can tell it in their own words where possible.

Unit 5

My culture, my heritage

Teaching notes

Not all learners had a chance of visiting a heritage site. In some areas, they can hardly have a heritage site such as Khami Ruins, Great Zimbabwe and others. So it is the duty of the facilitator to explain these heritage sites with the use of pictures. Let learners discuss heritage sites they visited.

Teaching materials

Charts pictures work cards sentences strips drawings

Resource materials

- PlusOne English Grade 5 Learner's Book pages 30-36.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Vocabulary

The facilitator should show learners words on flash cards. They try to give meanings of words and use them in sentences. After discussing the words, lead learners to the comprehension passage on Khami Ruins. Assist learners reading the passage. Explain some areas as you go through with them.

A. Comprehension

Comprehension answers 1

- 1 Near the city of Bulawayo
- 2 Great Zimbabwe
- 3 Tourists
- 4 Objects from Europe and China.
- 5 Precipice Ruin
- 6 Viewing of historical material and photo displays.
- 7 Erosion and veld fires as well as animal activities.
- 8 Bring foreign currency, employment of locals.
- 9 Foreign currency
- 10 National Museums and Monuments of Zimbabwe.

Comprehension questions 2

- | | | | | |
|---------|---------|---------|--------|----------|
| 1 False | 2 False | 3 False | 4 True | 5 True |
| 6 False | 7 True | 8 False | 9 True | 10 False |

B. Composition: A visit to a cultural or historic place

The facilitator reflects learners back to the Khami Ruins. Explain to children that Zimbabwe has many more wonders as shown in the picture. Discuss with them so that they have understanding of the attraction areas. Let them write letters to friends about Zimbabwe's tourist attraction they visited as a family. They write being guided by questions/notes on **Exercise 5.1**. Assist them on the letter format.

C. Adverbs

Learners should be made to understand that adverbs are made from verbs. The facilitator must explain with examples how they are formed for example by adding **(-ly)** at the end. Give a number of examples so that children understand the formation.

Exercise 5.2

- | | | | |
|-------------|--------------|------------|-----------|
| 1 neatly | 2 carefully | 3 hungrily | 4 sadly |
| 5 safely | 6 happily | 7 quickly | 8 swiftly |
| 9 nervously | 10 hurriedly | | |

D. Collective nouns

Tell learners that collective nouns are words used to group people, animals and other things. Give learners examples of collective nouns. You can tell them to make sentences using collective nouns before you direct them to **Exercise 5.3**.

Exercise 5.3

- | | | | |
|----------|-----------|-----------|---------|
| 1 packet | 2 panel | 3 chest | 4 bale |
| 5 troop | 6 fleet | 7 bouquet | 8 crate |
| 9 school | 10 litter | | |

E. Listening and speaking: Explaining the poem

Assist learners in reading the poem. Find words which you assume are new to learners. Explain the words to them. Let them read the poem and then they explain it to the class to show their understanding of the poem.

F. Sharpen your skills: Spelling

The exercise on spelling is to test how much the learners know about spelling. Instruct them correctly on what they need to do on the exercise given. Give them examples before the exercise.

Exercise 5.4

- | | | | |
|------------|----------|----------|-----------|
| 1 lady | 2 mighty | 3 phone | 4 nephew |
| 5 alphabet | 6 coins | 7 bridge | 8 recieve |
| 9 interest | 10 veld | | |

G. Further practice

Tell learners that a noun can also name more than one. They should understand where they need to add 's' to most nouns to make more than one. Give them examples before the exercise.

Exercise 5.5

- | | | | |
|----------|------------|-----------|-----------|
| 1 plans | 2 branches | 3 boxes | 4 dishes |
| 5 chairs | 6 nails | 7 brushes | 8 friends |

Exercise 5.6

The facilitator must explain natural environment to learners with main emphasis on the term natural. Tell them the importance of natural environment. Let learners in pairs list things they can do to protect the natural environment. Guide them on some of the measures taken to protect the environment.

H. Summarising a story

The facilitator must explain the procedure taken when summarising a story. Tell the learners to explain key ideas from the text. They must also take note of the main character and what the main character or player wants. Use the guidelines given in the learner's book to assist them on summarising a story they heard in not more than 80 words as stated in **Exercise 5.7**.

Unit 6

Changing patterns

Teaching notes

Create a situation where learners pretend they are born and bred in a particular area. They had never gone anywhere. They do not know any place except the one in which they live. Discuss with them why some people do not want to leave the areas of their birth. They should cite the likely problems ahead of them to a new place.

Teaching materials

Charts pictures work cards word cards sentences strips drawings

Resource materials

- PlusOne English Grade 5 Learner's Book pages 37-42.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Vocabulary

Show learners words on flash cards. Stick the flash cards on the chalkboard as learners read them. Tell learners to make sentences using the new words. Assist them in reading the passage 'A new situation'. Explain the passage as they go over it.

A. Comprehension

Comprehension answers 1

- | | |
|-----------------------------------|------------------------------------|
| ① Small mining town. | ② Five |
| ③ The school basketball team. | ④ He has been transferred. |
| ⑤ large city in another state. | ⑥ Angry and heartbroken. |
| ⑦ Bill's feelings. | ⑧ much older than his old friends. |
| ⑨ Moving back to his old friends. | ⑩ It was really bad. |

Comprehension answers 2

- | | |
|---------|---------|
| ① False | ② False |
| ③ False | ④ False |

5 True

6 False

7 False

8 False

9 False

10 True

B. Composition

My first day at a new school.

The facilitator asks learners whether they once transferred from other schools to the school they are. They may also tell whether they transferred the area of residence. They may also express their feelings when they were transferred to a new school. They tell what they expect at a new school and what they miss from the old school. Direct them to learner's book and guide them to complete

Exercise 6.1.

C. Adjectives

Explain to learners the main purpose of adjectives in describing nouns or pronouns. Explain to learners what adjectives do. Also emphasise on the positions of adjectives which is just before the words they describe. Give examples of sentences with adjectives.

Exercise 6.2

- | | |
|-------------|-----------|
| 1 taller | tallest |
| 2 more kind | most kind |
| 3 young | youngest |
| 4 sweeter | sweetest |
| 5 brighter | brightest |

Learners write sentences 6-10 using the given words.

Exercise 6.3

Explain to learners that the sentences they are given contain adjectives made by adding endings to nouns. Assist them to write the noun from which the adjective is made.

Possible answers

- | | | |
|--------------|-------------|------------|
| 1 careless | 2 painful | 3 magical |
| 4 juicy | 5 energetic | 6 friendly |
| 7 wooden | 8 muddy | 9 useless |
| 10 beautiful | | |

D. Listening and speaking: Punctuation and dictation

Learners had been told where capital letters are used. Just remind them before giving them

Exercise 6.4. They should also be able to place a full-stop at the end of a sentence. Give them the paragraph in the learner's book to punctuate.

E. Sharpen your skills: Telephone conversations

Learners need to understand some of the means of communications used long ago before a telephone was in use. Guide them to practise the given telephone conversations in pairs and add their own information.

F. Abbreviations

Learners should understand that most common abbreviations we use in day-to-day life came from Latin or old English. Give them examples.

Exercise 6.5

- ① AD – Ano Domini (After Death of Christ)
- ② e.g. – for example.
- ③ etc. – et cetra (and others)
- ④ i.e. – that is.
- ⑤ NB – Nota Bene (Note well)
- ⑥ NRZ – National Railways of Zimbabwe.

Unit 7

HIV and AIDS education

Teaching notes

Learners need to understand HIV and AIDS related terms. Give them time to discuss what they know about HIV and AIDS.

Teaching materials

Charts pictures work cards sentences strips drawings

Resource materials

- PlusOne English Grade 5 Learner's Book pages 43-49.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Vocabulary

Show learners words on flash cards. Let them discuss their meanings. Let them go on to find the opposite meanings of the word.

A. Comprehension

Comprehension answers 1

- 1 Thato School
- 2 Kubatana HIV and AIDS Support Group.
- 3 To make people quiet for the program to begin.
- 4 He had done well.
- 5 HIV is a virus while AIDS is a condition.
- 6 Through unprotected sexual intercourse with an infected partner.
- 7 Practising safe sex, to be faithful to one partner and to practise abstinence.
- 8 Abstinence
- 9 For all who participated.
- 10 The school had won the competition before.

Comprehension answers 2

- | | |
|--------|----------|
| 1 True | 2 True |
| 3 True | 4 True |
| 5 True | 6 False |
| 7 True | 8 True |
| 9 True | 10 False |

B. Composition: A visit to the park

Learners may not have knowledge of what a game park is. So the facilitator needs to bring an imaginary park into the mind of the learners so that writing of the essay becomes easier. Give them guiding notes to help them bring out good compositions. Refer them to **Exercise 7.1** of their book.

C. Using have or has

The facilitator needs to use a given table in the learners book to explain the difference between has and have. Let learners make their own sentences using the words.

Exercise 7.2

- | | | | |
|--------|--------|--------|--------|
| 1 have | 2 have | 3 have | 4 has |
| 5 has | 6 have | 7 has | 8 have |
| 9 have | 10 has | | |

D. Number words

Ask learners whether they are able to write numbers in words. Go into their learner's book and give them examples of sentences. They need to make their own sentences.

Exercise 7.3

- 1 three
- 2 eight
- 3 eleven
- 4 fourteen
- 5 one hundred and two, sixty-seven, eighty-eight
- 6 five hundred and fifty.
- 7 one thousand three hundred and twenty
- 8 twenty

Exercise 7.4

- | | |
|---------|---------|
| 1 sight | 2 site |
| 3 tore | 4 tour |
| 5 seen | 6 scene |
| 7 pool | 8 pull |
| 9 wood | 10 ball |

E. Listening and speaking: Group work

Learners have read about HIV and AIDS and have heard more about it. They heard people being educated on different issues. Direct them to learner's book on **Exercise 7.5**.

Exercise 7.5

- | | | | | |
|---------|--------|---------|---------|----------|
| 1 False | 2 True | 3 True | 4 False | 5 True |
| 6 False | 7 True | 8 False | 9 False | 10 False |

F. Sharpen your skills: Public speaking

Let learners assume their school will be hosting a public speaking competition on HIV and AIDS. Let them prepare their speeches and present them their classmates. Use points on **Exercise 7.6** to prepare their speeches and present them to their classmates.

