

PlusOne

English



Grade
6

PlusOne

English

Teacher's Guide



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Contents

Unit 1: Holidays	1
Unit 2: The baobab tree.....	6
Unit 3: The adventure of Tom Sawyer	12
Unit 4: Munyoro, the nurse (1)	16
Unit 5: Peter's wonderful day.....	20
Unit 6: The escape.....	24
Unit 7: Rain-making ceremony.....	29
Unit 8: The gardening club (1)	34
Unit 9: Animals do communicate	38
Unit 10: Examination 1	43
Unit 11: The gardening club (2).....	44
Unit 12: The accident	48
Unit 13: A letter of complaint.....	53
Unit 14: The world of cats	57
Unit 15: Fish farming	63
Unit 16: The veld fires	68
Unit 17: Malaria is a killer.....	75
Unit 18: Animal farm.....	80
Unit 19: Munyoro, the nurse (2)	86
Unit 20: Examination 2.....	91
Unit 21: The pilot.....	92
Unit 22: Child-headed families	97
Unit 23: Good health, God's gift	102
Unit 24: The fear of examinations.....	106
Unit 25: Photographs.....	110
Unit 26: Life in the streets.....	114
Unit 27: The Great Zimbabwe.....	119
Unit 28: The big day.....	124
Unit 29: Thieves at night.....	130
Unit 30: Examination 3.....	134

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 Language Grade 6 Learner's Book.

The subject, English Language, 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 curriculum 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 the English Language will focus on the following skills:

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

The objective of this Grade 6 Teacher's Guide is to make teaching and learning more interactive, practical and useful, and to 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:

- 1 critical thinking and problem-solving skills to be able to compare, analyse, evaluate and apply geographical knowledge with little or no supervision.
- 2 creative thinking skills to be able to reconstruct important information confidently.
- 3 digital literacy skills to be able to use IT tools and resources efficiently for investigations and project works.
- 4 effective communication skills to be able to share information at various levels of interaction.
- 5 values to live as global citizens capable of learning about other peoples and cultures of the world.
- 6 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 roleplay necessary for achieving learner-centered 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 curriculum 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 and give time to those having difficulty as well as talking and listening you will find 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 children 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 children 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 children 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 desk mate 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 a 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 curriculum 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 curriculum 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 curriculum 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 curriculum encourages the creation of a learning centered 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-centered 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-centered 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)
- Diorama
- 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.

Pedagogical approaches

Effective teaching and learning in English Language depends upon the use of actively participatory methods including 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 curriculum 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 curriculum 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; and 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 curriculum 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. 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 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 engaging 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) and 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. The best teachers 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

When we talk about practical activities we tend to think of working with our hands but in this context the term covers 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 organization but they can add a good deal of fun to the learning process. Learning needs to be made enjoyable if children 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 to themselves and others 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 are important too. 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 urban areas have access to computers in school or in libraries. Rural areas will become linked in the future. 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 a world of 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).

The teacher should try as much as possible 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 ICT's in the learning process, as a key competence and contributing to the acquisition of skills and knowledge;
- Use ICT's 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 ICT's 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 supports 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 methods that teachers use to evaluate and assess a learner's ability to understand and apply what they have learnt during a lesson.

Unit 1

Holidays

Unit objectives

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

- a** read, discuss and share their thoughts on a given topic.
- b** read a given topic for comprehension.
- c** identify, read and define new words from the given passage.
- d** use the identified new words in sentences.
- e** summarise a given story.
- f** produce a continuous piece of writing on a given topic.
- g** shape letters using the Nelson Script handwriting.

Teaching notes

Facilitator introduces the topics using the prepared teaching materials. Reading and discussing the comprehension passage. Facilitator asks the learners to identify, define and use the new words in sentences. Learners are encouraged to work in groups using the new words in sentences. The learners report back for feedback. Asking and answering questions. Use of prepared learning materials to work on the given language structures. Learners work in groups solving the given problems. Facilitator leads all the discussions by asking and answering questions. Giving individual written work.

Suggested learning materials

Charts pictures puzzle work cards sentence strips
drawings diagrams

Resource materials

- PlusOne English Grade 6 Learner's Book page 1-9.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Skills

- Reading
- Writing
- Listening
- Speaking
- Summarising
- Brainstorming

Vocabulary

Answers from the learners even though the facilitator should give them guidance. The learners can be allowed to use the dictionary at this initial stage.

A. Comprehension

Comprehension questions 1

Facilitator tells the learners to refer back to the read comprehension passage then explains on the use of true/false when answering comprehension questions. Giving individual written work.

- 1 Tom and Jeff.
- 2 Ten days.
- 3 He could hardly wait for school to close and go on holiday/was eager to go on holiday.
- 4 Jeff needed money.
- 5 Hilly and fairly cool.
- 6 His father allowed him to bring friends.
- 7 A plain is just a flat piece of land with no exciting features like trees and mountains.
- 8 Tom's home was hilly and fairly cool while Jeff's home was just plain.
- 9 Jeff was tired of his home area/Jeff's home area had nothing exciting/Tom wanted company/Tom wanted to entertain his friend.
- 10 He was a loving and caring friend, accommodative, helpful, sympathetic and more.

Comprehension answers 2

The facilitator should guide the learners on how best they can choose the correct answer on multiple choice questions. Learners should refer back to the passage.

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

Comprehension answers 3

Facilitator leads the discussion by question and answer. Facilitator divides the class in groups. Discussion in groups then report back for feedback. Learners share their thoughts and feelings on the topic.

If I were Jeff I would agree because it would be a new experience for me. This would give me the chance to go to a new place (hilly and fairly cool) (at no extra cost) as compared to my home which was just plain. This would also give me the chance to meet Tom's father and see what type of person he was and thank him for his kindness and generosity.

After the visit I would thank Tom's family for their kindness, hospitality and generosity in inviting and hosting their child's school fellow (a total stranger) to their home.

B. Composition: Dialogue

Facilitator gives the topic then leads the discussion by questioning and answering questions. Facilitator stresses on essay writing then reminds the learners on handwriting. Giving individual written work where learners write their own compositions.

C. Handwriting exercise

Facilitator uses prepared media on the letter to be practiced. Facilitator demonstrates shaping that letter. Learners practise.

D. Language skills: Nouns

Explanation on nouns. Learners identify and define nouns. Naming the things in their learner's room. Learners carry out activity in groups. Report back for feedback. Facilitator assists slow learners.

Exercise 1.1

- | | | |
|-----------------------|-------------------------|----------------------------|
| 1 (a) Vegetables | (b) Watering can | (c) Hoe and more |
| 2 (a) Bread | (b) Sugar | (c) Salt and more |
| 3 (a) Students/pupils | (b) Teacher | (c) Desks and more |
| 4 (a) Sport wear | (b) Satchels/carry bags | (c) Rest benches and more. |
| 5 (a) Bread | (b) Buns | (c) Cakes and more. |
| 6 (a) Rocks | (b) Shrubs | (c) Grass |
| 7 (a) Nurse | (b) Doctor | (c) Patients' bed |
| 8 (a) Water | (b) Fish | (c) Water inlet/outlet |
| 9 (a) Books | (b) Bookshelves | (c) Librarian |
| 10 (a) Tables | (b) Teachers | (c) Chairs |

Exercise 1.2

Facilitator explains and demonstrates. Learners practise in groups. Report back for class discussion. This is followed by individual work.

- 1 The parents asked **Mary** not to play near the road but she did not listen.
- 2 My facilitator dreamt that **he** was a soldier.
- 3 **John** failed the test.
- 4 The capital city of Zimbabwe is **Harare**.
- 5 Bulawayo is in the **southern** region.

- 6 Bertha and **Mercy** were punished for not doing their homework.
- 7 You remind me of **someone** I met in town.
- 8 Our school head has warned us about being late for **school**.
- 9 I borrowed a **book** from the librarian.
- 10 Brenda invited **Thando** to her birthday party.
- 11 The **boy** was accused of throwing papers on the football ground.

E. Prepositions

Explanation and demonstration. Learners identify, define and list prepositions. Using prepositions in sentences. Report back for class discussion.

Individual work carrying out the laid-out activity in their learner's activity book.

Exercise 1.3

Facilitator explains and demonstrates. Learners practise. Carrying out the activity in the learner's activity book. Giving individual written work.

- | | |
|-----------|-----------|
| 1 for | 6 of |
| 2 to | 7 to |
| 3 between | 8 towards |
| 4 to | 9 of |
| 5 of | |

F. Punctuation: Capital letters

Use of a prepared chart for demonstration and explanation. Learners are given time to practise. Facilitator assists.

Exercise 1.4

Asking and answering questions in groups. Carrying out the laid-out activity in their individually. Facilitator explains and demonstrates.

G. Listening and speaking: Juggling balls

Playing the game as a class. The facilitator can divide the learners in small groups. She/he demonstrates. Learners play the game.

H. Sharpen your skills

Facilitator clarifies on the instructions. Learners carry out the activity as directed in their learner's activity book. Facilitator explains and stresses on key points.

- | | | | |
|---|-----------|---|---------|
| 1 | Argentina | 5 | Angola |
| 2 | Australia | 6 | Armenia |
| 3 | Algeria | 7 | Albania |
| 4 | America | | |

I. Competing forms

Exercise 1.5

The facilitator explains and demonstrates how to fill a deposit slip using the given information.

Unit 2

The baobab tree

Unit objectives

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

- a** discuss, share their thoughts on a given topic.
- b** read, identify and use the new words in sentences.
- c** read a given passage for comprehension.
- d** answer comprehension questions.
- e** read and pronounce correctly.
- f** identify and use antonyms correctly in sentences.
- g** identify and write a formal letter correctly.
- h** work in groups solving given problems.

Teaching notes

At the beginning of the unit, facilitator highlights the importance of holidays using pictures or a map of resort areas in Zimbabwe. Asking and answering questions on holidays. Discussion in groups. Feedback from the learners on resort areas they have once visited. Reading of the comprehension passage. Picking out new words and defining and using them in sentences. Facilitator assists. Facilitator gives written exercises on planned work and stresses on hand writing. Facilitator uses a chart on the Nelson script handwriting. All the written exercises, the facilitator should stress on handwriting. The teacher should guide the learners on all the discussions especially on essay writing. All discussions should be based on the lesson topic and appropriate learning aids.

Suggested learning materials

Charts, pictures, work cards, sentences strips, drawings.

Resource materials

- PlusOne English Grade 6 Learner's Book page 10-18.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Skills

- Reading
- Writing
- Listening
- Speakings
- Summarising
- Brainstorming

Vocabulary

Learners read the comprehension passage. Facilitator assists. Learners define the identified new words and practise using them in sentences. Feedback for class discussion. Individual work carrying out the laid-out activity.

- | | | | |
|---|--|----|--------------------------|
| 1 | different/peculiar/unique. | 6 | answers from learners. |
| 2 | a place where animals live/animal shelter. | 7 | Heroes Acre |
| 3 | enlarge | 8 | Circle |
| 4 | drum | 9 | Oranges/lemons/nartjies. |
| 5 | Mat North, Mash West, Mash Central. | 10 | carpenter. |

A. Comprehension

Comprehension answers 1

- 1 Baobab
- 2 indigenous
- 3 David Livingstone
- 4 Victoria Falls in Zimbabwe
- 5 impressive
- 6 animal habitat, for medicine
- 7 The fibre from the bark is used to weave mats, hats and bags for sale.
- 8 The fruit.
- 9 The community eats the fruit, gets income from the bark also has access to medicine.
- 10 David Livingstone

Comprehension answers 2

The facilitator and the learners retell the story or re-read the comprehension passage for recap then. Facilitator stresses on handwriting and how to answer the comprehension questions.

- 1 due to lack of water.
- 2 Because of its impressive size.
- 3 When it gets older.
- 4 Speculation is that this tree is made of three trees joined together.
- 5 In 1855
- 6 It was a meeting place for the early British explorers, the travelers and traders.
- 7 Its fruit which is rich in Vitamin C.
- 8 The bark.
- 9 Because it looks like the tree which was planted with its roots in the air and the head in the ground.

Comprehension answers 3

The facilitator and the learners retell the story or re-read the comprehension passage for recap then. Facilitator stresses on handwriting and how to answer the comprehension questions.

- 1 Dry conditions.
- 2 Region five.
- 3 Cattle ranching.
- 4 (a) Monkeys (b) Baboons (c) Squirrels
- 5 Because no one could miss it as it was easy to locate given its size and shape.
- 6 A place where medicines are kept and sold.
- 7 Two kilometres from the waterfall.

B. Summary writing

Facilitator uses a prepared summary to explain on summary writing. Learners use word cards and sentence strips to complete the given summary. Fast writers read their written work. Facilitator assists.

For example:

The baobab tree was discovered by David Livingstone in 1855. The explorers used it as a meeting point because of its size. People in the past used the parts of the tree differently for example, as food, medicine and for trade. The baobab tree has history in Zimbabwe.

Several answers to be supplied by students.

C. Composition: Formal letter

Facilitator explains on the formal letter. Gives layout on a prepared chart. Learners practise individually. Asking and answering questions. Learners carry out the laid-out activity from their activity book.

- two addresses
- the responsible authority
- date

First paragraph:

The reason for writing the letter

Second paragraph

Cause for the water shortage, time without water, impacts of the water shortage

Third paragraph:

Improving water sources by drilling boreholes

Yours faithfully

Exercise 2.1

Learners write a letter to the responsible authority telling them about the problem. They use the given points.

D. Using antonyms or opposites

Facilitator explains and demonstrates on antonyms. Class carry out laid-out activities in groups. Report back for class discussion. This is followed by individual work.

Exercise 2.2

1	Absent	Present
2	Abundant	Scarce
3	Accept	Decline
4	Admit	Refuse
5	Advance	Retreat
6	Always	Never
7	Ancient	Modern
8	Answer	Ask
9	Arrival	Departure
10	artificial	Natural

Exercise 2.3

Asking and answering questions as a recap. Carrying out laid-out activities in the learners' activity book. Facilitator assists. Individual work for feedback.

- 1 Low temperatures are **unexpected** at this time of the year.
- 2 Dad told us that it was **unreasonable** to expect to score full marks all the time.
- 3 An **ungrateful** person gives no thanks for the favours he/she receives.
- 4 Once upon a time, police officers in the country were **unarmed** except for their wooden batons.
- 5 Paul was **uncertain** about whether he would pass the Chinese exam.
- 6 The tiny baby was so **unhealthy** so his mother often took him to see the doctor.
- 7 The driver of the bus lay **unconscious** in the road, unaware of the vehicles going past him.
- 8 Though people say that the Inuit have many names for snow, my teacher says it is **untrue**.
- 9 The houses were poorly built because the developer had used **unskilled** workers.

Exercise 2.4

Asking and answering questions as a recap. Learners practise in pairs. Report back for feedback. This is followed by individual work.

- 1 Panashe could not afford to buy the book from her pocket money because it was quite **insufficient**.
- 2 The driver took an **indirect** route, we managed avoid the heavy traffic.
- 3 The traffic outside the auditorium was so noisy, the girl's song was **indistinct**.
- 4 Those who are too quick to judge often find their conclusions **incorrect**.
- 5 A thankful heart lightens a person's load, whereas an **insincere** one is an extra burden.
- 6 The spy wrote a message in **invisible** ink, so that his enemies would not be able to read it.
- 7 Ronny did not know how to do his homework because he had been **incapable** in class.
- 8 His mother said he could not go out to play since his homework was **incomplete**.
- 9 Not everyone was able to paint because there was an **insufficient** number of brushes.
- 10 The doctor said she hoped that in another fifty years there would be no more **incurable** diseases.

E. Spellings and dictation

Facilitator explains and demonstrates. Learners are given time to practise. This is followed by individual work.

Exercise 2.5

Explanation and demonstration. Learners are given time to practise. Report back for class discussion. This is followed by individual work.

I wondered for a while looking at the plants I had planted. I wanted to water the plants but there was no water. Thinking of going to the well was unheard of as it was almost dark so I resorted to doing my homework instead.

F. Listening and speaking: Phonic sounds

Facilitator explains on how to carry out the laid-out activity using a prepared media. Learners practise in groups. Individual work carrying out the laid-out activity.

Exercise 2.6

Learners read and pronounce words 1-10, pronouncing the vowels correctly.

G. Sharpen your skills

Asking and answering questions on the read passage as a recap. Learners are given time to share their feelings and thoughts on folktales. Carrying out the laid-out activity. Report back for class discussion.

H. Registers

- 1 I agree. Doing homework helps us practise what we learn in class.
- 2 I agree. Teamwork allows people to share ideas and finish work faster.
- 3 I agree. Fighting causes injuries and disturbs learning.
- 4 I agree. Eating vegetables gives us vitamins that keep our bodies strong.
- 5 I agree. School rules help keep order and safety for everyone.
- 6 I agree. Sleeping early helps the body rest and grow well.
- 7 I agree. Cleaning the school keeps the environment neat and healthy for all.
- 8 I agree. Talking during lessons distracts others from learning.
- 9 I agree. Kindness helps us build trust and strong friendships.
- 10 I agree. Laziness prevents us from achieving our goals.

Unit 3

The adventure of Tom Sawyer

Unit objectives

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

- a** read and answer comprehension questions.
- b** share their thoughts and feelings on the given passage.
- c** identify, read and use new words in sentences.
- d** produce a continuous piece of writing on a given topic.
- e** identify and use adjectives correctly in sentences.
- f** write given text using the Nelson script handwriting.
- g** mix and mingle solving given problems.

Teaching notes

In this unit, the facilitator defines adventures. The learners list activities which can be adventurous. The facilitator shares own adventure story. Learners share thoughts and feelings on adventures. Class reads the comprehension passage comparing what they have identified as adventures and what's in the passage. Facilitator asks and answers questions on all the laid-out activities during this week using the prepared teaching and learning aids. A resource person like a scout master can be called to explain on mountain hiking. Learners can also draw pictures of read adventurous stories. Learners carry out laid-out activities.

Suggested learning materials

Charts, pictures, word cards, sentences strips, drawings.

Resource materials

- PlusOne English Grade 6 Learner's Book page 19-26.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Skills

- Reading
- Writing
- Speaking
- Listening
- Discussing
- Reporting

Vocabulary

The facilitator asks the learners to identify new words then practise reading them. The facilitator corrects pronunciation. Learners work in groups defining and using the new words in sentences. Facilitator assists.

A. Comprehension

Comprehension answers 1

The learners read the comprehension passage together with the facilitator. The facilitator leads the discussion by asking and answering related questions. Fast learners retell the story. The slow learners can be asked to draw pictures related to the story. Facilitator gives individual written work after demonstrating on how to answer questions.

- 1 Describing Tom's adventures.
- 2 The raising of the neighbouring window.
- 3 He was afraid to wake Sid.
- 4 They were afraid of dead people.
- 5 Tom could not sleep.
- 6 He could hear aunt Polly snoring.
- 7 He could not find sleep.

B. Summary writing

Tom woke up in the middle of the night and sneaked out of his home. His aunt and sister were fast asleep. Tom joined his friend Huckleberry. Huckleberry had a dead cat in his hand. The two boys were afraid but could not retreat.

Comprehension answers 2

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

Comprehension answers 3

- 1 Because he was waiting for a sound that would let him know that Huckleberry Finn had come.
- 2 It is at night.
- 3 They said their prayers.

- 4 He was answering Huck Finn's call.
- 5 He escaped through a window.
- 6 His aunt was in her bedroom sleeping.
- 7 They wanted to go to the graveyard.
- 8 This means that the night was over.
- 9 He was afraid that the sounds were made by the spirits of the dead who were complaining about being disturbed.
- 10 The two boys were naughty and full of mischief.

C. Handwriting writing

Teacher explains and demonstrates using a prepared chart on Nelson script handwriting. Learners practise shaping the given letters. This is followed by individual work.

D. Descriptive composition

Recap on descriptive words. Asking and answering questions on adjectives. Discussion on the essay topic. Sharing thoughts and feelings on the composition topic. Facilitator explains on composition writing and the layout. Learners practise. Report back for feedback. Learners carry out the laid-out activity from their activity book. This is followed by individual work.

Exercise 3.1

Learners write a descriptive composition, describing anything or event.

E. Adjectives

Explanation and demonstration. Learners practise in groups. Feedback for class discussion. This is followed by individual work.

Exercise 3.2

- 1 The day was **hot** and **humid**.
- 2 The **naughty** boy jumped over the fence and **broke** his **leg**.
- 3 "**Tawanda** my son," is an **interesting** story.
- 4 The **Zimbabwean modeler** is **light** in **complexion** and **slender**.
- 5 The **old man** spent his money in a **reckless** manner.
- 6 The **thief** had a **long, grey beard** and **glittering** eyes.
- 7 The **wanderers** got **tired** and **helpless**.
- 8 The **solar powered** light shone **brighter** than the **candle**.
- 9 The **army commander** spoke in a **guttural** voice.
- 10 The **matron** was so **harsh** and **mean** to the girls.

Exercise 3.3

Five nouns are: (a) boy (b) girl (c) man (d) woman (e) teacher and more.

- 1 Aunt Polly was **bitter** about Tom's behaviour.
- 2 Tom Sawyer had a **frightening** experience in the graveyard.
- 3 Huckleberry Finn carried a **lifeless** cat in his arms.
- 4 The two boys crept **noiselessly** out of the house.
- 5 Sid was a **light** sleeper.
- 6 The night was **scary** enough to the small boys.
- 7 Tom's neighbour was **furious**.
- 8 Aunt Polly called in a **shrill** voice.
- 9 The boys were over **excited** about their adventure.

F. Using adjectives and prepositions

Class discussion and explanation. Learners practise in pairs and report back for class discussion.

Exercise 3.4

- | | |
|---------|--------|
| 1 of | 7 of |
| 2 to | 8 of |
| 3 about | 9 in |
| 4 at | 10 for |
| 5 of | 11 of |
| 6 for | 12 of |

G. Listening and speaking

Exercise 3.5

Learners stick the papers to the backs of their colleagues as fun game. They write adjectives then take turns to describe each other.

H. Sharpen your skills

Explanation on the instructions. Learners practise in groups. Carryout the laid-out activity in groups. Report back for class discussion.

- | | |
|-----------|------------|
| 1 ticking | 5 chirping |
| 2 beams | 6 human |
| 3 creaked | |
| 4 muffled | |

Unit 4

Munyoro, the nurse

Unit objectives

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

- a** read a given passage for comprehension.
- b** infer word meaning from the read comprehension passage.
- c** share thoughts and feelings on a given topic.
- d** identify, read, define and use new words in sentences.
- e** summarise a given passage.
- f** write given exercises using the Nelson script handwriting.
- g** identify and use verbs correctly in their correct tense.
- h** identify and write an informal letter.

Teaching notes

Facilitator introduces the exercises using the prepared media. Learners are given time to discuss and share their feelings and thoughts on given topics. Learners can work in groups identifying and using the language structure in sentences. Facilitator should give the necessary assistance whenever necessary.

Resource materials

- PlusOne English Grade 6 Learner's Book page 27-34.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Skills

- Reading
- Writing
- Listening
- Speaking
- Sharing
- Researching
- Discussing

Vocabulary

The facilitator together with the learners read, identify and define the identified words. The learners work in groups using these new words in sentences. Facilitator assists.

