

PlusOne

English



noun
adjective
Adverb

Grade
7

PlusOne

English

Teacher's Guide



 **SECONDARY
BOOK PRESS**

Anchors of the schools curricula

Published by:

Secondary Book Press Private Limited

4th Floor, CABS Centre Building,

Cnr Jason Moyo & 2nd Street,

Harare, Zimbabwe

Tel: +263 242 771 406 | +263 242 753 201

Mobile: +263 712 560 870 | +263 788 954 870

Email: sales@secondarybookpress.co.zw

Website: www.secondarybookpress.co.zw

PlusOne English | Grade 7 - Teacher's Guide

ISBN: 978-1-77932-038-4

First Published in 2026

Copyright: Secondary Book Press

Editor-in-Chief: Munyaradzi Gunduza

Development Editor: Edwin Muzanenhamo

Design and text layout: Patricia N. Munemo

Every effort has been made to trace the copyright holders. In the event of unintentional omissions or errors, any information that would enable the publisher to make the proper arrangements will be appreciated.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without prior permission of the copyright owner.

Contents

Introduction	i
Unit 1: Time flies	1
Unit 2: Setting goals.	7
Unit 3: Growing up	12
Unit 4: Folk story	17
Unit 5: The downpour	22
Unit 6: The wise grandparents	27
Unit 7: The unwelcome visitor.....	31
Unit 8: Our beautiful country Zimbabwe.....	36
Unit 9: Examination 1.....	40
Unit 10: Rise of the robot.....	42
Unit 11: Finding directions	46
Unit 12: Kache, Musa and the donkey.....	50
Unit 13: The famous storyteller	56
Unit 14: The lovely Lake Kariba	61
Unit 15: Examination 2.....	66
Unit 16: There is a time for everything.....	68
Unit 17: Clean the environment.....	73
Unit 18: Trees are life	79
Unit 19: Musical instruments, our cultural heritage	83
Unit 20: The Heroes Acre	88
Unit 21: Cancer a threat to life.....	93
Unit 22: Shattered dreams.....	98
Unit 23: Your background does not define who you are.....	103
Unit 24: Environmental degradation.....	109
Revision exercises.....	114
Unit 25: Examination 3.....	116
Unit 26: Examination 4.....	118
Unit 27: Examination 5.....	120
Unit 28: Examination 6.....	121
Unit 29: Examination 7.....	123
Unit 30: Examination 8.....	125

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 7 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 7 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.

This also gives teachers the opportunity to continually assess learners and to use this assessment to address their learning needs, the progress they have made and to address any barriers to learning or learning difficulties that they may have.

Formative assessment in the form of teacher observations and assessments, as well as self-assessment and peer-assessment done by the learners, will help to identify areas of difficulty so that these areas can be targeted and any problems addressed immediately before moving on to the next section of work.

Formative assessment is an important step in the teaching and learning process. It allows you as the teacher to observe your learners in a wide variety of learning situations and to collect, record and use this information, which you can then use to inform further teaching and learning.

You should use different types of formative assessment to address the different learning abilities of the learners in your class. These assessments could take the form of formal Assessment and informal observations during whole class and individual, pair and group work activities, through the assessing of written work, projects, tasks and tests.

You can record your assessments as short notes in a record book or as a simple checklist on a class list of learners' names.

Summative assessment

Summative assessment is used to test whether the learners have achieved the objectives of the whole unit or series of topics, term or year's work. To guarantee adequate time for the course coverage and assessment, lessons must be planned in advance for the week or the month. The best advice is to be well informed about the lesson content and teach with passion. The facilitator is always the best determinant of the time frame to adapt and diverge lessons based on the capability of the class. Irrespective of the time frame, each lesson should be as interactive and enjoyable as possible to ensure attentiveness and involvement of every learner. Be positive, confident about the subject matter and explicit in your directions on what learners need to do. Remember: Your attitude in delivering the lessons will definitely determine the attitude of the learners towards the lesson!

Methods of assessment

Some type of assessment is going on all the time during a lesson. Throughout every lesson a good teacher is always watching his or her class for their reactions. Are they bored or restive? Is it because the work is too difficult, is it because I am speaking too quietly? If the learners are giving you their full attention the lesson is going well and the learners are learning. At the end of every lesson some form of assessment is necessary. It could be a question-and-answer session; it could be a class quiz or a short test. You need to know if the learners have achieved the lesson's objectives.

Written tests marked after the class is over are useful tools but be wary of over testing and never put the results in a class order. Slower learners should not be made to feel failures but helped to catch up.

Reflection and self-evaluation

Reflective thinking is the ability to look at the past and develop understanding and insights about what happened and using this information to develop a deeper understanding or to choose a course of action. It provides teachers and learners with the skills to mentally process learning experiences, identify what they learned, modify their understanding based on new information and experiences and transfer their learning to other situations. Never be too critical of yourself; teaching large classes with limited resources is a difficult task. No lesson is perfect but given a little time you can learn from every one of them.

- 1 What went well?
- 2 What went badly?
- 3 What would you improve next time?

When you mark your tests (oral or written) you need to assess the results quite formally. What proportion of the learners showed real understanding of the themes and has achieved the specific objectives?

For those who you think need extra help you must find time by giving others some extra reading or research work to allow you time with the less successful. When there are so many lessons in a day it is difficult to reflect on every one of them. If you can think about the best and the worst in order to compare them, you might gain some insight into how you are doing.

Do not be afraid to share your thoughts with colleagues. If you work in a caring school, you should be helping each other.

When considering a particular lesson, you might ask yourself these questions:

- Did the learners understand what I was trying to explain?
- Did they pay attention?
- Was there a quiet, hardworking atmosphere or was it too noisy?
- Did my learners enjoy my lesson, did we work well together?
- Were there smiles and some fun?
- Did the lesson achieve its objectives?

Evaluation of your lessons should help you to work out which parts of your course need to be repeated in some form.

Reinforcement and revision

Sometimes you will need to revise parts of the theme with the whole class. You will certainly need to start the next lesson by asking learners what they remember of the last one.

Learners need reinforcement. A few revision notes on the board to cover earlier work will be a very valuable start to every lesson.

Marking work

When you have a large class the marking of learners' work can become a burden. If it is postponed the burden can become unbearable. Learners need to have their work marked and returned promptly with constructive criticism and as much encouragement as you can give them.

Teaching tips

Some marking of work can be done by learners themselves, swapping papers so that there is a check. You can mark work in class while you are going round supervising and encouraging the learners as they work. This has the advantage of offering instant praise and correction.

Do not let your marking pile up from one day or one week to another.

It is important to create an atmosphere of trust in which learners feel confident enough to ask you questions without feeling embarrassed.

Learners should never be allowed to make fun of a learner who asks a question to which other learners already know the answer. Make it clear that such a response is not acceptable.

Using resources effectively

In order to help learners, gain the most benefit from this English Language course you will need to draw on as many resources as possible and use them imaginatively. This section contains some suggestions on how best to use the resources in the learner's book and how to make use of other resources that may be available. The factual material in the learner's book is useful but it should be used alongside other information that the learners find out for themselves. It is important that learners learn techniques for finding out additional information.

Education is not just about learning facts; it is about learning how and where to find information. Learners may forget individual facts, but they will remember how to find the information when they need it again. By following this course, therefore, they will be helped to develop skills and attitudes benefiting themselves, community and the nation when they are adult.

The Learner's Book

Within each topic and unit of the Grade 7 Learners' Book there are different types of text, illustrations and activities. These are designed to be used in a variety of ways to make lessons interesting, to increase learners' knowledge and motivation and to encourage them to be inquisitive, skilled, confident and mutually supportive.

Other resources

You can use a variety of resources in your lessons. Below are some of them.

- **Equipment:** weather stations, gardening tools, craft tools and computers
- **Buildings:** churches, workshops, shops, houses, memorials
- **Sound resources:** radio, audio tape, musical instruments
- **Places to visit:** farms, offices, forest and woodland, rivers, factories, museums, national parks, game reserves
- **Living resources:** plants, seedlings, animals, local people
- **Personal treasures:** photos, diaries, possessions, memories
- **Print resources:** magazines and newspapers, books, atlases, workbooks
- **Pictures:** photographs, maps, drawings, diagrams, cartoons, illustrations

Using the local environment

The study of English Language is about the whole of your learners' physical, social and cultural surroundings. Your resources lie all around you, in the classroom and outside.

Do not just rely on the written word or pictures; use your own knowledge, and that of your learners, of the world around you. Go outside and look with new eyes at your surroundings. Take the learners out into their environment. Organise some seminars, debate sessions, quiz among other interactive activities for the learners' benefit.

Unit

1

Time flies

Unit objectives

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

- a** speak fluently in different social contexts.
- b** identify the need for proper time management.
- c** read for comprehension.
- d** use appropriate language structures to respond to statements or questions.
- e** pick out key points from what has been said or read.
- f** paraphrase a given text.

Learning/teaching materials

Pictures, ICT tools, phonic chart, word cards, dictionaries, Nelson script handwriting chart

Resource materials

- PlusOne English Grade 7 Learner's Book page 1-12.
- Heritage Based Curriculum (HBC) English Junior Syllabus.

Let's talk

- 1** Learners talk about time management.
- 2** Learners talk about their time at school.
- 3** Learners carry out group discussions answering questions in the Learner's Book.

Vocabulary

There are new words printed in bold in every unit. Help the learners to find the meanings of the words from the dictionary. Learners must practise using the words in sentences. Group work may be very helpful to learners in finding the words and sentence construction.

A. Comprehension answers 1

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

Comprehension questions 2

- 1 Ruvimbo and Tadiwanashe are the girls who work hard mentioned in the passage.
- 2 Hard work gives good results.
- 3 It takes up time.
- 4 Avoid them.
- 5 They set aside time for house chores and time for study.
- 6 toil
- 7 The girls were taught to understand the difference between rights and responsibilities.

B. Summary writing

- 1 Guide the learners to read through the notes on note summary in the Learner's Book. Ask a few learners to tell any story they know of as the class listens. Guide the learners in identifying the main issues raised in the texts they have listened to.
- 2 Highlight hints to look out for in identifying the main ideas of the story.
- 3 Teach about collective nouns when writing summary.
- 4 Let the learners do the practice exercise given in the Learner's Book individually. Mark each learner's book and address any issues that they may not have complied with in writing their summaries.

Exercise 1.1

- 1 Mother washed the **bed linen**.
- 2 Father helped mother to buy **grocery**.
- 3 Nobuhle forgot to take her **stationary** to school.
- 4 Tadiwa had to do the **house chores** after school.
- 5 The **facilitator** helped the learners.
- 6 The **learners** were very disciplined.
- 7 The **cutlery** was dirty.
- 8 **Parents** must encourage their children to work hard.
- 9 There was a lot of **traffic** on the road.
- 10 Ruvimbo was playing with her **friends**.

C. Narrative composition

Exercise 1.2

In the previous grades, learners have learnt about narrative compositions. A narrative composition explains experiences or events.

In a narrative composition there is the order in which things happen or happened. Help learners to understand what to consider when they write a narrative composition.

Learners follow the steps on composition writing to write a composition about how they wish to use their time purposefully. Stress that compositions must be between 80 and 120 words long.