G. Finding directions

The facilitator needs to tell learners how the compass is used to tell direction. Explain the main ways in which it is used besides telling directions, for example, detecting hidden wealth or following an unmarked path over the wilderness ground.

Unit

8

The growth of music

Teaching notes

It is important for learners to understand the importance of music. They should be given time to explain why and when people sing. Let them discuss instruments that make music more interesting.

Teaching materials

Charts pictures work cards sentences strips drawings

Resource materials

- PlusOne English Grade 5 Learner's Book pages 50-58.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Vocabulary

Let learners discuss the meanings of given words. They can also use them in sentences of their own. Assist them to make meaningful sentences to show the understanding of the words.

A. Comprehension

Comprehension answers 1

- 1 Nyama
- 2 Eleven
- 3 Children
- 4 Making musical instruments.
- 5 Bass guitar
- 6 Lead guitar
- 7 High and low notes.
- 8 Changa
- 9 Talk with him about the instrument he had made.
- 10 To take his new instrument to Rushinga.

Comprehension answers 2

- | | | | | |
|-----|-----|-----|-----|------|
| 1 A | 2 A | 3 B | 4 C | 5 C |
| 6 B | 7 C | 8 A | 9 B | 10 B |

B. Composition: The type of house I like to live in

Learners understand that everyone wants to live in a good house. Let them think about the type of house they wish to live in. Direct them to a short passage before they write their own composition using notes on **Exercise 8.1**.

C. Proper nouns

Explain to learners that a proper noun is a word or group of words for naming a particular person, thing, place and anything. Tell them different types of nouns such as common nouns, collective nouns and abstract nouns.

Exercise 8.2

- | | | | | |
|----------|-------|-----|---------|------|
| 1 P/PC/C | 2 C/C | 3 C | 4 P/P/P | 5 PC |
|----------|-------|-----|---------|------|

D. Past tense

Exercise 8.3

- | | | | | |
|---------|--------|----------|----------|-----------|
| 1 was | 2 went | 3 wanted | 4 hid | 5 was |
| 6 named | 7 did | 8 was | 9 fooled | 10 forgot |

Exercise 8.4

- | | | | |
|-------------|-----------------------|-----------|-----------------------|
| 1 James | 2 Peter | 3 India | 4 Zimbabweans/English |
| 5 Nigeria | 6 Amazon | 7 Jupiter | 8 Mozambique |
| 9 Greenland | 10 Duduzile/Mthandazo | | |

E. Listening and speaking: Spelling

Exercise 8.5

- | | | | |
|-----|-----|-----|-----|
| 1 B | 2 B | 3 D | 4 C |
| 5 C | 6 B | 7 A | 8 A |

F. Silent consonants

These letters are sometimes silent when words are pronounced such as hour, honest, knee, know and many more. Give examples to learners before **Exercise 8.6**.

Exercise 8.6

Possible answers

- | | | | | |
|-----|-----|-----|-----|-----|
| ① k | ② g | ③ k | ④ g | ⑤ b |
| ⑥ w | ⑦ s | ⑧ n | ⑨ p | ⑩ b |

Exercise 8.7

- | | | | | |
|-----|-----|-----|-----|-----|
| ① g | ② l | ③ h | ④ w | ⑤ t |
| ⑥ h | ⑦ g | ⑧ k | ⑨ h | ⑩ t |

G. Making invitations

Let learners practice given dialogues in pairs. The dialogues are about invitations. They can add their own information to show understanding of the intended purpose of the dialogues. Give them **Exercise 8.8** to consolidate the exercise.

H. Dialogue

Let learners complete the given sentences on **Exercise 8.9** using appropriate and sensible answers. Guide them on what is required.

I. Sharpen your skills: Expressing opinions

The learners should be able to tell that facts can be checked for example: The book tells about Jupiter whereas an opinion tells what the writer thinks about the book.

Exercise 8.10

- | | | | | |
|--------|-----------|-----------|--------|--------|
| ① fact | ② opinion | ③ opinion | ④ fact | ⑤ fact |
|--------|-----------|-----------|--------|--------|

J. Spot the differences

Let learners play the game in groups. They study the pictures in the learner's book and spot the differences. They need to come up with as many differences as they can see or discover.

K. Registers

Learners work on **Exercise 8.11**, using kind words to compliment.

Possible answers

- 1 Well done! You did very well in your tests.
- 2 Your handwriting is very neat.
- 3 You did a wonderful job!
- 4 Thank you for helping to clean the classroom. You did a great job.
- 5 Your drawing is very nice.
- 6 I like your work.
- 7 Congratulations! You ran very fast and won the race.
- 8 Your story is very good. I enjoyed reading it.
- 9 Your new haircut looks very nice.
- 10 You are doing an amazing job; keep it up!

Unit 9

Happy moments

Teaching notes

The facilitator should tell learners some disadvantages met by the girl child in some families when money for fees becomes a problem yet there are the boy child and the girl child waiting for the little money that could suffice one child. Ask learners to say the child to be given priority. Direct them to the story of Sabelo who achieved greatly to disapprove the misconception by many parents.

Teaching materials

Charts pictures work cards sentences strips drawings

Resource materials

- PlusOne English Grade 5 Learner's Book pages 59-65.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Vocabulary

Use flash cards and stick them to the chalkboard as they read them. Let them use the words in their own sentences. Correct them if they make wrong sentences. Lead learners to the story about Sabelo, the village heroine. Go through the passage with them.

A. Comprehension

Comprehension answers 1

- 1 It was Sabelo's graduation party.
- 2 She was successful.
- 3 She did work which is associated with men.
- 4 She would get married and not support her family.
- 5 Tendai and Sindiso.
- 6 Tendai was a lawyer in Botswana while Sindiso had just finished Engineering.
- 7 She died.
- 8 The whole night.
- 9 Everyone had hope for female children.

- 10 Slaughtered a cow.

Comprehension answers 2

- | | |
|---------------|---|
| 1 People | 2 Chased each other around the homestead. |
| 3 Sabelo's | 4 potential and determination |
| 5 local | 6 Mr Nkomo |
| 7 primary | 8 waste of time |
| 9 Young girls | 10 food |

B. Composition: The job I like to do

Exercise 9.1

Learners had read about different jobs. They also discussed some of the occupations they know. Assist them in writing a composition about the job they want to do when they grow up. They should use the guiding notes given to help them. It is important for them to give reasons for choosing that type of job.

C. Punctuation: Use of commas (,)

The facilitator needs to explain to learners where the comma is used especially when listing things in series. They should also understand that the comma is used to pause in a long sentence and to separate different ideas. Direct them to examples in the learner's book.

Exercise 9.2

- 1 Sabelo, Tendai and Sindiso were best friends.
- 2 She loves reading novels, watching movies, swimming and jogging.
- 3 Sam, please pass me the salt.
- 4 When the manager arrives, please call me.
- 5 He ran down the stairs, started his car and drove off at a high speed.
- 6 Having found the door wide open, windows broken and the TV gone, she hurriedly went to the police station.
- 7 She cleaned up the house, made supper and waited impatiently for her mother to arrive.
- 8 Early one morning, I woke up to find my kitten gone.
- 9 My estate goes to my husband, son, daughter-in-law and nephew.
- 10 We had coffee, cheese, crackers and grapes.

D. Listening and speaking skills: Retelling a story

Exercise 9.3

Learners need to read the story on their own. You may assist here and there trying to guide them and maintain order in their reading. They should read in order to understand and retell it to others.

E. Summary writing

Let learners discuss what they still remember when writing a summary. They need to list down their points in groups so that they make comparisons with other groups. Assist them as they compare their points. Individual work on **Exercise 9.4**.

F. Sharpen your skills: Hidden words

Exercise 9.5

- | | | | |
|-----------|-----------|----------|--------|
| 1 library | 2 sty | 3 soccer | 4 snow |
| 5 lamb | 6 stories | 7 leaves | 8 herd |
| 9 loaf | 10 badly | | |

G. Instructions

In **Exercise 9.6**, the facilitator seeks to find out whether the learners are able to follow instructions or not. The facilitator needs to go through the instructions with learners attempting to follow. The facilitator needs to go step by step so that every learner is on board.

H. Intonation

Exercise 9.7

- 1 happiness
- 2 anger
- 3 surprise or shock
- 4 excitement
- 5 disbelief

Unit 10

Examination 1

Paper 1: Multiple choice answers

- | | | | |
|------|------|------|--------|
| 1 B | 11 B | 21 B | 31 A |
| 2 D | 12 D | 22 B | 32 D |
| 3 D | 13 C | 23 C | 33 C |
| 4 C | 14 C | 24 C | 34 D |
| 5 C | 15 B | 25 C | 35 B |
| 6 C | 16 D | 26 B | 36 C/D |
| 7 A | 17 C | 27 C | 37 C |
| 8 A | 18 D | 28 C | 38 C |
| 9 C | 19 C | 29 D | 39 B |
| 10 D | 20 B | 30 A | 40 B |

Paper 2: Composition, comprehension and summary answers

Section A: Composition (20 marks)

The facilitator needs to explain the instructions to learners before they write Paper 2. They need to understand what they are required to do. They need also to understand that they choose one questions in Section A and write a composition. They should also write a summary of not more than 30 words in Section B.

Section B: Comprehension and summary answers (15 marks)

- | | |
|------------------------|------------------------------------|
| 1 John Doe | 2 5 January 2019 |
| 3 Crystal Lake Company | 4 Mr Julius |
| 5 Bindura | 6 35 Chestnut Street, Mount Darwin |
| 7 5 October 2019 | 8 To leave employment |
| 9 To go back to school | 10 Early November |

Summary suggested points

11 In the summary writing, learners need to include the following information:

- The one who wrote the letter
- The recipient of the letter.
- When the letter was written.
- Where the writer lives
- Where the recipient lives.
- The contents of the letter.

Unit 11

Seasons of the year

Teaching notes

Learners have known death and should be able to tell the bereavement felt by those left behind when they lose their beloved ones. They need to be given a platform to discuss how people feel and how long the sorrow is endured. Lead learners to Let's talk exercise where learners discuss questions.

Teaching materials

Charts pictures work cards sentences strips drawings

Resource materials

- PlusOne English Grade 5 Learner's Book pages 74-79.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Vocabulary

Learners need to read new words on flash cards and in groups, give the meanings of the words as they are used in the passage. Assist them in making sentences if possible using the words.