A. Comprehension

Comprehension answers 1

Class reads the comprehension passage. Facilitator leads the discussion by question and answer. This is followed by individual work.

- 1 The woman had died.
- 2 Munyoro was positive about their work/He wasn't discouraged/He wanted to help the sick.
- 3 There was nothing they could have done.
- 4 She just wanted to go and rest.
- 5 The two nurses did not have transport to ferry the sick woman to hospital.

Comprehension answers 2

Asking and answering questions as a recap. Learners work in groups asking and answering questions. Report back for feedback. This is followed by individual work.

- | | |
|----------------------------|-----------------------------------|
| 1 good roads and transport | 4 whole day/long time/many hours. |
| 2 doctor | 5 transport, roads |
| 3 remote/isolated | |

Comprehension answers 3

Class reads the comprehension passage for recap. Asking and answering questions in pairs. Carrying out the laid-out activity from the learner's activity book.

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

B. Summary writing

Class discussion on the comprehension passage. Facilitator asks and answers questions for recap. Learners pick important points from the comprehension passage. Facilitator stresses on summary writing. Explanation and demonstration. This is followed by individual work.

C. Composition: A friendly letter

Explanation and demonstration on a friendly letter. Facilitator explains on the layout. Learners practise in pairs on the lay out. Carrying out the laid-out activity from their learner's activity book. Giving individual written work work.

Exercise 4.1

Learners write a letter to a friend from a neighbouring school telling him or her how the woman died.

D. Verbs

Explanation and demonstration using a prepared media. Learners identify and define the verbs. Listing verbs. Learners carry out the activity from the learner's activity book. This is followed by individual work.

Exercise 4.2

- 1 The hungry children **scrambled** for food.
- 2 The head boy **shook** hands with the president of the country.
- 3 Granny **brushes** her teeth after every meal.
- 4 He **walked** hurriedly into the courtroom.
- 5 The teacher **scribbled** a comment in Gary's report book.
- 6 The rain **fell** heavily after thunderstorms.
- 7 Running water **washed** away all the top soil from Mr. Peter Chikana's field.
- 8 The students **picked** papers around the school yard.
- 9 The instructor **instructed** the driver to **observe** the traffic lights.

Exercise 4.3

Facilitator explains and demonstrates. Learners practise in pairs. Report back for class discussion. Facilitator assists slow learners. This is followed by individual work.

- 1 John **kicked** the ball towards goal.
- 2 Ron tried to **shoot** at goal inside the penalty area.
- 3 The defender jumped and **headed** the ball away from goal.
- 4 Tinei **passed** the ball to Takunda in the centre circle.
- 5 Peter **headed** the ball out of play.
- 6 Defenders are responsible for **preventing** strikers from **scoring**.
- 7 Tapiwa **led** the **attack** of the Presidency team.
- 8 Tamutsa was **tasked** by the coach to **handle** the **throw ins**.
- 9 John **weaved** in and out of the defenders as he **dodged** the opposing team's defenders.
- 10 John dribbled the ball past a striker.

E. Using verbs and prepositions

Facilitator asks and answers questions as a recap. Learners carry out the laid-out activity from their activity book. Facilitator assists slow learners. This is followed by individual work.

Exercise 4.4

- | | | | |
|---|---------|---|---------|
| 1 | shouted | 5 | losing |
| 2 | think | 6 | write |
| 3 | belong | 7 | died |
| 4 | rely | 8 | suffers |

F. Using a verb, an object and a preposition

Asking and answering questions as a recap. Learners carry out the laid-out activity from their activity books. Facilitator assists. This is followed by individual work.

Exercise 4.5

- | | | | |
|---|--------|---|----------|
| 1 | blame | 4 | borrowed |
| 2 | remind | 5 | accused |
| 3 | remind | 6 | invited |

G. Spellings and dictation

Facilitator explains and demonstrates using prepared media. Learners practise in pairs. Facilitator assists by giving valid instructions. For example:

- a All the words in the dictated paragraph should be correctly spelt.
- b Sentences should be correctly punctuated.

This is an individual work.

Exercise 4.6

Learners listen and write down all the dictated words correctly.

H. Listening and speaking

Facilitator explains and demonstrates. Learners practise in pairs and report back for a class discussion. Learners carry out the laid-out activity from their activity book.

- | | | | |
|---|-------------------------|----|----------------------|
| 1 | learn, write, sing. | 6 | sing, dance, drum. |
| 2 | cook, bake. | 7 | draw, paint. |
| 3 | wed, plough, plant. | 8 | praise, sing, dance. |
| 4 | practise, dodge, throw. | 9 | speak, listen, clap. |
| 5 | dig, plant, weed. | 10 | swim, compete. |

Unit 5

Peter's wonderful day

Unit objectives

By the end of this unit the learners should be able to:

- a** read and answer comprehension questions.
- b** infer word meaning from a given passage.
- c** identify, read and define new words from the passage.
- d** summarise a given text.
- e** define adverbs and use them correctly in sentences.
- f** produce a continuous piece of writing on a given topic.
- g** mix and mingle solving given tasks.

Suggested teaching materials

Pictures, charts, drawings, work cards, sentence strips, maps

Resource materials

- PlusOne English Grade 6 Learner's Book page 35-41.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Skills

- | | |
|------------|-------------|
| • Writing | • Inferring |
| • Reading | • Defining |
| • Speaking | • Solving |
| • Drawing | |

Vocabulary

Reading and identifying new words from the given passage. Group work defining the words and using them in sentences. Facilitator assists. This is followed by individual work.

- 1** Café – a small restaurant serving drinks and light food.
- 2** Waiter – a man who serves drinks and food in a restaurant.
- 3** Shoelace – a cord for lacing up and fastening a shoe.
- 4** Midday – the middle of the day.
- 5** Vegetables – plants that can be used as food.

- 6 Salad – mixture of vegetables eaten raw.
- 7 Circus – a travelling show of acrobats, clowns.
- 8 Ring – a circle.
- 9 Worry – anxiety.
- 10 Special – meant for a particular person.
- 11 Promise – a statement that you will do.
- 12 Clowns – a performance of amusing tricks and actions.

A. Comprehension

Comprehension answers 1

Asking and answering questions as a recap. Learners carry out the activity from in their activity learner's book. This is followed by individual work.

- 1 Because they were not interested in the shopping.
- 2 The boys' parents.
- 3 It means he was extremely tired.
- 4 Mother and Susan.
- 5 James wanted shoelaces.
- 6 Because she had forgotten to buy the shoe laces.
- 7 A visit to the circus.
- 8 The family saw clowns, elephants, beautiful horses, monkeys and acrobats.
- 9 The ring is a clear space where all the activities were done.
- 10 Because of all the things he had seen and still remembered.

Comprehension questions 2

Asking and answering questions as a recap. Learners carry out the activity from in their activity learner's book. This is followed by individual work.

- 1 five places.
- 2 edge/end
- 3 the ring.
- 4 clowns
- 5 crowd
- 6 entertainer
- 7 Elephants
- 8 The marching around the ring of the clowns, elephants, monkeys, horses and acrobats.
- 9 Peter
- 10 Silence

B. Summary writing

Re-reading the comprehension passage. Learners retell the story read and picking out important points from the passage. Asking and answering questions on summary writing. Learners practise in pairs. Report back for feedback. This is followed by individual work.

Answer

Father promised the children that they would see something special on the Saturday. They children first went shopping with their mother. After shopping, they went to a café and had food. Their parents took them to a Circus. Peter was impressed the most. After circus, they all went for home tired but happy.

C. Composition: The lost satchel

Recap on adjectives. Learners define and list the descriptive words. Facilitator explains and demonstrates on descriptive composition writing. Learners practise writing the introduction. Report back for class discussion. Individual work, writing the composition.

D. Handwriting exercise

Explanation and demonstration on the Nelson script handwriting. Learners practise individually. Facilitator assists. Individual work, writing a given text using the prescribed handwriting.

E. Adverbs

Explanation and definition of adverbs. Asking and answering questions as **a recap**. Listing the adverbs and using them in sentences. This is followed by individual work.

Exercise 5.1

- | | |
|----------------|---------------|
| 1 Greedily | 6 Skillfully |
| 2 Heartily | 7 Eagerly |
| 3 Fiercely | 8 Willingly |
| 4 Sickly | 9 Fiercely |
| 5 Thoughtfully | 10 Helplessly |

Exercise 5.2

Recap on the last exercise on adverbs. Asking and answering questions. Individual work on adverbs.

Verbs

- 1 write
- 2 stare

Adverbs

carefully/clearly/ neatly
intently/silently/sadly

3	plead	mercifully/unwaveringly/solemnly
4	look	hopefully/ despairingly/hopelessly
5	wait	expectantly/hopefully/patiently
6	think	carefully/seriously/deeply
7	eat	slowly/hungrily/sparingly
8	speak	clearly/haltingly/slowly
9	laugh	merrily/heartily/insincerely
10	work	tirelessly/slowly/quickly

Exercise 5.3

Recap on the previous exercise. Asking and answering questions. Learners practise. Individual work for feedback.

For example:

1	Well	3	Good
2	Better	4	Fast

F. Listening and speaking: Adjectives

Asking and answering questions as a recap on adjectives. Explanation on the laid-out activity. Learners practise. Group work carrying out the laid-out activity.

G. Sharpen your skills: Verbs and adverbs

Asking and answering questions as a recap on verbs. Learners list five and use them in sentences. Group work carrying out the laid-out activity in the learner's book.

Verb	Adverb
1 Fought	courageously
2 listened	intently
3 paused	momentarily
4 copied	exactly
5 Applauded	roundly
6 Spoke	fluently
7 Promised	faithfully
8 Leaned	heavily
9 Wandered	aimlessly
10 Arrived	punctually

Unit 6

The escape

Unit objectives

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

- a** read for comprehension.
- b** identify, read and define new words from a given text.
- c** share their thoughts and feelings on a given topic.
- d** answer comprehension questions.
- e** use the Nelson script type of handwriting to write given work.
- f** work in groups to solve given problems.

Teaching notes

Facilitator introduces the planned work using prepared media. He/she asks and answers questions related to the topics. Learners answer and ask questions for clarity on the given work.

Learners are given time to relate and discuss given problems. Able learners may demonstrate whenever necessary. Facilitator assists whenever she/he sees it necessary. Facilitator gives individual work related to the topics. Learners use their activity books and the prepared learning media to carry out the laid-out activities.

Suggested teaching materials

Prepared charts, pictures, magazine cuttings, work cards, sentence strips, videos, action movies.

Resource materials

- PlusOne English Grade 6 Learner's Book page 42-50.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Skills

- Researching
- Recording
- Reading
- Writing
- Speaking
- Writing
- Discussing
- Reporting

Vocabulary

Facilitator gives the comprehension passage. Learners read, identifying new words and discuss the passage. Facilitator gives the valid instructions. Learners work in groups defining and using the identified words in sentences. Report back and class discussion. Facilitator assists.

- 1 Futile – able to bear suffering.
- 2 clutched – to grasp tightly.
- 3 scurried – to run with quick, short steps.
- 4 flight – act of flying.
- 5 den – an animal in lair/a private room.
- 6 inhabited – to occupy a place.
- 7 yearning – long for something.
- 8 trot – to run slowly with short steps.
- 9 fretted – to worry or to be upset.
- 10 whimpering – to cry or whine softly.
- 11 intensity – very strong or great.
- 12 subconscious – to do with mental processes
- 13 dejected – sad/depressed.
- 14 reverie – a day dream.
- 15 vain – conceited, especially about your appearance.

A. Comprehension

Comprehension answers 1

Class reads the passage for comprehension. Facilitator asks and answers related questions. Individual work for feedback.

- 1 Sekai.
- 2 Some furtive movements in the bush.
- 3 She recalled everything that had happened that day.
- 4 Spear and knobkerrie.
- 5 Because the big cats and other wild animals would be sleeping in their dens.
- 6 Crickets and cicadas.
- 7 To suckle the child.
- 8 The lengthening shadows.
- 9 It seemed as if everything and everyone was against her and her son.
- 10 To save her child (son).

Comprehension answers 2

Retelling the comprehension story. Asking and answering questions. Learners can re-read the comprehension passage. Explanation and demonstration. This is followed by individual work.

- 1 Inhabited.
- 2 The sound of snapping twigs.
- 3 Someone collecting firewood.
- 4 It was not a wild animal.
- 5 Old man.
- 6 She had to make sure that the distance was safe enough to flee if the old man proved to be unfriendly.
- 7 Sekai.
- 8 Fight off.
- 9 He was not sure if it was a trap or not.
- 10 Yes, he was because he realised that she was a stranger to the area.

Comprehension answers 3

Asking and answering questions as a recap. Facilitator explains on multiple choice questions and demonstrates. Learners practise in pairs. Report back for feedback. This is followed by individual work.

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

B. Descriptive composition

Class retells the comprehension story. Class identifies the dangers Sekai faced, as a woman. Facilitator asks the learners to relate the story to their daily lives. Group discussion on the danger they once faced. Asking and answering related questions. Facilitator explains and demonstrates on composition writing. Learners practise writing the introduction. Individual work carrying out the laid-out activity from their activity books.

Handwriting exercise

Recap on the previous handwriting exercise. Learners demonstrate. Facilitator asks and answers questions. Facilitator introduces the new letters using prepared media. Asking and answering questions. Learners practise then individual work.

C. Simple past tense

Facilitator explains on the simple past tense. Learners ask and answers questions on verbs and practise in pairs. Learners carry out the laid-out activity from their activity book. Individual work for feedback.

Exercise 6.1

John **wanted** very much to go to school. Every morning he **trailed** behind his elder brothers, Tom and Joe, on their way to the gate of their house. Every morning he **pleaded**, "Please can I go with you?" He **shifted** from one foot to the other as he **looked** hopefully up at them. Every morning his brothers **returned** his gaze sadly. They comforted him saying, "Be patient, John. You will soon be old enough."

Then one day his mum **returned**, with a new school bag." Can you guess who's this is, John?" she **asked**. "Hurray!" he **shouted**. "I am going to school."

Exercise 6.2

Facilitator explains and demonstrates on these verbs. Learners practise in groups. Report back for class discussion and feedback. Pair work identifying and listing 10 such verbs.

Exercise 6.3

- 1 In the first year of primary school, John **occupied** a desk in the front row.
- 2 The sixth year, all his friends **hurried** to get front row desks as well.
- 3 On Monday, Little Pat **buried** some seeds in the garden.
- 4 On Tuesday she **tried** to look for the tiny sprouts.
- 5 On Wednesday, she was **worried** because there were still none.
- 6 On Thursday she **satisfied** her curiosity by digging them up.
- 7 Most people **studied** hard for the mathematics exam.
- 8 As usual, Lilly **relied** on her friend, Casie.
- 9 As always, Casie's answer sheet **supplied** the right answers.
- 10 On being **accused** of cheating, Don firmly **denied** any wrong doing.

Exercise 6.4

Recap on previous exercises. Asking and answering questions in pairs. This is followed by individual work.

- 1 Until she got arthritis, grandma **knitted** sweaters for Judith and her little sisters.
- 2 Long ago, the train to Bulawayo **stopped at** every station.
- 3 As a child, Jane always pinned the blame on her baby brother.
- 4 Before the installation of the street signs, cars often **skidded** on the slippery roads.
- 5 Until recently, most children **travelled** to school on foot.
- 6 Many accidents **occurred** in the village until they put traffic lights.
- 7 For years, water **dripped** through the leaky ceiling onto the bedroom floor.

- 8 Great grandma Sarah **stirred** her tea for a long time before drinking it.
- 9 The slaves **rebelled** against the cruel treatment of their masters.
- 10 As boys, the twins **preferred** playing cricket and football.

D. Irregular verbs

Facilitator explains and defines irregular verbs. Facilitator gives valid examples. Learners practise carrying out the laid-out activity in their activity book. Report back and individual work for feedback.

Exercise 6.5

- 1 Ryan **rang** his mother on his new mobile phone.
- 2 Unfortunately, he could hardly **hear** her.
- 3 Two girls **rode** from Harare to Norton on their bicycles.
- 4 Franco **wrung** out the wet clothes and put them on the line.
- 5 Martha **drew** a fine picture of the school.
- 6 She **drew** the drawing pen and ink.
- 7 The art teacher **taught** her class how to use oil paints.
- 8 With a snarl, the tiger **sprang** at the bull.
- 9 The batsman **hurt** his hand to retire.
- 10 Rose **beat** Ryan in the English exam.

E. Listening and speaking: Phonics

Facilitator explains and demonstrates. He/she gives examples. Learners practise and carry out the laid-out activity in their activity book. Report back for feedback.

F. Sharpen your skills: Family tree

Facilitator explains and demonstrates. He/she gives examples. Learners practise and carry out the laid-out activity in their activity book. Report back for feedback.

G. Completing forms

Exercise 6.7

Learners fill in a indemnity form for a school trip.

Exercise 6.8

Learners complete a sample medical aid form.

Unit 7

Rain-making ceremony

Unit objectives

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

- a** read for comprehension.
- b** find contextual meaning of identified new words from the passage and match them with given meanings.
- c** use new words in sentences.
- d** share their thoughts and feelings on a given topic.
- e** produce a continuous piece of writing on a given topic.
- f** shape their handwriting using the Nelson Script type.

Teaching notes

Facilitator introduces the topics using prepared media. Learners use the prepared learning aids to carry out all the laid-out activities in their activity books. Learners ask and answer related questions. Facilitator explains and demonstrates wherever necessary as well as assisting the learners.

Suggested teaching materials

Pictures, charts, work cards, resource person, newspaper/magazine cuttings.

Resource materials

- PlusOne English Grade 6 Learner's Book page 52-61.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Skills

- Researching
- Reading
- Writing
- Speaking
- Listening
- Reporting
- Recording
- Asking
- Answering

Vocabulary

Facilitator explains on ceremonies. Learners give examples. Reading from activity books identifying new words. Discussion using prepared media. Learners report back their research findings. Individual work for feedback.

Column A	Column B
Symbol	a thing used as a sign or mark with a special meaning.
Immemorial	time that is so long ago that no one can remember.
Deficiency	a lack of something.
Ceremony	a formal event such as a wedding or presentation.
Drought	a long period without rain.
Appease	to calm or pacify someone by agreeing on what they say.
Harvests	to collect ripe crops from the field.
Immense	very large size of something.
Footprint	the mark left by your foot on soft soil or sand.
Presided	to be in charge of a meeting.
Religious	believing firmly in a religion.
Trespassers	to go on someone's land or property unlawfully.

A. Comprehension

Comprehension answers 1

Facilitator explains on ceremonies. Learners give examples. Reading from activity books identifying new words. Discussion using prepared media. Learners report back their research findings. Individual work for feedback.

- 1 Mukwerera/umtolo/rainmaking
- 2 Ritual.
- 3 The chief, spirit mediums, and elderly women and very young girls.
- 4 Under the Muchakata tree or some other tree of religious significance.
- 5 Because they are deemed “clean” enough to perform the ceremony.
- 6 The land, including the people had to be cleansed of all evil.
- 7 Umtolo.
- 8 Because it is for everyone's benefit. Good rains and good harvests benefit everyone in the community.
- 9 Everyone in the community.
- 10 The rains started falling as soon as the people danced or as they headed home.

Comprehension answers 2

Facilitator asks and answers questions for recap. She/he explains and demonstrates on comprehension questions. Learners practise in pairs. Individual work for feedback.

- 1 Good harvests.
- 2 African Traditional Religion (ATR).

- 3 African Tradition
- 4 When the land is angry.
- 5 Cleansing the land and performing rain making ceremonies.
- 6 Bad spirits of murder and adultery.
- 7 Old women.
- 8 Mbuya Mavhu or Mrs Loriet Magunje.

B. Summary writing

Learners retell the comprehension passage. Asking and answering questions in groups. Facilitator explains and demonstrates on summary writing. Learners re-read the passage picking out important points from the passage. Practise writing the summary. This is followed by individual work.

C. Composition: Report writing

Explanation on report writing. Reading and discussing the report in their activity book. Asking and answering questions. Learners practise in pairs using the given guidelines in their activity books. This is followed by individual work.

- should have a date
- addressed to

Should be written in the past tense and in first person.

Conclusion

- Name of the reporter

D. Handwriting exercise

Asking and answering questions as a recap on the previous handwriting exercises. Learners demonstrates on letters learnt previously. Facilitator explains and demonstrates. Learners practise then carry out the given exercise in their activity book. Facilitator assists.

E. Pronouns

Exercise 7.1

Facilitator explains and defines pronouns. Gives examples. Learners practise using their activity book. Facilitator explains and demonstrates. Facilitator assists using the prepared media. Facilitator gives individual work for feedback and evaluation.

- 1 The farmer said that he had made a bumper harvest.
- 2 The children cried when their parents scolded them.

- 3 Mr. Phiri said that he had a stomach ache, so he was going to the clinic.
- 4 The scout master ordered the scouts to report to him when they returned from mountain hiking.
- 5 Zoe said that she was meeting a friend and that they were going shopping.
- 6 Mr. Chari thought that he recognised his dog, Fox, and when he looked again, he was sure it was Fox.
- 7 The matron asked her students, "Susan and Kiki, are you ready to go?"
- 8 The police told the jeweller that they had arrested the man who robbed him.
- 9 The cat had the milk, it ate the mice, and then the trap caught it.
- 10 The judge told the jury that they should wait for the clerk to take them to lunch.

Exercise 7.2

Asking and answering questions as a recap of previous lesson. Learners are given learning aids and carry out the laid-out activity in groups. Report back for class discussion. Individual work carrying out the laid-out activity in their activity book. Learners read the sentences correctly.

Exercise 7.3

- 1 Nomhla ran into Buhle and me at the toy shop.
- 2 We invited Susan to go with Ben and me to the shops.
- 3 Between you and me, the orphanage is short of money.
- 4 Bob and I received awards from the school.
- 5 The school gave awards to Bob and me.
- 6 The school head scolded the head boy and me for being late.
- 7 Auntie Cloe said that Tom and I were to share the cake.
- 8 Auntie Polly said that this cake was to be shared between Tom and me.
- 9 There was trouble in store for Dumiso and me.
- 10 It was evident that Dumiso and I were in trouble.

F. Possessive pronouns

Explanation and demonstration on the planned topic. Learners practise in pairs and report back for class discussion. Learners carry out the laid-out activity from their activity book.

Exercise 7.4

- | | |
|---------|----------|
| 1 his | 6 theirs |
| 2 hers | 7 his |
| 3 yours | 8 theirs |
| 4 ours | 9 yours |
| 5 mine | 10 ours |

G. Reflective pronouns

Facilitator explains and demonstrates using prepared teaching media. Learners practise in groups and individually. Individual work carrying out the laid-out activity.

Exercise 7.5

- | | | | |
|---|-----------|---|-----------------|
| 1 | herself | 4 | herself/himself |
| 2 | myself | 5 | itself |
| 3 | ourselves | 6 | itself |

H. Listening and speaking

Recap on the previous exercise. Asking and answering questions. Learners practise. Facilitator assists. This is followed by individual work.