D. Common nouns

Exercise 1.3

- 1 There were four daughters in the family.
- 2 Many girls plant flowers.
- 3 Tafadzwa visited the ruins.
- 4 The cakes were yummy.
- 5 Big rivers are now dry due to drought.
- 6 Slaves were transported from Africa in big ships.
- 7 The sea had salty water which things happen or happened.
- 8 Duduzile prepared good food.
- 9 We enjoyed ourselves at the party.
- 10 Emma attended the ceremony.

E. Singular and plural nouns

Exercise 1.4

Singular noun	Plural noun
1 Calf	Calves
2 Pain	Pain
3 Voice	Voices
4 Family	Families
5 Parent	Parents

6	Loaf	Loaves
7	Judge	Judges
8	Office	Offices
9	Shelf	Shelves
10	Tomato	Tomatoes

Exercise 1.5

- 1 Muswerokuenda had many **axes**.
- 2 Nyembesi had many **witnesses**.
- 3 All the **villagers** were angry with Muswerokuenda.
- 4 The **women** in the village sympathised with Nyembesi.
- 5 The **dogs** were barking at the **foxes**.
- 6 Bryne constructed many **houses**.
- 7 Nyembesi's **relatives** advised her to leave her husband.
- 8 The **children** watched helplessly while their father beat their mother.
- 9 The **police** had to arrest her for murder.
- 10 **Tears** trickled down her face as she cried bitterly.

F. Verbs: The present tense

Assist learners in using tenses.

Exercise 1.6

- 1 She **plans** her time well.
- 2 Nobuhle **plays** during time for work.
- 3 He **mixes** pleasure and work.
- 4 Shepherd **likes** his new job.
- 5 Mukudzei **plays** with his toys.
- 6 Florence **sits** on a chair reading a story.
- 7 Paidamoyo **buys** some goods for her shop.
- 8 Robson **fights hard** to make ends meet.
- 9 Tinotenda **lives** a miserable life.
- 10 Sharon **fears** the gamblers and robbers she met in South Africa.

Exercise 1.7

- 1 We will make good use of our time.
- 2 Time will not wait for anyone.
- 3 Nobuhle is very naughty.

- 4 Mother instructed the children to do the house chores first.
- 5 Time wasters take our time if we are not careful.
- 6 Nobuhle likes to criticise others even when they have done well.
- 7 Ruvimbo advised her friend to work hard.
- 8 Children must know the importance of using time wisely.
- 9 Tadiwanashe is budgeting her time well.
- 10 She scores high marks in every test.

G. Punctuation: Using capital letters

Exercise 1.8

- 1 Nyasha and Moses were playing near the river.
- 2 The capital city of Zimbabwe is Harare.
- 3 Zambezi River is very big.
- 4 We were climbing up Mount Nyanga when we met a Nigerian man.
- 5 Kudzanai Kaguri works at the National Bank.
- 6 Chipso enjoyed her trip to Dubai.
- 7 He is a very strong supporter of Dynamos Football Club.
- 8 Lake Shire is a very big lake found in Malawi.
- 9 Ruvimbo and Tadiwanashe advised their friend Nobuhle to be serious with her work.
- 10 Rutendo visited her aunt Nyarai in Mhondoro Communal Lands.

H. Homophones

Exercise 1.9

- 1 it's
- 2 meat
- 3 heel
- 4 pear
- 5 sew
- 6 steel
- 7 dear
- 8 flour
- 9 hair
- 10 two

I. Word search

Learners search for the following words in the given puzzle. Demonstrate how to play the game and learners understand the game before they search for the words.

- responsible
- study
- complain
- precious
- attain
- time
- chores
- criticise
- read
- house
- toil
- budget
- advice

R	P	E	S	T	U	D	Y	T	T
E	R	E	A	D	S	L	H	A	C
S	E	B	T	I	M	E	R	T	R
P	C	H	O	R	E	S	C	T	I
O	I	O	I	F	G	S	A	A	T
N	O	U	L	A	A	O	B	I	I
S	U	S	E	H	B	N	U	N	C
I	S	E	R	I	O	U	S	M	I
B	U	D	G	E	T	A	E	B	S
L	K	D	H	A	D	V	I	C	E
E	C	O	M	P	L	A	I	N	N

Unit 2

Setting goals

Unit objectives

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

- a identify the importance of setting goals in life.
- b explain what they intend to be when they grow up.
- c find meaning of words and use them in meaningful sentences.
- d answer comprehension questions properly.
- e make a summary of what they have read.
- f use language structures correctly.

Learning/teaching materials

Word cards, word slides, sentence cards, pictures showing different occupations, ICT tools, Nelson Script handwriting chart and dictionaries.

Resource materials

- PlusOne English Grade 7 Learner's Book page 13-20.
- Heritage Based Curriculum (HBC) English Junior Syllabus.

Let's talk

- 1 Ask learners what they want to be when they complete their studies.
- 2 Learners talk about their dreams in groups and report to the whole class.

Vocabulary

- 1 Learners read the words.
- 2 Learners search for the meanings of the words and practise sentence construction.
- 3 Demonstrate sentence construction for learners to follow your examples.
- 4 Learners practise reading a text in the Learner's Book.
- 5 Learners practise oral comprehension in groups.

A. Comprehension answers

- 1 Munoshamisa grew up in the countryside.
- 2 He herded the cattle in the hillside near his village.
- 3 Munoshamisa went to the city just after completing his Ordinary Level examinations.
- 4 His dream was to own a piggery and become a great businessman.
- 5 Munoshamisa studied about keeping pigs at a College of Agriculture.
- 6 Munoshamisa went to Mrewa so that he could start his pig project using the knowledge he had gained.
- 7 A pig project is called a piggery.
- 8 The word is pigsties.
- 9 Munoshamisa is known for being a prominent businessman.
- 10 One can achieve his or her dreams by working hard and putting maximum effort into everything they do.

B. Summary writing

Exercise 2.1

- a Learners should re-read the story of Munoshamisa and write a summary which is 80 words in length.
- b Let the learners do the practice exercise given in the Learner's Book individually. Mark each learner's book and address any issues that they may not have complied with in writing their note summaries.

C. Narrative composition

Exercise 2.2

- 1 Tell learners to think about what they desire to be in future and find out how they will be able to achieve their dreams.
- 2 Learners discuss in pairs or groups and write down some points about their dreams.

D. Collective nouns

Exercise 2.3

- 1 A **troop** of baboons destroyed the crops in the field.
- 2 Ndabe took care of a **herd** of pigs.

- 3 There was a **pack/litter** of dogs at the dip.
- 4 A **swarm** of bees buzzed over our heads.
- 5 Matipa was afraid of the **flock/colony** of birds which rested on the roof top.
- 6 A **pack** of wolves moved near the village at night.
- 7 Sihle also had a **flock** of goats on his farm.
- 8 Bongani was the shepherd of the big **flock** of sheep.
- 9 I did not like the litter of **kittens** which I saw at his place.
- 10 The **gang** of thieves attacked a man from work.

E. Abstract nouns

Learners talk about other abstract nouns in pairs and sentences using the nouns.

Exercise 2.4

- 1 Ngulube had a lot of **hatred** towards his nephew.
- 2 John is a man of true **love**.
- 3 Muzanenhamo showed a lot of **courage** as he walked through the forest.
- 4 I can feel the **joy** of God.
- 5 Atidaishe slept in **peace**.
- 6 Rumbidzai is a **coward**. She fails to attempt doing even simple things.
- 7 Everyone could see the **fear** in Tendai's eyes after a dog barked at him.
- 8 Thabani had a **fever**. He felt weak.
- 9 Mangoma had an **excitement** since he was going to play the drums at the concert.
- 10 Kalulu the hare had so much **pride** that he kept boasting in front of other animals.

F. Articles: Using a and an

Learners have learnt about articles in previous grades. Revise the work and let learners follow examples.

Exercise 2.5

- 1 He has **a** good motive.
- 2 Abraham is **a** great man.
- 3 When he was **an** adult he went to live in the city.
- 4 He started **a** piggery project after **the** course.
- 5 **The** service station is near **an** Agricultural College.
- 6 **The** man became **a** prominent business man.
- 7 He gained **a** lot of knowledge about pigs.

- 8 Comfort had **an** idea which he shared.
- 9 All **the** villagers said, “That is **an** achievement which will benefit us all.”
- 10 A pig project is very profitable.

G. Punctuation: The exclamation mark

Learners talk about the exclamation mark and write sentences in groups showing exclamation marks on the deserving sentences.

Exercise 2.6

- 1 Rudo said, “I am not feeling well.”
- 2 “Help! There is a thief in the house,” shouted Musa.
- 3 “Thief! Thief!” All the people in the crowd shouted.
- 4 “Oh, my God. I forgot to take my medicine.”
- 5 “Stop that man!” shouted the police officer.
- 6 “Kick the ball to Daryl.”
- 7 Kakuyo said, “Thieves must be hanged.”
- 8 “Hey, that’s wrong!”
- 9 “Are you sure Tendai?” asked Tafadzwa.
- 10 “Come here, now!” yelled Yeukai.

H. Phonics

Talk about homophones and give examples.

Exercise 2.7

- 1 Munoshamisa got a seat in the meeting.
- 2 Florence wanted to sit next to her husband.
- 3 His shoes were small. They did not fit well.
- 4 He had sores on the soles of his feet.
- 5 Munoshamisa did not want to rear sheep.
- 6 The boys were crushing on the big ship.
- 7 The dog bit one of the pigs on the leg.
- 8 The villagers beat the thief.
- 9 He licked his lower lip.
- 10 A deadly disease struck during the leap year.

I. Spelling quiz

Exercise 2.8

- 1 B
- 2 A
- 3 C
- 4 A
- 5 A

Unit 3

Growing up

Unit objectives

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

- a identify some common growing up issues.
- b identify problems which arise due to growing up.
- c suggest some solutions to growing up issues.
- d read for comprehension and understanding.
- e make a summary of the unit text.
- f complete some language exercises.

Learning/teaching materials

Word cards, sentence cards and ICT tools.

Resource materials

- PlusOne English Grade 7 Learner's Book page 21-29.
- Heritage Based Curriculum (HBC) English Junior Syllabus.

Let's talk

- 1 Learners look at the picture in the Learner's Book carefully and describe the picture.
- 2 Learners talk about what happens during development.
- 3 Learners discuss physical changes of the body.
- 4 Assist learners and guide them in their discussion.
- 5 Learners answer the given questions in pairs.

A. Comprehension answers

- 1 Buhle's friend was Judith.
- 2 Buhle and her friends talked about love and boyfriends.

- 3 Buhle's mother advised her to stop associating with bad friends, especially Judith, and to be responsible.
- 4 Buhle did not listen to her mother's advice at first because she thought her mother was too strict and she liked her friend Judith.
- 5 Buhle's mother did not like her daughter to befriend Judith because Judith would teach her bad behaviour and give bad advice.
- 6 Teenagers must guard against negative peer pressure from their peers.
- 7 Bad company means friends who influence someone to behave badly or make wrong choices.
- 8 The phrase is "ran as fast as her thin legs could take her"

B. Summary writing

- 1 Facilitator helps learners practise summary writing. Allow them to work in groups. Let the learners follow the steps taught in units 1 and 2
- 2 Learners read the dialogue in the learner's book in pairs and pick out important facts from the story.
- 3 Learners discuss and write down the important facts as they appear in the story. They do this whilst following the demarcations set by the question.
- 4 Learners write a summary of the story which is not more than 80 words in length.