A. Comprehension

- 1 The creation of man.
- 2 God
- 3 Charmed mankind.
- 4 Six
- 5 His
- 6 Sowing and harvesting.
- 7 Summer, autumn and winter.
- 8 Summer, autumn and winter vacation.
- 9 Pans of leave.
- 10 Sense of happiness and importance in one's outlook.

B. Writing a friendly letter

Learners imagine being in the forest with friends and then come across different animals they have not seen before. They now write a letter to a friend describing what they have seen. Let them use the notes on **Exercise 11.1** of the learner's book.

C. Past tense

Learners need to understand that the tense of the verb is mainly determined by the verb that is used. Tell them that the verb express something or someone's physical or mental action or state of being or behaviour. It tells the time something was done. They also need to understand two major parts of a sentence which are the subject and the verb/predicate. The subject is what or who the sentence is all about.

Exercise 11.2

- | | | | | |
|--------|--------|--------|--------|--------|
| 1 went | 2 gone | 3 run | 4 ran | 5 ran |
| 6 run | 7 come | 8 come | 9 came | 10 ran |

Exercise 11.3

- | | | | | |
|-----|-----|-----|-----|-------|
| 1 k | 2 w | 3 w | 4 k | 5 w/k |
| 6 w | 7 g | 8 p | 9 k | 10 h |

D. Listening and speaking: Commands

Learners need to understand that a command is a sentence that tells or asks someone to do something. Give them examples of commands. Refer them to the learner's book on **exercise 11.4**.

Exercise 11.4

- | | | | | |
|------------|-----------|------------|-----------|------------|
| 1 Question | 2 Command | 3 Command | 4 Fact | 5 Command |
| 6 Fact | 7 Command | 8 Question | 8 Command | 10 Command |

E. Talking about weather

Let learners talk in pairs about what the weather is like as well as the temperature. They use the information given in their book on section E of Unit 11.

F. Sharpen your skills: Spelling

Exercise 11.5

1 C

2 B

3 C

4 A

5 C

6 A

7 B

8 D

9 A

10 B

Unit 12

End of year celebrations

Teaching notes

Learners need to be asked about events which are done at school when the year has come to an end. They need to state events such as ECD graduations, Grade Seven end of year farewell parties and others. Direct them to come up with a speech on prize giving day ceremony. They should discuss what they know about this event.

Teaching materials

Charts pictures work cards sentences strips drawings

Resource materials

- PlusOne English Grade 5 Learner's Book pages 80-87.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Vocabulary

The facilitator should use flash cards with words for learners to read. Stick the words on the chalkboard as learners read. Let learners give meanings of these new words. They can also make sentences using the words to show their understanding.

A. Comprehension

Comprehension answers 1

- 1 True
- 2 Thabani Hlatshwayo
- 3 He was once a student there / he once learnt there.
- 4 Working towards a better future.
- 5 Headmistress, the sports captain's the head girl's and the head boy's speeches.
- 6 drama, school choir, drama, poetry, drummers.
- 7 They were happy to see their children receiving prizes.
- 8 Open area.
- 9 Deputy head.
- 10 They had not done well.

Comprehension answers 2

- | | | | |
|----------------|-------------|-----------|---------------|
| 1 preparations | 2 organised | 3 invites | 4 performance |
| 5 presenting | 6 excel | 7 shown | 8 rings |
| 9 listened | 10 shedding | | |

B. Composition: Speech writing

The facilitator should reflect the learners back to the story they read. They should be given information on what is needed when giving a speech. Learners should consider those who listen to the speech and why they are writing the speech. Direct them to **Exercise 12.1** where they will write a speech they will present on the speech and prize giving day.

Exercise 12.2

- | | | | |
|---------------|---------------|---------|------------|
| 1 have | 2 communities | 3 There | 4 deciding |
| 5 effectively | 6 children | 7 at | 8 set |
| 9 show | 10 there | 11 were | 12 light |

C. Personal pronouns and possessive pronouns

Tell learners that pronouns can be substituted for other nouns for instance to avoid repetitive use of the names. Give them examples of pronouns and make sentences for them to understand better. Lead them to the learner's book where examples are given before they do a given exercise. They should discuss the given table to understand the difference between personal and possessive pronouns.

Exercise 12.3

- | | | | |
|-----------------|------------|--------------|-------|
| 1 ours | 2 their | 3 your/yours | 4 his |
| 5 my/mine/yours | 6 my/yours | 7 I/your | 8 her |

Exercise 12.4

- | | | | |
|-------------|-------------|------------|-------------------------|
| 1 them/them | 2 them | 3 they/her | 4 you/me |
| 5 them | 6 she/he/us | 7 you/them | 8 you/me/you/I/you/them |

D. Listening and speaking: Dictation

Exercise 12.5

It is very important that learners learn to listen carefully before they are given time to speak. For them to be good speakers, they need to be good listeners. So the facilitator should read a given short

passage and let learners write as the facilitator dictates it to them. They need to read their work to their friends after writing. Refer them to **Exercise 12.5** of the learner's book.

E. Jumbled words

Learners need to revisit the story of prize giving day in order to remember some of the words which were used before doing the given exercise.

Exercise 12.6

- | | | |
|----------------|---------------------|--------------------|
| a happy | b amazed | c surprised |
| d good | e Excitement | f delighted |

F. Sharpen your skills: Comparisons (Similes)

Explain to learners that comparisons can also be called similes which are used in everyday speaking. These similes can also be written in compositions. Give them examples of sentences with comparisons. Direct them to **Exercise 12.7** in the learner's book.

Exercise 12.7

- | | | | |
|----------------------|------------------|---------------|-------------------|
| 1 elephant | 2 fox | 3 day | 4 dog |
| 4 grasshopper | 5 Solomon | 6 snow | 7 tortoise |
| 8 lies | 10 sea | | |

G. Registers

Exercise 12.8

- 1** Please open the door.
- 2** May I please borrow your ruler?
- 3** May I please have some water?
- 4** May I please go outside?
- 5** Please move.
- 6** Would you mind helping me, please?
- 7** Could you please pass me the book?
- 8** Teacher, may I please have more time to finish my work?
- 9** Please stop talking.
- 10** Please slow down.

Unit 13

When nature speaks

Teaching notes

Learners need to understand that animals have their own way of communication which humans cannot understand. They understand the way they communicate just as people understand their own language. Let them also discuss the survival mechanisms of these animals as they dwell in the jungle.

Teaching materials

Charts pictures work cards sentences strips drawings

Resource materials

- PlusOne English Grade 5 Learner's Book pages 88-93.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Vocabulary

Learners should discuss meanings of words in groups. Let them try to use them in sentences.

A. Comprehension

Comprehension questions

- | | | | | |
|-----|-----|-----|-----|------|
| 1 C | 2 B | 3 C | 4 D | 5 C |
| 6 C | 7 B | 8 A | 9 A | 10 A |

B. Composition: The lost bag

Exercise 13.1

Guide learners to the notes in their learner's book about the lost bag. They should be guided so that they understand even the difference between forgetting the bag or the bag being stolen as well as being lost.

C. Using opposites

Exercise 13.2

- | | | |
|------------------|---------------|---------------|
| 1 happy/sad | 2 empty/full | 3 short/tall |
| 4 beautiful/ugly | 5 loose/tight | 6 good/bad |
| 7 soft/hard | 8 sweet/bad | 9 big/small |
| 10 high/tall | 11 near/far | 12 dark/light |

Exercise 13.3

- | | | | |
|--------------------|-----------|-------------|------------------|
| 1 hard | 2 happy | 3 unpopular | 4 cold |
| 5 easy | 6 clear | 7 dirty | 8 thin/lean/slim |
| 9 inactive/passive | 10 boring | | |

D. Listening and speaking: Double the consonant

Exercise 13.4

- | | | | |
|------------|-------------|----------|-----------|
| 1 stopping | 2 clapped | 3 jammed | 4 tripped |
| 5 getting | 6 cutting | 7 sobbed | 8 sitting |
| 9 skipped | 10 trotting | | |

E. Short and long vowels

Exercise 13.5

Explain to learners that if a word with a certain vowel in it says the name of the vowel, then that vowel is making a “long” sound. By “name” we mean, the name of the actual letter for example “a” is pronounced /a/, or “ay”. They also need to understand that this is the first letter when we begin to recite the alphabet. This is a long vowel sound because it says the name of the letter. The same goes for the other vowels. Main is a long vowel while man is a short vowel. We pronounce ‘a’ in man as /a/.

short:	all	bat	art	band	belt
long:	aim	fame	date	gate	inflate

Exercise 13.6

Let learners use given words in their own sentences. The facilitator should make sure the learners have understood the meanings of the words.

warm
cold

sunny
windy

partly-cloudy
freezing

snowy
rainy

stormy
dry

rainbow
hot

❶ spring

❷ summer

❸ summer

❹ winter

F. Intonation

Exercise 13.7

❶ TA

❷ PEN

❸ WIN

❹ MAR

❺ PIC

Unit 14

Cultural practices

Teaching notes

Learners need to understand that in Zimbabwe, there are different tribes in different parts of the country. Give examples of tribes before you refer them to the Doma people who live in Zimbabwe. They have their own different way of living. Let them read more on the Doma people.

Teaching materials

Charts pictures work cards sentences strips drawings

Resource materials

- PlusOne English Grade 5 Learner's Book pages 94-99.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Vocabulary

Let learners read words on flash cards and give meanings of the words. Assist learners make sentences sing the words. Stick the flash cards on the chalkboard as learners read them.

A. Comprehension

Comprehension answers 1

- 1 Northeast of Zimbabwe.
- 2 Hunting and gathering.
- 3 Moving from place to place looking for food.
- 4 To bring modernity and civilisation to them.
- 5 Fear poisoning from enemies.
- 6 The Doma could not readily accept the change.
- 7 Gathering food.
- 8 Strong ties and protecting each other.
- 9 They are fed with herbs.
- 10 Hippopotamus.

Comprehension answers 2

- | | |
|---------|----------|
| 1 true | 6 False |
| 2 True | 7 True |
| 3 True | 8 False |
| 4 True | 9 False |
| 5 False | 10 False |

B. Composition: Life in another area

Learners imagine being given a chance to live in another part of Zimbabwe different from where they are. They are leaving their area of origin. Let them use notes on **Exercise 14.1** in the learner's book.