Answers

On the first day of the Christmas holidays, a bright sun **woke** me at 5 o'clock in the morning. Annoyed, I **got** up, **shut** the curtains and crept back into bed. I fell asleep soon after, and slept deeply until I heard loud knocks on my door. They **interrupted** an amazing dream in which I **flew** a spaceship and **sped** with my crew to the rescue of a dying planet.

F. Sharpen your skills

Facilitator explains on the laid-out activity and demonstrates. Learners carry out the activity in their activity book. Report back for class discussion.

J. Registers

Exercise 7.6

- | | | | |
|---|---------|----|---------|
| 1 | "May I" | 6 | "May I" |
| 2 | "May I" | 7 | "May I" |
| 3 | "May I" | 8 | "May I" |
| 4 | "May I" | 9 | "May I" |
| 5 | "May I" | 10 | "May I" |

Unit 8

The gardening club (1)

Unit objectives

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

- a** read for comprehension.
- b** answer comprehension questions.
- c** share their thoughts and feelings on a given topic.
- d** shape letters correctly using the Nelson script handwriting.
- e** create and produce a continuous piece of writing on a given topic.
- f** mix and mingle solving the given problems.

Teaching notes

Facilitator introduces the planned work using prepared media. He/she asks and answers questions related to the topics. Learners answer and ask questions for clarity on the given work. Learners are given time to relate and discuss given problems. Able learners may demonstrate whenever necessary. Facilitator assists whenever she/he sees it necessary. Facilitator gives individual work related to the topics. Learners use their activity books and the prepared learning media to carry out the laid-out activities.

Suggested teaching materials

Charts, garden tools, word cards, sentence strips, pictures, newspaper, cuttings

Resource materials

- PlusOne English Grade 6 Learner's Book page 62-68.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Skills

- Reading
- Writing
- Speaking
- Listening
- Discussing
- Reporting
- Recording

Vocabulary

Facilitator explains and demonstrates on using the dictionary. The facilitator instructs the learners to use the dictionary for the meanings of the words. Learners practise dictionary work using the letters of the alphabet. Report back. Facilitator assists. This is followed by individual work.

A. Comprehension

Comprehension answers 1

Reading the comprehension passage. Retelling the comprehension story. Explanation and demonstration on comprehension. Practise and give learners individual work.

- 1 The Gardening Club.
- 2 Thando wanted to join the club.
- 3 She was too young when she first wanted to join.
- 4 She had to wait for a year to join the club.
- 5 Because she enjoyed gardening and was hoping to learn new things from the other members.
- 6 Kudzwai invited Thando.
- 7 Thando was hoping to learn new things about gardening.
- 8 Because anyone who disobeyed the rules had to leave the club.
- 9 So that they would plan the area they would dig and what to plant.
- 10 They had to pull out the weeds.

Comprehension answers 2

Class retells the comprehension story. Asking and answering questions as a recap. This is followed by individual work.

- 1 learn to help others.
- 2 obey the rules of the club.
- 3 (a) onions (b) vegetables (c) carrots (d) beans (e) tomatoes
- 4 They watered the plants and pulled out the weeds.
- 5 Every day.
- 6 So that the garden would be clean and the weeds would not disturb the growth of the planted crops.
- 7 By ensuring that the garden was watered every day.

Comprehension answers 3

Facilitator leads the discussion by asking and answering questions. Learners work in pairs carrying out the laid-out activity in the activity book. Give individual work.

- 1 Practical example.
- 2 Vegetables like beans, rape, carrots.
- 3 By watering the garden every day/pulling out all the weeds/putting fertilizers/manure.
- 4 Aphids/red ants/spiders.
- 5 Control the above by using herbicides to fumigate the plants/crop rotation/intercropping/burning stumps.

B. Composition: Formal letter

Exercise 8.1

Facilitator explains on the formal letter using prepared media. Facilitator demonstrates on layout and letter writing. Learners practise in pairs. Report back for class discussion. This is followed by individual work. Learners write of apology to their teacher.

C. Using conjunctions

Exercise 8.2

Facilitator defines, explains and demonstrates using prepared media. Learners practise in groups. Report back for class discussion. This is followed by individual work.

- | | |
|-----------|-----------|
| 1 and | 5 but |
| 2 nor | 6 through |
| 3 because | 7 so |
| 4 or | 8 because |

Exercise 8.3

Recap on previous exercise asking and answering questions. Facilitator explains using prepared media. Learners practise. This is followed by individual work.

- | | |
|----------------|----------------|
| 1 but/since | 6 unless/since |
| 2 and/although | 7 while/as |
| 3 whether/or | 8 though/that |
| 4 until/so | 9 because/for |
| 5 while/so | 10 while/until |

Exercise 8.4

Recap on previous exercise asking and answering questions. Facilitator explains using prepared media. Learners practise. This is followed by individual work.

- | | |
|---------|--------------|
| 1 who | 7 which/that |
| 2 that | 8 whose |
| 3 which | 9 whom |
| 4 whom | 10 who |
| 5 whose | 11 that |
| 6 who | 12 who |

D. Spelling and dictation

Exercise 8.5

Facilitator explains on the topic. He/she demonstrates using a prepared media. Individual work for feedback.

Answer

I stood down as I sucked. Suddenly, something pricked in my brain. If I could fly, why couldn't I make the wood fly? I leaned forward and flipped a finger under a dozen sticks.

E. Listening and speaking: Phonics

Explanation and demonstration on the laid-out activity. Learners practise carrying out the laid-out activity in their activity book. Group work in solving the problem. Report back for class discussion.

- | | | | |
|---|----------|----|-----------|
| 1 | quiet | 6 | knowledge |
| 2 | wrinkles | 7 | rape |
| 3 | knowing | 8 | key |
| 4 | wrist | 9 | knocked |
| 5 | wreck | 10 | gum |

F. Sharpen your skill: Abbreviations

Explanation and demonstration given by the facilitator. Learners practise in groups. Report back for class discussion. Group work solving the given problem in their activity book.

- | | | |
|----|-----|-----------------------------------|
| 1 | AD | Anno Domini |
| 2 | BA | Bachelor of Arts |
| 3 | BC | Before Christ |
| 4 | BCE | Before Christ Era |
| 5 | BSc | Bachelor of Science |
| 6 | Eg | for example |
| 7 | CID | Criminal Investigation Department |
| 8 | cm | centimeter |
| 9 | Dr | Doctor |
| 10 | COD | Cash on delivery |

Unit 9

Animals do communicate

Unit objectives

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

- a** read for a purpose.
- b** infer meaning from a given text.
- c** answer comprehension questions correctly.
- d** share their thoughts and feelings on a given topic.
- e** produce a continuous piece of writing on a given topic.
- f** summarise a given text.
- g** write a text using the Nelson script handwriting.

Teaching notes

Facilitator introduces the planned work using prepared media. He/she asks and answers questions related to the topics. Learners answer and ask questions for clarity on the given work. Learners are given time to relate and discuss given problems. Able learners may demonstrate whenever necessary. Facilitator assists whenever she/he sees it necessary. Facilitator gives individual work related to the topics. Learners use their activity books and the prepared learning media to carry out the laid-out activities.

Suggested teaching materials

Pictures, charts, work cards, sentence strips

Resource materials

- PlusOne English Grade 6 Learner's Book page 69-75.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Skills

- | | |
|-------------|---------------|
| • Reading | • Researching |
| • Writing | • Recording |
| • Speaking | • Drawing |
| • Listening | |

Vocabulary

Class retells the comprehension passage. Class reads the passage identifying the new words. Defining the words and using them in sentences, Facilitator assists.

- 1 Pass news or information to other people.
- 2 To do with or in words.
- 3 An animal that gives birth to live young ones.
- 4 A sea animal like a small whale with a bear-like snout.
- 5 To simplify.
- 6 Not here not present.
- 7 A word or phrase or the look on a person's face.
- 8 To be fiercely angry or violent.
- 9 To do without words.
- 10 The qualities of a person or thing.
- 11 Done without thinking.
- 12 To deceive someone by pretending to be confident.

A. Comprehension

Comprehension answers 1

Facilitator reads the comprehension passage identifying and defining new words. Asking and answering questions as a recap. Class carry out the laid-out activity individually. Report back for class discussion. This is followed by individual work.

Answers

- 1 (a) verbally (b) non-verbally (c) body language
- 2 Dolphin
- 3 High pitched sounds.
- 4 Communicate.
- 5 Facial expression.
- 6 Looks for hidden facts.
- 7 To understand their language.
- 8 Body language.
- 9 To convey a message.
- 10 To tell us that we are crossing the line, without saying a word.

Comprehension answers 2

Retelling the comprehension passage. Asking and answering questions as a recap. Re-reading the passage if need be. Learners practise answering questions in pairs. Report back and giving individual work.

- 1 non-verbal
- 2 body
- 3 Humans talk, laugh while other animals use sounds.

- 4 To indicate that there has been a change in the situation.
- 5 Opponent
- 6 Circumstances
- 7 Actors
- 8 Throw at
- 9 So that the message is not misunderstood.
- 10 I agree because different people interpret messages differently. There is no one set rule of interpretations.

Comprehension answers 3

Class reads the comprehension passage. Asking and answering questions for recap of the previous lesson. Learners carry out the laid-out activity in groups. Report back for group discussion. Individual work for feedback.

- 1 They possess well developed verbal skills.
- 2 They suckle.
- 3 (a) snakes (b) frogs (c) lizards
- 4 Whale.
- 5 Dolphin.
- 6 South Africa and Mozambique because they are bordered by great oceans with lots of water which enable whales and dolphins to survive.

B. Composition: A friendly letter

Ask and answer questions as a recap on letter writing. Learners identify and discuss the components of the friendly letter. Learners practise in pairs and give feedback for class discussion. Facilitator assists. Learners carry out the laid-out activity from their activity book. This is followed by individual work.

Exercise 9.1

Learners write a letter to one of their relatives about the most interesting experience they had at school.

C. Handwriting exercise

Recap on the previous handwriting exercise. Able learners demonstrate on the previous learnt letters. Facilitator introduces the planned work using a prepared media. Learners practise individually. Learners practise individually. Facilitator assists.

D. Prepositions

Exercise 9.2

Facilitator explains on prepositions. Giving examples and definition. Facilitator demonstrates. Learners identify and use the prepositions in sentences. Facilitator assists. This is followed by individual work.

- | | |
|------------------|------------------|
| 1 on/in | 6 around/under |
| 2 with/at | 7 unto/to |
| 3 onto/behind | 8 across/about |
| 4 before/through | 9 after/at/under |
| 5 during/with | 10 over/from |

E. Nouns and prepositions

Exercise 9.3

Facilitator explains and demonstrates. Asking and answering questions as a recap. Learners carry out the laid-out activity in their activity book in groups. Report back for class discussion.

F. Verbs and prepositions

Exercise 9.4

Asking and answering questions as a recap. Learners practise using the given prepositions in sentences. Facilitator explaining and demonstrates. Learners practise in pairs carrying out the laid-out activity. Report back for class discussion. This is followed by individual work.

- | | |
|-------------|-------------|
| 1 along | 6 among |
| 2 into/over | 7 in |
| 3 between | 8 into |
| 4 above | 9 on/around |
| 5 into | 10 with |

Exercise 9.5

Asking and answering questions as recap. Learners practise in groups and report back for a class discussion. Individual work from the learner's activity book for feedback.

- | | |
|--------|--------|
| 1 to | 6 with |
| 2 with | 7 of |
| 3 into | 8 to |
| 4 by | 9 with |
| 5 to | 10 of |

G. Listening and speaking: Poem

Learners read, memorise and recite the given poem in pairs. Facilitator explains on the poem. Learners carry out the laid-out activity from their activity book. Facilitator assists the slow learners.

H. Sharpen your skills: Fun with Mathematics

Facilitator explains and demonstrates. Learners carry out the activity in pairs and report back for a class discussion. The facilitator assists.

I. Bio data form

Exercise 6.6

Learners complete a personal bio data with their names, date of birth, school and hobbies.

Unit 10

Examination 1

Paper 1: Multiple choice answers

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

Paper 2 answers

Section B: Comprehension and summary answers

- 1 You will drown.
- 2 Because the river was flooded.
- 3 Mark was one of the boys who knew the river well.
- 4 Because Mark knew his way along the river.
- 5 They were now afraid and unsure of themselves.
- 6 He had defied the odds.
- 7 Chike was pleased with himself.
- 8 It is about the danger of crossing flooded rivers.
- 9 Fording is crossing the river when it is flooded.

Summary

Together with the learners, read the comprehension passage and pick out the important facts. Ask and answer questions as a recap on summary writing. Learners write the summary about Chike's feelings about crossing the river carrying a load.

Unit 11

The gardening club (2)

Unit objectives

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

- a** read for comprehension.
- b** infer word meaning from the read passage.
- c** share their thoughts and feelings on a given topic.
- d** show their creativity by writing a composition on a given topic.
- e** identify and use quantifiers correctly in sentences.
- f** shape letters correctly using the Nelson script handwriting.
- g** follow instructions to solve a given problem.

Teaching notes

Introduce the topics using valid media. Allow learners to contribute through discussions and research as well as recording their findings. Learners should practise in pairs and as individuals on given activities using the prepared learning aids. Facilitator explains and demonstrates before any written work is given. Able and fast learners are allowed to demonstrate.

Suggested teaching materials

Charts, the school garden, garden tools, work cards, various types of vegetable seeds/seedlings

Resource materials

- PlusOne English Grade 6 Learner's Book page 83-90.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Skills

- Reading
- Writing
- Speaking
- Listening
- Researching
- Recording
- Identifying

Vocabulary

The facilitator together with the learners read the comprehension passage. Lead the discussion by questioning and answering questions. This is followed by individual work.

- 1** meeting – act of coming together.
- 2** strange – unusual/surprising, not known.
- 3** friendly – behaving like a friend.
- 4** promised – to make a promise.

- | | | | |
|---|--|----|---|
| 5 | part – to separate or to divide. | 10 | water – a colourless, tasteless liquid. |
| 6 | marked – distinct/noticeable. | 11 | vegetables – plants that can be used as food. |
| 7 | planting – to put something in soil for growing. | 12 | onions – a round vegetable with strong flavour. |
| 8 | tools – devices for doing a particular job. | | |
| 9 | rule – something that people should obey. | | |

A. Comprehension

Comprehension answers 1

Retelling/dramatising the comprehension passage. Asking and answering questions as a recap. Carrying out the laid activity individually.

- 1 She felt strange/out of place/uncomfortable.
- 2 They were friendly.
- 3 The club leader told them about the club rules.
- 4 A plan of the garden.
- 5 Sticks and string.
- 6 The soil was hard.
- 7 It took them three days to do the digging.
- 8 The club leader gave them onion seeds to plant.
- 9 They cleaned the tools before putting them away.
- 10 They were supposed to water the seeds and pull out the weeds.

Comprehension answers 2

Retelling the comprehension passage as a recap. Class asks and answers questions. Carrying out the laid-out activity in their activity book. Individual work for feedback.

- | | | | |
|---|------------------------------|----|--------------|
| 1 | Tendai | 6 | heavy |
| 2 | strange | 7 | three days. |
| 3 | friendly and Tendai enjoyed. | 8 | planting |
| 4 | plan | 9 | cleaned |
| 5 | marked | 10 | two of them. |

Comprehension answers 3

Asking and answering questions as a recap. Facilitator explains and demonstrates. Learners practise in pairs. Report back for discussion. This is followed by individual work.

- | | | | |
|---|---------|---|----------|
| 1 | meeting | 3 | members |
| 2 | pleased | 4 | everyday |

- 5 weeds
- 6 meeting
- 7 watering

- 8 agreed
- 9 would
- 10 pull out

B. Composition: Friendly letter

Retelling the comprehension passage. Learners say their thoughts and feelings towards the comprehension story. Asking and answering questions on letter writing. Explanation and clarity from the facilitator. Learners discuss the layout of the letter and practise. Facilitator assists. This is followed by individual work of writing a letter.

C. Handwriting exercise

Recap on the previous exercise. Able learners demonstrate using the prepared media. Facilitator explains and demonstrates. Learners practise. Facilitator assists. This is followed by individual work.

D. Subject - verb agreement

Exercise 11.1

Explanation and demonstration using a prepared media. Learners practise in pairs. Report back for class discussion. Learners carry out the laid-out activity in their activity book. Facilitator assists.

- | | |
|---------|-----------|
| 1 meets | 6 like |
| 2 was | 7 was |
| 3 is | 8 doesn't |
| 4 comes | 9 is |
| 5 come | 10 are |

E. Sums and quantities: Much, many, little, few

Exercise 11.2

Explanation and demonstration on the topic. Learners identify and use the words in sentences. Facilitator assists. Individual work for feedback.

- | | |
|----------|----------|
| 1 few | 5 little |
| 2 few | 6 little |
| 3 many | 7 much |
| 4 little | 8 much |

- 9 much
- 10 most

- 11 much
- 12 much

F. Using either or/neither nor

Exercise 11.3

Explanation and demonstration on the topic. Learners identify and use the words in sentences. Practise using the words in sentences in pairs. Report back for a class discussion. Learners carry out the laid-out activity individually.

- 1 either.....or.....
- 2 either... or.....
- 3 neither.....nor....
- 4 neither.....nor....
- 5 neither.....nor....

G. Pronouns and verbs

Exercise 11.4

Asking and answering questions as a recap. Learners practise carrying out the given activity from a prepared chart. Report back and class discussion. Facilitator assists. Learners carry out the laid-out activity in their learner's activity book individually.

- 1 was
- 2 have
- 3 has
- 4 has
- 5 were
- 6 are
- 7 has
- 8 has
- 9 gets
- 10 have

H. Sharpen your skills

Facilitator gives the instructions on the word puzzle in the learner's activity book. Learners work in pairs finding the words in the puzzle. Facilitator assists.

- 1 thirsty
- 2 length
- 3 thunder
- 4 think
- 5 path

Unit 12

The accident

Unit objectives

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

- a** read a given text for comprehension.
- b** infer word meaning from the comprehension passage.
- c** identify, read and use new words in sentences.
- d** share their thoughts and feelings on a given topic.
- e** use the Nelson script type of handwriting when writing given work.
- f** show their creativity in writing a composition on a given topic.
- g** solve given problems in groups.

Teaching notes

Facilitator introduces the planned work using prepared media. He/she asks and answers questions related to the topics. Learners answer and ask questions for clarity on the given work. Learners are given time to relate and discuss given problems. Able learners may demonstrate whenever necessary. Facilitator assists whenever she/he sees it necessary. Facilitator gives individual work related to the topics. Learners use their activity books and the prepared learning media to carry out the laid-out activities.

Suggested teaching materials

Newspaper cutting, pictures, charts, word cards, sentence strips

Resource materials

- PlusOne English Grade 6 Learner's Book page 91-99.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Skills

- Reading
- Writing
- Spelling
- Listening
- Discussing
- Creating
- Shaping

Vocabulary

Reading the comprehension passage as a class. Facilitator explains and demonstrates. Learners practise in pairs. Report back and feedback. This is followed by individual work.

- 1 safety – freedom from danger and harm.
- 2 granted – to give allow/ to admit something.
- 3 routine – a regular way of doing something.
- 4 predict – to say what will happen in future.
- 5 perception – the ability to see or hear.
- 6 social – living in a community.
- 7 deserted – to live a person/place without intending to come back.
- 8 Freedom – the state of being free.
- 9 bumpy – the action of sound of bumping.
- 10 flipped – to lose your temper.
- 11 screech – to make a harsh, high-pitched sound.
- 12 debris – scattered fragments or wreckage
- 13 jammed – to crowd /squeeze in place.
- 14 sufficient – enough.
- 15 dragged – to pull something heavy.
- 16 betrayed – to be disloyal to a person.

A. Comprehension

Comprehension answers 1

Facilitator explains and demonstrates on multiple choice comprehension questions using prepared media. Learners practise in groups. Report for and class discussion. This is followed by individual work.

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

Comprehension answers 2

Retelling the comprehension story. Asking and answering questions for recap. Individual work for feedback.

- 1 Misty, freezing and dark.
- 2 Deserted.
- 3 Safety.
- 4 Freedom.
- 5 He felt something wrong was about to happen.

- 6 The grinding metal of Ali's car.
- 7 He felt that he had betrayed Ali's parents.
- 8 The police.
- 9 To inform about the accident.
- 10 They believed he would not be able to walk again.

B. Summary writing

Re-reading the comprehension passage. Asking and answering questions for recap of the previous comprehension exercises. Class reads the comprehension passage picking out important points from the read the passage. Facilitator explains on summary writing and demonstrates. Learners practise individually. Facilitator assists. This is followed by individual work.

C. Composition: The accident I witnessed

Asking and answering questions as a recap. Learners share thoughts and feelings on the given topic. Facilitator explains on essay writing. Learners practise in pairs and report back for class discussion.

Exercise 12.1

Learners write the given composition following the guidelines in their activity book.

D. Handwriting exercise

Recap on the last handwriting exercise. Learners revisit the learnt letters. Good performers demonstrate. Facilitator explains and demonstrates. Learners practise then give them individual work.

E. Writing sentences

Exercise 12.2

Facilitator explains and demonstrates on sentences. Learners practise writing sentences using sentence strips. Facilitator assists. Carry out the laid-out activity in their activity book. Facilitator writes the following clues on a chart to assist the learners as they work on question 1-8.

- | | |
|---------------------|---------------------|
| 1 Make a statement. | 5 Make a statement. |
| 2 Ask a question. | 6 Give an order. |
| 3 Make a statement. | 7 Make a statement. |
| 4 Make a statement. | 8 Make a statement. |

F. Subjects and predicates

Exercise 12.3

Facilitator explains and demonstrates using prepared media. Learners practise in pairs and report back for a class discussion. This is followed by individual work.

- 1 Did **he/she/you** rescue the child from the burning house? (Question)
- 2 The **horse/donkey** galloped away down the road. (Statement)
- 3 **She/he/they/you** directed us to the National Art Gallery. (Statement)
- 4 Are **they** found in every city? (Question)
- 5 **She** held up her hand to stop the traffic. (Statement)
- 6 Do **leaves/fruits/** fall from all trees in the autumn? (Question)
- 7 **They** laughed until their sides ached. (Statement)
- 8 Was **it** too stiff to move? (Question)
- 9 **He/she** was arrested by two police officers. (Statement)
- 10 Is **it** imported through the Beira corridor to Zimbabwe? (Statement)

G. Sentences

Explanation and demonstration using a prepared media. Learners practise in pairs. Report back for a class discussion. This is followed by individual work.

Exercise 12.4

- 1 India produces lemons and limes more than any other country.
- 2 Run as fast as you can or you won't catch the bus.
- 3 William Caxton set up the first printing press in England.
- 4 Is a whale a mammal or a fish?
- 5 The kangaroo carries its young in a pouch.
- 6 People in France use snails for food.
- 7 This mango tree has a rough bark.
- 8 The earthworm eats all kinds of decaying matter.
- 9 The Inuit go fishing in frail canoes called kayaks.
- 10 Hold on tight or you will fall.