Some key points from the passage

- The mother wanted Buhle to be well behaved – she didn't like it though thinking she was too strict.
- Wanted her daughter to be responsible.
- Wanted Buhle to play with good friends – she didn't want to dissociate with bad friends.
- Mother doesn't want her to do boyfriends.
- Buhle realised how correct was her mum at last.

C. Composition: Friendly letter

Exercise 3.2

- 1 The address of the writer is; *Plot 56 Oakfield, Hillside, Bulawayo*
- 2 The writer of the letter is Buhle.
- 3 The letter was written on 23 January 2020.
- 4 The letter was written to Sharon.
- 5 The writer had promised to write to her friend as soon as she got home.

- 6 Judith was Buhle's friend.
- 7 The writer's problem was that her mother did not accept her friend Judith.
- 8 The writer thinks her mother must not choose friends for her.
- 9 The writer asked the recipient to greet Kuboka and her mother.
- 10 The ending of the letter is, "Your loving friend."
 - Learners should write their own letter following the taught structure.
 - Mark the learners' books and guide them accordingly.

D. Proper nouns

- 1 Learners identify names of places around the home and school.
- 2 Learners list the names of the places and make sentences using the names they have written.

Exercise 3.3

- 1 The river is infested with crocodiles.
- 2 Mago was standing on the hill top.
- 3 Mambo the chief lived in a palace.
- 4 Nesbert found the girls sitting inside the hut.
- 5 We planted some bens in the garden.
- 6 There was a very good view down the valley.
- 7 Learners swept the classroom to make it tidy.
- 8 The bullies sat on a bridge and insulting people.
- 9 The teacher stood at the assembly to teach about good choice of friends.
- 10 Kuitakwashe sneaked out of the house.

E. Conjunctions: Using "and"

Talk about conjunctions. Learners have learnt about the conjunctions from previous grades.

Exercise 3.4

- 1 Premature love affairs **and** unwanted pregnancies can be avoided.
- 2 Our parents **and** teachers can give us good advice.
- 3 Boys **and** girls must exercise caution when choosing their friends.
- 4 Tamuda **and** Chikondi always focus on their school work.
- 5 Mother **and** father aimed at raising obedient children.
- 6 The counsellor **and** the school inspector visited our school recently.

- 7 Fadzai **and** her husband advised their daughter to stay away from bad company.
- 8 Nesbert **and** Judith had bad influence to other teenagers.
- 9 Kuitakwashe **and** Judith were afraid of mother.
- 10 Negative peer pressure **and** bad company are bad.

F. Using expressions: Idiomatic expressions

Exercise 3.5

- 1 bitter pill to swallow – means she had a disappointment that was difficult to endure.
- 2 building castles in the air – means create hope or plans that are impossible and unrealistic or have a little chance of succeeding.
- 3 picking holes – means the old man always tries to find faults.
- 4 crocodile tears – means she cried for no reason.
- 5 bookworm – means the young man enjoyed reading. He had a reading hobby.
- 6 pull up her socks – means she told her friend to work hard.
- 7 thin legs could carry her – means she ran very fast.
- 8 a bolt from the blue – means there was a sudden and unexpected event.
- 9 armed to the teeth – means the boy was well prepared.
- 10 to put our heads together – means we must work together to bring out a solution.

G. Phonics: Diphthongs

Exercise 3.6

- 1 I am **not** going to buy bread today.
- 2 She fell into the **pool** and drowned.
- 3 Mabuma needed **knead** the doll before baking.
- 4 It **seems** as if it is going to rain.
- 5 Mr Banda has to walk down the **hill** to supply bread and cakes.
- 6 Police found the **corps** of the missing men.
- 7 I can **hear** the sound of a big truck coming.
- 8 Traffic is usually busy during **peak** hour.
- 9 I had so much **peace** that I had sound sleep.
- 10 It is time to we **leave** or else we will not catch the bus.

H. Prepositions with abstract nouns

Exercise 3.7

- 1 towards
- 2 in
- 3 to
- 4 to
- 5 for
- 6 of
- 7 from
- 8 to
- 9 of
- 10 between

I. Homophones

- 1 brake
- 2 cast
- 3 heart
- 4 hare
- 5 dear
- 6 price
- 7 tale
- 8 tortuous

Unit 4

Folk story

Unit objectives

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

- a identify of folk stories and lessons they teach.
- b read for comprehension and understanding.
- c make a summary of what they read.
- d write their own folk stories.
- e use given language structures properly.

Resource materials

- PlusOne English Grade 7 Learner's Book page 30-39.
- Heritage Based Curriculum (HBC) English Junior Syllabus.

A. Comprehension answers

- 1 The title of the story is 'Why the Sun and the Moon live in the sky.'
- 2 The Sun requested that the water visits him.
- 3 The Water did not visit the Sun because there was not enough space in Sun's compound.
- 4 The word is excited.
- 5 The Sun helped the Moon to build the compound.
- 6 When the Sun and Moon finished the compound, Sun invited Water.
- 7 The Crocodiles, Fish, Dolphins and other animals visited together with Water.
- 8 The Sun and the Moon ended up going into the sky.
- 9 He invited Water and his people because he did not want to disappoint Water.
- 10 easy/restful/providing a position of containment.

B. Summary writing

Exercise 4.1

- 1 Remind the learners of what they learnt about note summary in Unit 1.
- 2 Let the learners do the exercise individually.
- 3 Mark the learners' books and guide them accordingly.
- 4 The summary question requires learners to raise all the key points from the passage.

C. Composition: Folk story

- 1 Folk stories are meant to teach us some lessons. Learners read the folk story of the moon, the sun and the water again.
- 2 Learners talk about any other folk story they know.

Exercise 4.2

- 1 Learners write a folk story of their choice following the example of the story read.
- 2 Advise learners to follow the steps they have already been taught about composition writing in previous units.

D. Listening and speaking: Phonics

Talk about homophones and allow learners to give examples of homophones they have learnt before.

Exercise 4.3

Learners choose the correct sound to fill in blank spaces and use the words in sentences.

- | | |
|------------|------------|
| 1 crown | 6 know |
| 2 drought | 7 group |
| 3 wound | 8 sound |
| 4 bow | 9 fountain |
| 5 surround | 10 mourn |

E. Articles: Using a, an and the

learners use the words in correctly punctuated sentences.

- a Learners read the sentences with articles a, an or the
- b Learners discuss the sentences and make their own using the articles.
- c Learners complete a written exercise using articles.

Exercise 4.4

- | | | | |
|---|--------------|----|--------------|
| 1 | a ____ a | 6 | The ____ the |
| 2 | the | 7 | An |
| 3 | the ____ the | 8 | an |
| 4 | a ____ a | 9 | The ____ the |
| 5 | a | 10 | an |

F. The past tense

Exercise 4.5

Learners change sentences to the past tense by adding ‘-ed’ to the verbs in brackets.

- | | | | |
|---|-----------|----|-----------|
| 1 | suggested | 6 | helped |
| 2 | visited | 7 | waited |
| 3 | returned | 8 | addressed |
| 4 | delighted | 9 | remained |
| 5 | commenced | 10 | covered |

Exercise 4.6

- 1 called
- 2 dived ____ saved
- 3 saved ____ loved
- 4 watched
- 5 solved ____ disturbed
- 6 gathered ____ answered
- 7 changed ____ avoided
- 8 smiled ____ looked
- 9 arrived
- 10 worked ____ liked

G. Using although, though or because

Exercise 4.7

- | | | | |
|---|----------|----|----------|
| 1 | Although | 6 | because |
| 2 | though | 7 | though |
| 3 | although | 8 | although |
| 4 | because | 9 | because |
| 5 | although | 10 | because |

H. Using high, tall or long

Exercise 4.8

- | | | | |
|---|------|----|------|
| 1 | long | 6 | high |
| 2 | long | 7 | high |
| 3 | tall | 8 | tall |
| 4 | tall | 9 | tall |
| 5 | high | 10 | long |

I. Contractions

Exercise 4.9

Learners list contractions in groups.

- | | | | |
|---|----------------------|----|----------------------|
| 1 | cannot – can't | 6 | will not – won't |
| 2 | might not – mightn't | 7 | was not – wasn't |
| 3 | were not – weren't | 8 | could not – couldn't |
| 4 | is not – isn't | 9 | must not – mustn't |
| 5 | does not – doesn't | 10 | do not – don't |

Exercise 4.10

- | | | | |
|---|---------|----|----------|
| 1 | won't | 6 | weren't |
| 2 | wasn't | 7 | can't |
| 3 | hasn't | 8 | mightn't |
| 4 | didn't | 9 | isn't |
| 5 | mustn't | 10 | couldn't |

Exercise 4.11

- 1 “Next time you will win”
- 2 “Congratulations”
- 3 “I am sorry. She will get well soon.”
- 4 “That is great”
- 5 “I am so sorry for your loss”
- 6 “Congratulations!”
- 7 “Very sorry.”
- 8 “Thank you sir/madam”
- 9 “Don’t worry. Next time you will be chosen.”
- 10 “Congratulations!”

Unit 5

The downpour

Unit objectives

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

- a identify games by their names.
- b say their favourite games.
- c describe how their favourite games are played.
- d say advantages of playing and watching sports.
- e read for comprehension.
- f make a summary of the story they have read.
- g complete some language exercises properly.

Learning/teaching materials

Word cards sentence cards, word slides, pictures showing a variety of sporting activities, flash cards, ICT tools

Resource materials

- PlusOne English Grade 7 Learner's Book page 40-50.
- Heritage Based Curriculum (HBC) English Junior Syllabus.

A. Comprehension answers

- 1 The boys were playing soccer.
- 2 The boys were playing street soccer in their neighbourhood.
- 3 According to the story, one can tell that it is going to rain by sniffing the air or the sky.
- 4 They raised their thumbs because they were happy and celebrating after scoring a goal.
- 5 The word 'vacation' refers to the school holidays.
- 6 The other boys ignored the raindrops because they were enjoying the game and having fun playing soccer.

- 7 Daryl failed to realise that a downpour was coming because he was busy playing and enjoying the game.
- 8 The phrase *abandoning their match* means stopping the game and leaving it unfinished.
- 9 Daryl was stopped from running home because his home was far and the rain was already heavy.
- 10 Daryl felt very cold and regretted not running home earlier when the rain got heavier.

B. Summary writing

Help learners to understand that when writing a summary, one can focus on the action taken by someone or the main character in the story. In the story read there are many players mentioned. Learners find out the most outstanding player or players and discuss in groups. Learners talk about the actions of the player or players they have chosen and write down the points they noted.

Exercise 5.1

Key points for summary

- Daryl, Anodiswa and Atidaishe were the outstanding players.
- Daryl stopped the ball, dribbled and passed it to his teammate.
- Anodiswa scored a goal.
- Atidaishe dribbled past an opponent.
- The boys played street soccer during the vacation despite the rain.
- Daryl decided to continue playing even though the sky was getting darker.
- The game became exciting with passing and dribbling.
- A goal was scored and the boys celebrated happily.
- Heavy rain stopped the match.
- Daryl regretted not running home earlier.