C. Using either ... or

The facilitator should use examples to explain to learners on the use of either...or. Tell them that either... or is used when making a choice between two things. They should understand that or is used for the second option. Direct them to **Exercise 14.2** where they practise the use of either...or.

Exercise 14.2

- | | | | | |
|-------------|-------------|-------------|-------------|--------------|
| 1 either/or | 2 either/or | 3 Either/or | 4 Either/or | 5 Either/or |
| 6 either/or | 7 either/or | 8 either/or | 9 either/or | 10 either/or |

D. Reflexive pronouns

Explain to learners that reflexive pronouns refer to the noun or pronoun that is the subject of the verb. Give examples of reflexive pronouns with reference to the learner's book before going to **Exercise 14.3**.

Exercise 14.3

- | | | | | |
|--------------|--------------|--------------|------------|--------------|
| 1 herself | 2 themselves | 3 ourselves | 4 yourself | 5 itself |
| 6 themselves | 7 themselves | 8 yourselves | 9 herself | 10 ourselves |

E. Listening and speaking skills: Requesting politely

Learners should be made to understand that there is proper language used when requesting for something. They should be introduced to different ways of requesting for something in a polite way. Introduce the words:

“Please, Can I and May I”. Lead learners to the dialogue in the learner’s book where they practise in pairs. After the practice, they need to go to **Exercise 14.4** for reinforcement of the concept.

F. Sharpen your skills: Self pronouns

The facilitator should explain self-pronouns to learners before giving them examples. Give the instances when they are used.

Exercise 14.5

- ➊ himself
- ➋ herself
- ➌ ourselves
- ➍ yourself
- ➎ myself
- ➏ himself
- ➐ itself
- ➑ herself
- ➒ yourselves
- ➓ themselves

Unit 15

Safety everywhere

Teaching notes

The facilitator should tell learners safety tips at home and at school. Expose them to situations where they heard people dying because they inhaled pesticides or insecticides. They should decide measures to be taken to avoid such untimely deaths due to misplacement of pesticides and insecticides containers.

Teaching materials

Charts pictures work cards sentences strips drawings

Resource materials

- PlusOne English Grade 5 Learner's Book pages 100-106.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Vocabulary

The facilitator needs to use flash cards with new words. Learners need to make sentences using the words. They try to give the meanings of words with the teacher's assistance.

A. Comprehension

Comprehension answers 1

- 1 poisonous substances used to kill pests.
- 2 poisonous substances used to kill insects.
- 3 they may be toxic or hazardous to humans.
- 4 the contents may irritate the skin, eyes, nose or throat.
- 5 to avoid contact with children or pets.
- 6 if inhaled, tasted or consumed.
- 7 wear protective clothing like gloves and/or goggles and breathing masks.
- 8 dispose the containers.
- 9
 - a Very dangerous poison.
 - b Extremely poisonous.
- 10 Gloves/protective clothing.

Comprehension answers 2

- | | |
|-----|-----|
| 1 C | 2 D |
| 3 C | 4 D |
| 5 C | 6 B |
| 7 D | 8 A |

B. Composition: Pesticides

Learners need to go through the given poem before they fill in the blank spaces to show their understanding of the pesticides and insecticides. Help them as they go through the exercise.

Exercise 15.1

taste / inhale / everyone / properly / people / pets / triangle / green / red / purple

C. Punctuation: The full stop (.)

Learners need to understand through examples that the full stop is the commonly used punctuation mark in English and its main function is to mark the end of a sentence which is not an exclamation mark or a question.

Exercise 15.2

Punctuate the following sentences using full stop.

- 1 Dr. Hussian works at a city hospital on Dudley road.
- 2 Help me! I'm drowning.
- 3 Our Shona teacher is called Mrs Mutsa.
- 4 My name is John Phiri and I support Dynamos F.C.
- 5 Harare is the capital city of Zimbabwe.
- 6 Nyamudo attended Pfunyanguo Primary School.
- 7 The time was 3pm when I got home.
- 8 This is the final sentence on this page.
- 9 Hope Christmas holidays come soon.
- 10 Stop hitting me.

D. Good listeners and speakers

Learners should read each sentence. The learner should ascertain whether the child is a good listener and speaker by writing 'yes' or 'no'.

Exercise 15.3

- | | | |
|-----------------|-------------|------------|
| 1 yes | 2 no | 3 no |
| 4 speaking rule | 5 listening | 6 speaking |

E. Sharpen your skills: Responses

It is important for learners to understand that responses should always have to do with the questions asked. Correctly and properly asked questions receive good responses.

Exercise 15.4

- | | | | |
|-----|-----|-----|-----|
| 1 6 | 2 3 | 3 2 | 4 1 |
| 5 7 | 6 5 | 7 8 | 8 4 |

F. Summary writing

Mountain biking

Let learners read the given short passage. Discuss with them so that they understand it. Refer them to **Exercise 15.4** in the learner's book where they summarise the passage.

G. Registers

Learners respond correctly to questions 1-10 using 'May I, Could you please and Can you'.

Exercise 15.6

- 1 Could I please borrow your book?
- 2 Can I use your pencil?
- 3 Could you please assist me?
- 4 May I please have permission to leave early?
- 5 Can I have a snack, please?
- 6 Could you please give me your assignment?
- 7 Pass the ball, please.
- 8 Can I see your notes?
- 9 Could you please explain the homework to me again?
- 10 Can you walk with me?

Unit 16

Stop violence

Teaching notes

It is undoubtedly true that some learners may be coming from families that always engage in violence. So the facilitator should treat this topic with caution not inflicting mental or psychological torture in the minds of those learners who come from such families. Try to balance so that the learners may not deduce whether it has to do with their families too. Violent families are always a disgrace to the learners.

Teaching materials

Charts pictures work cards sentences strips drawings

Resource materials

- PlusOne English Grade 5 Learner's Book pages 107-113.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Vocabulary

The facilitator should show children words on flash cards. They should read the words and try to find other words with the same meaning as those given. Let them try to use the words in sentences of their own to show how much they have understood the words.

A. Comprehension

Comprehension answers 1

- | | |
|-----------------------------|------------------------------|
| ① Ambulance driver. | ⑥ Out of senses/faint. |
| ② Zulu had beaten his wife. | ⑦ One of the neighbours. |
| ③ Zulu shouted at him. | ⑧ Withdrawn and a sad woman. |
| ④ The wife was screaming. | ⑨ a injured |
| ⑤ Shaken | b arrested |

Comprehension answers 2

- | | | | |
|---------------|-----------|-------------|--------------|
| a ambulance | b patient | c statement | d remorseful |
| e unconscious | f abusive | g withdrawn | |

B. Guided composition: Completing sentences

Learners had met different language structures in the previous units. It is more of reinforcement of what they learnt. So go through with them to the guided composition on **Exercise 16.1**.

Exercise 16.1

started/ many/ There/speak/ about/have/seek/ themselves/either/or/ in /much/arises.

C. Using 'some and many'

Learners should understand the difference between some and many. The words some and many can be confusing to use. Give examples and let learners make sentences using the words. After that, lead them to **Exercise 16.2**.

Exercise 16.2

- | | | | | |
|--------|--------|-------------|--------|--------------|
| 1 some | 2 some | 3 many | 4 many | 5 some/many |
| 6 many | 7 some | 8 some/many | 9 some | 10 some/some |

D. Noun formation

Using the suffix (-ment) to form nouns

Formation of nouns using the suffix **(-ment)** should be explained to learners clearly so that it becomes easier for them to form nouns. Give examples and go into learner's book where there are examples of sentences. The suffix **(-ment)** can be added to end of a verb or adjective.

Exercise 16.3

- | | | | |
|------------------|-----------------|-----------------|------------------|
| 1 disappointment | 2 entertainment | 3 advertisement | 4 disappointment |
| 5 improvement | 6 argument | 7 enjoyment | 8 arrangement |
| 9 agreement | 10 assignment | | |

Noun formation using (-ity)

Learners need to understand that some nouns are formed by inserting the suffix **(-ity)**. Most of the nouns formed this way change spellings from the original word. Give them examples before the exercise.

Exercise 16.4

- 1 possibility
- 2 equality

- 3 similarity
- 4 ability
- 5 availability
- 6 majority

E. Listening and speaking: Ending a story

Exercise 16.5

Learners need to be reminded of the story they read in the comprehension passage. The story was about Zulu and how he abused his wife. The teacher should read the short passage in the learner's book and learners suggest any possible ways of ending the story.

F. Sharpen your skills: Crossword puzzle

Let learners do the crossword puzzle that will help them remember some of the things they learnt in the previous units.

Exercise 16.6

Across

- | | | |
|----------|-----------|--------|
| 2 court | 6 heavy | 8 noun |
| 9 scotch | 10 family | |

Down

- | | | |
|-----------|--------|--------|
| 1 wedding | 3 over | 4 sued |
| 5 church | 7 vans | |

Unit 17

Taming the wild

Teaching notes

The facilitator needs to give a brief description of an island so that learners have a vivid picture of what it is. The story should not be a difficult one if they understand the meaning of an island before they get into it. They also need to understand more about a family living on an island, living a normal life just like any family outside an island. Guide them with questions for them to visualize an island.

Teaching materials

Charts pictures work cards sentences strips drawings

Resource materials

- PlusOne English Grade 5 Learner's Book pages 114-120.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Vocabulary

Make flash cards with new words. Let learners give the meaning of the words. Stick the flash cards on the chalkboard as learners read them. They can make sentences of their own using the words.

A. Comprehension

Comprehension answers 1

- | | |
|----------------------------------|---------------------------|
| ① Always sent to the forest. | ⑥ Bread |
| ② Caring and loving. | ⑦ At the cave. |
| ③ A hollow vessel to hold water. | ⑧ The fish. |
| ④ All colours of the rainbow. | ⑨ Had found a playfellow. |
| ⑤ For firewood. | ⑩ Would save the bread. |

Comprehension answers 2

- | | | | |
|---------|-----------------------|---------|----------|
| ① 7 | ② island | ③ Flora | ④ cave |
| ⑤ basin | ⑥ mossy | ⑦ fish | ⑧ lonely |
| ⑨ bread | ⑩ Flora and the fish. | | |

B. Composition: A friendly letter

Exercise 17.1

Let learners imagine having a birthday party. They want to invite their friends to the birthday party. Most people receive presents on their birthday parties. They invite friends and make merry the whole day. Assist them in writing a friendly letter. They need to understand all the stages of a letter. Lead them to the learner's book where there are hints on what to include in the letter.