H. Using although and but

Exercise 12.5

Facilitator explains and demonstrates using a prepared media. Learners practise individually. They report back for a class discussion. Individual work making six own sentences using although and but.

I. Listening and speaking: Phrases

- 1 Go to bed Simon before you fall asleep on your feet.
- 2 Foxes leave on their trail a strong scent from glands on their feet.
- 3 Of the seven wonders of the ancient world only the pyramids remain.
- 4 The powerful electric train sped down the track at a record speed.
- 5 What does the spider use to make its web sticky?
- 6 Has the life of Egypt always centered on the Nile?
- 7 Are the tusks of the elephant made of ivory?
- 8 Stop the little boy who is running across the road!
- 9 While visiting Grenada, James learned how to water ski.
- 10 Abraham Lincoln, sixteenth president of the United States lived in a log cabin when he was a boy.

J. Sharpen your skills: Sentences

Facilitator explains on the given activity. Learners work in pairs carrying out the laid-out activity. Report back for feedback.

- 1 Girl, throw the ball through the window. (S)
- 2 Zoo keeper, place the gorilla in the cage. (S)
- 3 Hunters, use coconuts to catch monkeys. (S)
- 4 Earth satellite produce radio signals. (S)
- 5 Is this material for father's suit? (Q)
- 6 Did the cat drink the milk that was on the table? (Q)
- 7 Children, hide from the storm in the shed. (S)
- 8 The cowboy raised dust in the road. (S)
- 9 Tickets are available to passengers of the space shuttle. (S)
- 10 Did the mongoose attack the hens in the farm yard? (Q)

K. Registers

Exercise 12.6

Learners respond politely to requests 1-10. Answers will vary.

Unit 13

A letter of complaint

Unit objectives

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

- a** read for comprehension.
- b** answer comprehension questions.
- c** infer word meaning from a given text.
- d** share their thoughts and feelings on a given topic.
- e** create and produce a continuous piece of writing on a given topic.
- f** identify and use quotation marks correctly in given sentences.
- g** mix and mingle solving given problems.

Teaching notes

Facilitator introduces the planned work using prepared media. Learners are given time to mix and mingle solving the given problems using prepared learning materials. Learners discuss given tasks and record their findings. The facilitator demonstrates and assists wherever necessary. Learners practise in groups, pairs or individually. Individual work is given for feedback.

Suggested teaching materials

Letters, pictures, work cards, newspaper cuttings

Resource materials

- PlusOne English Grade 6 Learner's Book page 100-106.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Skills

- Discussing
- Identifying
- Reading
- Writing
- Speaking
- Listening

A. Comprehension

Comprehension answers 1

Reading the comprehension passage. Asking and answering questions. Learners practise in pairs and report back their findings. This is followed by individual work.

- 1 Ashley Antonio – a resident of the area.
- 2 The letter was written to the Greenford Council.
- 3 The letter was written on 18 January 2019.
- 4 The writer was concerned about the deterioration of the Greenford Park.
- 5 The reason is stated in the first paragraph.
- 6 Because the “music” being played was not the right kind of music for the neighborhood.
- 7 The writer lives at number 10, Glen Lorne, Umwinsdale.
- 8 Residents means the people who lived in the area around Greenford Park.
- 9 The writer feels terrible and upset about the whole situation.
- 10 Litter is garbage/refuse/anything no longer of use and disposed of.

Comprehension answers 2

Asking and answering questions as a recap. Learners practise individually. Facilitator explains and demonstrates. This is followed by individual work.

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

Comprehension answers 3

Explanation and demonstration on answering the multiple-choice questions. Learners practise using prepared media. Report back for feedback. This is followed by individual work.

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

B. Composition: A business or formal letter

Facilitator introduces the topic for discussion using a prepared business letter. Learners ask and answer questions. Facilitator explains and demonstrates on layout and the components of this letter. In pairs, the learners identify the differences between the business and the friendly letter. Class practise the lay out of this letter.

C. Handwriting exercise

Facilitator explains and demonstrates. Learners practise using the prepared media. Asking and answering questions. Learners practise individually. Individual work for feedback.

Exercise 13.1

Learners write a letter of apology to Ashly Antonio.

D. Punctuation: Quotation marks “ ”

Exercise 13.2

Recap on punctuation marks from their lower grades. Facilitator introduces the quotation marks and explains. He/she demonstrates using the prepared media.

- 1 “Has morning come already?” asked Nicholas, sitting up in bed.
- 2 “Your dinner is ready, Norman,” said Mr. Stevens.
- 3 “What are you doing here?” roared the selfish giant.
- 4 “I can run faster than anybody in school,” boasted Nyasha.
- 5 “As soon as Mr. Roy comes, I shall be going out,” announced the headmaster.
- 6 “What rough weather we are having this week!” exclaimed the fisherman.
- 7 “Does Miss Peters live here, please?” inquired Allan.
- 8 “Oh, please let me go,” pleaded Peter as the bully seized him by the arm.
- 9 “Have the bigger mango,” Amy insisted.
- 10 “Here is Ralph, let’s hide behind the bush,” whispered Donald.

Exercise 13.3

Asking and answering questions as a recap on the previous lesson. Learners practise and give feedback. This is followed by individual work.

- 1 Billy answered, “That is another story and I may tell it to you some other day.”
- 2 Placing the microphone to his mouth, the play boy bellowed, “Ship Ahoy!”
- 3 The hare enquired “What do you mean by making the water muddy?”
- 4 The teacher’s voice called out, “Stand behind the door and hold up your cups!”
- 5 Ali Hassling put down the cup and said to herself, “That’s quite enough.”
- 6 Michael, who did not know the way, asked, “Does the Prime Minister live here?”
- 7 The teacher looked up and demanded angrily, “Who put all the paint on the table?”
- 8 The school head shouted angrily, “You know that you are not allowed to swim in the dam!”
- 9 Going up to her aunt, Jane whispered, “Please may I have a dollar to buy some chocolates?”
- 10 My father said, “Don’t come back home late.”

E. Punctuation: Exclamation mark (!)

Exercise 13.4

Asking and answering questions as a recap on the previous lesson. Facilitator introduces the exclamation mark. Learners practise and give feedback. This is followed by individual work.

- 1 Shut up! You are making a lot of noise.
- 2 Get out!
- 3 Climb down! You might fall.
- 4 I don't like the new teacher!
- 5 What a great match! St Peters Claver was brilliant.
- 6 My parents came back from Ruwa last night.
- 7 Look! That dog has got healthy puppies!
- 8 Listen to this. We have won the competition!
- 9 Really! That's wonderful!
- 10 Nyasha! Where have you been?

Exercise 13.5

Asking and answering questions as a recap. Facilitator explains and demonstrates. Learners practise in groups. Individual work for feedback.

- 1 Mother asked if I had finished writing my homework.
- 2 The school matron said school would reopen on Tuesday.
- 3 Mother implored Laura to go ahead and help her take care of the baby.
- 4 The doctor said the tablets would soon make me well.
- 5 The electrician enquired if master was at home.
- 6 Nohlahla asked if I would be home by the time she came back from school.
- 7 Mr. Moyo complained to the farmer that the eggs were not fresh.
- 8 Mr. Peters shouted (warned) that there was a car coming.
- 9 The boarders complained that the food was not fully cooked.
- 10 The cyclist said that 10 kilometers was a long way to ride a bicycle.

F. Listening and speaking: Rhyming words

Facilitator explains and demonstrates. Learners practise in groups. Learners carry out the laid-out activity. Report back for class discussion.

- | | |
|---------|---------|
| 1 Drove | 4 Mend |
| 2 Safe | 5 Black |
| 3 Snow | |

G. Sharpen your skills: Verbs

Explanation and demonstration. Learners carry out the activity in pairs and report back their findings. Report back for class discussion.

- 1 answer
- 2 read
- 3 Then
- 4 writing
- 5 If

- 6 understand
- 7 over
- 8 do
- 9 difficult
- 10 many

H. Registers

Learners respond politely to “Please” questions 1-10. Answers will vary.

Unit 14

The world of cats

Unit objectives

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

- a** read for comprehension.
- b** answer comprehension questions.
- c** infer word meaning from a given text.
- d** share their thoughts and feelings on a given topic.
- e** write a text using the Nelson script handwriting.
- f** produce a continuous piece of writing on a given topic.
- g** brainstorm solving given problems.

Teaching notes

The facilitator introduces all the topics by use of prepared media. Learners should be given learning aids to tackle all the given work. Facilitator should engage the learners in demonstrations and discussions. The facilitator leads the discussions by question and answer.

Suggested teaching materials

Pictures, charts, videos, maps, work cards, dictionaries

Resource materials

- PlusOne English Grade 6 Learner's Book page 107-114.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Skills

- | | |
|---------------|-------------|
| • Reading | • Recording |
| • Writing | • Listening |
| • Researching | • Speaking |

Vocabulary

Read the comprehension passage taking note of the new words. Facilitator asks and answers questions. Learners use media to read and define the new words. Learners use sentence strips to use the new words in sentences. Facilitator assists.

- 1** Dog/cat/cow.
- 2** Firmly

- 3 Learners name a pet that curls like a baby.
- 4 The learners name an animal that has a furry tail.
- 5 Nocturnal
- 6 Lion
- 7 Zebra

A. Comprehension

Comprehension answers 1

Learners reads the comprehension passage. Facilitator asks and answers related questions. Learners define the new words from the read passage as a recap. Facilitator explains and demonstrates on multiple choice questions. This is followed by individual work.

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

Comprehension answers 2

Asking and answering questions as a recap. Reading the comprehension passage individually. Individual work from the activity book.

- 1 A tiger has stripes whereas a cheetah has spots.
- 2 Lion
- 3 Siberia
- 4 Africa
- 5 A bob cat – its furry feet enable it to walk quietly in the snow.
- 6 Siberia is very cold as compared to Africa which is nice and warm.
- 7 Short
- 8 The hair around a male lion's head.
- 9 Difficult
- 10 Snow leopard.

B. Summary writing

As the facilitator, define, explain and demonstrate summary writing. Let the learners read and fish out important points from the comprehension passage and practise writing the summary in pairs. Learners should give a feedback for the facilitator to correct and emphasise on key points.

- 1 There are many types of cats, some tame and others wild.
The tame are found in homes whereas the wild are found in different types of habitat around the world.
- 2 A lion would be a bad pet because:
 - (a) It is a dangerous animal.
 - (b) It is naturally a wild animal.
 - (c) It is a predator.
 - (d) A lion feeds on meat only.
 - (e) A lion is a natural hunter.
 - (f) A lion can be very unpredictable.
- 3 A sand cat because it lives in the desert and has fur on the bottom of its feet to protect it from the heat.
- 4 The main idea of the passage is to create awareness that there are different types of cats in the world and their characteristics.

C. Composition: My pet

Lead the discussion on the topic by question and answer. Give the learners media to use during the discussion. Emphasise on descriptive composition and lay out. Facilitator assists. This is followed by individual work.

D. Contractions

Exercise 14.1

As the facilitator, explain and define contractions. Demonstrate using prepared media. Give the learners time to practise in pairs or groups. The learners should give feedback and facilitator corrects the slow learners. Learners carry out the laid-out activity in their activity book.

Exercise 14.2

As the facilitator, explain and define contractions. Demonstrate using prepared media. Give the learners time to practise in pairs or groups. The learners should give feedback and facilitator corrects the slow learners. Learners carry out the laid-out activity in their activity book.

These are only suggestions. You can have different ones but using the same words.

- 1 The world is round isn't it?
- 2 You aren't going to the movies, are you?
- 3 I haven't seen the revised timetable yet.
- 4 I couldn't give him the money, although I wanted to.
- 5 I won't stand by idly while you trash my name.
- 6 He wasn't at home when I passed by on my way to the clinic.
- 7 Teacher said he hadn't marked my homework yet.

Exercise 14.3

Demonstrate using prepared media. Give the learners time to practise in pairs or groups. The learners should give feedback and facilitator corrects the slow learners. The learners carry out the laid-out activity in their activity book.

These are only suggestions. You can have different ones but using the same words.

- 1 It's quite obvious that you don't like me.
- 2 There's no way I am going to town with you.
- 3 Who's the boy walking with Sarah?
- 4 Where's the boys' toilet?
- 5 What's wrong with John?
- 6 That's the place I wrote about in my English essay.
- 7 How's everyone here?
- 8 Weren't you at the meeting yesterday?
- 9 Why's everyone looking at you in a funny way?
- 10 She's the head girl for this year.
- 11 He's coming to sleep over this Friday because his parents are going away for the weekend.
- 12 How's it that you are always complaining?

Exercise 14.4

Recap on the previous exercises. Ask and answer questions. Learners practise in pairs. Feedback and giving individual work.

- 1 You are – you're very much taller than Susan.
- 2 They have – they've had a very wet Sunday this year.
- 3 We had – we'd better take a taxi to the airport.
- 4 Would not – the teacher wouldn't believe what the late comer said.
- 5 Do not – it is. Flies don't bother us when it's cooler.
- 6 Has not – ma'am hasn't been absent once this term.
- 7 Cannot – you can't leave the playroom in a mess.
- 8 Must not – "you mustn't be late for school again."
- 9 Who has – "who's been sitting in my chair?" asked the bus driver.
- 10 Were not – there weren't any footballs for the soccer team in the P.E. room on Thursday.

Exercise 14.5

Recap on the previous exercises. Ask and answer questions. Learners practise in pairs. Feedback and individual work.

- | | |
|----------------|--------------|
| 1 It's | 3 He's/who's |
| 2 There's/He's | 4 I'll |

- 5 What's
- 6 What's
- 7 I'm

- 8 Aren't/That's
- 9 Shouldn't
- 10 Don't/you'll

E. Spellings and dictation

As the facilitator, explain and demonstrate on the topic. Give the learners an exercise to practise. Let them carry out the laid-out activity in the learner's activity book.

Exercise 14.6

I once saw a male jewelfish who was helping put his babies to sleep, perform an astonishing deed. The fish was in a tank in my laboratory. I saw that the parents had managed to get most of the young in the nestling hallow.

F. Listening and speaking: Dialogue

As the facilitator, explain and demonstrate on the topic. Give the learners an exercise to practise. Let them carry out the laid-out activity in the learner's activity book.

Answer

I **met** him at the zoo yesterday.

Teddy: "Hello Jane. How **was** your trip to Penhalonga last week?"

Jane: "Ooh I **had** a wonderful time then. We **went** swimming in the morning and did some shopping in the afternoon."

Teddy: "Did you buy anything?"

Jane: "Yes. We **bought** many bottles of perfume. The perfumes **were** cheap and good."

G. Sharpen your skills: Puzzle

As the facilitator, explain and demonstrate on the topic. Give the learners an exercise to practise. Let them carry out the laid-out activity in the learner's activity book.

- 1 **India** is a cricketing nation.
- 2 The boys were making a lot of **noise** in class.
- 3 **Rose** has gone to town with her mother.
- 4 There is too much **light** in this room.
- 5 The Polar **bear** was caught by Eskimos.
- 6 Boys always **fight** when they are young.
- 7 All you need to do is **ask** when you need anything from father.
- 8 Father has planted the tomato **seeds**.
- 9 **Kites** are always flown in spring.
- 10 The wood fired stove gives off a lot of **heat**.

Unit 15

Fish farming

Unit objectives

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

- a read for comprehension.
- b answer comprehension questions.
- c infer word meaning from a given text.
- d use new words correctly in sentences.
- e show creativity in writing a composition.
- f solve a given problem.
- g write any given text using the Nelson script handwriting.
- h use articles correctly in sentences.

Teaching notes

The facilitator introduces all the topics by use of prepared media. Learners should be given learning aids to tackle all the given work. Facilitator should engage the learners in demonstrations and discussion. The facilitator leads the discussions by question and answer.

Suggested teaching materials

Pictures, charts, videos, maps, word cards, dictionaries

Resource materials

- PlusOne English Grade 6 Learner's Book page 115-121.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Skills

- Reading
- Writing
- Researching
- Recording
- Listening
- Speaking

Vocabulary

Read the comprehension passage taking note of the new words. Facilitator asks and answers questions. Learners use media to read and define the new words. Learners use sentence strips to use the new words in sentences. Facilitator assists.

- 1 Venturing – a dangerous expedition.
- 2 profitable – yielding profit, beneficial/useful.
- 3 demand – to ask for something.

- 4 consumed – used up.
- 5 capital – top part of a column.
- 6 business – errand.
- 7 agriculture – growing of crops and rearing of animals.
- 8 source – an origin/course.
- 9 converted – form change to one thing.
- 10 temperature – degree of hot or cold.
- 11 protein – a complex organic compound containing nitrogen that is essential.
- 12 minerals – an organic substance naturally found in the earth.

A. Comprehension

Comprehension answers 1

Learners reads the comprehension passage. Facilitator asks and answers related questions. Learners define the new words from the read passage as a recap. Facilitator explains and demonstrates on multiple choice questions. This is followed by individual work.

- | | |
|-----|-----|
| 1 A | 5 A |
| 2 C | 6 D |
| 3 D | 7 D |
| 4 B | 8 C |
- 9 The correct temperature is vital in the fish pond if fish are to survive in different seasons away from their natural habitat. A good example is winter time.
 - 10 Fish provide protein.

Comprehension answers 2

Asking and answering questions as a recap. Reading the comprehension passage individually. Individual work from the activity book.

- 1 Fish live and survive in water; therefore, it is vital that a clean source of water be available for successful fish farming.
- 2 Borehole.
- 3 The water in rivers where fish survive naturally is constantly flowing, therefore the water in a fish pond needs to be recycled if the natural conditions are to be met. A drainage system will ensure that stale water is drained out and fresh water is let in.
- 4 The fish may not survive or fail to multiply because:
 - (a) they have to be in a safe environment just like their normal habitat.
 - (b) they do not have to notice a sudden change in their environment.
- 5 Swimming pools.
- 6 Borehole water is recommended because it is safer and cleaner for the fish to survive.
- 7 Proteins help the body fight off diseases and maintain the body's texture.

- 8 Tilapia (bream) and trout.
- 9 Either sell immediately or store in refrigerators for sale at a later stage.
- 10 Nets are used to harvest the fish.

Comprehension answers 3

Learners read the comprehension passage individually. Carry out the laid-out activity individually. Facilitator assists.

- 1 (a) pond heaters
(b) Fish nets
(c) Pond filters
(d) Refrigerators.
- 2 Sell
- 3 Annually (every year).
- 4 Pond heaters are used to maintain the correct temperature especially during the winter.
- 5 A profitable business is one which manages to cover all its running costs and remain with a surplus called profit.
- 6 Converted into.
- 7 Fish farming.
- 8 A common mistake made by business entrepreneurs is getting into the business because someone else says it is profitable, without having undertaken a feasibility study.
- 9 A fish farmer needs a refrigerator to store the harvested fish before they are sold.
- 10 One example of a mineral found in fish is iron.

B. Summary writing

As the facilitator, explain and demonstrate on summary writing. Learners work in pairs fishing out important points from the text and practise writing the summary. Facilitator assists. Give individual work.

C. Composition: Project

The facilitator explains and demonstrates using a prepared media. Give all the needed instructions. Learners carry out the laid-out activity in their activity book. Give a deadline for submission of their projects.

D. Handwriting exercises

The facilitator explains and asks questions as a recap on the previous exercises. Individual work on the laid-out activity in their activity book.

E. Articles

Facilitator asks and answers questions on articles. Demonstration is called for from both the facilitator and the learners. Learners carry out the activity in their activity book. Facilitator assists.

Exercise 15.1

- 1 I received **a** letter yesterday. **The** letter was from my aunt in New Zealand.
- 2 There was **an** elephant. **The** elephant had a long trunk.
- 3 Miss Lee saw **the** little boy crying. She asked **the** little boy why he was crying.
- 4 **The** chairman is holding **an** important meeting today. Everyone must attend **the** meeting.
- 5 He works in **a** factory; **the** factory is near home.
- 6 She has **a** dog. **The** dog is called Smokey.
- 7 Mr. Tani bought **a** car. **The** car is red in colour.
- 8 **An** old woman is sitting on **a** stool. **The** old woman is knitting **a** sweater.
- 9 I bought **an** alarm clock. **The** alarm clock cost \$10.00.
- 10 **A** bus is coming. I wonder if **the** bus passes by my school.

Exercise 15.2

Facilitator asks and answers questions on articles. Demonstration is called for from both the facilitator and the learners. Learners carry out the activity in their activity book. Facilitator assists.

Answers

Once I saw **a** little bird. **The** little bird was sitting on **a** tree. Then **an** eagle came. **The** eagle swooped down on **the** little bird sitting on **the** tree. **The** boy saw **the** eagle. He frightened it away with **an** umbrella.

F. Using unless

Facilitator explains and demonstrates on the use of unless in sentences using a prepared media. Learners practise in pairs. Report back for a class discussion. Able learners demonstrate. Learners carry out the laid-out activity in their activity book.

Exercise 15.3

- 1 unless
- 2 unless
- 3 unless
- 4 unless
- 5 unless
- 6 unless
- 7 unless

G. Listening and speaking: Reported speech

Facilitator explains and gives the much-needed instructions. Learners work in pairs carrying out the laid-out activity in their activity book. Facilitator assists.

Exercise 15.4

- 1 Mother asked her daughter Sue if she had prepared lunch for the visitors.
- 2 The teacher asked her students if they had written their homework.
- 3 The head boy asked Mr. Mtuli if he had seen the boarding master.
- 4 Tendai asked if we would be going to the show the next day.
- 5 Ruvimbo asked the bus driver if he had ever been to Johannesburg.
- 6 Moses inquired from Patricia if her teacher liked lilies.

H. Sharpen your skills: Nouns

Facilitator explains and gives the much-needed instructions. Learners work in pairs carrying out the laid-out activity in their activity book. Facilitator assists.

Answer

I opened my eyes slowly. The wall **clock** showed seven o'clock. I jumped out **of** bed, dashed to the bathroom and turned **on** the shower. "Breakfast is ready," said mother. I dried myself and hurriedly dressed **up**. Then I combed my hair and sat **down** to eat breakfast. I did not **enjoy** the meal as I had to rush **at it**. Then I went to the garage **where** my car was housed and drove off speedily. "You are late for work," said my manager, as I entered the office.

Unit 16

Veld fires

Unit objectives

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

- a** read for comprehension.
- b** answer comprehension questions.
- c** infer word meaning from a given text.
- d** use new words correctly in sentences.
- e** show creativity in writing a composition.
- f** solve a given problem.
- g** write any given text using the Nelson script handwriting.

Teaching notes

The facilitator introduces all the topics by use of prepared media. Learners should be given learning aids to tackle all the given work. Facilitator should engage the learners in demonstrations and discussion. The facilitator leads the discussions by question and answer.

Suggested teaching materials

Pictures, charts, videos, maps, word cards, dictionaries

Resource materials

- PlusOne English Grade 6 Learner's Book page 122-129.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Skills

- | | |
|---------------|-------------|
| • Reading | • Recording |
| • Writing | • Listening |
| • Researching | • Speaking |

Vocabulary

Read the comprehension passage taking note of the new words. Facilitator asks and answers questions. Learners use media to read and define the new words. Learners use sentence strips to use the new words in sentences. Facilitator assists.