C. Composition: Report writing

Exercise 5.2

When learners write a report using the given notes. They may add a point of their own.

D. Verbs: The past tense

Exercise 5.3

- | | | | |
|---|---------|----|---------|
| 1 | bought | 6 | stayed |
| 2 | prayed | 7 | dried |
| 3 | carried | 8 | worried |
| 4 | cried | 9 | buried |
| 5 | tried | 10 | played |

E. Irregular verbs

Exercise 5.4

- | | | | |
|---|-------|----|---------------|
| 1 | found | 6 | wanted |
| 2 | wrote | 7 | thought |
| 3 | told | 8 | sat ____ paid |
| 4 | had | 9 | left |
| 5 | began | 10 | wore |

F. Proper nouns

Exercise 5.5

- 1 Daryl ____ Atidaishe
- 2 Heroes Day ____ match.
- 3 Wednesday ____ street soccer.
- 4 goal ____ team.
- 5 People ____ Limpopo River ____ games
- 6 Soccer ____ Independence Day ____ stadium.
- 7 referee ____ game ____ Bulawayo.

G. Listening and speaking

- 1 Learners talk about some common games in their community.
- 2 Learners identify a game that you like and talk about tools or materials used in playing the game. Discuss the uniforms and sports shoes suitable for the game you have chosen.

H. Phonics

Exercise 5.6

- | | | | |
|---|--------|----|--------|
| 1 | match | 6 | wear |
| 2 | weekly | 7 | sport |
| 3 | made | 8 | ban |
| 4 | shot | 9 | rained |
| 5 | hear | 10 | dark |

I. Interjections

- a Explain interjections to learners.
- b Learners make sentences using the common interjections already taught.

Exercise 5.7

- 1 Hey! Stop those lies.
- 2 Ah! It looks a great idea.
- 3 Umm! The food is yummy.
- 4 Oh, yes. That's my favourite game.
- 5 Hooray! It's a score!
- 6 Wow, it is amazing.
- 7 Ah! That was bad luck.
- 8 Ouch! My stomach is rumbling.
- 9 Whew! The aeroplane flew over the rooftop.
- 10 Woo! I'm feeling blessed.

J. Using 'was or were'

Exercise 5.8

- | | | | |
|---|------|----|------|
| 1 | were | 6 | were |
| 2 | was | 7 | was |
| 3 | were | 8 | were |
| 4 | were | 9 | was |
| 5 | was | 10 | were |

K. Punctuation: Using the comma (,)

Learners already know about the comma and other punctuation marks. Allow them to talk about what they know while you explain more.

Exercise 5.9

- 1 Zambezi, Save, Limpopo and Mtirikwi are names of rivers.
- 2 The farmer grows beans, peas, carrots, tomatoes and cabbages.
- 3 Oh, I missed the match.
- 4 Tito, that was excellent.
- 5 Kudiwa answered, "I'm coming soon."
- 6 Oops, Ben fell from the tall tree.
- 7 Mother said, "You ought to be careful, you will break the cup."
- 8 "The match has already started," said Muzamba.
- 9 Buhle, Rutendo, Mike, Thamsanqa and Joseph support the same team.
- 10 Well done, Thuba.

L. Responses to statements and questions

Exercise 5.10

- 1 I agree
- 2 Definitely!
- 3 Of course.
- 4 I agree.
- 5 Certainly
- 6 Absolutely!
- 7 I agree.
- 8 Of course!
- 9 I agree.
- 10 Surely

Unit 6

The wise grandparents

Unit objectives

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

- a identify family relationships and their importance.
- b describe their only family members and their roles.
- c read for understanding and comprehension.
- d summarise what they read correctly.
- e complete some language exercises.

Resource materials

- PlusOne English Grade 7 Learner's Book page 51-57.
- Heritage Based Curriculum (HBC) English Junior Syllabus.

Vocabulary

Word	Meaning
Prominent	Famous
Appreciate	Recognise the value of something.
Inherit	Being left with something from someone.
Counsel	Giving advice.
Legacy	Something handed over by a predecessor.
Advice	Guidance
Humour	Amusing state of mind.
Utilise	Use something/make use of something.
Generation	A group of people born at the same age.
Spectacled	Wearing glasses for seeing.

A. Comprehension answers 1

1 C

2 A

- 3 B
- 4 C
- 5 A
- 6 B

- 7 A
- 8 C
- 9 D
- 10 D

Comprehension questions 2

- 1 Sekuru Magogorosi was given his name because he wore spectacles.
- 2 He taught the elders in the counsel of chiefs.
- 3 He taught them by sharing advice using lots of humour.
- 4 Sekuru Magogorosi's shop was at the local township.
- 5 Instead of firewood Mbuya Magogorosi also fetched for mushroom from the mountains.
- 6 Sekuru Magogorosi's eldest son inherited his businesses when he died.
- 7 It means they followed his styles of telling stories / resemble their father.
- 8 The sons of Sekuru and Mbuya Magogorosi are well known for telling funny stories and being very cheerful.
- 9 She was a person who gave to others something of value.
- 10 During the evenings the family sat together around a fire roasting maize and listening to teachings and stories from Sekuru Magogorosi.

B. Summary writing

Exercise 6.1

- 1 Learners should write a summary that shows that Mbuya and Sekuru Magogorosi were a wise and hardworking couple.
- 2 Learners should focus on the actions of Sekuru and Mbuya Magogorosi that demonstrates hard work. The words of the summary should not exceed 80.

Key points from the passage

- Mbuya woke up early morning to go to the fields.
- Utilised their land well
- Grew a variety pf crops in the fields.
- Herding cattle taught to children by Sekuru Magogorosi.
- Mbuya would climb the mountain to fetch firewood, mushroom and grass for thatching.
- Sekuru used to share advice with the counsel of chiefs.
- Sekuru entertained children using stories.
- Sekuru owned some shops.
- Sekuru pleased customers with some sweets to retain their loyalty.
- Sekuru owned some buses, lorries and cars.

C. Composition: The most interesting person in my community

Exercise 6.2

Learners should write a composition about the interesting person in their community.

D. Using antonyms or opposites

Exercise 6.3

Word	Opposite
1 professional	amateur
2 premature	overdue
3 cheerful	hostile
4 modern	ancient
5 idle	busy
6 full	empty
7 elder	contract
8 proud	humble
9 mountain	plain
10 careful	reckless

E. Using prefixes such as dis-, mis- and un-

Exercise 6.4

- 1 unprofessional
- 2 unable
- 3 disbelief
- 4 dishonesty
- 5 disqualified
- 6 unfortunate
- 7 unfamiliar
- 8 disagreed
- 9 unprotected
- 10 miscarriage

F. Conjunctions: Plural nouns

Exercise 6.5

- 1 potatoes
- 2 buses
- 3 businesses
- 4 tomatoes
- 5 boxes
- 6 mangoes
- 7 foxes
- 8 buffaloes
- 9 mosquitoes
- 10 heroes

G. Conjunctions: Using because, although and or when

Exercise 6.6

- 1 because
- 2 because
- 3 although
- 4 when
- 5 because
- 6 when
- 7 although
- 8 when
- 9 when
- 10 because

Unit 7

The unwelcome visitor

Unit objectives

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

- a identify the need for good manners.
- b read for understanding and comprehension.
- c summarise what they have read.
- d complete some language exercises properly.
- e write meaningful compositions.

Learning/teaching materials

Family pictures, charts with families, flash cards, sentence cards, ICT tools, work cards

Resource materials

- PlusOne English Grade 7 Learner's Book page 58-66.
- Heritage Based Curriculum (HBC) English Junior Syllabus.

A. Comprehension answers

- 1 Kakuyo and his wife raised their children in a Christian way.
- 2 Kakuyo told his children to desist from bad behaviour.
- 3 Uncle Gutsa visited the family.
- 4 The visitor stayed in Domboshava.
- 5 Kakuyo was strict on rules because he wanted to raise obedient children.
- 6 Uncle Gutsa said that he was proud of his body.
- 7 They thought Uncle Gutsa would report that they were in the company of bullies.
- 8 Their uncle did not know the bullies.
- 9 She was afraid, he would beat her.
- 10 The word means Uncle Gutsa was not gladly received.

B. Summary writing

Exercise 7.1

- 1 A summary is written to shorten a sentence, a paragraph or a story.
- 2 Learners read the story of the unwelcomed visitor again and retell the story in groups.
Learners draw some points from each paragraph and write them down discussing together.
Learners shorten sentences using one word for a group of words or phrases.

Exercise 7.2

- | | |
|-------------------|----------------|
| 1 children | 6 fruits |
| 2 youths | 7 furniture |
| 3 people | 8 vegetables |
| 4 substance abuse | 9 garden tools |
| 5 appearance | 10 regularly |

C. Composition: Descriptive composition

Exercise 7.3

Learners write a descriptive composition about an event that made them feel uncomfortable.

D. Personal nouns

We have learnt about personal pronouns from the previous unit. These are pronouns used instead of the name of person.

Exercise 7.4

- 1 they
- 2 she
- 3 He/She/They/Well
- 4 he, they
- 5 she
- 6 ____ them
- 7 we ____ they
- 8 we ____.
- 9 she
- 10 We

E. Joining ideas using so...that

Exercise 7.5

Learners can complete the sentences as they wish as long as the sentences are correct.

- 1 The oranges were so juicy that we made some juice for ourselves.
- 2 Rutendo was so afraid that she could not say even a word.
- 3 The boys were so quiet that everyone wondered why.
- 4 The bully was so harsh that he beat every small boy around.
- 5 Uncle Gutsa was so angry that he shouted at the bullies.
- 6 The filthy sluggard was so drunk that he could hardly walk.
- 7 Bullies are so rude that they do not respect their elders.
- 8 The children were so attentive that they could follow the demonstration very well.
- 9 Kakuyo was so strict that the children did not make any fun out of his rules.
- 10 Shepherd was so harsh that Rutendo got afraid of him.

F. Adjectives

Exercise 7.6

- | | |
|------------|-------------|
| 1 ugly | 6 wicked |
| 2 weird | 7 clever |
| 3 thin | 8 kind |
| 4 cruel | 9 delicious |
| 5 handsome | 10 big |

G. Self-pronouns

Exercise 7.7

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

H. Prepositions

Exercise 7.8

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

I. Punctuation: End marks

- a Learners discuss the end marks in the given examples.
- b Learners practise using end marks in pairs or in groups.
- c Learners discuss and practise using the full stop.
- d Learners explain the question mark and how it is used.
- e Learners complete individual written work.

Exercise 7.9

- 1 Jacob was a Malawian soldier working in the Republic of Congo.
- 2 Rose had a funny dream.
- 3 The journey by bus was tiresome, wasn't it?
- 4 Minizhu kept long grey and gold beard.
- 5 Nesbert was always in the company of beautiful girls.
- 6 When did Victor fly to Namibia?
- 7 Chiratidzo is determined to win the raffle.
- 8 Farm workers in Zimbabwe were treated badly during the colonial era.
- 9 Are you sure you want to work as a slave in America?
- 10 Why do you need to study hard?