C. Using neither...nor

Learners should be made to understand that the structure neither...nor is used to join two negative ideas. It is the opposite of both...and... tell them that neither the one thing nor the other, on neither side. Give them examples such as those in the learner's book.

Exercise 17.2

- ❶ He can neither speak nor write English.
- ❷ He neither ate the cake himself nor let others eat it.
- ❸ You should neither meet him nor talk to him.
- ❹ She has neither eaten anything in two days nor slept.
- ❺ The old woman can neither walk nor talk.
- ❻ She is neither beautiful nor intelligent.
- ❼ He does neither attend the class regularly nor lessons.
- ❽ The book is neither interesting nor useful.
- ❾ Neither James nor Peter passed the test.
- ❿ Neither Mike nor his brother plays soccer.

D. Adjectives

Learners need to be given more examples for them to understand that adjectives describe nouns and pronouns. Besides that knowledge, the facilitator should also explain that the articles 'a', 'an' and 'the' are also adjectives.

Exercise 17.3

- | | | | |
|--------------------|----------------|--------------|---------------------|
| ❶ the/many/green | ❷ old/dusty | ❸ red/juicy | ❹ beautiful |
| ❺ tired | ❻ white/leafy | ❼ hard/spicy | ❽ quiet interesting |
| ❾ comfortable/dirt | ❿ tall/crowded | | |

E. Listening and speaking: Occupations

The facilitator needs to expose learners to different occupations and should explain that occupations are jobs done by people. Let them state the occupations they know. Give learners different nouns such as those in the learner's book and let them make sentences. Give learners ample time to make sentences using nouns on **Exercise 17.4** of the learner's book.

F. Sharpen your skills: Spellings

Exercise 17.5

Explain to learners that they need to drop the 'e' where possible in the bolded word in order to come up with a correct spelling. Give them examples before you lead them to the exercise in the learner's book.

- | | | | |
|----------|-----------------|-----------|----------|
| 1 hoping | 2 truly | 3 scary | 4 hoeing |
| 5 ninth | 6 dividing | 7 lovable | 8 riding |
| 9 caring | 10 unbelievable | | |

G. Careers

Exercise 17.6

- | | | | |
|-----------------|---------------|----------------|-------------|
| 1 civil servant | 2 firefighter | 3 receptionist | 4 carpenter |
| 5 plumber | 6 sailor | 7 pilot | 8 judge |
| 9 scientist | 10 surgeon | | |

H. Intonation

- 1 teacher (TEACH-ER)
- 2 driver (DRIV-ER)
- 3 doctor (DOC-TOR)
- 4 factory (FAC-TO-RY)
- 5 Mountain (MOUN-TAIN)

Unit 18

The beauty of nature

Teaching notes

Learners need to understand that poems are written to express important ideas and feelings as well as serve the same purpose as music. They express happiness and at times sorrow. Learners may tell the tales they heard from grandparents when animals used to talk. They also need to understand that non-living things can speak.

Teaching materials

Charts pictures work cards sentences strips drawings

Resource materials

- PlusOne English Grade 5 Learner's Book pages 121-126.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Vocabulary

Learners need to read given words and their meanings before they read the given poem. The words and meanings help them understand the poem as they go through it.

A. Comprehension

Comprehension answers 1

- 1 the wind is speaking.
- 2 day – play, gold – cold, call – all, flew – knew, went – content, beds – heads
- 3 Summer is gone, so it is autumn (fall), and the days are getting colder.
- 4 The leaves are making gentle sounds as they move and fall.
- 5 The leaves are lying still on the ground, covered by snow, as if they are sleeping.
- 6 Falling leaves and the change of seasons.
- 7 Calm, peaceful and happy.
- 8 Autumn (fall)
- 9 Red and gold dresses.
- 10 Little

Comprehension answers 2

- | | | | |
|-----------|-----------|--------|--------------|
| 1 leaves | 2 wind | 3 play | 4 gold |
| 5 cold | 6 wind | 7 loud | 8 fluttering |
| 9 singing | 10 danced | | |

B. Composition

Learners need to understand how people get hurt especially at workplace and at school. Even at home people may be hurt. Ask them the precautions to be taken by people to avoid injuries careful when especially being careful handling objects. Direct them to **Exercise 18.1** in the learner's book.

C. Prepositions

Explain to learners that a preposition is among the eight parts of speech and the most important parts of a sentence. It gives a location/place of something as well as time. Give examples and refer them to the learner's book for more examples. More important is for them to understand that a preposition usually comes before the noun or pronoun to describe its relationship to another word or part of a sentence.

Exercise 18.2

- | | | | |
|------|-------|---------|-------|
| 1 up | 2 to | 3 since | 4 for |
| 5 to | 6 in | 7 by | 8 on |
| 9 on | 10 on | | |

D. Using should

Learners have learnt about different things they should do and should not do. Give them examples from the learner's book before **Exercise 18.3**.

Exercise 18.3

- | | | | |
|--------------|--------------|--------------|----------|
| 1 should not | 2 should | 3 should not | 4 should |
| 5 should not | 6 should not | 7 should not | 8 should |

E. Punctuation: Hyphen (-)

It is important for learners to understand that a hyphen (-) is a punctuation mark that is used in compound words. Examples of sentences with a hyphen may be helpful.

Exercise 18.4

- | | |
|-----------------|-----------------|
| 1 2000-2019 | 2 good-looking |
| 3 father-in-law | 4 nicely-cooked |
| 5 sixty-four | 6 sixty-fourth |
| 7 eighty-two | 8 one-eight |
| 9 one-quarter | 10 ex-coach |

F. Listening and speaking: Direct and indirect speech

Explain to learners that direct speech is the exact words spoken by someone and that when writing direct speech, inverted commas are used. Give examples of direct speech. It is important to punctuate direct speech. Direct learners to **Exercise 18.5** of the learner's book where they write true or false to show their understanding of direct speech.

Exercise 18.5

- | | | | | |
|--------|---------|---------|---------|---------|
| 1 True | 2 True | 3 False | 4 False | 5 False |
| 6 True | 7 False | 8 True | 9 True | 10 True |

G. Sharpen your skills: Making introductions

Exercise 18.6

Introducing people to each other is a way of sharing thoughts. Learners should be taught how to introduce themselves and others. It is important in daily life to understand this aspect. They should read a short dialogue in their book and refer them to **Exercise 18.6** in the learner's book.

H. Summary writing

Learners had come across a summary in the previous units. They need to understand that a summary is a brief write up that sums up the whole story. The summary will inform the reader of all the main points of the story. They need to know that the point of a summary is to save the reader some valuable time and it will relay all the important information of the original work but is much shorter. Learners must read carefully to understand the story before they summarise it.

Exercise 18.7

Happily, he read the letter accepting him into a new school.

Unit 19

Wedding day

Teaching notes

Some of the learners might have attended weddings. Some do not know what weddings are. So the facilitator should bring to the attention of pupils the way people marry. They should say what they like about weddings as well as stating the best party they ever attended. Then the facilitator may lead them to the story of Daniel and Mucha.

Vocabulary

The facilitator should make flash cards with new words. Learners read new words on flash cards. The facilitator sticks the flash cards with words on the board as learners read them. Ask them to give meanings of the words and use them in sentences of their own.

Teaching materials

charts pictures work cards sentences strips drawings

Resource materials

- PlusOne English Grade 5 Learner's Book pages 127-132.
- Heritage Based Curriculum (HBC) Junior English syllabus.

A. Comprehension

Comprehension answers 1

- 1 He followed their teachings.
- 2 Respectful, humble and hardworking.
- 3 Receptionist
- 4 To send a go-between to the matema family.
- 5 Was respected and experienced.
- 6 Welcoming the bride.
- 7 Appease the spirits.
- 8 Anglican Church.
- 9 A man is not allowed to marry more than one wife.
- 10 St. Johns Gardens.

Comprehension answers 2

- | | |
|---------|---------|
| 1 False | 2 True |
| 3 False | 4 True |
| 5 False | 6 False |
| 7 True | 8 True |

B. Composition: A friendly letter

Learners have been taught how to write a friendly letter. Let them in pairs remind each other of the structure of a friendly letter. Direct them to the learner's book where they imagine they attended a wedding during the holiday. They write a letter telling a friend about that wedding. You can direct them to the invitation card in pupils' book and let them do **Exercise 19.1**.

C. Noun formation

Learners should understand that some nouns can be formed by inserting the prefix **(-ness)** at the end of an adjective. Give learners examples of sentences.

Exercise 19.2

- | | | | |
|-------------|-------------|------------|-------------|
| 1 softness | 2 neatness | 3 madness | 4 awareness |
| 5 happiness | 6 sadness | 7 weakness | 8 tidiness |
| 9 openness | 10 sickness | | |

D. Punctuation: Exclamation mark (!)

The facilitator should tell learners that exclamation marks are used at the end of a sentence. They are used to show surprise, happiness, fear or excitement. Give examples of sentences with exclamation marks.

Exercise 19.3

- 1 Who left the door open?
- 2 Close that door!
- 3 Many children like sweets.
- 4 Linda left early in the morning.
- 5 This is wonderful!
- 6 What a pleasant surprise!
- 7 Great! I'll tell my brother the news right now.
- 8 Who stole my bag?

- 9 Ouch!
- 10 How many of you want to go to town?

E. Spelling

The teacher reminds children of the story they read previously and tell them the words they met in the story. Read the words to them before dictating them for spelling.

Exercise 19.4

ceremony	marriage	receptionist	pharmacy	daughter
reception	beautiful	bride	cultural	humble

F. Listening and speaking: Retelling a story

Learners need to read a given story. Assist them to get an understanding of the story. Let them take turns to retell the story to the class. Refer them to **Exercise 19.5** of the learner's book.

G. Sharpen your skills: Word web

The facilitator needs to scatter different versions of spelling list words (both correctly and incorrectly spelled) across the page or on the board. Then learners look at each word and choose to either circle it (if it is spelled correctly) or to cross it out (if it is spelled incorrectly).