- 1** factor – any circumstance that result to words/result.
- 2** disposal – to place in order.

- 3 stubs – short piece left after the large part has been removed.
- 4 ash – powdery residue of anything burnt.
- 5 agent – a person/thing that acts or has an influence.
- 6 capacity – the power of holding or grasping.
- 7 veld fire – uncontrollable fire.
- 8 miners – people who work in a mine.
- 9 infrastructure- buildings
- 10 induce – to produce a cause.
- 11 plantations – a large cultivated plenty of trees.
- 12 pastures – land covered with grass for livestock.
- 13 threat – a declaration of an intention to inflict pain/harm.
- 14 environment – external conditions and surroundings.
- 15 extinguish – to put out.
- 16 onus – responsibility/duty.
- 17 splints – a rigid structure used to immobilize and support a limb.
- 18 glowing – shining.
- 19 fireguards – a cleared piece of land around a field to protect crops from veld fires.

A. Comprehension

Comprehension answers 1

Learners reads the comprehension passage. Facilitator asks and answers related questions. Learners define the new words from the read passage as a recap. Facilitator explains and demonstrates. This is followed by individual work.

- 1 Veld fires are caused by:
 - (a) Reckless disposal of lit cigarette stubs.
 - (b) Smoking out of bees for honey.
- 2 When children come across a fire they should:
 - (a) Quickly report the incident to any adult person.
 - (b) Never attempt to “crossover” the fire.
- 3 Veld fires destroy animal habitats, land cover and pastures.
- 4 Two examples of land cover are:
 - (a) Plantations
 - (b) Pastures
- 5 Agents of soil erosion are: the factors which cause soil erosion e.g.:
 - (a) Runoff water from the rains.
 - (b) Excessive wind.
- 6 Our role in the fight against veld fires is mainly prevention.

- 7 A word in the passage which means the same as death is fatalities.
- 8 Travelers light road side fires early in the morning so that they warm themselves as it will be cold.

Comprehension answers 2

Asking and answering questions as a recap of the previous exercise. Learners carry out the activity in their learner's activity book. Facilitator assists.

- 1 A veld fire is an uncontrolled fire which is usually caused by carelessness and negligence.
- 2 Children cause fires by playing with matches and/or glowing splinters of wood.
- 3 Veld fires are a threat to humans because they can cause deaths/destroy property and other valuables.
- 4 Foreign currency is generated by exporting timber and/or wild life products.
- 5 A fire guard is meant to give access and a safe environment to fire management crews.
- 6 It is dangerous to cross a veld fire because you may be burnt to death or be choked to death by the smoke from the fire.
- 7 It is necessary to extinguish splints or glowing pieces of wood because they can cause run away fires which will generate into large veld fires.
- 8 A slight breeze of wind will fan the small fires into large uncontrollable fires.
- 9 A controlled fire is one where there are people monitoring and controlling the movement and direction of the fire.
An uncontrolled fire is one whose origin is not known and is difficult to control and contain.
- 10 Roads and tracks provide the foundation to implement fire management activities. They provide safe access and a safe environment to fire management crews.

Comprehension answers 3

Asking and answering questions as a recap of the previous exercise. Learners carry out the activity in their learner's activity book. Facilitator assists.

The do's when a fire breaks out:

- a Report incident to an adult or authority.
- b Raise the alarm with as many people as possible.
- c Stay at a safe distance away from the fire if you are on your own.
- d Assist in the extinguishing of the fire where there are many people doing so using water.
- e Move away from the direction of the veld fire when you are on your own.

The don'ts when a fire breaks out:

- a Do not attempt to "cross over" a fire.
- b Do not attempt to climb a tree.
- c Do not attempt to extinguish the fire when you are on your own.
- d Do not leave roadside fires unattended – extinguish when you leave.

- e Light road fires when waiting for early morning buses – wear something warm when it is cold.

B. Summary writing

Asking and answering questions as a recap of the previous exercise. Learners carry out the activity in their learner's activity book. Facilitator assists.

Answer

Veld fires are caused by **several** factors. One of the causes of the veld fire is **negligence** by travelers. The smokers cause fires by dropping **stubs** anywhere in the environment. Due to hunger and the need for meat, **hunters** cause fires in chase of wild animals. It's everyone's duty to fight against veld fires because they can cause **deaths**.

C. Narrative composition

Class discussion on the composition topic. Learners ask and answer questions on layout. Practise in pairs. Carrying out the laid-out activity in their learner's activity book.

D. Past participle

Facilitator explains on the topic. Learners practise in groups. Report back for class discussion. This is followed by individual work.

Exercise 16.1

- | | |
|--------------|--------------|
| 1 regretting | 6 confessing |
| 2 betting | 7 skipping |
| 3 spinning | 8 debating |
| 4 caring | 9 migrating |
| 5 getting | 10 declaring |

Exercise 16.2

Facilitator explains on the topic. Learners practise in groups. Report back for class discussion. This is followed by individual work.

- 1 Ruvimbo and Sasha were **studying** for the end of year exam.
- 2 Grandmother was **sleeping** on a reed mat.
- 3 The teacher was **writing** on the chalk board.
- 4 Nyathi is **celebrating** his birthday today.
- 5 Her sister is **tying** the ribbon on her birthday present.
- 6 Mr. Jack and his wife were **driving** their children from school.
- 7 Desmond is **cutting** the cake.

- 8 Archie has been **learning** to tap dance for the past year.
- 9 The orphans are **getting** bread from the Chimusoro's bakery.
- 10 The herd boy was **driving** the cattle home.

Exercise 16.3

Asking and answering questions as a recap of the previous exercise. Learners carry out the activity in their learner's activity book. Facilitator assists.

Answer

Sipho had been looking at the clock all day. Now she was **singing** a happy tune. She was finally **going** home! She was excited. "Soon, I will be **sitting** in my **own** chair with a glass of **cold** lemonade," when a **scary** creature came down through the roof with a **loud** sound.

Exercise 16.4

Asking and answering questions as a recap of the previous exercise. Learners carry out the activity in their learner's activity book. Facilitator assists.

- 1 The airline has **cancelled** its regular flights.
- 2 The students have **celebrated** the team's victory with a party.
- 3 The school will have **admitted** over 800 students.
- 4 The chef has **disclosed** her secret recipe for a tonic that cures all kinds of ailments.
- 5 The brothers had **amassed** a large fortune for themselves but then the family business went bankrupt.
- 6 Throughout history, scientists have **surmounted** huge problems to make crucial discoveries.
- 7 Pam had **passed** her exams with flying colours when she lost her scholarship.
- 8 Despite provocation, being a wise person, he has always **controlled** his temper.
- 9 By this time tomorrow, Nthando will have **passed** his final exam.
- 10 Ladies and gentlemen, the king has just **disclosed** the impostor.

E. Spellings and dictation

Facilitator explains on the topic. Learners practise in groups. Report back for class discussion. This is followed by individual work.

Exercise 16.5

All words should be correctly spelt.

All sentences should be correctly punctuated.

There are outbreaks of stealing and fighting. Troops are on guard to keep order. Though there has been a small exodus from here, most people are content to stay in town.

F. Listening and speaking: Passive voice

Facilitator explains on the topic. Learners practise in groups. Report back for class discussion. Individual work carrying out the laid-out activity in their learner's activity book.

Exercise 16.6

- 1 The lovely roses were grown by mother.
- 2 The leader of the gang was known by police.
- 3 The first round was won by Tiger Sheko.
- 4 The football was blown up by Tadiwa.
- 5 Several choruses were sung by the choir.
- 6 The vegetable beds were weeded by the gardener yesterday.
- 7 Stan's pair of trousers was torn by barbed wire.
- 8 My birthday cake was baked by Marian.
- 9 All the exercise books were marked by the teacher before the lesson.
- 10 We were driven to school by the driver today.

Exercise 16.7

Facilitator explains on the topic. Learners practise in groups. Report back for class discussion. This is followed by individual work.

- 1 When the mat was **beaten**, there was a cloud of dust.
- 2 Much valuable work is **done** by voluntary helpers.
- 3 Many trees were **blown** down by the violent hurricane.
- 4 In the excitement, the cooking was quite **forgotten**.
- 5 The pipe was **blocked** so we could not get water.
- 6 Sussie was **chosen** to be beauty queen this year.
- 7 A great deal of orange juice was **drunk** at the children's party this year.
- 8 Burglars have **stolen** the week's takings.
- 9 The school bell was **rung** by the head boy.
- 10 The teacher has **gone** home early today.
- 11 Jack was **bitten** by a cobra at the playing grounds.
- 12 The house was **shaken** by the earthquake last Sunday.

G. Sharpen your skills: Idioms

Facilitator explains on the topic. Learners practise in groups. Report back for class discussion. This is followed by individual work.

Exercise 16.8

- | | | | |
|---|---|----|---|
| 1 | E | 6 | J |
| 2 | F | 7 | A |
| 3 | I | 8 | B |
| 4 | G | 9 | D |
| 5 | D | 10 | C |

Exercise 16.9

- 1 To keep a matter secret – to keep it dark.
- 2 To pay far more for an article than it is worth – to pay through the nose.
- 3 To be constantly quarrelling with another person – to be loggerheaded.
- 4 To make someone feel unwelcome and unwanted – to give a person a cold shoulder.
- 5 To increase one's worldly possessions.
- 6 To make difficulties appear very much more formidable than they actually are – to take the bull by the horns.
- 7 To dodge work by shaming sickness.
- 8 To discourage any suggested plan or idea.
- 9 To ignore a person and to refuse to speak to him – to give a cold shoulder.
- 10 To have a dispute to settle with someone – to have an axe to grind.

Exercise 16.10

- | | | | |
|---|-------|----|--------|
| 1 | mouth | 6 | cloud |
| 2 | horse | 7 | leaf |
| 3 | bee | 8 | slate |
| 4 | soup | 9 | ends |
| 5 | music | 10 | second |

Unit 17

Malaria is a killer

Unit objectives

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

- a** read for comprehension.
- b** infer meaning from a read passage.
- c** answer comprehension questions.
- d** share their thoughts and feelings on a given topic.
- e** show their creativity through writing compositions.
- f** brainstorm solving given problems.
- g** shape their handwriting according to a prescribed handwriting, Nelson script.

Teaching notes

As the facilitator, give the necessary demonstrations and explanations on all the topics. Let the learners practise in groups, pairs or individually. Stress on key area. Feedback be given orally or written for evaluation. Learners should explore their thoughts and feelings to show creativity in writing essays and solve the given problems.

Suggested teaching materials

Charts, graphs, maps, work cards, sentence strips, videos.

Resource materials

- PlusOne English Grade 6 Learner's Book page 131-136.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Skills

- | | |
|---------------|-------------|
| • Reading | • Recording |
| • Writing | • Listening |
| • Researching | • Speaking |

Vocabulary

Read the comprehension passage taking note of the new words. Facilitator asks and answers questions. Learners use media to read and define the new words. Learners use sentence strips to use the new words in sentences. Facilitator assists.

Answers

- 1 Very hard, awful.
- 2 A pain in the head.
- 3 How hot/cold a thing is.
- 4 A feverish disease spread by mosquitoes.
- 5 To make or become many.
- 6 Malaria is caused by the germ that lives and feeds on blood.
- 7 A substance that can harm or kill.
- 8 Trembling with fever or cold.
- 9 An organ in the body that removes waste product from the blood.
- 10 Likely to cause harm or difficulty.
- 11 To get well after an injury or illness.
- 12 Very strong or great.

A. Comprehension

Comprehension answers 1

Learners read the comprehension passage. Facilitator asks and answers related questions. Learners define the new words from the read passage as a recap. Facilitator explains and demonstrates. This is followed by individual work.

- 1 The woman in the picture is suffering from malaria.
- 2 Malaria is a disease caused by a germ that lives in and feeds on blood.
- 3 Signs of malaria are:
 - (a) terrible headaches
 - (b) high fever
 - (c) high temperature and sweating.
- 4 The malaria germ feeds on blood.
- 5 The malaria germ poisoned the woman's blood.
- 6 The body temperature of the infected person rises dramatically.
- 7 Most malaria deaths are found in the African continent.
- 8 The sweating and shivering are caused by the increase in the body temperature and the high fever.

Comprehension answers 2

Facilitator asks and answers related questions. Learners define the new words from the read passage as a recap. Facilitator explains and demonstrates. This is followed by individual work.

- 1 Malaria can damage the brain and the kidneys.

- 2 In Zimbabwe and other parts of the African continent people die of malaria.
- 3 The malaria germ feeds on people's blood.
- 4 People suffering from malaria can get help from clinics and hospitals.
- 5 Malaria can attack a person several times.

B. Composition: Invitation letter

Facilitator asks and answers questions on letter writing as a recap. Learners give the layout in pairs and report back for class discussion. Facilitator stresses on key points. Learners practise writing the invitation letter and report back for a class discussion. Individual work carrying out the laid-out activity in the learner's activity book. Facilitator assists.

Exercise 17.1

Learners write a letter to a health worker inviting him or her to educate people about malaria.

C. Prepositions

Facilitator introduces the topic. Asks and answers questions learners practise in pairs or in groups. Report back for a class discussion. Learners carry out the laid-out activity which is in their activity book, individually. Facilitator assists.

Exercise 17.2

Asking and answering questions as a recap. Learners practise using the prepositions given in their activity books in sentences. The facilitator assists.

Exercise 17.3

- | | |
|-----------|----------|
| 1 from | 6 around |
| 2 of | 7 at |
| 3 near | 8 on |
| 4 against | 9 at |
| 5 after | 10 from |

Exercise 17.4

Asking and answering questions as a recap. Learners practise using the prepositions given in their activity books in sentences. The facilitator assists.

- 1 The children were walking about **in** the classroom.
- 2 The children went **from** the playground **to** the classroom.
- 3 Do you agree **with** this proposal?
- 4 He will agree **with** everything you say.

- 5 The prize was divided **between** the two winners
- 6 The prize was divided **among** several competitors.
- 7 Angus now lives **in** Edinburgh.
- 8 He lives with his aunt **at** 49 Argyll road.
- 9 The matron stood **beside** the patient's bed.
- 10 He has a private income apart **from** his large salary.

Exercise 17.5

Asking and answering questions as a recap. Learners practise using the prepositions given in their activity books in sentences. The facilitator assists.

- 1 He was sorry to have to **decline** the invitation.
- 2 She will **celebrate** her hundredth birthday tomorrow.
- 3 The architect will **plan** the site of the school.
- 4 The rabbit was **caught** in a lair.
- 5 The **campaign** against **smoking** will receive strong support.
- 6 Wise parents rarely **interfere** in the quarrels of their children.
- 7 When you pay a bill, you should obtain a **receipt**.
- 8 **Teak** furniture is very old and often very valuable.
- 9 We are going to **rehearse** our parts for the school play.
- 10 The tourists stayed at a **rest** village in the Alps.

D. Handwriting exercise

Facilitator explains and demonstrates using prepared media. Learners practise individually. Facilitator assists slow learners. Learners carry out the laid-out activity in their activity book.

E. Listening and speaking

Facilitator explains and demonstrates using prepared media. Learners practise individually. Facilitator assists slow learners. Learners carry out the laid-out activity in their activity book.

Answers

- Tall green grass.
- Stagnant water.
- Water in empty cans.
- More answers from learners.

F. Sharpen your skills: Malaria prevention

Practical work

The learners bring the empty plastic bottles to make the mosquito trap. The learners follow the stages which are in their activity book. The facilitator assists.

G. Completing forms

Exercise 17.6

Learners fill in a vetting form for Tariro Nyathi following instructions.

Unit 18

Animal farm

Unit objectives

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

- a** read for comprehension.
- b** infer meaning from a read passage.
- c** answer comprehension questions.
- d** share their thoughts and feelings on a given topic.
- e** show their creativity through writing compositions.
- f** brainstorm solving given problems.
- g** shape their handwriting according to a prescribed handwriting, Nelson script.

Teaching notes

As the facilitator, give the necessary demonstrations and explanations on all the topics. Let the learners practise in groups, pairs or individually. Stress on key areas. Feedback be given orally or written for evaluation. Learners should explore their thoughts and feelings to show creativity in writing essays and solve the given problems.

Suggested teaching materials

Charts, maps, work cards, sentence strips, videos.

Resource materials

- PlusOne English Grade 6 Learner's Book page 137-144.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Skills

- | | |
|---------------|-------------|
| • Reading | • Recording |
| • Writing | • Listening |
| • Researching | • Speaking |

Vocabulary

Read the comprehension passage taking note of the new words. Facilitator asks and answers questions. Learners use media to read and define the new words. Learners use sentence strips to use the new words in sentences. Facilitator assists.

Answers

- a** Grass cut and dried for fodder.
- b** Walk slowly but steadily.
- c** Work or move labouriously.
- d** At an angle of 90 degrees to a line or surface.
- e** Force something unwelcome on someone.
- f** Base/bottom.
- g** A type of tree.
- h** A compartment in a stable or cowshed.
- i** In agreement, without being asked.
- j** Farm building for storing grain/tools.

Comprehension answers 1

Reading the comprehension passage individually. Asking and answering questions. Facilitator clarifies grey areas. Learners carry out the laid-out activity in their activity book.

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

Comprehension answers 2

Reading the comprehension passage as a class. Facilitator leads a class discussion using questions. Learners ask and answer questions. Pair work carrying out the laid-out activity in their activity book.

- 1** The windmill was half built in the passage.
- 2** The animals carried blocks of stone for the wall in their spare time.
- 3** Perpendicularity is the word that means that the wall was straight.
- 4** The animals experienced the strong wind in the month of November.
- 5** The animals stopped construction because of the rain which made it difficult to mix the cement.
- 6** The wall was levelled to its foundations and left in ruins.
- 7** The hens were terrified because they thought they had heard a gunshot when it was the gale forced wind.
- 8** The animals found out that the building they had been working on was destroyed and in ruins.
- 9** The animals were motionless due to the shock as a result of what they had witnessed.
- 10** The stones that they had carried so labouriously littered the area.

B. Summary writing

Reading the comprehension passage as a class. Facilitator leads a class discussion using questions. Learners ask and answer questions. Pair work carrying out the laid-out activity in their activity book.

- 1 The animals in the passage had spent their time carrying stones for building the wall of the windmill.
- 2 The building materials mentioned in the passage are stone and cement.
- 3 Old Benjamin was the animal not concerned with the building of the windmill. His comments were not encouraging at all when the other animals were fussing over their work.
- 4 The main idea of the story is about the work that the animals had put in on the farm in the absence of humans.
- 5 Important points of the story:
 - (a) Animals tired but happy.
 - (b) Hard work put in by all the animals except Old Benjamin.
 - (c) Unity of purpose.
 - (d) Destruction of the project.
 - (e) Emotions felt by the animals on their loss.

For example:

After having worked hard in the summer, the animals were tired but happy and soon embarked on a project to rebuild the windmill. Their hearts were broken however, after a strong wind came in November and destroyed the building.

C. Composition: Composing an email

Take the learners to the computer room, if any in the school. You can use a mobile computer for this exercise. Explain on the current means of communication. Learners can list in pairs then report back for a class discussion. Facilitator explain on the email and its validity in communication. Explain on email addresses and compose as a demonstration. Learners practise composing own emails. Facilitator assists. Learners carry out the laid activity in their activity book. Facilitator assists.

D. Animal sounds

Exercise 18.1

Facilitator leads a class discussion using questions. Learners ask and answer questions. Pair work carrying out the laid-out activity in their activity book.

Answers

- | | |
|---------------|----------------|
| a bees | c dog |
| b cows | d snake |

Asking and answering questions. Facilitator clarifies grey areas. Learners practise and carry out the laid-out activity in their activity book. Feedback for clarity. Facilitator assists.

	Animal	Sounds
1	Frogs	croak
2	Hens	cluck
3	Horses	neigh/whinny
4	Lions	roar
5	Monkeys	chatter
6	Parrots	screech
7	Snakes	hiss
8	Wolves	howl
9	Apes	chatter
10	Dogs	bark

Exercise 18.2

Facilitator leads a class discussion using questions. Learners ask and answer questions. Pair work carrying out the laid-out activity in their activity book.

- 1 The snake **hissed** as it lunged at the man's feet.
- 2 The children were awakened by the **squealing** of mice in the ceiling of their bedroom.
- 3 As the tiger snarled, the injured elephant **trumpeted** loudly for the herd to come to his aid.
- 4 The little pig squealed as the farmer seized hold of him.
- 5 The sheep **bleated** in panic when she saw her lambs running into the road.
- 6 The villagers could hear the **howling** of a pack of wolves in the nearby forest.
- 7 The monkeys were **chattering** excitedly as they swung through the trees.
- 8 The black birds were **chirping** as they gathered crumbs from the grass.
- 9 The cat **purred** with contentment as it licked itself in the sun.
- 10 From the ruins of the fort came the **hoot** of howls.

Exercise 18.3

Asking and answering questions. Facilitator clarifies grey areas. Learners carry out the laid-out activity in their activity book.

- 1 The house was so quite that we could hear each **ticking** of the large, old clock.
- 2 We knew there was a burglar when we heard the **creaking** of the rusty door hinges.
- 3 Chis awoke to the **patter** of raindrops against the window.

- 4 The fire fighters raced towards the burning house as the fire engines' siren **wailed**.
- 5 A loud **clap** of thunder warned the picnickers to take shelter from the approaching storm.
- 6 With a **shriek** of the whistle, the train entered the tunnel.
- 7 The **skirl** of bag pipes heralded the approach of the highland regiment.
- 8 There was a loud **whirring** of wings as the flock of parrots flew up into the air.
- 9 Snuggled under our blankets in the hills, we fell asleep to the **croaking** of the tree frogs.
- 10 The **clatter** of dishes in the kitchen told us Aunt Polly was already making breakfast.

Exercise 18.4

Asking and answering questions. Facilitator clarifies grey areas. Learners carry out the laid-out activity in their activity book.

	Animal	Sound
1	Hounds	bark
2	Swallows	twitter
3	Gees	cackle
4	Turkeys	gobble
5	Lambs	bleat
6	Doves	coo
7	Duck	quacks
8	Horse	neighs/whinnies
9	Donkey	brays
10	Hens	cluck

Exercise 18.5

Asking and answering questions. Facilitator clarifies grey areas. Learners practise in pairs and carry out the laid-out activity in their activity book.

- 1 The **tinkle** of bells.
- 2 The **beat** of a drum.
- 3 The **patter** of rain.
- 4 The **screeching** of brakes.
- 5 The **rustle** of leaves.
- 6 The **rattle** of chains.
- 7 The jingle of **coins**.
- 8 The croak of a **frog**.
- 9 The buzz of a **bee**.
- 10 The bubble of a **stream**.

E. Spellings and dictation

Explanation and demonstration. Learners practise in groups or pairs. Facilitator assists. Carrying out the laid-out activity in their activity book. Facilitator assists.

All the words should be correctly spelt.

All the sentences should be correctly punctuated.

Exercise 18.6

He had sniffed it a month before. At that time, he had gone with his family to a picnic. With his two children, he had walked across the gritty soil to investigate. As they approached, a breeze sent the wisp of smoke towards them.