Exercise 7.10

Lebo is one of the most laid-back people I know. He is tall and slim with black hair and he always wears a t-shirt and black jeans. His jeans have holes in them and his baseball boots are scruffy too. He usually sits at the back of the class and he often seems to be asleep. However, when the exam results are given out, he always gets "As". I don't think he's as lazy as he appears to be.

J. Completing forms

Learners go through the sample form 1 application form, trying to fill in through discussion.

Exercise 7.11

Learners complete an application form to join the school science club giving suitable details.

Unit 8

Our beautiful country Zimbabwe

Unit objectives

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

- a name and list the tourist places they know.
- b locate some tourist attractions on the map of Zimbabwe.
- c identify the importance of tourist attractions.
- d read for comprehension and understanding.
- e to make a summary of the text they read following given instructions.
- f complete some language exercises.

Learning/teaching materials

Word cards, sentence cards, map of Zimbabwe and atlases, ICT tools, pictures showing tourist attractions.

Resource materials

- PlusOne English Grade 7 Learner's Book page 68-76.
- Heritage Based Curriculum (HBC) English Junior Syllabus.

Let's talk

- 1 Learners locate and name the places they see on the map.
- 2 Learners talk about tourist places.
- 3 Learners discuss some tourist places in Zimbabwe and name the places they have visited.
- 4 Learners discuss the interesting things they learnt at the places they visited

Vocabulary

- 1 Learners read new words and use a dictionary to find the meaning of the words.
- 2 Learners practise sentence construction using the words in bold.
- 3 Learners answer oral and written comprehension.

A. Comprehension answers 1

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

Comprehension answers 2

- 1 Bryne is a civil engineer in the construction industry.
- 2 The Vumba Mountains are found in the Eastern Highlands.
- 3 Tour guides assist tourists in viewing places around and explaining the history of the places.
- 4 People at different tourist attractions sell wood carvings, stone sculptures, basketry and clay vessels.
- 5 People can expect to see many wild animals and the vegetation.
- 6 The name of the hotel mentioned in the passage is the Leopard Rock.
- 7 The words mean the tourists have to pay attention to the tour guides.
- 8 Learners should write a summary of the passage focusing on the activities that take place at Vumba mountains. Start by teaching them how summary is written.

Key points that may be raised

- Tourists bring foreign currency to tourists' destinations.
- Viewing surrounding places.
- Different art and crafts ranging from wood carvings.
- Stone sculptures, clay models and iron craft.
- Tour guides assist tourists.
- There are wild animals.
- There are sacred places in the mountains.
- A game park where people take a view of animals.
- Taking pictures of the surroundings.

B. Listening and speaking

Exercise 8.1

Identify and discuss some good and bad things which people may face on visiting tourist attractions. Talk about ways of solving the bad things with your group members. Write the points you discussed and share with others.

For example, there may be too many people on entertainment points, there may be shortage of tour guides to help tourists and also attitude of the workers may be negative to people.

C. Composition: A letter of complaint

Exercise 8.2

Learners study the formal letter in their learner's book carefully in pairs or groups and answer the questions below.

- 1 Siphiwe Moyo
- 2 Member of Parliament
- 3 Silobela
- 4 Request for the construction of bridges across Gwembezi river.
- 5 There are no bridges to facilitate easy movement in the area.
- 6 Across Gwembezi river.
- 7 Gwembezi river.
- 8 Suspension bridges.

Exercise 8.3

After studying the formal letter, learners practise writing their own formal letters following given instructions.

D. Punctuation: Colon (:)

Exercise 8.4

- 1 The doctors need the following item: protective clothing, enough medicines and attractive salary.
- 2 He celebrated his birthday during the Easter Holidays.
- 3 There were many tourists climbing the mountains, riding horses and viewing animals.
- 4 The manager Mr Rukodzi, told the tourists that the Leopard Rock Hotel was open for business.
- 5 Speaker of Parliament: "Silence please!"
- 6 We caught him. He is the thief.
- 7 Zimbabwe is blessed with tourist attractions such as mountains, waterfalls and rivers.
- 8 People from countries like Germany, Britain, USA and New Zealand like to buy some sculptors from Zimbabwe.
- 9 Traditional dancers also perform dances to entertain visitors from different countries.
- 10 A poem entitled "All things bright and beautiful" is very interesting.

E. Spelling and dictation

Exercise 8.5

Dictate the paragraph in the learner's book to learners whilst they write. Learners must punctuate their work properly.

F. Determiners

Exercise 8.6

- | | | | |
|---|-----------------|----|-------|
| 1 | who | 6 | those |
| 2 | this ____ whose | 7 | which |
| 3 | my | 8 | this |
| 4 | that | 9 | what |
| 5 | what | 10 | That |

G. Using 'has or have'

Exercise 8.7

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

H. Verbs: The past participle

Exercise 8.8

- | | | | |
|---|--------|----|---------|
| 1 | broken | 6 | enjoyed |
| 2 | lost | 7 | found |
| 3 | scored | 8 | drawn |
| 4 | bought | 9 | drunk |
| 5 | driven | 10 | escaped |

Unit 9

Examination 1

Resource material

PlusOne English Grade 7 Learner's Book page 77-83.

Paper 1 Answers

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

Paper 2 answers

Section B: Comprehension and summary

Answers for the questions in the learner's book

- a Temperatures are usually colder.
- b Change in temperatures during winter is caused by the tilting of the earth away from the sun resulting in fewer daylight hours and cold temperatures.
- c June and July
- d Zimbabwe is in Southern hemisphere.
- e There is more daylight time and the temperatures become warmer.
- f Birds and butterflies travel long distances or migrate to warmer temperatures during the winter months.

- g** Squirrels gather extra food during the autumn months and store it away so they have plenty to eat during the winter.
- h** People who live in these places can enjoy special winter activities like skiing, sliding or snowboarding.
- i** Animals remain inactive or indoors for an extended period.
- j** Some key points that can be raised on summary include:
 - Temperatures are colder.
 - Few hours of daylight.
 - Birds migrate to warmer temperatures.
 - Bears and snakes hibernate during winter.
 - Squirrels gather food during autumn.
 - Snow falls in some places.
 - People in snow areas can do skiing, sliding or snowboarding.
 - People can build snowmen and snow castles.
 - People can do ice skate or play hockey.
 - Ice fishing is another activity.

Unit 10

Rise of the robot

Unit objectives

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

- a identify the changes brought by technology in education systems.
- b identify the importance of technology at school and work places.
- c site advantages and disadvantages of technology in schools and work places.
- d read for comprehension and understanding.
- e summarise what they have read.
- f write some language exercises.

Learning/teaching materials

Word cards, sentence cards, word slides, pictures showing people working with electronic gadgets

Resource materials

- PlusOne English Grade 7 Learner's Book page 84-92.
- Heritage Based Curriculum (HBC) English Junior Syllabus.

Vocabulary

These are new words in the story in the learner's book. Help learners to read the new words. Allow learners to look for the meanings of words and construct sentences.

Let's talk

- 1 Learners discuss pictures in the learner's book showing people working on some computers. Due to Corona Virus disease 2019, many are working from home. Learners talk about the tools they use while working from home.
- 2 Learners discuss the computer era.
- 3 Learners discuss how computers are useful in the work place.
- 4 Learners talk about advantages and disadvantages of computers and any other electronic gadgets in the work place and school.
- 5 Learners about robots and answer oral and written comprehension.

A. Comprehension answers 1

- | | | | |
|---|---|---|---|
| 1 | B | 4 | A |
| 2 | A | 5 | A |
| 3 | A | | |

Comprehension answers 2

- 1 Robots are machines that do work often done by humans.
- 2 People are afraid that their jobs will be taken over by robots.
- 3 When people think systematically, they have an open mind and are able to fix problems.
- 4 People should be willing to learn again and invest time in developing skills that are needed in the evolving workplace.
- 5 People with effective communication skills help in the work place by co-ordinating to find solutions to technological breakdowns which cause power failures or delays in delivery.
- 6 Learners write a summary of the passage focusing on major lessons that can be drawn from the passage. Some of them include:
 - The world is changing so fast.
 - Internet has made it easy for people to connect.
 - Robots are relieving people from certain tasks.
 - Technology is replacing people's jobs.
 - Word Economic Forum recommends five problem solving skills.
 - People must not accept failure.

B. Composition: Email

Exercise 10.1

Help learners to follow the given example to create their own e-mails to the head of the computer club informing him about some desktops in the laboratory which are not properly functioning.

C. Listening and speaking

Exercise 10.2

Learners should fluently recite the poem and discuss with friends either in pairs or in groups. They should raise the pointers of change in everyday life.

D. Using 'if'

Exercise 10.3

- 1 If workers are skilled, they can use new technology.
- 2 If workers are skilled, they can compete effectively.
- 3 If humans study hard, they can use new technology.
- 4 If people think critically, they can find solutions to problems.
- 5 If humans communicate effectively, co-ordination is good.
- 6 If humans are skilled, they can find solutions.
- 7 If humans think out of the box, they can tell the truth and the fake news.
- 8 If humans think out of the box, they can compete effectively.
- 9 If humans think out of the box, they can fix problems.
- 10 If people think critically, they can use new technology.

E. Adjectives

Exercise 10.4

- | | |
|--------------|----------------|
| 1 continuous | 6 professional |
| 2 skilful | 7 a creative |
| 3 evolving | 8 logical |
| 4 complex | 9 artificial |
| 5 permanent | 10 essential |

F. Punctuation: Apostrophe (')

Exercise 10.5

- 1 The computer's keyboard is not functioning well.
- 2 The women's soccer team won their first match.
- 3 Musa's shirt is too big.
- 4 The villagers' fields had a lot of maize.
- 5 The driver's assistant was looking for petrol.
- 6 Mrs Maloya's dresses were neat.
- 7 The children's home was established by the first lady.
- 8 The magistrate's court is now open.
- 9 The lorries' trailers were properly fastened with chains.
- 10 The dresses' seams were not properly sewn.

G. Verbs and prepositions

Learners talk about verbs and prepositions. Explain to learners giving examples before they do individual written work.

Exercise 10.6

- | | | | |
|---|-------------|----|--------------|
| 1 | take over | 6 | kicked into |
| 2 | go through | 7 | apply for |
| 3 | look over | 8 | rely on |
| 4 | sat behind | 9 | marched past |
| 5 | came across | 10 | shout at |

H. Spelling and dictation

Exercise 10.7

Dictate a few sentences while learners listen and write. Choose some words from the passage read and let learners write while you call out the words. The teacher is free to make a choice of words depending on the class of learners. A suggested paragraph has been given in the learner's book.

Unit 11

Finding directions

Unit objectives

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

- a locate places on a map.
- b use a compass to find directions.
- c use electronic gadgets to find directions.
- d read for comprehension and understanding.
- e make a summary of what they have read.
- f complete some language exercises.

Learning/teaching materials

Word cards, sentence cards, pictures, atlases, compasses, ICT tools

Resource materials

- PlusOne English Grade 7 Learner's Book page 93-99.
- Heritage Based Curriculum (HBC) English Junior Syllabus.

Let's talk

Learners talk about getting losing direction in an area which they are not familiar with. Learners talk about what actually happened.

Vocabulary

Learners read new words and try to use the dictionary to find the meaning of the words. In pairs, learners practise sentence construction using the new words.