Unit 20

Examination 2

Paper 1: Multiple choice answers

- 1 B
- 2 D
- 3 D
- 4 C
- 5 A
- 6 C
- 7 D
- 8 A
- 9 A
- 10 A

- 11 B
- 12 C
- 13 C
- 14 B
- 15 D
- 16 B
- 17 C
- 18 C
- 19 B
- 20 B

- 21 D
- 22 A
- 23 D
- 24 C
- 25 C
- 26 C
- 27 C
- 28 C
- 29 A
- 30 B

- 31 D
- 32 A.
- 33 B
- 34 D
- 35 A
- 36 B
- 37 C
- 38 B
- 39 D
- 40 C

Paper 2

The facilitator needs to explain the instructions to learners before they write paper 2. Tell them the time to be spent, allocation of marks, selection of a topic for the composition as well writing of a comprehension and a summary. The two sections, A and B, should be well explained to pupils.

Comprehension answers

- 1 Janie
- 2 Once a week.
- 3 Jane's mother.
- 4 Trudy
- 5 Randy
- 6 Congratulated her.
- 7 Jane
- 8 Randy was rather bossy and selfish.
- 9 Alberto
- 10 He was fairer about things and willing to work harder.

Summary points

Learners need to bear in mind the following:

- What the story is all about.
- The main character in the story.
- How the main character is related to the story to become the main character.
- Their own views on what happened in the story.

Unit 21

The leopard

Teaching notes

Learners should be able to tell which animals in the forest are not harmful to people and which ones are dangerous. Learners know a number of animals which they should share as a class. They also need to explain how these animals are to the people. They are active at certain times of the day.

Vocabulary

Learners need to discuss the meanings of words and use them in their own sentences.

Teaching materials

charts pictures work cards sentences strips drawings

Resource materials

- PlusOne English Grade 5 Learner's Book pages 141-145.
- Heritage Based Curriculum (HBC) Junior English syllabus.

A. Comprehension

Comprehension answers

- 1 Leopard.
- 2 Leopard, lion and tiger.
- 3 Cats
- 4 Leopard
- 5 Able to climb trees.
- 6 Full grown person/twice its own weight.
- 7 More than three metres.
- 8 Greyish gold with dark spots or rings.
- 9 Greyish colour with dark spots.
- 10 At night

A. Composition

Exercise 21.1

Guide learners to the notes in their learner's book and write about an important person in their area or community.

C. Contractions

Tell learners that a contraction is a short form of two words. There is an apostrophe which takes the place of the letters that are left out. Give them examples.

Exercise 21.2

- | | | | |
|----------------|-----------|-----------|------------|
| ① aren't | ② don't | ③ doesn't | ④ don't |
| ⑤ don't /won't | ⑥ haven't | ⑦ weren't | ⑧ wouldn't |
| ⑨ can't | ⑩ hasn't | | |

D. Punctuation: Hyphen (-)

Learners need to know the various uses of a hyphen has many uses such as:

- to join two or more words put into a single adjective before a noun (a much-loved child).
- to join words in compound numbers (forty-two).
- to join a number and a noun to make an adjective (a 10-man team).

Exercise 21.3

- | | | |
|----------------|------------------|---------------|
| ① Kanzou-Nombo | ② 33-person team | ③ well-known |
| ④ high-quality | ⑤ Ill-health | ⑥ Twenty-five |

E. Listening and speaking: Dictation

Exercise 21.4

Let learners read the newspaper story and answer given questions which include the following:

- | | | |
|---------|---------|----------|
| ① Who? | ② What? | ③ Where? |
| ④ When? | ⑤ Why? | |

F. Sharpen your skills: Plurals

Learners need to understand that most nouns that end in **y** are made plural by changing **y** to **i** and adding **es**. Give them different examples.

Exercise 21.5

- | | | | | |
|-------------|-----------|-----------|-----------|----------------|
| ① stories | ② teddies | ③ fairies | ④ puppies | ⑤ houseflies |
| ⑥ libraries | ⑦ cities | ⑧ lilies | ⑨ parties | ⑩ dictionaries |

G. Registers

Learners respond to questions 1-10 using appropriate words for different communication purposes.

Exercise 21.6

- ① Please help me revise so that we can both do well in our work.
- ② You have really improved in reading; I am proud of you.
- ③ May I please drink some water?
- ④ Your work is very good.
- ⑤ You should join us because it will be fun and helpful.
- ⑥ May I please borrow your pencil?
- ⑦ You ran very fast; that was amazing!
- ⑧ Could you please give me that book?
- ⑨ Please stop littering so we can keep our school clean and beautiful.
- ⑩ Your picture is beautifully drawn; you did an excellent job.

Unit 22

Our natural resources

Teaching notes

The facilitator needs to hear learners' views on when they were disappointed and what actually happened to them. They also need to explain how they managed the situation.

Teaching materials

charts pictures work cards sentences strips drawings

Resource materials

- PlusOne English Grade 5 Learner's Book pages 146-150.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Vocabulary

Learners need to find the meaning of the given words. Let them use the words in sentences to show their understanding.

A. Comprehension

Comprehension answers 1

- 1 Sam
- 2 Andy
- 3 Unhappy
- 4 Sam
- 5 Breaststroke
- 6 Billy Butterfield
- 7 To witness him doing the breaststroke.
- 8 He was replaced by Billy.
- 9 He was not happy with coach's decision to leave him out.
- 10 Relay

Comprehension answers 2

- 1 choose him
- 2 the new boy
- 3 coach
- 4 Sam

5 competition

9 Andy

6 Billy

10 Andy

7 13 under

8 Breaststroke

B. Composition

Discuss with learners on the types of jobs they know and probably they ones they like. Let them understand that everyone wishes for a job when he or she grows up. A job is the only way for them to live. Life becomes hard when they are not working. Lead them to **Exercise 22.1** in the learner's book.

C. Writing good paragraphs

The facilitator needs to explain to learners that a composition is made up of sentences. When sentences expressing the same idea are grouped together, they form a paragraph. A paragraph is a group of sentences expressing the same idea. Let them complete the paragraph on **Exercise 22.2** in their learner's book.

D. Noun form

Exercise 22.3

It is important for learners to understand noun forms first before they embark onto the given exercise. Let them in pairs discuss the sentence with correct noun form in each pair of sentences.

1 (b)

2 (b)

3 (a)

4 (a)

5 (b)

6 (a)

E. Listening and speaking: Telephone message

Let learners get into pairs and make up a telephone conversation in which one of them leaves a message. Later, they act out their conversation in class. The classmates write the message.

Exercise 22.4

- 1 Give your name.
- 2 Name the person with whom you wish to speak.
- 3 Tell what message you want the person to get.
- 4 Leave your number.
- 5 Be polite.

F. Sharpen your skills: Weather and seasons

Exercise 22.5

Learners practise reading the texts. They write the season choosing from the given ones.

- ① summer
- ② winter
- ③ winter
- ④ spring

Unit 23

Turning over a new leaf

Teaching notes

The facilitator should ask learners to name people who had done something good in the community. They need to talk about their feelings about misfortunes befalling someone. They should discuss in pairs.

Teaching materials

charts pictures work cards sentences strips drawings

Resource materials

- PlusOne English Grade 5 Learner's Book pages 151-156.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Vocabulary

Learners read new words from flash cards. The facilitator sticks the flash cards on the chalkboard. Learners discuss the meanings of the words with the help of the teacher. They can make their own sentences using the words.

A. Comprehension

Comprehension answers 1

- 1 Thuba
- 2 Gweru
- 3 Tuberculosis
- 4 She thought she was bewitched.
- 5 She faced stigma and discrimination.
- 6 Gave up life and stopped working.
- 7 Gave emotional support and encouraged her to take her medication.
- 8 One can live a healthy life and do everything in life.
- 9 The organisation offered tuberculosis treatment and also anti-retroviral therapy.
- 10 Second Chances Organisation.

Comprehension answers 2

- ① She had HIV.
- ② Critically ill.
- ③ During difficult times friends may abandon or desert you.
- ④ She did not accept that she was sick.
- ⑤ She almost died.
- ⑥ Comforted and encouraged me.
- ⑦ To start a new life.
- ⑧ A good thing.

B. Composition: Difficult time I had

Exercise 23.1

It is normal for people to come across difficult times in their lives. Learners should understand that no one can run away from difficulties. Direct them to the learner's book where they are guided by notes to write **Exercise 23.1**. Let them write a composition on the difficult time they had.

C. Language skills: Relative pronouns

The facilitator needs to explain relative pronouns to learners and give examples. Learners should practise using them in sentences. They should make different sentences using the relative pronouns to show their understanding of the words.

Exercise 23.2

- | | | | |
|--------|---------|---------|--------|
| ① whom | ② which | ③ which | ④ that |
| ⑤ whom | ⑥ whose | ⑦ which | ⑧ who |
| ⑨ who | ⑩ which | | |

D. Using if...

Learners need to understand that **'if'** is usually used with will, will not, will probably, must and may. Give them examples of sentences. The facilitator should direct learners to **Exercise 23.3** in their learner's book.

Exercise 23.5

- ① If it rains tomorrow, we **will stay indoors**.
- ② If my mother doesn't come early, I **will wait for her**.
- ③ If you do not water the plants, they **will dry up**.

- 4 If you make a mistake, you **should correct it**.
- 5 If you are crossing the road, you **must look both ways**.
- 6 If you do not know the way to the library, you **should ask for directions**.
- 7 If you do not read and study your books, you **will fail the test**.
- 8 If the party does not happen this week, it **will be held next week**.
- 9 If you do not lock the house, thieves **may come in**.
- 10 If you do not come to school tomorrow, the teacher **will ask about your absence**.

E. Idioms

The facilitator needs to explain to learners that idioms are words which do not mean exactly what they are known to mean. The meaning has nothing to do with what is clearly understood. Give examples for them to understand.

Exercise 23.4

- 1 someone who is a bad influence to others
- 2 to give up
- 3 to be happy or excited about something
- 4 something which is easy
- 5 to forget something
- 6 something which is out of place

F. Sharpen your skills: Filling in data

Learners imagine that they are Thuba's friend. They want to join Second Chances Organisation and they are given a membership form to fill. Assist them to complete the membership form on

Exercise 23.5.

Unit 24

Showcasing our talents

Teaching notes

Learners should be led to discuss activities that take place at their school when schools are about to close. Expose learners to fun fare at Dombo Primary School and explain to them that the fun fare is a way of fundraising and that different things are sold.

Vocabulary

Learners should read new words from flash cards. The facilitator sticks the words on the chalkboard. Learners make sentences using the words.

Teaching materials

charts pictures work cards sentences strips drawings

Resource materials

- PlusOne English Grade 5 Learner's Book pages 158-164.
- Heritage Based Curriculum (HBC) Junior English syllabus.