F. Listening and speaking: Animal sounds

Explanation and demonstration. Learners practise in groups or pairs. Facilitator assists. Carrying out the laid-out activity in their activity book. Facilitator assists. The learners imitate the sound given by the animals highlighted in their activity book. In pairs, they work at questions 1-10.

G. Sharpen your skills: Puzzle

Explanation and demonstration. Learners practise in groups or pairs. Facilitator assists. Carrying out the laid-out activity in their activity book. Facilitator assists.

Answers

- 1 Across – Gate
- 2 Down – Take
- 3 Across – Lane
- 4 Across – Set
- 5 Across – Fat
- 6 Across – Bat

H. Responding to statements and questions

Learners use “I agree “or” I disagree” adding “strongly” in some cases as they respond to questions 1-10. Answers will vary.

Unit 19

Munyoro, the nurse (2)

Unit objectives

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

- a** read for comprehension.
- b** infer meaning from a read passage.
- c** answer comprehension questions.
- d** share their thoughts and feelings on a given topic.
- e** show their creativity through writing compositions.
- f** brainstorm solving given problems.
- g** shape their handwriting according to a prescribed handwriting, Nelson script.

Teaching notes

As the facilitator, give the necessary demonstrations and explanations on all the topics. Let the learners practise in groups, pairs or individually. Stress on key areas. Feedback be given orally or written for evaluation. Learners should explore their thoughts and feelings to show creativity in writing essays and solve the given problems.

Suggested teaching materials

Charts, maps, work cards, sentence strips, videos.

Resource materials

- PlusOne English Grade 6 Learner's Book page 145-152.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Skills

- | | |
|---------------|-------------|
| • Reading | • Recording |
| • Writing | • Listening |
| • Researching | • Speaking |

Vocabulary

Read the comprehension passage taking note of the new words. Facilitator asks and answers questions. Learners use media to read and define the new words. Learners use sentence strips to use the new words in sentences. Facilitator assists.

Answers

- 1 patients – sick people.
- 2 malnutrition – lack of nutrients.
- 3 cure – a remedy.
- 4 poverty – condition of being poor.
- 5 vaccine – inject.
- 6 cheque – money, order to a bank.
- 7 wages – payment for work/service.
- 8 medicine – any substance used to treat any disease.
- 9 opportunities – chances.
- 10 admirers – to regard with honour.
- 11 temperature – degree of heat or cold.
- 12 heartbeat – rhythmic contractions dilation of the heart.
- 13 labour – work.
- 14 progress – movement/forwards.

A. Comprehension

Comprehension answers 1

Reading the comprehension passage individually. Asking and answering questions. Facilitator clarifies grey areas. Learners carry out the laid-out activity in their activity book.

- 1 There are six people in the story.
- 2 The nurses' names were Munyoro and Murape.
- 3 From the conversation, Munyoro was the one qualified for the job.
- 4 A worker who is not qualified is called a trainee worker.
- 5 The woman was brought to the clinic because she was pregnant and in pain. (Suffering from labour pains).
- 6 The woman had been in pain for two and a half days.
- 7 Labour pain is the pain before giving birth.
- 8 Two men carried the woman to the clinic.
- 9 The woman had three children before the pregnancy.
- 10 The woman died on the way to seek further help.

Comprehension answers 2

Asking and answering questions as a recap. Facilitator clarifies grey areas. Learners carry out the laid-out activity in their activity book.

- 1 Nurse Munyoro was a male nurse.
- 2 Munyoro was a hardworking worker.

- 3 The clinic in the conversation was in a remote area.
- 4 The woman was carried to the clinic.
- 5 Munyoro attended to the woman as soon as she arrived at the clinic.
- 6 BP stands for Blood Pressure.
- 7 A thermometer is used to measure a person's body temperature.
- 8 There was no professional doctor at the clinic, only the male nurse and a female medical assistant were in attendance.
- 9 The woman died when they were waiting for the bus to take her to the doctor.
- 10 Besides the clinic, the community needed reliable transport and or an ambulance.

Comprehension answers 3

Reading the comprehension passage individually. Asking and answering questions. Facilitator clarifies grey areas. Learners carry out the laid-out activity in their activity book.

- 1 The best help is the one offered by Munyoro and Murape. The woman was too ill and needed expert help. The only option was to refer her to a well-equipped medical facility.
- 2 If I were the councilor for the area, I would ask for reliable transport and also ask for a donor for an ambulance. Better still I would push for modern means of communication.
- 3 Reliable and regular transport and a transport breakdown service.
- 4 Reliable bus service, good roads and sufficient medical supplies.
- 5 Since it is a rural set up, organise for effective means of communication to facilitate professional assistance as soon as possible when required.

B. Summary writing

Reading the comprehension passage as a class. Facilitator leads a class discussion using questions. Learners ask and answer questions. Pair work carrying out the laid-out activity in their activity book.

Answers

Munyoro and Murape were two nurses deployed at a rural clinic and were very dedicated to their work. They had limited resources, as a result one of their patients died on the way to seek professional help.

C. Composition: Dialogue

Explain and demonstrate. Learners dramatize a given dialogue. Practise writing a dialogue in pairs, Report back for clarity. Carrying out the laid-out activity in their activity book.

E. Sentences: Using so..... that

Asking and answering questions as a recap on sentences. Learners practise giving the components of a sentence. Facilitator assists. Carrying out the laid activity in their activity book.

Exercise 19.1

Learners write a dialogue between themselves and one of their parents and nurse telling the welcome and help they got at a local clinic.

Exercise 19.2

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

F. Using should or would

Facilitator explains and demonstrates using a prepared media. Learners practise in groups and report back for clarity. Carrying out the laid activity from their activity books.

Exercise 19.3

- 1 I **would** do it if I were you.
- 2 She asked if she **should** come.
- 3 You **should** behave yourself.
- 4 What **should** I say to him when I meet him?
- 5 She **should** have known better than to take the risks.
- 6 You **should** mind your own business.
- 7 He said **would** not be home for lunch.
- 8 The notice said that there would be no classes on Saturdays.
- 9 Children **should** learn to speak the truth.
- 10 He replied that he **would** think the matter over.

G. Using could, should or would

Facilitator explains and demonstrates using a prepared media. Learners practise in groups and report back for clarity. Carrying out the laid activity from their activity books.

Exercise 19.4

- 1 He should be punished if he does not **confess**.
- 2 We should see birds if we go to the **aviary**.
- 3 My mother would buy some potatoes if she went to the **grocers**.
- 4 The bell would **ring** if it was time for recess.
- 5 Could we hear if he reduced the **volume** of the radio?
- 6 I would not be able to see if you hid **behind** the door.
- 7 All pupils should stand up if the **principal** comes into the class room.
- 8 If the **weather** was fine, the Moyo family would go for a picnic.
- 9 Shouldn't you **whisper** if you didn't like him to hear?
- 10 She wouldn't be able to **see** if she took off her glasses.
- 11 His father would **punish** him if he misbehaved.
- 12 They could get across the river if they used the **boat**.

H. Listening and speaking: Phonic sounds

Facilitator explains and demonstrates using a prepared media. Learners practise in groups and report back for clarity. Carrying out the laid activity from their activity books. Facilitator assists

I. Sharpen your skills: Newspaper or magazine writing

Facilitator explains and demonstrates using a prepared media. Learners practise in groups and report back for clarity. Carrying out the laid activity from their activity books. Facilitator assists.

Exercise 19.5

Learners write an article and revise it with your help .

Unit 20

Examination 2

Paper 1: Multiple choice answers

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

Paper 2

Section B: Comprehension and summary answers

- 1 Straight spikes connected by spiraling threads.
- 2 By spiraling threads.
- 3 To trap insects (prey).
- 4 String
- 5 Twanging the string.
- 6 They apply their glue on the web.
- 7 When the string has been twanged.
- 8 A fly
- 9 It stands on one of the spokes and twangs part of the spiral line smeared with glue.
- 10 Scientists.

Unit 21

The pilot

Unit objectives

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

- a** read the given passage for comprehension.
- b** answer comprehension questions.
- c** share their thoughts and feelings on a given topic.
- d** summarize the comprehension passage.
- e** write a text using the Nelson script handwriting.
- f** brainstorm to solve the given problem.
- g** use the language structure correctly in sentences.

Teaching notes

As the facilitator, give the necessary demonstrations and explanations on all the topics. Let the learners practise in groups, pairs or individually. Stress on key areas. Feedback be given orally or written for evaluation. Learners should explore their thoughts and feelings to show creativity in writing essays and solve the given problems.

Suggested teaching materials

Charts, maps, sentence strips, videos, the alphabet, the phonic alphabet.

Resource materials

- PlusOne English Grade 6 Learner's Book page 160-167.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Skills

- | | |
|---------------|-------------|
| • Reading | • Recording |
| • Writing | • Listening |
| • Researching | • Speaking |

Vocabulary

Read the comprehension passage taking note of the new words. Facilitator asks and answers questions. Learners use media to read and define the new words. Learners use sentence strips to use the new words in sentences. Facilitator assists.

Answers

- a Someone who drives an aeroplane.
- b Part of the body between the hand and the arm.
- c Where the pilot and crew sit and operate the aeroplane.
- d Someone who is trained to interpret the law and assist where possible.
- e Identical clothes worn for school/work/the army/police/church.
- f A machine.
- g The person in charge of a ship.
- h Forced landing or an accident.
- i Reward given for doing or achieving something well.

A. Comprehension

Comprehension answers 1

Reading the comprehension passage individually. Asking and answering questions. Facilitator clarifies grey areas. Learners carry out the laid-out activity in their activity.

- 1 The name of the pilot in the passage is Emily Njovani.
- 2 A pilot is responsible for flying and landing the aeroplane safely.
- 3 In 1989 there was only one black female pilot.
- 4 Emily's uniform was navy blue, the jacket had three golden stripes on the wrists.
- 5 The Boeing 767 carries 205 people.
- 6 You would find Emily in the cockpit.
- 7 There are two pilots in the passage.
- 8 Emily's parents were school teachers in Mabvuku.
- 9 Emily went to Monte Casino Secondary School.
- 10 Emily worked as an airhostess before becoming a pilot.

Comprehension answers 2

Let the learners retell the comprehension story. Ask and answer questions as a recap. Learners carry out the activity in their activity book for feedback.

- | | |
|--------------------------|--------------|
| 1 cockpit | 6 determined |
| 2 flew | 7 two |
| 3 bank | 8 cessna |
| 4 captain | 9 prize |
| 5 Charles prince airport | |

Comprehension answers 3

Re-reading the comprehension passage. Asking and answering questions. Learners practise in pairs. Feedback and individual work.

- 1 Emily flies to Bulawayo and Victoria Falls when it is a domestic flight.
- 2 One uses the regional flight to fly to Nairobi.
- 3 Emily wanted to be an air hostess.
- 4 They laughed at Emily because she was a woman and there were no female pilots during that time.
- 5 Emily felt that she needed to do more.
- 6 Emily is best described as hardworking.
- 7 (a) cash (b) dash (c) ash (d) trash (e) bash
- 8 To crash means to fall and land without control.

B. Composition: My ambition

Class retell the comprehension story. Discuss the passage. Learners identify the various jobs. Learners carry out a class discussion based on the activity in the learner's activity book. Facilitator assists by prepared media and work cards. Recap on essay writing. Learners practise then individual work. Exercise 21.1 a composition.

C. Using may and might

Exercise 21.2

Learners practise in pairs. Facilitator assists. Report back for a class discussion. Carrying out the laid-out activity in the activity book.

- | | |
|---------|---------|
| 1 may | 4 may |
| 2 might | 5 might |
| 3 might | |

D. Occupations

Discussion as a class using prepared media. Carrying out the activity in the learner's activity book using prepared pictures. Facilitator assists.

Exercise 21.3

- | | |
|----------------|-----------|
| 1 Judge | 4 Farmer |
| 2 Teacher | 5 Athlete |
| 3 Photographer | 6 Boxer |

Exercise 21.4

Discussion as a class using prepared media. Carrying out the activity in the learner's activity book using prepared pictures. Facilitator assists.

- | | |
|--------------|----------------|
| 1 Butcher | 6 Green grocer |
| 2 Auctioneer | 7 Farmer |
| 3 Herbalist | 8 Pharmacy |
| 4 Architect | 9 Jeweller |
| 5 Florist | 10 Florist |

Exercise 21.5

Discussion as a class using prepared media. Carrying out the activity in the learner's activity book using prepared pictures. Facilitator assists.

- 1 The **doctor** could not fill my prescription.
- 2 The **veterinary surgeon** worked all night to save the life of the new cow.
- 3 The **dentist** fitted Jean with braces for her top and bottom teeth.
- 4 I sent the **architect** an email to say that his site for a safe swimming pool was an excellent one.
- 5 The **artist** was in her studio working on a new painting.
- 6 The **surgeon** operated on Aunt Nobuhle's heart for five hours.
- 7 When we stayed in an apartment in Paris, our **host** took excellent care of us. **(revisit)**
- 8 After the **doctor** worked with Peter for three years, he finally stopped stammering. **(revisit)**
- 9 The crowd was up in arms when the **umpire** said the batsman was clean bowled.
- 10 The plumber did not take long to repair the leak under the sink.

E. Spellings and dictation

Explanation and demonstration on the topic using the letters of the alphabet or the phonic alphabet. Learners use word cards with missing letters correctly spell the given words. Facilitator assist using the prepared media. Learners practise. This is followed by individual work.

Exercise 21.6

He gathered the line and looked around for the basket of fish. It had been swept away. He glanced down stream. There was the basket of beautiful mullet caught in a hollow at the bottom of a large rock. The water was dangerously high but he was determined not to lose his fish.

F. Sharpen your skills: Jumbled words

Explanation and demonstration on the topic using the letters of the alphabet or the phonic alphabet. Learners use word cards with jumbled words to correctly spell the given words. Facilitator assist using the prepared media. Learners practise. This is followed by individual work.

Exercise 21.7

- 1 Tailor
- 2 Teacher
- 3 Occupation
- 4 Driver
- 5 Farmer
- 6 Tailor
- 7 Dressmaker
- 8 Doctor
- 9 Priest

G. Responses to statements

Learners evaluate moral statements, agreeing or disagreeing and explaining. They respond to questions 1-10.

Unit 22

Child-headed families

Unit objectives

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

- a** read the given passage for comprehension.
- b** answer comprehension questions.
- c** share their thoughts and feelings on a given topic.
- d** summarize the comprehension passage.
- e** write a text using the Nelson script handwriting.
- f** brainstorm to solve the given problem.
- g** use the language structure correctly in sentences.

Teaching notes

As the facilitator, give the necessary demonstrations and explanations on all the topics. Let the learners practise in groups, pairs or individually. Stress on key areas. Feedback be given orally or written for evaluation. Learners should explore their thoughts and feelings to show creativity in writing essays and solve the given problems.

Suggested teaching materials

Charts, pictures, sentence strips, videos, the alphabet, the phonic alphabet, newspaper cuttings, posters.

Resource materials

- PlusOne English Grade 6 Learner's Book page 168-175.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Skills

- | | |
|---------------|-------------|
| • Reading | • Recording |
| • Writing | • Listening |
| • Researching | • Speaking |

Vocabulary

Read the comprehension passage taking note of the new words. Facilitator asks and answers questions. Learners use media to read and define the new words. Learners use sentence strips to use the new words in sentences. Facilitator assists.

A. Comprehension

Comprehension answers 1

Read the comprehension passage taking note of the new words. Facilitator asks and answers questions. Learners use media to read and define the new words. Learners use sentence strips to use the new words in sentences. Facilitator assists.

- 1 The passage is about the problems faced by child-headed families.
- 2 There are two members in Trevor's family.
- 3 Trevor spends most of his time doing little paying odd-jobs.
- 4 Trevor gets his food mainly from international organizations and the church.
- 5 They survive on the good will of international aid organisations and some churches.
- 6 Tapiwa is in the same situation as Trevor.
- 7 Trevor's mother died in 2005 and his father died in 2008.
- 8 UNICEF stands for United Nations International Children's Education Fund.
- 9 By giving them regular donations of sugar beans.
- 10 Trevor's main problem is inadequate food.

Comprehension answers 2

Let the learners retell the comprehension story. Ask and answer questions as a recap. Learners carry out the activity in their activity book for feedback.

- 1 Mbuya Mapurazi is fifty-seven years old.
- 2 Trevor receives donations from International Aid Organisations.
- 3 Trevor was educated by a church.
- 4 His 60-year-old grandmother is Tapiwa's guardian.
- 5 Mbuya Mapurazi's problems are mainly how to feed and educate the children.
- 6 There are an average 50,000 child-headed families in Zimbabwe.
- 7 One aim of UNICEF is the assisting and counselling of children affected by the loss of their parents.
- 8 OVC stands for Orphans and Vulnerable Children.
- 9 Trevor wanted to be an accountant.
- 10 Trevor's brother lost hope because of the loss of both his parents.

Comprehension answers 3

Let the learners retell the comprehension story. Ask and answer questions as a recap. Learners carry out the activity in their activity book for feedback.

- 1 Trevor and Tapiwa's problems are mainly:
 - (a) Limited access to basic necessities.

- (b) Food shortages
- (c) Stigmatisation.
- (d) Lack of support from the community.

2 If I were Trevor or Tapiwa I would look for “shelters”. (The children should discuss and answer this as there is no wrong answer to the question).

3 If I could I would provide Mbuya Mapurazi with the following:

- (a) Accommodation for her and her grandchildren.
- (b) Food
- (c) Health facilities
- (d) Clothing
- (e) Education for the orphans.

4 If I were Trevor I would encourage him to be positive and concentrate on his schooling.

5 Other aid organisations in Zimbabwe are:

- (a) Plan International
- (b) Oxfam
- (c) The Jairos Jiri Association.

The late Jairos Jiri was a hero because he managed to provide shelter and other basic necessities to the disabled during an era where it was difficult to do so. He was selfless in his endeavours.

B. Summary writing

Facilitator lets the learners read the comprehension passage picking out important points from the text. Facilitator explains on summary writing. Learners practise in pairs then they have individual work. The points to use:

- a The life of a child in a child headed family.
- b The help that is available to these children
- c The extent of the problem.
- d Possible solutions to the problems.

Answer

In Zimbabwe, there are at least 5000 child-headed families. The heads of these families are in a dilemma as they have to find food, clothing and facilitate schooling for their siblings. International Aid organizations such as UNICEF are trying their best to help but the problem is too big for them alone. The community needs to be involved in these sort of problems as they affect everyone in one way or another.

C. Composition: Business or formal letter

Asking and answering questions as a recap on letter writing. Learners practise the lay out in pairs. Report back for a class discussion. Individual work carrying out the laid-out activity in the learner’s activity book.

D. Handwriting exercise

Explanation and demonstration on handwriting. Learners practise in pairs and report back. Allow best performers to demonstrate. Individual work from activity book.

E. Phrasal verbs

Facilitator explains, defines and demonstrates on phrasal verbs. Give examples. Learners practise in groups and report back. Learners carry out the activity in their activity book. Facilitator assists the learners.

Exercise 22.1

- 1 The shopkeeper has put **up** a sign that says, "Sale!"
- 2 We **threw** away the unwanted boxes.
- 3 When horseman found that he had fallen **behind** in his class work, he began to work harder.
- 4 He wanted to go to bed, so he switched **on** the light.
- 5 Only two out of ten pupils **turned up** for the game practise.

Exercise 22.2

- 1 Moslems **take off** their shoes before entering the mosque.
- 2 The maid was told to **clean up** the room quickly.
- 3 The high fence around this airbase is meant to **keep out** trespassers.
- 4 Prices of goods **go up** every day.
- 5 Simon was told to **look after** his younger sister.
- 6 Miss Moyo is furious because she has been **taken in** by the salesman.
- 7 The grenade **blew up** in the hand of the soldier.
- 8 I **rang up** the school to enquire if Mr. Chimbamu was in.
- 9 If you have got into trouble **talk it over** with someone you can trust.
- 10 "**Take down** the names of those who misbehave," said the teacher.

Exercise 22.3

Learners practise in groups and report back. Learners carry out the activity in their activity book. Facilitator assists the learners.

- 1 Fill up the glass.
- 2 Put on your shirt.
- 3 She took her friends out for tea.
- 4 Cross out the answer.
- 5 Pupils without tickets will be turned away.

F. Prepositions

Facilitator explains, defines and demonstrates on prepositions with the aid of examples. Learners practise in groups and report back. Learners carry out the activity in their activity book. Facilitator assists the learners.

Exercise 22.4

- 1 The house is **on** a hill.
- 2 John borrowed two books **from** the library yesterday.
- 3 **At** my house is a playground for children.
- 4 You will be punished **for** what you have done.
- 5 The apple was shared **between** the twins.
- 6 The man walked **round** the house.
- 7 She is disgusted **with** me.
- 8 Feeling tired, the news vendor leaned **against** the wall.
- 9 Pour this lemonade **into** the glasses.
- 10 Let us sit **under** the tree.

G. Listening and speaking: Phonic sounds

Facilitator explains, defines and demonstrates on phonics. Give examples. Learners practise in groups and report back. Learners carry out the activity in their activity book as Exercise 22.5. Facilitator assists the learners.

H. Sharpen your skills: Posters

Facilitator explains using a prepared poster. Learners practise making own posters.

I. Instructions and directions

Learners read the instruction and imitate/ role-play the instructions.

Unit 23

Good health, God's gift

Unit objectives

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

- a** read the given passage for comprehension.
- b** answer comprehension questions.
- c** share their thoughts and feelings on a given topic.
- d** summarize the comprehension passage.
- e** write a text using the Nelson script handwriting.
- f** brainstorm to solve the given problem.
- g** use the language structure correctly in sentences.

Teaching notes

As the facilitator, give the necessary demonstrations and explanations on all the topics. Let the learners practise in groups, pairs or individually. Stress on key areas. Feedback be given orally or written for evaluation. Learners should explore their thoughts and feelings to show creativity in writing essays and solve the given problems.

Suggested teaching materials

Charts, pictures, sentence strips, the alphabet, the phonic alphabet, newspaper cuttings.

Resource materials

- PlusOne English Grade 6 Learner's Book page 176-182.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Skills

- | | |
|---------------|-------------|
| • Reading | • Recording |
| • Writing | • Listening |
| • Researching | • Speaking |

Vocabulary

Dictionary work. Facilitator assists the learners on using the dictionary. Learners find the meanings of the words in their activity book then use them in sentences.

A. Comprehension

Comprehension answers 1

Reading the comprehension passage. Facilitator explains on multiple choice questions and demonstrates on answering. Learners practise in pairs using prepared media.

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

Comprehension answers 2

Retelling the comprehension story as a recap. Learners practise answering questions from prepared media. Carrying out activity from the learner's activity book.