A. Comprehension answers

- 1 People can identify the north when looking for directions by using a compass.
- 2 The map is used for identifying cities and towns or some places in an area.

- 3 People see cities and towns on a map.
- 4 Nowadays people can use smartphones or other ICT gadgets to find directions.
- 5 The word means a person whom one does not know.
- 6 The stranger stopped to talk to Kumbirayi because she was lost.
- 7 Kumbirayi did not know the place which was asked for.
- 8 Kumbirayi helped the stranger by finding the directions to the shop using his smartphone.
- 9 The flow of heavy traffic on the roads frightened the old lady most.
- 10 A leap of joy means the lady was very happy to found the place she was looking for.

B. Summary writing

Exercise 11.1

- 1 Recap what the learners already know about note summaries.
- 2 Learners read the text about directions again and pick up some major points of the story.
- 3 Let the learners do the practice exercise.
- 4 They should adhere to the given number of words.
- 5 Mark the work and guide the learners accordingly.

C. Composition: The day I got lost

Exercise 11.2

Learners imagine they got lost somewhere and write a composition entitled; The day I got lost.

D. Singular and plural nouns

Exercise 11.3

Learners change given nouns to the plural form.

Singular	Plural
1 compass	compasses
2 puppy	puppies
3 valley	valleys
4 junction	junctions
5 sheriff	sheriffs

6	chief	chiefs
7	dwarf	dwarfs
8	giraffe	giraffes
9	country	countries
10	family	families

Exercise 11.4

- | | | |
|---|-------|-------|
| 1 | tooth | teeth |
| 2 | foot | eet |
| 3 | goose | geese |
| 4 | mouse | mice |
| 5 | woman | women |

E. Irregular verbs

Exercise 11.5

Learners change verbs in the brackets.

- | | | | |
|---|--------|----|------------|
| 1 | met | 6 | ran |
| 2 | rode | 7 | spoke |
| 3 | blew | 8 | took |
| 4 | taught | 9 | saw |
| 5 | found | 10 | understood |

F. Using the dictionary

Exercise 11.6

- Learners use the dictionary to find the meaning of the words.
- Let them work in pairs or in groups.
- Learners also practise sentence construction.
- Assist learners to use the dictionary and check their sentences.
- Learners write ten sentences individually using the words.

G. Prepositions

Exercise 11.7

Learners practise using prepositions in sentences and complete a written exercise.

- | | | | |
|---|-----------|----|------------------|
| 1 | along | 6 | into |
| 2 | next to | 7 | in the middle of |
| 3 | away from | 8 | across |
| 4 | with | 9 | far from |
| 5 | out of | 10 | over |

H. Listening and speaking: Road signs

Exercise 11.8

- 1 Talk about the highway code.
- 2 Discuss common road signs with learners.
- 3 Learners look for road signs in the Highway Code and discuss.
- 4 Learners search for road signs on electronic gadgets and discuss with others.
- 5 Assist learners in using the highway code.
- 6 Learners should name and discuss more road signs.

Exercise 11.9

Learners name and discuss more road signs. They use the highway code to check for more signs.

Unit 12

Kache, Musa and the donkey

Unit objectives

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

- a identify the need to make decisions.
- b read for understanding.
- c retell the story read and draw conclusions from the story.
- d answer oral and written comprehension.
- e complete some language exercises properly.

Learning/teaching materials

Word cards, sentence cards, pictures illustrating story, ICT tools.

Resource materials

- PlusOne English Grade 7 Learner's Book page 101-111.
- Heritage Based Curriculum (HBC) English Junior Syllabus.

Let's talk

- 1 Learners read and discuss the dialogue in their learner's book in pairs.
- 2 Some friends are very discouraging, whilst others encourage one another to do good. Learners answer the following questions;
 - a What do you think about the dialogue you read?
 - b If you were Mrs Nyathi what would you say in response to Mrs Banda's comments?
- 3 Talk about giving advice and encouragement to others.
- 4 Learners discuss in groups where they get advice and who they listen to.

Vocabulary

Learners find the meaning of the words in bold and use them in sentences. Learners match the words in the given table with the correct meaning.

Word	Meaning
embark	start on a journey or an activity.
trudged	walk slowly with heavy steps.
vulnerable	someone who is weak or easy to hurt physically or mentally.
scoffing	rude laughter or comments.
hulking	very large and heavy in appearance or seeming ugly or frightening.
amid	in the middle of something.
jeered	laughter which shows someone is stupid.
infant	a young child.
countrymen	someone who comes from the same country with you.
passers-by	someone going past you.

A. Comprehension answers 1

- 1 A
- 2 B
- 3 A
- 4 D
- 5 C

Comprehension answers 2

- 1 Kache was traveling with one person (his son).
- 2 They were going to the market in the next village.
- 3 The countryman thought Kache was foolish because they were walking instead of riding on the donkey.
- 4 Musa rode on the donkey first.
- 5 The crowd said that Kache and his son were overloading the donkey.
- 6 The people in the crowd were watching football.
- 7 Kache's plan after the people they met complained about the two of them riding on the donkey was to carry the donkey.
- 8 Kache must not please anyone.
- 9 It means the people who were going past Kache and Musa made rude and mocking remarks about the two riding on the donkey.
- 10 A wise man followed Kache and his son when they were travelling.

B. Summary writing

Learners read the story of Kache again and discuss in groups. Learners write a summary of the story and practise shortening phrases using one word.

Exercise 12.1

- | | | | |
|---|------------|----|------------|
| 1 | animals | 6 | birds |
| 2 | body | 7 | tools |
| 3 | food | 8 | vegetables |
| 4 | people | 9 | clothes |
| 5 | stationery | 10 | learners |

C. Composition: Friendly or informal letter

Exercise 12.2

Assist learners to write a friendly letter to father telling him about activities taking place at school during the second term. Help learners to follow the given examples on letter writing in previous units.

D. Compound nouns

- 1 Discuss compound nouns with learners
- 2 Learners look for compound nouns from the story they read and write them down.

Exercise 12.3

- 1 Fowl-run
- 2 Warehouse
- 3 Home industry
- 4 Stove cleaner
- 5 Marketplace
- 6 Babywear
- 7 Desktop
- 8 Head office
- 9 Social work
- 10 Teaspoon

E. Using 'too, too ...to' and 'too much'

Exercise 12.4

Learners complete the sentences below using **too, too... to** or **too much**.

- | | | | |
|---|------------|----|------------------|
| 1 | too | 6 | too |
| 2 | too much | 7 | too much ___ too |
| 3 | too | 8 | too |
| 4 | too ___ to | 9 | too ___ to |
| 5 | too | 10 | too |

F. Prepositions used with adjectives

- a Allow learners to talk about prepositions.
- b Give examples of prepositions used with adjectives and let learners complete work on given exercises.

Exercise 12.5

Learners write sentences filling in the correct preposition and adjective.

- | | | | |
|---|----------------|----|-----------------|
| 1 | confused about | 6 | tired of |
| 2 | jeered at | 7 | different from |
| 3 | proud of | 8 | worried about |
| 4 | shouted at | 9 | short of |
| 5 | scared of | 10 | found guilty of |

G. Direct speech: Using inverted commas

Learners practise direct speech in groups and complete the exercise.

Exercise 12.6

Learners punctuate the sentences and use inverted commas for spoken words.

- 1 The women said, "Foolish man! How can you abuse that donkey?"
- 2 "Are you angry with me?" said Kuzivakwashe.
- 3 "Vimbai bought some vegetables," said Tinashe.
- 4 The police officer shouted to the thief, "Stop right there!"

- 5 “This is a bad year,” said grandmother, looking at the few clouds in the sky.
- 6 “I cannot swim across the river,” said Tadiwa
- 7 The coach said, “You must kick the ball into the nets.”
- 8 “Why is everyone advising you Kache?” asked the old, wise man.
- 9 “Stop taking advise from everyone,” Mother told her daughter.
- 10 “I will visit you soon said,” Uncle Gutsa.

H. Synonyms

Exercise 12.7

Learners can use a dictionary to find words which mean the same with those given in the exercise.

- 1 **Vulnerable** – risk/unsafe/endanger/unprotected
- 2 **Sympathy** – pity/kindness/compassion/sensitivity/empathy/mercy
- 3 **Harm** – hurt/injure
- 4 **Shut** – close
- 5 **Queried** – interrogated/questioned/inquired/asked
- 6 **Denied** - refused/refuse/reject/dismiss/decline/repulse
- 7 **Replied** – answered/responded/retorted
- 8 **Began** – started/launch/embark
- 9 **Argument** – disagreement/conflict/quarrel/squabble/quarrel
- 10 **Drowned** – submerged/plunge/immense/sink

I. Future tense

Exercise 12.8

- 1 Kennedy will be preparing for his journey.
- 2 The employers are going to pay their workers.
- 3 Musa will be leading the villagers.
- 4 The farmers are going to buy inputs at the shop.
- 5 The tour guide will be guiding the tourists.
- 6 Tom will be studying for the examination.
- 7 Tendai will be performing at the concert.
- 8 Anenyasha will be watching her favourite film.
- 9 Kudiwa will be travelling to Kariba.
- 10 Grade seven learners will be visiting the ruins.

J. Listening and speaking: Debate

Learners hold a debate in groups on the topic: We must listen to what everyone says about us. One group has to support the topic whilst the other group is against. Learners must give reasons for their opinion. Assist learners as they work in their groups.

Exercise 12.9

Learners conduct a debate on the topic, "We must listen to what everyone says about us."

K. Registers

Exercise 12.10

- 1 "I am sorry about that."
- 2 "Don't worry you will do better next time."
- 3 "I hope you feel better soon"
- 4 "I am sorry about that."
- 5 " I am sorry about that."
- 6 "That's sad to hear."
- 7 "Don't worry you will do better next time."
- 8 "I am sorry about that."
- 9 "I hope you feel better soon."
- 10 "I hope you feel better soon."

Unit 13

The famous storyteller

Unit objectives

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

- a identify different types of art in our country.
- b identify some local artists by their names.
- c state the importance of performing arts.
- d imitate their favourite artists.
- e identify and suggest acts of kindness to the needy in their community.
- f read for comprehension and understanding.
- g complete some language exercises.

Learning/teaching materials

Pictures showing different artists, work cards, sentence cards, ICT tools.

Resource materials

- PlusOne English Grade 7 Learner's Book page 113-120.
- Heritage Based Curriculum (HBC) English Junior Syllabus.

Let's talk

- 1 All the people who act dramas, sing and dance are called artists. They perform acts to entertain the public.
- 2 Ask learners to name the different artists they know.
- 3 In groups learners make a list of the most common artists in our country.
- 4 Learners take turns to imitate the artists of their choice.

Column A	Column B
1 art	special skills.
2 performing	doing something in front of people in order to entertain them.
3 famous	to have wide public attention.

4 rocky	covered with rocks.
5 magician	someone who entertains people by using magic to make impossible things.
6 cheered	shouted excitedly to encourage.
7 admired	to have high regard for something.
8 majestically	impressive action.
9 vulnerable	weak or easy to hurt.
10 audience	a group of people gathered to see or hear a performance.