A. Comprehension

Comprehension answers 1

- 1 Every year
- 2 Fundraise money for school Speech and Prize Giving Day.
- 3 Cake sale, cultural display and sports department.
- 4 Mr hove.
- 5 Money raised the previous year.
- 6 Head gears, bags, arm bands and traditional skirts.
- 7 By the level of talent that the learners had.
- 8 Trophies, sporting equipment and kits.
- 9 Science club display tip tape for learners.
- 10 Donated money, computers and books.

Comprehension answers 2

- ❶ False
- ❷ False
- ❸ False
- ❹ False
- ❺ True

- ❻ False
- ❼ True
- ❽ True
- ❾ True
- ❿ True

B. Composition: A letter to a friend

The facilitator needs to give a brief background of communication used long ago before the introduction of letters. Refer them to **Exercise 24.1** where they write letters to friends about the day they went hunting. Let them use the given notes.

C. Composition: Letter writing

Explain to learners the different types of letters they can write such as thank you letters. Refer them to **Exercise 24.2** where they write a reply to a letter from a sister or brother. Let them use the notes given.

D. Homophones

Explain to learners that homophones are words that sound alike but have different spelling and meanings.

Exercise 24.3

- | | | | |
|--------|---------|--------|---------|
| ❶ sea | ❷ write | ❸ know | ❹ would |
| ❺ One | ❻ Where | ❼ see | ❽ eat |
| ❾ wood | ❿ to | | |

E. Using although

Exercise 24.4

Learners need to know through examples that although is used to join sentences. Give them examples of sentences such as those on **Exercise 24.4**. Assist them to join the sentences using although. Remove the full stop between the pairs of sentences and begin the second sentence with a small letter after although.

- 1 Although it is dangerous to smoke, some people still smoke a lot.
- 2 Although he was the king, he treated the people badly.
- 3 Although the team practised every day, they lost the match.
- 4 Although her mother gives her enough food, she always complains.
- 5 Although the prices went up, the clothes were sold out in no time.
- 6 Although the food was not enough, everyone got something to eat.
- 7 Although there are no street lights, many people still travel at night.
- 8 Although the plants were watered every day, they wilted and dried up.
- 9 Although the prefects told them to keep quiet, they continued making noise.
- 10 Although he did not hear the car, the driver blew the hooter.

F. Listening and speaking: Polite requests

Negative statements with questions

Tell learners that a statement is a normal sentence. It is not a question. Explain how to add question tags to a negative statement. Direct them to examples in their learner's book.

Exercise 24.5

Learners need to make their own requests following the given examples.

G. A debate

Learners had read that at Dombo School pupils have different clubs that have made different things and sold them, making a profit. The learners used their talents to make money. This shows that our talents can help us make a living. For example, soccer players, musicians, artists and many other people make a lot of money by using their talents.

Exercise 24.6

Let learners in groups; discuss people who use their talents to make a living and other benefits besides money they get. They state disadvantages of using their talent to make a living.

H. Sharpen your skills: Alphabetical order

Learning alphabetical order is one of the best ways to learn the alphabet. Some learners sing the alphabetical order, others may write it. Give them examples before the exercise.

Exercise 24.7

- | | | | |
|------------|-----------|--------|---------|
| 1 run | 2 play | 3 fast | 4 happy |
| 5 arm | 6 look | 7 jump | 8 type |
| 9 baseball | 10 listen | | |

I. Crossword puzzle

Exercise 24.8

Help learners to find words in the puzzle. Some of the words they need to search for are given in **Exercise 24.8** in the learner's book.

Unit 25

Health

Teaching notes

Learners have heard of pets and their usefulness in the home. Tell learners how the pets protect the family from danger, for example, a dog or a cat. A cat may kill snakes and a dog may bark and frighten dangerous animals and thieves. Learners must tell the treatment they give to their pets.

Teaching materials

Charts pictures work cards sentences strips drawings

Resource materials

- PlusOne English Grade 5 Learner's Book pages 165-170 .
- Heritage Based Curriculum (HBC) Junior English syllabus.

Vocabulary

The facilitator needs to use flash cards with new words. Learners read new words on flash cards. They find other words from the passage to replace the ones given. The words should replace the given ones without changing the meanings.

A. Comprehension

Comprehension answers 1

- | | | | | |
|-----|-----|-----|-----|------|
| 1 A | 2 A | 3 C | 4 C | 5 D |
| 6 B | 7 C | 8 A | 9 A | 10 C |

B. Composition: The death of my beloved pet

After making learners understand the importance of pets at home, they should be led to write a composition on the death of a loved pet using notes on **Exercise 25.1** in the learner's book.

C. Contractions

Learners need to understand what contractions are all about, through different examples. They should also give their own examples.

Exercise 25.2

- | | | | | |
|-----------|-----------|----------|---------|-----------|
| 1 they're | 2 doesn't | 3 hadn't | 4 who'd | 5 there's |
| 6 its | 7 its | 8 wasn't | 9 it's | 10 I've |

D. Using 'because'

Let learners understand that because is more common than as and since both in writing and speaking. When we use because, we are focusing on the reason. Give them examples and then they make their own sentences using because.

E. Listening and speaking: Question tags

Exercise 25.3

Learners read the dialogue in their learner's book and answer questions following the same way given in the dialogue.

- 1 Yes, I will. / No, I will not.
- 2 Yes, they should. / No, they should not.
- 3 Yes, I did. / No, I did not.
- 4 Yes, she did. / No, she did not.
- 5 Yes, she does. / No, she does not.
- 6 Yes, I do. / No, I do not.
- 7 Yes, you can. / No, you cannot.
- 8 Yes, you may. / No, you may not.

F. Sharpen your skills: Polite requests

Exercise 25.4

Let learners make polite requests following the given examples. They use "I wonder if you could..."

Unit 26

Road safety

Teaching notes

The facilitator needs to discover through questioning how much learners know about road safety. Give necessary road safety tips to children. If there are road signs at your school or elsewhere around the school, make use of them to explain to learners. Learners need to be referred to the learner's book.

Teaching materials

Charts pictures work cards sentences strips drawings

Resource materials

- PlusOne English Grade 5 Learner's Book pages 171-178.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Vocabulary

Learners need to read words from flash cards. They must work in groups trying to bring out their meanings. The facilitator needs to leave the flash cards stuck on the chalkboard as learners discuss their meanings.

A. Comprehension

Comprehension answers 1

- 1 Reduces risks of injuries and death.
- 2 One who walks on foot.
- 3 One who uses a bicycle as a mode of transport.
- 4 They risk being run over/knocked down.
- 5 Careful, negligent, under influence of alcohol.
- 6 A robot when it is green and at a zebra crossing.
- 7 Crossing when the robot is red.
- 8 True
- 9 They may not be seen by drivers.
- 10 Zebra crossing, stop sign, school children crossing, give way sign.

Comprehension answers 2

- | | | | |
|-----------------------|------------------|------------------|-----------|
| 1 Injuries and deaths | 2 awareness | 3 Left and right | 4 Drivers |
| 5 Extreme | 6 vehicle | 7 not running | 8 Zebra |
| 9 green | 10 Traffic rules | | |

B. Composition: An accident

Let learners work in pairs, identify some of the road safety rules they have learnt. They need to discuss what may happen if they do not follow the road safety rules. They need to be referred to the picture in the learner's book where they discuss what is happening going to **Exercise 26.1**.

C. Adjectives

The facilitator must use examples to demonstrate that a comparative adjective compares two things and ends in **-er** while a superlative adjective compares three or more things and ends in **-est**. Give learners examples before referring them to **Exercise 26.2**.

Exercise 26.2

- | | | |
|------------|------------|-----------|
| 1 older | 2 tallest | 3 larger |
| 4 nicer | 5 sweetest | 6 funnier |
| 7 stronger | 8 best | |

D. Compound nouns

Learners must understand that compound nouns are nouns that are formed by two words or more words. Give examples so that children get to understand them.

Exercise 26.3

- | | | |
|---------------|---------------|--------------|
| a tooth-brush | b hair-cut | c under-wear |
| d bus-stop | e black-board | f news-paper |
| g ice-cream | h foot-wear | i high-way |

E. Confusing words: Homophones

There are some words which may sound the same but mean different things. These words can also be spelt differently. They are confusing to learners. They need to understand them properly. So the facilitator needs to give a number of examples.

Exercise 26.4

- | | | |
|------------|---------|-----------|
| 1 blue | 2 heard | 3 raise |
| 4 practise | 5 quiet | 6 allowed |
| 7 There | 8 Where | 9 choose |

F. Listening and speaking: The Chinese whisper game

A game

This is an exciting game that is meant to teach learners to listen attentively when one is speaking. They make a single line then the first person has to whisper a sentence to the second person. The second person whispers to the third and so on up to the last person. The last on the line will say the sentence for everyone to hear. You tell whether the sentence is correct if you are the one who gave it to the first person. Direct them to **Exercise 26.5** for more.

H. Body language

Learners should be told to get into pairs and have communications without using words. They may prefer to do an activity together, for instance eating lunch or walking in the park as stated in their learner's book. Direct them to **Exercise 26.6** for more practice.

I. Sharpen your skills: Road safety

Learners should learn about road safety signs. It is important in their day-to-day activities since in most cases they use roads when walking as pedestrians or when driving. Direct them to **Exercise 26.7** of the learner's book.

J. Reading for fluency

Learners take turns to read the given passage fluently following the guidelines on **page 178** of the learner's book.

Unit 27

My Zimbabwe

Teaching notes

The facilitator needs to explain to learners symbols which stand for something. Give them examples such as Zimbabwe flag with different colours. The colours mean a lot to us. Let them say what they stand for.

Vocabulary

Learners need to give meanings of the words as they are used in the passage. They can make sentences using the words.

Teaching materials

Charts pictures work cards sentences strips drawings

Resource materials

- PlusOne English Grade 5 Learner's Book pages 179-184.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Vocabulary

Learners need to give meanings of the words as they are used in the passage. They can make sentences using the words.

A. Comprehension

Comprehension answers

- 1 Our country, Zimbabwe
- 2 History
- 3 Our country as our heritage.
- 4 National flag.
- 5 Use stamps using the coat of arms.
- 6 The flag.
- 7 Unity, Freedom, Work.
- 8 Work together.