- 1 A healthy person is one who eats, digests and feels well. He can also work hard and feel good about it.
- 2 Two advantages of morning walks are:
 - (a) The air will still be fresh and free from dust and smoke.
 - (b) Worries and anxiety fade away after breathing in the fragrance from flowers.
- 3 One thing provided by nature is good health.
- 4 Feet make rhythmic sounds in the passage.
- 5 We can stay healthy by having balanced diets and having regular exercise depending on one's age.
- 6 Morning walks are vital to health as they tone up the body and help the body overcome the harm caused by many diseases.
- 7 Dew is found on plants early in the morning.
- 8 In the passage flowers produce the fragrance.
- 9 Fragrance is a sweet healthy smell.
- 10 A balanced diet is one which contains all the vitamins, protein and other nutrients to help the body.

B. Summary writing

Retelling the comprehension story as a recap. Learners practise answering questions from prepared media. Carrying out activity from the learner's activity book.

Answer

Of all the things nature has provided us with, the most important is good health. Good health can be maintained by having a balanced diet and regular exercise. Early morning walks also play a large part in the provision of good health.

C. Descriptive composition

Recap on the comprehension passage. Asking and answering questions. Facilitator explains on essay writing. Learners practise and report back for class discussion. This is followed by individual work. They write a composition describing their best sporting activity.

D. One word for many

Explanation and demonstration. Learners practise in pairs and report back for a class discussion. Giving individual written work work.

Exercise 23.1

- | | |
|---|--|
| 1 The girl is always courteous . | 7 Some bears and many other animals hibernate . |
| 2 The climbers have reached the summit . | 8 Finally , the enemy surrendered. |
| 3 He found a dead shark on the coast . | 9 The driver noticed a policeman and slowed down. |
| 4 We retreated when the enemy advanced. | 10 Air is tasteless and invisible . |
| 5 I entered the haunted house alone. | |
| 6 My teacher visited me yesterday. | |

Exercise 23.2

Explanation and demonstration. Learners practise in pairs and report back for a class discussion. Giving individual written work work.

- 1 The **smugglers** were caught with contraband.
- 2 My father sent the car to the **mechanic** for repairs
- 3 The theatre was dark, but the **usher** was there for us.
- 4 Being an unmarried woman, the old **spinster** lived alone.
- 5 Mr. Lim could not settle his debts and was declared a **bankrupt**.
- 6 He eats no meat, he is a **vegetarian**.
- 7 The **referee** of the match made many poor decisions.
- 8 The **spy** was caught trying to steal military secrets.
- 9 The **milliner** has many new hats for sale.
- 10 The **orphan** lost both parents in the same year.

Exercise 23.3

Explanation and demonstration. Learners practise in pairs and report back for a class discussion. Giving individual written work work.

- 1 Moslems pray in a **mosque**.
- 2 After examining me, the doctor told me to go to the **dispensary** for my medicine.

- 3 Mr. and Mrs. Shapiro send their baby daughter to the **crèche** be looked after while they are both at work.
- 4 The preacher delivered his sermon from the **pulpit**.
- 5 The beer brewed at the local **brewery** is equal to the best in the world.
- 6 Birds are kept in an **aviary**.
- 7 My mother sent the bed sheets to the **laundry** for washing.
- 8 The tourist resort has many **chalets** where guests can stay.
- 9 Young offenders are sent to the **reformatory**.
- 10 The robber was convicted and sent to **prison**.

E. Spellings and dictation

Facilitator explains and demonstrates. Learners practise in pairs. Report for feedback.

Exercise 23.4

He did not know what the words meant but, he seemed to know the sound of them, and the voice which spoke them, and he saw on the bank three great-two legged creatures, one of them held a light, and the other a very long pole.

F. Listening and speaking: Think-pair-share

Learners practise in groups and report back. Learners carry out the activity in their activity book. Facilitator assists the learners.

G. Making a chart

Learners carry out the activity following the instructions in their learner's activity book. Facilitator explains and demonstrates.

H. Sharpen your skills: Phonics sounds

Learners carry out the activity following the instructions in their learner's activity book. Facilitator explains and demonstrates.

- | | |
|----------|------------|
| 1 Brown | 6 Flower |
| 2 Drown | 7 Mountain |
| 3 Around | 8 Hound |
| 4 Gown | 9 Coup |
| 5 Power | 10 Noun |

Unit 24

The fear of examinations

Unit objectives

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

- a** read the given passage for comprehension.
- b** answer comprehension questions.
- c** share their thoughts and feelings on a given topic.
- d** summarise the comprehension passage.
- e** write a text using the Nelson script handwriting.
- f** brainstorm to solve the given problem.
- g** use the language structure correctly in sentences.

Teaching notes

As the facilitator, give the necessary demonstrations and explanations on all the topics. Let the learners practise in groups, pairs or individually. Stress on key areas. Feedback be given orally or written for evaluation. Learners should explore their thoughts and feelings to show creativity in writing essays and solve the given problems.

Suggested teaching materials

Charts, pictures, work cards, sentence strips, the alphabet, the phonic alphabet, newspaper cuttings.

Resource materials

- PlusOne English Grade 6 Learner's Book page 183-189.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Skills

- | | |
|---------------|-------------|
| • Reading | • Recording |
| • Writing | • Listening |
| • Researching | • Speaking |

Vocabulary

Dictionary work. Facilitator assists the learners on using the dictionary. Learners find the meanings of the words in their activity book then use them in sentences.

A. Comprehension

Comprehension answers 1

Reading and discussing the passage. Learners carry out activities in pairs. Report back for class discussion. Carrying out the laid activity in their activity book.

- 1 The disease that learners suffer from towards examinations is called examination fever.
- 2 Examination fever is the fear and anxiety felt by a student when they are about to write examinations.
- 3 Exams are a threat to students' happiness because there will be no time to fool around. Every minute will be spent towards preparing for the examination.
- 4 Without exams students spend their time going to cinemas, restaurants and all fun-filled places. They will be happy and carefree.
- 5 Learners sit for exams to test their ability to recall what they will have learnt during the year/semester/term.
- 6 The realisation that exams are around the corner makes students worry and full of anxiety.
- 7 Learners sometimes fail because they will not have prepared for the portion of exams that they are being tested on.
- 8 Learners are made to sit for their exams because:
 - (a) They need to be tested on their ability to muster the particular subjects/topics.
 - (b) Of the need for self-assessment.
- 9 Results in the form of certificates/reports are sent to parents and guardians to let them know how their children fared during the period under review.
- 10 Marking of exams is said not to be fair because different markers mark differently according to their moods.

Comprehension answers 2

Asking and answering questions as a recap. Learners practise in pairs. This is followed by individual work.

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

B. Summary writing

Asking and answering questions as a recap. Learners practise in pairs. This is followed by individual work.

For example:

Generally, exams are not a pleasant experience. Doubts and worry come into the student's mind as to the adequacy of preparation. Added to this is the difference in marking techniques of different markers. A bright student may fail the exam if he/she has not managed to study the relevant portion of the subject being examined.

C. Composition: A friendly letter

Facilitator explains on this type of a letter. Learners work in pairs giving the different types of letters and their differences. Report back for a class discussion. Carrying out the activity laid-out in their activity book individually.

D. Handwriting exercise

Facilitator explains on this type handwriting. Learners work individually practicing this handwriting by writing given letters. Report back for a class discussion. Carrying out the activity laid-out in their activity book individually.

E. Question tags

Facilitator explains on this questioning technique. Learners work individually practicing this type of questioning. Report back for a class discussion. Carrying out the activity laid-out in their activity book individually.

Exercise 24.1

- | | |
|--|---|
| ① Tom had a melodious voice, didn't he? | ④ The plane will take off soon, won't it? |
| ② It is raining hard, isn't it? | ⑤ The drowning man is calling for help, isn't he? |
| ③ Einstein was a great scientist, wasn't he? | |

Exercise 24.2

Recap on the previous exercise. Learners ask and answer questions. Facilitator clarifies on the grey areas. Learners practise and are given individual work.

- | | |
|---|-----------------------------|
| ① The bulb will not get fused, will it? | ④ The tea isn't hot, is it? |
| ② They aren't studying, are they? | ⑤ It isn't a guitar, is it? |
| ③ You don't sell bananas, do you? | |

Exercise 24.3

Recap on the previous exercise. Learners ask and answer questions. Facilitator clarifies on the grey areas. Learners practise and are given individual work.

- | | | | |
|---|----------------------------|---|-------------------------------------|
| 1 | He is there – isn't he? | 4 | It is raining – isn't it? |
| 2 | He is here – isn't he? | 5 | They are nice apples – aren't they? |
| 3 | He is a singer – isn't he? | | |

Exercise 24.4

Recap on the previous exercise. Learners ask and answer questions. Facilitator clarifies on the grey areas. Learners practise and are given individual work.

- 1 You are late – aren't you?
- 2 You were late – weren't you?
- 3 I get up early – don't I?

F. Listening and speaking: Debate

Learners carry out the debate as per the facilitator's instructions. Facilitator assists.

G. Sharpen your skills: Jumbled words

Explanation and demonstration. Learners carry out the laid-out activity in their activity book. Facilitator assists.

- | | | | |
|---|---------|----|--------|
| 1 | Stick | 6 | Panel |
| 2 | Clock | 7 | Tire |
| 3 | diagram | 8 | Leaf |
| 4 | Tie | 9 | Duck |
| 5 | Judge | 10 | Girted |

H. Registers

Learners use "May I, Excuse me, Please and I am sorry" to complete questions 1-10 on page 189.

Unit 25

Photographs

Unit objectives

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

- a** read for a purpose.
- b** answer comprehension questions.
- c** infer word meaning from a given comprehension passage.
- d** identify, read and define new words from a comprehension passage.
- e** use the Nelson script handwriting to write given exercises.
- f** brainstorm solving given problems.
- g** share their thoughts and feelings on a given topic.

Teaching notes

Explain and demonstrate on all the planned exercises. Learners should follow suit. Learners should use appropriate learning media in most of the exercises. As the facilitator, lead all the discussions by asking and answering questions. Create a conducive environment for mixing and mingling as the learners brainstorm solving the given problems. Written exercises should be appropriate for the week. Feedback can be given orally or written.

Suggested teaching materials

Charts, pictures, work cards, sentence strips, camera, photographs.

Resource materials

- PlusOne English Grade 6 Learner's Book page 190-196.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Skills

- Reading
- Writing
- Listening
- Speaking
- Photo shooting
- Recording

Vocabulary

Read the comprehension passage taking note of the new words. Facilitator asks and answers questions. Learners use media to read and define the new words. Learners use sentence strips to use the new words in sentences.

A. Comprehension

Comprehension answers 1

Asking and answering questions as a recap. Learners practise individually. Facilitator assists. This is followed by individual work.

- 1 The use of the camera in the passage is to capture the moment and study the world.
- 2 The picture helps us remember what we have seen and capture scenes that would normally escape the notice of the eyes.
- 3 Naturalists are people who study nature and the environment.
- 4 Bird watches.
- 5 The naked eye may miss the movement of an event for example, the turning of the propeller in an aeroplane or the movement of the legs of a racing horse.
- 6 The other word of discover is explore.
- 7 The camera is being likened to a pair of binoculars in the passage.
- 8 Binoculars help the eyes to see things that are far from us in a much clearer form.
- 9 A hobby is what a person enjoys doing in their spare time.

Comprehension answers 2

Asking and answering questions as a recap. Learners practise individually. Facilitator assists. This is followed by individual work.

- 1 The opposite of amateur is professional.
- 2 People are now camera shooting instead of hunting with guns.
- 3 To shoot with a camera means capturing images with a camera or taking photographs.
- 4 The rare animals mentioned in the passage are the cheetahs and the gemsbok.
- 5 A word which means the same as rare is scarce.
- 6 The Kalahari Desert is found in Botswana.
- 7 A photographer can avoid blurry images by mounting the camera on a tripod and using an electronic shutter.
- 8 An image is a likeness of anything e.g. person, flower, wild animal.
- 9 The shutter is used to capture images more speedily.
- 10 A habitat is where an animal normally lives.

Comprehension answers 3

Reading the comprehension passage. Asking and answering questions orally in groups. Class discussion and giving individual work.

- 1 Humans are a threat to wild life because they hunt animals either for food or trophies.
- 2 A shelter used to hide humans from animals is called a blind.

- 3 If I had a camera I would use it to take pictures of my family, flowers.
- 4 A place where animals drink water is called a waterhole.
- 5 A photographer can get more detailed pictures by using a tripod and leaving the shutter open for a longer period.
- 6 The flowers mentioned in the passage are the Crocuses and Daffodils.
- 7 The two places are wild life reserves and national parks.
- 8 An electronic shutter may take pictures in one millionth of a second whereas an ordinary shutter takes pictures in one fiftieth of a second which is much slower.

B. Summary writing

Asking and answering questions as a recap. Learners practise writing a summary in pairs and report back. This is followed by individual work.

Answers

A long time ago people used to hunt and kill animals if they wanted to study about them. Nowadays the camera is used for the purpose. This is a preferable method as it provides information while the animal is alive thus saving the animals.

C. Composition: Hobbies

Facilitator leads the discussion using the prepared media. Learners ask and answer questions. Feedback for a class discussion. Facilitator explains in essay writing. Individual work for feedback.

D. Handwriting exercise

Facilitator asks and answer questions as a recap. Learners practise individually. Facilitator assists. This is followed by individual work.

E. Animal homes

Asking and answering questions as a recap. Learners practise writing a summary in pairs and report back. This is followed by individual work.

Exercise 25.1

- | | |
|----------------|-------------|
| 1 Palace | 6 Monastery |
| 2 Hole | 7 Stall |
| 3 Hospital | 8 Tent |
| 4 Old age home | 9 Tent |
| 5 Shell | 10 Vicarage |

Exercise 25.2

Learners practise in pairs. Facilitator assists. This is followed by individual work. Recap on the previous exercise.

- 1 A dog's **kennel** should be waterproof.
- 2 Yapping at their heels, the sheep dog headed the sheep into their **pen**.
- 3 The children in the village knew where the beavers built their **lodge**.
- 4 There's a huge ant's **nest** in the huge oak tree.
- 5 Ashton has built a **burrow** for his rabbits.
- 6 The eagle has built its **eyrie** high up among the rocks.
- 7 The toddlers loved the story of "Daniel in the lions' **den**."
- 8 Several doves had alighted on the roof of their **dovecote**.
- 9 When we chased them, the rabbits vanished into their **burrow**.
- 10 Joan said that if we listened closely, we could hear the bear snoring in his **den**.

Exercise 25.3

Learners practise in pairs. Facilitator assists. This is followed by individual work. Recap on the previous exercise.

- 1 The hard-working vicar was hardly to be found in his vicarage.
- 2 The regiment marched to its **barrack**, a huge stone building which was once a sugar mill.
- 3 There were only a few nuns living in the beautiful old **nunnery** on the Morne.
- 4 The boarders raced inside to look at the rooms in the new **Dormitory**.
- 5 Franciscan monks built the only **monastery** on the island.
- 6 The Inuit use stoves inside their **igloos** even though they are built of frozen snow.
- 7 In the afternoon, several of the clergy were entertained at the Bishop's **palace**.
- 8 The **wigwams** of the Plains Indians is made of buffalo skins or Birch bark anchored to a framework of poles.
- 9 Most of the convicts in the **prison** are crammed in their crowded cells.
- 10 The ambassador invited the exchange students to dinner at his **embassy**.

F. Listening and speaking

Facilitator explains and demonstrates. Learners practise in groups. Report back for a class discussion. Report back for a class discussion. Learners carry out the laid-out activity. Facilitator assists.

G. Sharpen your skills: Rare animals

Facilitator explains and demonstrates. Learners practise in groups. Report back for a class discussion. Report back for a class discussion. Learners carry out the laid-out activity. Facilitator assists.

Unit 26

Life in the street

Unit objectives

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

- a** read for a purpose.
- b** answer comprehension questions.
- c** infer word meaning from a given comprehension passage.
- d** identify, read and define new words from a comprehension passage.
- e** use the Nelson script handwriting to write given exercises.
- f** brainstorm solving given problems.
- g** share their thoughts and feelings on a given topic.

Teaching notes

Explain and demonstrate on all the planned exercises. Learners should follow suit. Learners should use appropriate learning media in most of the exercises. As the facilitator, lead all the discussions by asking and answering questions. Create a conducive environment for mixing and mingling as the learners brainstorm solving the given problems. Written exercises should be appropriate for the week. Feedback can be given orally or written.

Suggested teaching materials

Charts, pictures, work cards, sentence strips, camera.

Resource materials

- PlusOne English Grade 6 Learner's Book page 197-203.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Skills

- Reading
- Writing
- Listening
- Speaking
- Recording

Vocabulary

Read the comprehension passage taking note of the new words. Facilitator asks and answers questions. Learners use media to read and define the new words. Learners use sentence strips to use the new.

Answers

- 1 The boy walked **aimlessly** down the street.
- 2 The **courage** she has is just shocking.
- 3 A **grain** of corn is worth nothing.
- 4 The **watchman** was severely injured in a car crash.
- 5 The footballer was **bruised** in a match last Saturday.
- 6 My teacher **promised** us a farewell party.
- 7 The **abusive** use of drugs is not healthy.
- 8 The baby hates over-ripe apples.
- 9 They **threatened** to kill the new comer.
- 10 The dog **licked** its master yesterday.

A. Comprehension

Comprehension answers 1

Read the comprehension passage. Ask and answer questions. Class discussion on the comprehension passage. This is followed by individual work.

- 1 A word in the passage which means “street kid” is Malunde.
- 2 One basic need Mpho lacked was a roof over his head.
- 3 Mpho had to run away from Jan because Jan wanted them to play “games” which Mpho did not like.
- 4 Mpho spent his days walking around or sitting on the pavements.
- 5 Mpho would find the weather unpleasant during the night.
- 6 He often slept at the entrance to shops
- 7 Night watchmen would waken him from his sleep.
- 8 Baas du Toit gave Mpho fifty Rands at one time.
- 9 This boy survived on stale bread and sour milk.
- 10 The most delicious meal Mpho once had was spicy chicken and rice.

Comprehension answers 2

Retelling the comprehension story. Asking and answering questions in groups. Report back for class discussion. This is followed by individual work.

- 1 Mpho lived in the streets.
- 2 A man stole Mpho’s blanket from him.
- 3 A nice white lady in high heeled shoes and a short skirt bought Mpho the rice and chicken.
- 4 The watchman threatened Mpho because he wanted him to move away from the shop entrance.

- 5 Mpho had to huddle in the shop entrance because he had no blanket and he was cold.
- 6 He got the fifty rand from Baas du Toit.
- 7 He **licked** his fingers until there was nothing left to lick.
- 8 Mpho dreamt of being a farmer.
Mpho also dreamt of sleeping in a huge bed with a red blanket on top.
He also dreamt that he would buy lots of books to read.

Comprehension answers 3

Reading the comprehension passage individually. Class discussion. Asking and answering questions. This is followed by individual work.

- 1 Five problems that force children to run away from home are:
 - (a) The death of one or both parents.
 - (b) Poverty at home.
 - (c) Cruelty of guardians after death of parents.
 - (d) Natural mischief.
 - (e) Running away to escape punishment for misbehaviour.
- 2 Six problems faced by children living in the streets are:
 - (a) No roof over their heads.
 - (b) Scarcity of food.
 - (c) Scarcity of clothing.
 - (d) The absence of health facilities.
 - (e) No access to education.
 - (f) Bullying by other street children.
 - (g) Abuse by older people.
- 3 Major problems faced by Mpho in the streets:
 - (a) Having little or no money to buy food.
 - (b) No blankets to cover himself from the cold at night.
 - (c) Being shunned by other street children.
- 4 If I were Mpho I would look for shelter for homeless and disadvantaged people and start from there.
- 5 I would like to be an accountant.

B. Composition: My first day at school

Introduce the composition topic using prepared media. Learners discuss in groups sharing thoughts and feelings. Asking and answering questions. Explain on composition writing and other key points. Learners practise. Assist slow learners. This is followed by individual work.

C. Prefixes and suffixes

Explain and demonstrate using valid examples. Learners practise in pairs. Facilitator assists whenever necessary. This is followed by individual work.

Exercise 26.1

- 1 My uncle bought me a **bicycle** for my birthday.
- 2 The fun fare was a success because everybody **cooperated**.
- 3 He is **unhappy** with his salary. He wants to resign.
- 4 The weather **forecast** was accurate.
- 5 A dead whale washed **ashore** by the waves has attracted much attention.
- 6 Karim made a **mistake** in his exercise.
- 7 The dentist will **extract** the bad tooth.
- 8 The coach will **replace** the injured player with another.
- 9 A mammoth is a **prehistoric** animal.
- 10 The Kung Fu expert will display his skills at the **exhibition**.

Exercise 26.2

Asking and answering questions as a recap. Learners practise in pairs. Facilitator assists slow learners. This is followed by individual work.

- 1 Our **international** airlines offer four flights a week to Medan.
- 2 What you have heard is all **nonsense**. There is no truth in it.
- 3 As the fans are out of order, the audience in the hall feel great **discomfort**.
- 4 It was most **irresponsible** of him to leave the machine unattended.
- 5 An **unknown** disease is sweeping the country killing many people.

Exercise 26.3

Asking and answering questions as a recap. Learners practise in pairs. Facilitator assists slow learners. This is followed by individual work.

- 1 Norman and Roy live in the same **neighbourhood**.
- 2 The robber finally gained his **freedom** after six years in prison.
- 3 A gift voucher will be given to every **hundredth** customer of the shop.
- 4 It is **dangerous** to play with fire.
- 5 The **cashier** studied the cheque before he paid over the money.
- 6 The **instructor** demonstrated the steps of the new dance to the students.
- 7 The people who were made **homeless** by the fire will be given flats by the government.
- 8 The **wooden** shack was burnt down.
- 9 The **violinist** played very well.
- 10 The man is remembered for his **kindness**.

D. Spellings and dictation

Explain and demonstrate using the phonic alphabet. Learners practise in groups. Report back for class discussion. This is followed by individual work.

Exercise 24.4

Once a year I go on holiday with the whole family, usually to come for flung paradise, with marvelous beaches, where we stay in exotic cities inhabited by very poor people who make us feel richer. More privileged and more grateful for the blessings bestowed upon us.

E. Listening and speaking

Explain and demonstrate using the prepared media. Learners carry out the laid activity in the learner's activity book. Report back for a class discussion.

Answers

- | | |
|-------------|--------------|
| 1 Dishonest | 6 Unlucky |
| 2 Uncommon | 7 Useless |
| 3 Fruitless | 8 Distrust |
| 4 Illegal | 9 Misfortune |
| 5 Senseless | 10 Disarm |

F. Sharpen your skills: Prefixes

Explain and demonstrate using the prepared media. Learners carry out the laid activity in the learner's activity book. Report back for a class discussion.

Answers

- 1 The boy was **knocked** down by the burglar.
- 2 The soldiers were outnumbered and had to **retreat**.
- 3 Sugar **dissolves** in water.
- 4 The girl has **recovered** from her illness.
- 5 The artist will display his paintings.

G. Completing forms

Exercise 26.5

Learners fill in an application form for joining the school environmental club, following instructions.

Unit 27

The Great Zimbabwe

Unit objectives

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

- a** read for a purpose.
- b** answer comprehension questions.
- c** infer word meaning from a given comprehension passage.
- d** identify, read and define new words from a comprehension passage.
- e** use the Nelson script handwriting to write given exercises.
- f** brainstorm solving given problems.
- g** share their thoughts and feelings on a given topic.