Vocabulary

- a Learners find meanings of words from the dictionary. Learners match words with their correct meanings.
- b Learners read and discuss the story of the famous storyteller.
- c Learners answer comprehension questions.

A. Comprehension answers 1

- 1 B
- 2 A
- 3 C
- 4 A
- 5 A

Comprehension answers 2

- 6 Acting, singing and dancing are forms of performing arts mentioned in the passage.
- 7 He took care of the orphans and the less privileged.
- 8 He would make rain or live animals appear on stage.
- 9 The words mean that the men and women supported Matonjere's performing arts.
- 10 The word means something very impressive and beautiful.

B. Summary writing

Exercise 13.1

- 1 Revise summary writing skills as learnt on summary writing notes.
- 2 Discuss how to identify the main points in a passage.
- 3 Explain the use of transition words such as: also, secondly, another point is, etc in writing a summary.

4 Learners should show the actions that made Matonjere famous amongst his audience. Some points include:

- He was both an actor and a storyteller.
- Went around the country entertaining his fan base by singing, dancing and acting.
- He performed magician acts.
- He did some live shows in halls and stadiums.
- Make rains or live animals appear on stage.
- Playing the drums impressively.
- Pulling large crowds.
- Donating gifts to the orphans and less privileged.
- Buy food for the needy.

C. Descriptive composition

Exercise 13.2

Learners talk about their favourite artists and write a composition entitled: My favourite artist.

Insist that learners follow the steps learnt from previous units on composition writing. Firstly, they have to read the topic of the composition carefully. Learners must understand the topic before they write.

D. Adverbial clauses: Using since, not... until, certainly

Exercise 13.3

Study the sentences below carefully. Identify and underline adverbial clauses used in each sentence.

- 1 until
- 2 since
- 3 definitely
- 4 until
- 5 certainly
- 6 probably
- 7 possibly
- 8 since
- 9 until
- 10 until

E. Using either...or, neither...nor

Exercise 13.4

Learners complete sentences using either-----or and neither -----nor

- 1 People **either** gather inside a hall **or** stadium to see him perform.
- 2 He **either** sings in English or in Ndebele.
- 3 Thoko is **neither** literate **nor** intelligent.
- 4 Grandmother **neither** hears **nor** sees well.
- 5 **Either** Ngoni **or** Jacob failed the test dismally.
- 6 Farmworkers were **either** picking cotton from the fields **or** selecting seeds for planting.
- 7 Chido **neither** plays netball **nor** tennis.
- 8 Kenny **either** sings **or** plays marimba very well.
- 9 Jabulani **neither** enjoys school **nor** sport.
- 10 Esther can **either** fly **or** board a bus to the city.

F. The simple present tense: Using am, is or are

Exercise 13.5

Learners use the correct verb in given sentences; am, is or are.

- | | |
|-------|--------|
| 1 are | 6 am |
| 2 is | 7 are |
| 3 are | 8 is |
| 4 am | 9 are |
| 5 is | 10 are |

G. Listening and speaking

Exercise 13.6

- 1 Identifying the basic needs for orphans and vulnerable children in society.
- 2 Discussion on how learners should assist the less privileged in society.
- 3 Discussion on the need/importance of assisting the needy in society.
- 4 Learners identify the basic needs for orphans and vulnerable children in their society.
Learners say they can assist the less privileged in their area.

H. Spellings

Exercise 13.7

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

I. Responding to statements and questions

Learners read statements 1-10 and write their evaluation.

Answers may vary.

Unit 14

The lovely Lake Kariba

Unit objectives

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

- a describe some tourist attractions they have visited.
- b identify other tourist attractions in around Zimbabwe.
- c appreciate tourist attractions for the revenue they bring to the country.
- d read for comprehension.
- e summarise what they have read.
- f complete language exercises.

Learning/teaching materials

Word cards, sentence cards, work cards, atlases, ICT tools.

Resource materials

- PlusOne English Grade 7 Learner's Book page 122-131.
- Heritage Based Curriculum (HBC) English Junior Syllabus.

Let's talk

Ask learners about tourist attractions. Use the questions in the learner's book to lead them in group discussions.

Vocabulary

Learners find the meaning of the words from the dictionary and try to use the words in their own sentences.

A. Comprehension answers 1

- 1 C
- 2 B

- 3 D
- 4 A
- 5 A
- 6 D
- 7 A
- 8 C

Comprehension answers 2

- 1 Lake Kariba is in Mashonaland West Province.
- 2 Rupert Fothergill organised the Operation Noah.
- 3 A small trap is the meaning of Kariva.
- 4 Many homes of people were lost due to the building of the dam.
- 5 Fish eagles can be seen on the fossilised trees of the lake.
- 6 Tourists at the lake stay in lodges and hotels.
- 7 The average rainfall in Kariba is 660 millimetres.
- 8 Zambezi and Ume are the names of the rivers mentioned in the passage.
- 9 The best time to visit the lake is in winter.
- 10 People can view while walking on foot, by using boats or by safari vehicles.

B. Summary writing

Exercise 14.1

- 1 Learners read the story again and pick up the major points they find from the passage. Learners discuss the points in their class and write a summary not more than 80 words in length.
- 2 Recap what the learners already know about note summaries.
- 3 Let the learners do the practice exercise.
- 4 Mark and guide the learners accordingly.

C. Composition: An animal I like most

Ask learners to discuss with their friend or groups about the animal they like most.

Exercise 14.2

Learners write a composition about an animal they like the most.

Learners use the given points and add a point of their own.

D. Diaries

Exercise 14.3

Learners study the page of a dairy in the learner's book and discuss the activities written on the page in groups. Learners answer the questions using the diary page.

- 1 To keep a daily record of events and experiences.
- 2 This day was in the twenty-second week of the year.
- 3 It was on Wednesday.
- 4 The owner of the diary was going to meet church ladies after meeting the doctor.
- 5 The person was going to serve supper at six o'clock in the evening.
- 6 The owner of the diary wanted to meet the doctor at nine o'clock in the morning.
- 7 It was in 2013.
- 8 According to the page of the diary, bed-time was seven o'clock in the evening.
- 9 The owner of the diary was going to meet church ladies at ten o'clock in the morning.
- 10 The first activity of the day was morning devotions and house chores.

Exercise 14.4

Assist learners to create their own diaries and write some activities they are going to carry out in a week. Learners write down only the most important activities they will do during one week.

E. Commands, questions and exclamations

Exercise 14.5

- 1 Who can help me?
- 2 Somebody help me!
- 3 You have to help me.
- 4 There you are!
- 5 Come on run faster!
- 6 Do you have the answers to our questions?
- 7 How far from the shore must we stay?
- 8 The lake is deep.
- 9 That's lovely!
- 10 Board the first bus.

F. Verbs: Simple tenses

Exercise 14.6

- | | |
|-----------------|------------------|
| 1 viewed __ sat | 6 will celebrate |
| 2 surprised | 7 taught |
| 3 will fish | 8 asked |
| 4 will join | 9 will assist |
| 5 bring | 10 visits |

G. Synonyms

Exercise 14.7

- 1 It was a very **difficult** task to move the animals from the lake during Operation Noah.
- 2 Corona virus disease 2019 is a very **fatal illness** which killed many people.
- 3 The **beautiful** girl smiled as she viewed the vegetation around the lake.
- 4 The old woman was known for her **evil** deeds.
- 5 The tour guide was a highly **learned** man.
- 6 Many tourists **asked** about the water levels and how animals are affected.
- 7 Our daughter is very **clever**.
- 8 There was a very huge ship on the lake.
- 9 Tony **abandoned** his wife and children.
- 10 The outside of the house was painted.

H. Adverbs of manner

Exercise 14.8

- 1 swiftly
- 2 joyfully
- 3 skilfully
- 4 wisely
- 5 anxiously
- 6 bravely
- 7 noisily
- 8 excitedly
- 9 carefully
- 10 proudly

I. Using all, both, ach and every

Exercise 14.9

- 1 All
- 2 Each
- 3 Both
- 4 Each
- 5 Every
- 6 Each
- 7 All
- 8 Every
- 9 Both
- 10 Every

Unit 15

Examination 2

Resource material

PlusOne English Grade 7 Learner's Book page 132-138.

Paper 1 answers

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

Paper 2 answers

Section B: Comprehension and Summary

Answers for the questions in the learner's book

- a A wetland is any land that is flooded with shallow water all or most of the time.
- b Wetlands are a natural sponge because if it rains a lot and rivers flood or water runs off; the wetlands are there to soak up the extra water.
- c Three main types of wetlands include bogs, marshes and swamps.
- d Bogs are found mostly in England.
- e Marshes usually occur near ponds, lakes and coasts.
- f The biggest marsh in the world is found in Everglades National Park, Florida.
- g It is not good because there are hidden pools of water, thick mud and sometimes big crocodiles.

- h** Two creatures that stay in swamps include crocodiles, turtles, frogs and snakes.
- i** They dumped pollutants in the wetlands.
- j** Learners should use the skills they learnt from Unit One to write a meaningful and coherent summary focusing on three types of wetlands. The summary should be within the stipulated length of 80 words. Some key points include:
 - The three types are bogs, marshes and swamps.
 - Bogs have a thick layer of decayed plants.
 - Bogs occur usually in cold areas like England.
 - Bogs beautify surroundings with a green carpet.
 - Marshes are found near ponds or lakes.
 - Reeds are found in marshes.
 - The biggest marsh is in USA.
 - A swamp is covered with trees and bushes.
 - When touring a swamp, one must have a guide.
 - Creatures like frogs are found in swamps among other areas.

Unit 16

There is a time for everything

Unit objectives

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

- a identify days of week, months and seasons of the year.
- b describe activities which take place in different seasons.
- c read for comprehension.
- d summarise the text they have read.
- e complete language exercises.

Learning/teaching materials

Word cards, sentence card, pictures showing different activities in different seasons, ICT tools

Resource materials

- PlusOne English Grade 7 Learner's Book page 139-148.
- Heritage Based Curriculum (HBC) English Junior Syllabus.

Let's talk

- 1 Learners observe pictures carefully and discuss in pairs or groups or your
- 2 Talk about the different activities happening in each picture.
- 3 Learners identify the days of the week and order them properly.
- 4 Learners name the months of the year.
- 5 Learners name the seasons of the year and order the months into appropriate seasons.
- 6 Learners talk about the activities done during the different seasons.
- 7 Learners match the seasons with the pictures in the learner's book.

Vocabulary

Encourage learners to search for the meaning of words in bold. Learners must practise using the dictionary. Learners can also practise sentence construction using the words.

A. Comprehension answers

- 1 There are four seasons of the year in Zimbabwe.
- 2 August is the eighth month of the year and the weather is usually very hot.
- 3 The autumn is the post-rain season (mid- March, April up to mid- May).
- 4 The cold season is called winter.
- 5 Crickets are commonly found in the rainy season.
- 6 During the post rain season people harvest their crops from the fields.
- 7 The month of August is very windy and dusty.
- 8 People should protect themselves from heatwave in spring time.
- 9 Learners can say discomfort means make someone feel uneasy / anxious / embarrassed.

B. Summary writing

Exercise 16.1

- 1 Assist learners to write a summary of the passage they read following the steps they have learnt from the previous units and this unit in particular.
- 2 Learners must pick only the important points which help to understand the story and shorten sentences. The summary must be 80 words long.
- 3 Mark and guide the learners accordingly.