9 Charles Manyuchi, Kirsty Coventry, Kapfudzaruwa Nomatter.

10 People of Zimbabwe.

B. Composition: My grandmother

Exercise 27.1

Guide learners to **Exercise 27.1** in their learner's book. Assist them in writing a composition on the topic: My grandmother. They need to understand the notes given before they embark on writing.

C. Prepositions

It is important for learners to understand that a preposition is a word that links a noun or pronoun to the rest of the sentence. Prepositions tell when, where, what kind, how or how much.

Exercise 27.2

- | | | | |
|--------|------------|--------|-----------|
| 1 from | 2 at | 3 over | 4 through |
| 5 on | 6 with | 7 over | 8 against |
| 9 at | 10 towards | | |

D. Using since and as

It is important to know that we often use as and since when we want to focus more on the result than the reason. As and since are more formal than because. We usually put a comma before since after the main clause: give learners examples of sentences.

Exercise 27.3

- | | | | |
|---------|---------|---------|---------|
| 1 since | 2 as | 3 since | 4 since |
| 5 as | 6 since | 7 since | 8 as |

E. Alphabetical order

Tell learners that when arranging words in alphabetical order, look at the first letters that form the words. Determine which letter comes first in the alphabet. If there are similar letters, you look at the second letter until you find it.

Exercise 27.4

- | | | | |
|----------|------------|-----------|------------|
| 1 any | 2 arrive | 3 beat | 4 doctor |
| 5 marry | 6 practice | 7 prepare | 8 queen |
| 9 rather | 10 return | 11 rose | 12 soldier |

F. Listening and speaking: Dialogue

Exercise 27.5

Put learners into pairs and let them practise the given dialogue which is **Exercise 27.4** in their learner's book.

G. Sharpen your skills: Sentences

Tell learners that a sentence is a complete thought. When there is singular subject, the verb should be in plural form.

Exercise 27.6

- ① loves
- ② opens
- ③ comes
- ④ shows
- ⑤ folds
- ⑥ slides
- ⑦ tries
- ⑧ go
- ⑨ runs
- ⑩ practises

Negative sentences

Exercise 27.7

- ① will not play/rains
- ② will let/do not make
- ③ do not hurry/miss
- ④ speak/hears
- ⑤ will not/do not

Unit 28

Our heroes

Teaching notes

Learners name the heroes or heroines they know. They should be asked to say people they think are heroes or heroines and give reasons to that effect. Show learners pictures of heroes and ask learners where heroes are buried.

Teaching materials

Charts pictures work cards sentences strips drawings

Resource materials

- PlusOne English Grade 5 Learner's Book pages 185-190.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Vocabulary

Facilitator shows learners words on flash cards and asks learners to read the words. The facilitator sticks the words on the chalkboard. Learners give meanings of the words. They try to make their own sentences using the words.

A. Comprehension

Comprehension answers 1

- 1 Businessman/actor
- 2 22nd September 1952
- 3 At a very young age.
- 4 Love, peace, forgiveness, ubuntu/hunhu
- 5 Ndakuvara, Neria, Todii, Ndipeiwo zano and Street kids.
- 6 Lady Smith, Black Mambazo, Ringo Madlingozi.
- 7 50
- 8 Kora Award, Male Artist, Lifetime Achievement Award, NAMA Award.
- 9 66
- 10 United Kingdom, Canada and United States of America.

Comprehension answers 2

- | | | | |
|---------|---------|---------|---------|
| 1 False | 2 False | 3 True | 4 False |
| 5 True | 6 True | 7 False | 8 True |
| 9 False | 10 True | | |

B. Composition: A hero

Exercise 28.1

Learners should understand that heroes are special people who do extra-ordinary things and are admired by a lot of people. Some are liberation war heroes, some are sports heroes and some are music heroes. Tell them that in our communities there can be some heroes too. These can be people who work towards improving the lives of others. Direct them to **Exercise 28.1** where they write about a hero.

C. Language skills: Using 'even though, in spite of, but, despite'

The facilitator needs more examples on the use of the given words before going to the written work. The words can be used slightly different. Learners need to make their own sentences to show their understanding of the words.

Exercise 28.2

- 1 She is always sick even though she goes to school everyday.
- 2 Lindiwe lives far from the school in spite of getting there on time.
- 3 Peter has a bicycle even though he is always late for school.
- 4 Despite Mr Moyo being a businessman, he does not buy his children school shoes.
- 5 The two boys are best friends even though they quarrel every time.
- 6 In spite of having six dogs, he could not catch the hare.

Exercise 28.3

- | | | | |
|-------------------------|--------------------------|---------------|----------|
| 1 In spite of | 2 Despite | 3 Even | 4 Though |
| 5 despite the fact that | 6 Even though | 7 in spite of | 8 Though |
| 9 despite | 10 despite the fact that | | |

D. Noun formation: Using (-ion) to form nouns

Learners need to be told that some nouns can be formed by inserting the prefix **(-ion)** at the end of the verb. The formed word often changes spelling. More examples are needed so that children get to understand how they are formed.

Exercise 28.4

- | | |
|------------------|----------------|
| 1 information | 2 appreciation |
| 3 permission | 4 completion |
| 5 multiplication | 6 description |
| 7 occupation | 8 allegation |
| 9 addition | 9 measurement |

E. Listening and speaking skills: Research

It is still important to remind learners about heroes and that heroes should be remembered and celebrated. They need to know that it is also good that they know about the heroes of their country. That way, they can appreciate their contributions to the country. The facilitator should direct learners to **Exercise 28.5** in the learner's book.

F. Sharpen your skills: Heroes

Learners had read about Oliver Mtukudzi. They need to study given pictures and discuss whether they know the heroes. They should say what they did to be called heroes. Refer them to pictures on **Exercise 28.6** in the learner's book.

Exercise 28.5

- 1 Statement
- 2 Question
- 3 Statement
- 4 Question
- 5 Statement

Unit 29

Sports day

Teaching notes

Learners mention the different sporting activities they do at school. They need to give reasons why sport is very helpful especially to health. They tell what happened to them on their memorable day.

Teaching materials

Charts pictures work cards sentences strips drawings

Resource materials

- PlusOne English Grade 5 Learner's Book pages 191-196.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Vocabulary

Learners read words on flash cards. The facilitator sticks the words on the chalkboard. Learners find other words to replace the ones given. The facilitator assists by explaining whether the given replacements are correct or not.

A. Comprehension

Comprehension answers 1

- | | | | | |
|-----|-----|-----|-----|------|
| 1 A | 2 B | 3 A | 4 B | 5 C |
| 6 C | 7 A | 8 C | 9 A | 10 C |

Comprehension answers 2

- | | | | | |
|--------|---------|---------|---------|----------|
| 1 True | 2 True | 3 False | 4 False | 5 False |
| 6 True | 7 False | 8 False | 9 False | 10 False |

B. Composition: Sports day

Learners need to tell the class about the sport which they enjoy the most. They need to be guided by questions and notes to bring more about the sport of their choice before they are referred to **Exercise 29.1** in the learner's book.

C. Language skills: Use of 'so... that'

The facilitator should use examples to demonstrate the use of **so... that** to join sentences. Let them make sentences in pairs before they are directed to **Exercise 29.2** in the learner's book.

Exercise 29.2

- 1 The bag was so heavy that we asked the neighbour to help us carry it.
- 2 My mother was so happy that she jumped with joy.
- 3 He was so rich that he donated computers to the school.
- 4 He was so angry that he banged the door on his way out.
- 5 It rained so heavily that the bridge was destroyed by floods.
- 6 She had so many clothes that she gave some to her friends.
- 7 She was so tired that she slept without cooking dinner.
- 8 Munya is so greedy that he eats his food hiding behind a door.

D. Spelling

The facilitator needs to read words taken from the passage. Learners should write correct spelling of the words.

Exercise 29.3

- | | | | |
|-------------|---------------|--------------|------------|
| 1 memorable | 2 competitors | 3 spectators | 4 hurt |
| 5 hope | 6 favourite | 7 coach | 8 district |
| 9 starter | 10 cheers | | |

E. Listening and speaking: True/False

The facilitator should read the passage. Let learners state whether the sentences given are true or false.

- | | |
|------------|-----------------------------|
| 1 handball | 2 true |
| 3 false | 4 aeroplane |
| 5 \$500 | 6 player of the match award |
| 7 seven | 8 24 |

F. Sharpen your skills: A quiz competition

Let learners get into groups for quiz competition. Assist them to come up with a winning group.

Exercise 29.4

- | | | | |
|---|-----------------------------|---|-----------------------|
| ① | hockey team – 6 players | ⑤ | soccer boots/shooters |
| ② | basketball team – 5 players | ⑥ | pitch |
| ③ | netball team – 7 players | ⑦ | Umpire/Referee |
| ④ | bat | ⑧ | racquet |

G. Intonation

Exercise 29.5:

- ① Smiling – A
- ② Clenched fists – B
- ③ Laughing – A
- ④ Stamping feet – B
- ⑤ Clapping hands – A

Unit 30

Examination 3

Paper 1: Multiple choice answers

- | | | | |
|------|------|------|------|
| 1 D | 11 B | 21 D | 31 C |
| 2 A | 12 D | 22 B | 32 C |
| 3 B | 13 A | 23 D | 33 A |
| 4 C | 14 C | 24 D | 34 C |
| 5 C | 15 A | 25 C | 35 C |
| 6 D | 16 B | 26 A | 36 B |
| 7 B | 17 D | 27 C | 37 C |
| 8 D | 18 C | 28 B | 38 A |
| 9 D | 19 B | 29 A | 39 B |
| 10 C | 20 C | 30 A | 40 D |

Paper 2: Composition, comprehension and summary answers

Section A: Comprehension answers

Assist learners choose the topic and write their essays. The facilitator should make sure learners have understood the instructions before they tackle the revision exercise.

Section B: Comprehension and summary answers

Help learners read the dialogue on taking a message and answer the questions.

- 1 Mr Adams
- 2 Sun Soaked Vineyards
- 3 No
- 4 Mr Adams was away.
- 5 Upcoming shipment.
- 6 Caller's contact details.
- 7 The caller would be in a meeting.
- 8 It was 0736 000 000.
- 9 Next Monday.
- 10 Receptionist

Summary points

11 It is important in this exercise that learners include the following:

- The person who is calling.
- The one whom the caller wants to speak to.
- The intention for calling.
- Whether the problem was solved or not.
- They give other necessary information.