Teaching notes

Explain and demonstrate on all the planned exercises. Learners should follow suit. Learners should use appropriate learning media in most of the exercises. As the facilitator, lead all the discussions by asking and answering questions. Create a conducive environment for mixing and mingling as the learners brainstorm solving the given problems. Written exercises should be appropriate for the week. Feedback can be given orally or written.

Suggested teaching materials

Charts, pictures, work cards, sentence strips, a map of Zimbabwe.

Resource materials

- PlusOne English Grade 6 Learner's Book page 204-210.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Skills

- | | |
|-------------|---------------|
| • Recording | • Speaking |
| • Reading | • Discussing |
| • Writing | • Identifying |
| • Listening | • Naming |

Vocabulary

Read the comprehension passage taking note of the new words. Facilitator asks and answers questions. Learners use media to read and define the new words. Learners use sentence strips to use the new words in sentences.

Answers

- Tourist
- Architect
- Overseas
- Population
- Monument
- Locality
- Foreign currency
- Destruction
- Stunned
- Visible

A. Comprehension

Comprehension answers 1

Read the comprehension passage. Ask and answer questions. Learners use the media to discuss the comprehension passage. Practise in groups. This is followed by individual work.

- 1 The first people to live at Great Zimbabwe were the Shona people.
- 2 Tourists are visitors to and from other countries.
- 3 The Great Zimbabwe monument is tourist resort because of its history. It is one of the Seven Wonders of the World. It is also a foreign currency earner as people from overseas come to visit.
- 4 Tourists to Great Zimbabwe come from as far as Europe and The United States of America.
- 5 Three handmade items mentioned in the passage are:
 - (a) Handmade baskets.
 - (b) Handmade bark mats.
 - (c) Leather goods.
- 6 The Great Zimbabwe is situated in the town of Masvingo in the southern part of the country.
- 7 The same word as shocked is stunned.
- 8 The architects of Great Zimbabwe were supposed to leave written documents.
- 9 They promoted their culture by decorating the wall with the chevron designs.
- 10 The monument is now being destroyed by cattle and wild animals grazing in the area.

Comprehension answers 2

Ask and answer questions as a recap. Learners read the passage individually. This is followed by individual work.

- 1 The chevron design is built of stones.
- 2 The Great Zimbabwe monument is in the African Continent.
- 3 The Karanga people disappeared from Great Zimbabwe in 1450.
- 4 The statement means that nothing in the buildings was destroyed. Everything was left intact.
- 5 The trees are destroying the ruins by pushing their roots through the stonework.
- 6 Wild life and cattle are also destroying the ruins being grazing in the area.

- 7 The Karanga people left the monuments because (some theorists believe) that the population had grown so much so that there was not enough firewood in the area.
- 8 The Karanga people relocated to areas of Charumbira, Chivi and Mushawasha.
- 9 Madzimbabwe means the stones.

B. Summary writing

Ask and answer questions as a recap. Reading and fishing out the most important points. Practise writing the summary. This is followed by individual work.

Answer

The Great Zimbabwe monument, situated in Masvingo in the southern part of the country, was built by the Karanga people in the 1400s. They used stone to construct the walls. The Karanga people left the area in 1450 because of shortage of firewood and salt. The Great Zimbabwe monument is a world-renowned tourist resort.

C. Descriptive composition

Use a map of Zimbabwe and a picture of the Great Zimbabwe to explain. Learners discuss in fours sharing thoughts on the topic and recording their points. Report back for a class discussion. Facilitator explains on essay writing and layout. This is followed by individual work where learners write a descriptive Great Zimbabwe or any other resort area of choice.

D. Handwriting exercise

Explain and demonstrate using prepared media. Good performers can demonstrate. Learners practise individually. This is followed by individual work.

E. Past continuous tense

Explain and demonstrate using a media. Learners identify verbs and practise changing them to present continuous tense. Feedback for clarity. This is followed by individual work.

Exercise 27.1

- 1 The neighbourhood dogs **were making** an awful racket.
- 2 The noise **was getting** more irritating.
- 3 Mary and Aunt Lucy **were trying** to get the twins to sleep.
- 4 The twins **were struggling** to stay up so as not to miss the fun.
- 5 Simon and Sandra **were preparing** lunch.

- 6 Mother **was sewing** dresses for the twins.
- 7 Marcia **was searching** for her favourite doll.
- 8 I **was studying** for my science exam.
- 9 The boys **were helping** Uncle Allan to weed the garden.
- 10 The setting sun **was turning** the sky purple and orange.

Exercise 27.2

Recap on the previous lesson. Ask and answer questions. Learners practise in pairs. This is followed by individual work.

- 1 I **was looking** after my baby brother.
- 2 Sarah **was planting** roses in her garden.
- 3 The old lady **was dancing** very well.
- 4 The math teacher **was smiling** broadly.
- 5 The babies **were blowing** bubbles in their sleep.
- 6 The wind **was blowing** mangoes and coconuts off the trees.
- 7 The storm **was whipping** gigantic waves against the shore.
- 8 Large boats **were tossing** on the angry sea.
- 9 Thunder **was rolling** without a pause.
- 10 We **were huddling** together on the bed under a big blanket.

Exercise 27.3

Recap on the previous lesson. Ask and answer questions. Learners practise in pairs. This is followed by individual work.

- 1 We **were kneading** dough for the pie crust, when someone **rang** the doorbell.
- 2 While Ali and Eve **were visiting** their grand aunt for the summer, she **had** a bad fall on the stairs.
- 3 The lion **was looking** about for something to eat, when a net **caught** him firmly.
- 4 As soon as she saw that she **had run out** of money, Betty **called** her mother.
- 5 While the twins were **trying to sneak** into the pantry, their grandmother **spotted** them.
- 6 The rabbits **were scampering** across the field, when a great hand **scooped** them up.
- 7 On learning that the witch **was going to** kill them, the boys **decided** to escape.
- 8 Roy **was hunting** for his pen, when Melanie **burst** into the classroom.
- 9 As we **were reading** a book of Anansi stories, a lizard plopped into the page.
- 10 The star **was tracing** a bright arc in the sky when it **exploded** into brilliant fireworks.

Exercise 27.4

Learners carry out the activity in groups and report back for a class discussion. Follow the examples in the learners' activity book. Report back for a class discussion.

F. Listening and speaking: Dreams

Explain and demonstrate the laid-out activity in the learner's activity book using a prepared media. Learners carry out the activity in groups. Report back for class discussion. Facilitator clarifies grey areas.

G. Sharpen your skills: Sunshine outline

Explain and demonstrate the laid-out activity in the learner's activity book using a prepared media. Learners carry out the activity in groups. Report back for class discussion. Facilitator clarifies grey areas.

I. Registers

Exercise 27.5

- 1 May I use your pen?
- 2 Please move out of the way.
- 3 I am sorry I did not mean to step on your foot.
- 4 Excuse me, can I talk to you now?
- 5 May I use the bathroom?

Unit 28

The big day

Unit objectives

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

- a** read for a purpose.
- b** answer comprehension questions.
- c** infer word meaning from a given comprehension passage.
- d** identify, read and define new words from a comprehension passage.
- e** use the Nelson script handwriting to write given exercises.
- f** brainstorm solving given problems.
- g** share their thoughts and feelings on a given topic.

Teaching notes

Explain and demonstrate on all the planned exercises. Learners should follow suit. Learners should use appropriate learning media in most of the exercises. As the facilitator, lead all the discussions by asking and answering questions. Create a conducive environment for mixing and mingling as the learners brainstorm solving the given problems. Written exercises should be appropriate for the week. Feedback can be given orally or written.

Suggested teaching materials

Charts, pictures, work cards, sentence strips.

Resource materials

- PlusOne English Grade 6 Learner's Book page 211-219.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Skills

- | | |
|-------------|---------------|
| • Recording | • Speaking |
| • Reading | • Discussing |
| • Writing | • Identifying |
| • Listening | • Naming |

Vocabulary

Read the comprehension passage taking note of the new words. Facilitator asks and answers questions. Learners use media to read and define the new words. Learners use sentence strips to using these new words in sentences.

Answers

- a** Fearful
- b** Mass of spectators.
- c** Group of people for a particular purpose.
- d** Shake
- e** Person with long experience.
- f** Icing
- g** Shown on television.
- h** Inexperienced newcomer to the team.
- i** Way of thinking and behaving.
- j** One object or person striking against another.
- k** Break violently.
- l** Firm trust in ability.
- m** Cold and unwelcoming manner.
- n** (In cricket) Time during which a team/player is batting.

A. Comprehension

Comprehension answers 1

Read the comprehension passage. Ask and answer questions. Learners use the media to discuss the comprehension passage. Practise in groups. This is followed by individual work.

- 1** The ball game being discussed in the passage is baseball.
- 2** The writer is feeling nervous because this is his first major game in the Big League.
- 3** The writer came to participate in this game because one of the older players had been injured.
- 4** His dad also played baseball.
- 5** Forty-two people had come to watch this match in addition to the forty-two thousand who were watching the game live on television.
- 6** The statement means that Big Jim had been around for a long time and had a lot of experience in the game.
- 7** The game was being played in September.
- 8** Nationally televised means the game was being shown live on national television.
- 9** The writer took another drink of water in order to cool his nerves.
- 10** The writer started playing baseball when he was a kid. (still a child)

Comprehension answers 2

Ask and answer questions as a recap on the last comprehension exercise. Learners practise in groups. This is followed by individual work.

- 1 The word in the passage opposite to amateur is professional.
- 2 The writer said this game was his big chance because that was his first exposure to the Big League. This would make or break him.
- 3 Big Jim had been playing baseball for the past ten years.
- 4 There were three members of his family watching the game. (His dad, mother and sister Susie).
- 5 As a young boy, the writer had watched his dad playing the game.
- 6 The writer's father never got to play in the Big League because:
 - (a) he never got the break.
 - (b) he never got the chance to impress.
- 7 The writer was playing in place of Robertson who had been injured.
- 8 You need the right attitude in the game so that you can concentrate and do everything right.
- 9 The writer watched his diet and jogged for three miles every day during the off season so that he could keep fit.
- 10 The game was going to start in ten minutes time.

B. Summary writing

Ask and answer questions as a recap on the last comprehension exercise. Learners practise in groups. This is followed by individual work.

Answer

Baseball is a game where you rely more on luck than anything else. The writer got his break to play in the Big League when one of the older players was injured in a previous game. As a result, he was nervous as he was going to be watched playing by a lot of people on national television. His father was his major inspiration.

C. Narrative composition

Ask and answer questions as a recap of the comprehension passage. Learners discuss in their groups sharing experiences and thoughts on the game they once watched. Explain on a narrative composition. Learners practise in pairs. Report back for a class discussion. This is followed by individual work.

D. Forming nouns

Define, explain and demonstrate on how to form nouns using a prepared media. Learners practise in pairs carrying out the laid activity in their activity book. Facilitator assists. Individual work for feedback.

Exercise 28.1

- | | |
|-------------|------------|
| 1 Clearance | 6 Judgment |
| 2 Explosion | 7 Action |
| 3 Loss | 8 Inquiry |
| 4 Intention | 9 Deceit |
| 5 Defiance | 10 Flight |

Exercise 28.2

Learners practise in pairs carrying out the laid activity in their activity book. Facilitator assists. Individual work for feedback.

- 1 The room echoed with the **laughter** of the children.
- 2 It was a long time since the old **residence** had been so full of merriment.
- 3 The **marriage** took place at St Patrick's Church in Glen Norah.
- 4 As she drew petals, the little flower girl's eyes were full of **excitement**.
- 5 The **ascension** of Mount Everest was a notable feat.
- 6 It was a tribute to the **determination** of Hilda and Trace.
- 7 The prisoner's **trial** was postponed because his lawyer was unavoidably delayed.
- 8 Joyce received the news of her success with much **satisfaction**.
- 9 **The appearance** of the two teams was greeted by loud cheering.
- 10 The players were encouraged by the enthusiastic **reception**.

Exercise 28.3

Learners practise in pairs carrying out the laid activity in their activity book. Facilitator assists. Individual work for feedback.

- | | |
|----------------------------------|---------------------------------------|
| 1 A fixed allowance . | 6 A public declaration . |
| 2 A clear explanation . | 7 By kind permission . |
| 3 A sound defence . | 8 A striking resemblance . |
| 4 A thunderous applause . | 9 An accurate description . |
| 5 An unfair comparison . | 10 An unfortunate occurrence . |

E. Proverbs

Explain on proverbs. Learners give examples in their respective groups. Report back for a class discussion.

Exercise 28.4

- | | |
|-------------------------------|---------------------------|
| 1 All is well that ends well. | 2 Better late than never. |
|-------------------------------|---------------------------|

- 3 Exchange is no robbery.
- 4 First come first served.
- 5 Once beaten shy twice.
- 6 New brooms sweep clean.

- 7 Penny wise, pond foolish.
- 8 Still waters run deep.
- 9 Great minds think alike.
- 10 More haste less speed.

Exercise 28.5

Recap on the previous exercise. Learners practise. This is followed by individual work.

- 1 Look before leaping.
- 2 Make hay while the sun shines.
- 3 Necessity is the mother of invention.
- 4 Empty vessels make the most noise.
- 5 Absence makes the heart grow fonder.
- 6 Charity begins at home.
- 7 Fine words butter no partnership.
- 8 Pride goes before a fall.
- 9 When the cat is away mice play.
- 10 One good turn deserves another.

Exercise 28.6

Recap on previous lesson. Learners practise in groups. Report back for a class discussion. Individual work for feedback.

- 1 You should not risk all you have on a single speculation.
- 2 One who often changes jobs will never become rich.
- 3 What suits one person might not suit another.
- 4 Work while you can. Don't put things off till tomorrow.
- 5 It is the people who have nothing in mind who talk too much.
- 6 Live within your means.
- 7 People mix with those who have the same taste with theirs.
- 8 Even when things seem gloomy there is always hope.
- 9 In trying to get yourself out of trouble you often get into worse trouble.
- 10 It is unwise to count your gains until you actually get them.

Exercise 28.7

- 1 A cat might look like a king.
- 2 Enough is as good as a feast.
- 3 Exchange is no robbery.
- 4 Hunger is the best sauce.
- 5 Look before you leap.
- 6 Where there is smoke, there is fire.
- 7 One man's meat is another man's poison.
- 8 One swallow does not make a summer.
- 9 Out of sight out of mind.
- 10 What is sauce for the goose is sauce for the gander.

F. Spellings and dictation

Exercise 28.8

Facilitator dictates the passages. Learners write the spellings correctly.

Passage

Wind is moving air. It is an ancient source of energy. The wind mill is another very old wind-propelled device. It uses flat blades or sails to convert the energy of the wind to a spinning motion.

G. Listening and speaking: Jigsaw groups

Explain and demonstrate using a prepared media. Learners practise individually. Report back for class discussion. Give individual work.

H. Sharpen your skills: Round table

Explain and demonstrate using a prepared media. Learners practise individually. Report back for class discussion. Give individual work.

Unit 29

Thieves at night

Unit objectives

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

- a** read for a purpose.
- b** answer comprehension questions.
- c** infer word meaning from a given comprehension passage.
- d** identify, read and define new words from a comprehension passage.
- e** use the Nelson script handwriting to write given exercises.
- f** brainstorm solving given problems.
- g** share their thoughts and feelings on a given topic.

Teaching notes

Explain and demonstrate on all the planned exercises. Learners should follow suit. Learners should use appropriate learning media in most of the exercises. As the facilitator, lead all the discussions by asking and answering questions. Create a conducive environment for mixing and mingling as the learners brainstorm solving the given problems. Written exercises should be appropriate for the week. Feedback can be given orally or written.

Suggested teaching materials

Charts, pictures, work cards, sentence strips

Resource materials

- PlusOne English Grade 6 Learner's Book page 220-225.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Skills

- | | |
|-------------|---------------|
| • Recording | • Speaking |
| • Reading | • Discussing |
| • Writing | • Identifying |
| • Listening | |

Vocabulary

Read the comprehension passage taking note of the new words. Facilitator asks and answers questions. Learners use media to read and define the new words. Learners use sentence strips to use these new words in sentences.

Answers

- a** Clouds bearing rain
- b** Sit on your haunches
- c** The hour after night and before the start of the new day.
- d** To have attention diverted away from.
- e** Scaring
- f** Went towards the east.
- g** Gullies/trenches.

A. Comprehension

Comprehension answers 1

Reading the comprehension passage. Asking and answering questions orally. Report back for a class discussion. This is followed by individual work.

- 1** The night was dark because there were heavy rain clouds covering the moon and the stars. It was going to rain.
- 2** The two groups of people mentioned in the passage were the farmers and the thieves.
- 3** The farmers were anticipating the rains the next day.
- 4** The rains would make the land green.
- 5** The cattle thieves were also waiting for the rains.
The cattle thieves were waiting for the farmer and his family to go to sleep.
- 6** The sound of the cattle being driven away would disturb the farmer from his sleep.
- 7** The 6 men moved towards the kraal when it was past midnight and the farmer was sleep.
The cattle were in the kraal.
- 8** Because they knew that after the rain had fallen, their footprints and the cattle's tracks would be washed away. There would be no trace as to which direction they had gone.
- 9** The rain washed away marks and tracks.

Comprehension answers 2

Recap on the last exercise. Learners read the passage individually. Individual work for feedback.

- | | |
|----------------|----------------------|
| 1 drove | 4 crouched |
| 2 one | 5 herd |
| 3 kraal | 6 Soundlessly |

Comprehension answers 3

Recap on previous lesson. Asking and answering questions. Written work.

- | | | |
|---------------------|----------|-----------|
| 1 (a) cloudy | (b) dark | (c) quite |
|---------------------|----------|-----------|

- 2 Like shadows
- 3 The cattle did not make noise because they were allowed to follow their own direction until they reached the fence.
- 4 The cattle were allowed to move freely so that they would not make noise.
- 5 The thieves gathered the cattle together when they had reached the fence.
- 6 They cut the fence so that they would give passage to the cattle.
- 7 There were no marks for the farmers to follow because the rain had fallen and washed away the tracks that had been made by the thieves and the cattle. Worse still, they headed to the hills.

B. Summary writing

Recap on previous lesson. Asking and answering questions. Written work.

Answer

Rains bring a lot of relief to many but grief to some people. A different group of people wait for the rain in order to cover their misdeeds. In this case, cattle thieves used the rain to hide their tracks when they had stolen a farmer's cattle.

C. Composition: Report writing

Explain and demonstrate. Learners can revisit the report writing from previous chapters. Discussion on layout and the tense to use. Learners practise in groups. Report back for a class discussion. Individual work carrying out the laid-out activity from the learner's activity book on chapter.

D. Handwriting exercise

Explain and demonstrate. Learners practise in pairs. Facilitator assists. Individual work carrying out the laid-out activity in their activity book.

E. Analogies

Explain and demonstrate. Learner practise in pairs. Facilitator assists. Individual work carrying out the laid-out activity in their activity book.

Exercise 29.1

- | | |
|---|--|
| 1 Sheep are to flock as wolves are to a pack . | 4 Water is to ice as liquid is to solid . |
| 2 Banana is to skin as orange is to peel . | 5 Inside is to outside as interior is to external . |
| 3 Sun is to day as moon is to night . | |

- | | | | |
|---|---|----|---|
| 6 | Uncle is to nephew as aunt is to niece . | 9 | Food is to famine as water is to drought . |
| 7 | Bird is to nest as bee is to hive . | 10 | Dog is to paw as horse is to hoof . |
| 8 | Duck is to duckling as dog is to puppy . | | |

Exercise 29.2

Explain and demonstrate. Learner practise in pairs. Facilitator assists. Individual work carrying out the laid-out activity in their activity book.

- | | | | |
|---|---|----|---|
| 1 | Rifle is to bullet as a bow is to an arrow . | 6 | Lead is to pencil as ink is to pen . |
| 2 | Dog is to puppy as cat is to kitten . | 7 | Hand is to arm as leg is to foot . |
| 3 | Light is to morning as darkness is to evening . | 8 | Lion is to animal as wasp is to insect . |
| 4 | Eye is to sight as nose is to smell . | 9 | Dish is to fruit as vase is to flower . |
| 5 | Train is to station as aeroplane is to airport . | 10 | Chair is to sit as bed is to sleep . |

Exercise 29.3

Explain and demonstrate. Learners practise in pairs. Facilitator assists. Individual work carrying out the laid-out activity in their activity book.

- | | | | |
|---|--|----|--|
| 1 | Author is to book as sculptor is to statue. | 6 | Bad is to worse as better is to good. |
| 2 | Shoes are to feet as hat is to head. | 7 | Laugh is to happy as cry is to sad. |
| 3 | Feathers are to bird as scales are to fish. | 8 | Lion is to roar as elephant is to trumpet. |
| 4 | Plus is to minus as more is to less. | 9 | Older is to younger as senior is to junior. |
| 5 | Dog is to kennel as chicken is to coop. | 10 | Up is to down as ascend is to descend. |

Exercise 29.4

Explain and demonstrate. Learners practise in pairs. Facilitator assists. Individual work carrying out the laid-out activity in their activity book.

- | | | | |
|---|---|----|---|
| 1 | Shopkeeper is to customer as doctor is to patient. | 6 | Cow is to beef as pig is to pork. |
| 2 | Foot is to toes as hand is to fingers . | 7 | In is to out as import is to export . |
| 3 | Composer is to music as poet is to poems . | 8 | Lend is to borrow as give is to receive . |
| 4 | Go is to went as do is to done . | 9 | Ship is to sea/ocean as aeroplane is to air . |
| 5 | Wind is to air as wave is to water. | 10 | Revolver is to holster as sword is to scabbard . |

F. Sharpen your skills: Brainstorming

Explain and demonstrate using the prepared media. Learners practise in groups. Report back for class discussion. Facilitator stresses on key points then corrects the learners.

Unit 30

Examinations 3

Paper 1: Multiple choice questions

Comprehension: Child abuse

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

Completing sentences

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

Comprehension 2

- | | | | |
|---|---|---|---|
| 1 | B | 4 | C |
| 2 | B | 5 | C |
| 3 | A | 6 | C |

Completing sentences

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

Comprehension 3

- | | | | |
|---|---|---|---|
| 1 | A | 4 | D |
| 2 | D | 5 | D |
| 3 | D | | |

Completing sentences

- 1 B
- 2 B
- 3 C
- 4 A
- 5 C

Paper 2

Section B: Comprehension and summary answers

- a Peter was preparing to set off on the three and a half kilometer walk home.
- b Jess, the dog came bounding to meet Peter, her tail wagging in recognition.
- c Bursting with curiosity means, “Could hardly wait to hear the news” or filled with anticipation.
- d Because he was sure his dog would grow up to be as strong as a lion.
- e Hurry
Diseased and spending hours searching for unwanted scraps of food.
- f Peter’s father thought the dog would chase his goats and frighten the neighbour’s children.
- g She was worried that there was another mouth to feed.
- h She had seen the tears in her son’s eyes.
- i Summary of Peter and his dog.