C. Composition: Report writing

Learners must talk about veld fires. Ask learners if they have witnessed a veld fire. Learners discuss in groups about what happens in a veld fire. Learners report to the whole class about their group findings.

Exercise 16.2

Assist learners in report writing.

D. Prepositions of place

Exercise 16.3

- 1 at
- 2 in front of

- 3 underneath
- 4 into
- 5 through
- 6 over
- 7 on top of
- 8 beside
- 9 in the middle
- 10 under

Exercise 16.4

Mxolisi and his friends were happy **to** travel away **from** home. They did not know they were going to be slaves in a foreign land. Khumbulani paid **for** the transport and food. Sometimes they travelled by bus and on foot when they could not catch a bus. They slept **under** big trees to seek shade. They needed some rest since they travelled long distances during the night. They swam across the Zambezi river though it was infested **with** crocodiles and many dangerous animals. There were some people who rowed some boats **but** needed to be paid for the service. The journey was very dangerous. Only brave people would think of undertaking such a dangerous adventure.

E. Using some or many

Exercise 16.5

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

F. Verbs: The present participle

Exercise 16.6

- | | |
|---------------------|---------------------|
| 1 shell – shelling | 7 wake – waiting |
| 2 rain – raining | 8 debate – debating |
| 3 Begin – beginning | 9 spin – spinning |
| 4 Wait – waiting | 10 dig – digging |
| 5 sit – sitting | |
| 6 fight – fighting | |

Exercise 16.7

Learners fill in the blank spaces by writing the present participle of the verb in brackets.

- 1

 raining
- 2

 debating
- 3

 getting
- 4

 studying
- 5

 ploughing
- 6

 writing
- 7

 burning
- 8

 cutting
- 9

 battling
- 10

 weeding

G. Animal sounds and their homes

Exercise 16.8

Learners talk about animal sounds and imitate.

Learners provide the sounds and homes of the animals listed in the table given in the learner’s book.

Animal	Sound	Home
1 cow	moos	kraal
2 elephant	trumpets	jungle
3 lion	roars	den/cave
4 pig	grants	pigsty
5 bee	buzzes	bee-hive
6 horse	brays	stable
7 sheep	bleats	pen / sheep-fold
8 eagle	screams	nest
9 dog	barks	kennel
10 hen	clucks	fowl-run / chicken house

Exercise 16.9

- 1

 barking
- 2

 hooting
- 3

 roaring
- 4

 bleating
- 5

 crows
- 6

 trumpets
- 7

 hissing
- 8

 chattering
- 9

 croaking
- 10

 quacking

H. Collective nouns

- a Learners discuss collective nouns.
- b Learners read collective nouns and practise using them in sentences.
- c Learners complete a written exercise.

Exercise 16.10

- | | | | |
|---|--------------|----|---------|
| 1 | troop | 6 | choir |
| 2 | congregation | 7 | bouquet |
| 3 | battalion | 8 | crew |
| 4 | paddling | 9 | pride |
| 5 | pack | 10 | swarm |

I. Similes

- a Explain more similes to learners.
- b Learners discuss more similes in groups.
- c Learners write an exercise using similes.

Exercise 16.11

- | | | | |
|---|----------|---|--------------|
| 1 | pea-cock | 5 | flash |
| 2 | fiddle | 6 | kitten |
| 3 | snail | 7 | King Solomon |
| 4 | feather | | |

J. Speech writing

Exercise 16.12

- 1 Explain to the learners what a speech is.
- 2 Describe occasions when a speech is written and presented.
- 3 Take the learners through the sample speech e.g. thanks giving. Notice the tone and the format.
- 4 Recap the general format of a speech.
- 5 Allow the learners to write speeches to be done in the exercises given. Guide them accordingly.

Unit 17

Clean the environment

Unit objectives

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

- a identify the need for keeping the environment clean.
- b identify the different things which make the environment dirty.
- c suggest ways of disposing litter properly.
- d read for understanding and comprehension.
- e summarise the text they have read.
- f complete language exercises.

Learning/teaching materials

Pictures showing a dirty environment, work cards, sentence cards, tools for cleaning their environment, ICT tools

Resource materials

- PlusOne English Grade 7 Learner's Book page 150-160.
- Heritage Based Curriculum (HBC) English Junior Syllabus.

Let's talk

- 1 Ask learners how they dispose rubbish at home.
- 2 Guide learners in picture discussion.
- 3 Learners talk about keeping the environment clean.
- 4 Learners describe pictures and list the causes of rubbish dumps everywhere.
- 5 Help learners talk about tools for cleaning and methods of disposing rubbish.
- 6 Learners discuss areas which need attention in their own community.
- 7 Learners recite a poem and discuss in groups.

Vocabulary

- 1 Introduce new words to learners and ask them to use the dictionary to find the meaning of the words.
- 2 Learners read words from the text they are going to read.
- 3 Learners find the words they read in the dictionary.
- 4 Learners construct sentences using the words.
- 5 Introduce the story to learners and discuss pictures together.
- 6 Learners read and discuss the passage in the learner's book.

A. Comprehension answers

- 1 Our country Zimbabwe is found in the continent of Africa.
- 2 Rivers and mountains are the natural landmarks of Zimbabwe mentioned in the passage.
- 3 The president of Zimbabwe introduced the clean-up exercise in Zimbabwe.
- 4 The clean-up exercise is carried out every first Friday of the month.
- 5 Everyone is involved in the clean-up exercise.
- 6 Environmental Management Agency is the organisation mentioned in the passage deals with environmental issues.
- 7 A clean-up campaign was put in place to control cleanliness in the environment.
- 8 Plastic disposed by dumping it at factory sites for recycling.
- 9 To recycle is to make another object from an old and unused one.
- 10 Cutting down trees unnecessarily and burning forests are the causes of deforestation.

B. Summary writing

- a Explain to learners how to write a summary by linking pairs of sentences using words like **and**, **so** or **but**.
- b Learners read the passage in the learner's book again and follow the steps taught in previous units about writing a summary.
- c Encourage them to highlight the main points from every paragraph of the passage and discuss arranging the main points in order.
- d Learners link the pairs of sentences taken from the passage read using **so**, **and** or **but**. They must follow the examples given above.

Exercise 17.1

- 1 People in different environments face problems **so** they have to solve the problems.
- 2 Zimbabwe is a beautiful country **and** is blessed with rivers, mountains and trees.

- 3 Every first Friday of the month is set aside for cleaning the environment so everyone must take part in cleaning the environment.
- 4 An unclean environment attracts germs **and** can cause diseases like cholera and diarrhoea.
- 5 Many people throw litter everywhere **and** others create rubbish heaps everywhere.
- 6 Learners sweep the environment **and** pick up litter.
- 7 Citizens are encouraged to keep the environment clean **but** some are so untidy that they throw it anywhere.
- 8 Some people throw litter into rivers **and it** can result in siltation.
- 9 Litter is put on separate places **so** it will be sorted according to recyclable and non-recyclable matter.
- 10 Rubbish must be disposed properly so it helps to prevent the spread of diseases.

C. Composition: Friendly letter

Exercise 17.2

Learners follow the example given in the learner's book to write a friendly letter to a brother who lives in a neighbouring country informing him about the clean-up campaign which will be taking place in the country on a date announced by the president. The body of the letter must be between 80 and 120 words long.

D. Adverbs

Exercise 17.3

Learners make adverbs using words in **Column A** and write the adverb in **Column B**. Learners construct sentences using the adverbs following the examples given.

Column A	Column B
1 tight	tightly
2 beautiful	beautifully
3 quick	quickly
4 soft	softly
5 cheerful	cheerfully
6 bad	badly
7 weak	weakly
8 smooth	smoothly
9 sad	sadly
10 loud	loudly

Exercise 17.4

- 1 The rubbish heap grew bigger slowly.
- 2 People cut down trees carelessly.
- 3 She sat comfortably selling her vegetables near a rubbish heap.
- 4 The president spoke softly about the clean-up exercise
- 5 All citizens must be friendly to the environment.
- 6 Old plastic bottles can be used purposefully.
- 7 Rubbish must be disposed carefully.
- 8 Citizens must have a clean-up exercise on monthly basis.
- 9 Diseases spread rapidly if the environment is dirty.
- 10 The teachers assisted the learners wisely.

E. Prepositional phrases

- Explain to learners using the examples given.
- Learners carry out group activities and write their own sentences.
- Learners carry out individual work.

Exercise 17.5

- 1 People must plant fruit trees in their orchards.
- 2 There are many people who go up the mountain.
- 3 The alarm went off at half past six.
- 4 Joseph and Irene watched their children from a distance.
- 5 Nancy lay quietly on her bed.
- 6 My father sends money out of the country.
- 7 Francis cheered his team standing on the side-lines.
- 8 A very vicious dog was roaming around the orchard.
- 9 A drunkard staggered back home along the road.
- 10 There were loud voices outside the house.

Exercise 17.5 – starting with the prepositional phrase

- 1 **In their orchards**, people must plant fruit trees
- 2 **Up the mountain**, there are many people who climb.
- 3 **At half past six**, the alarm went off.
- 4 **From a distance**, Joseph and Irene watched their children.
- 5 **Quietly on her bed**, Nancy lay.
- 6 **Out of the country**, my father sends money.
- 7 **Standing on the side lines**, Francis cheered his team.

- 8 **Around the orchard**, a very vicious was roaming.
- 9 **Along the road**, a drunkard staggered back home.
- 10 **Outside the house** were some loud voices.

F. Proper and comparative adjectives

Exercise 17.6

- | | |
|---------------|---------------|
| 1 Mozambiqan | 6 funny |
| 2 Japanese | 7 spacious |
| 3 choosers | 8 boastful |
| 4 beautiful | 9 excitement |
| 5 mischievous | 10 suspicious |

G. Idioms

Exercise 17.7

Learners complete the idioms given in the learner's book using the student's companion to find the meaning of the idioms.

- | | |
|------------|------------|
| 1 dull boy | 6 bag |
| 2 eye | 7 business |
| 3 life | 8 molehill |
| 4 teacup | 9 court |
| 5 never | 10 drink |

Exercise 17.8

Idiom	Meaning
1 Leave a nasty taste in the mouth.	Leave someone with unpleasant memories.
2 Stand the taste of time.	To survive.
3 Mark my words.	Take note of what i said.
4 My lips are sealed.	It's a secret.
5 Vanish into thin air.	Disappear.
6 A rolling stone.	One who does not stay long in one place.
7 A word to the wise.	Piece of advice.
8 Spick and span.	Clean and tidy.

9 Get all steamed up.	Getting angry.
10 Water under bridge.	Something that is past and must be forgotten.

H. Abbreviations

Exercise 17.9

- 1 ILO – International Labour Organisation
- 2 ZRP – Zimbabwe Republic Police
- 3 EMA – Environmental Management Agency
- 4 AU – African Union
- 5 PTC – Post and Telecommunications Commission
- 6 ZBC – Zimbabwe Broadcasting Corporation
- 7 UNISA – University of South Africa
- 8 UNICEF – United Nations International Children's Education Fund
- 9 WHO – World Health Organisation
- 10 www – World Wide Website

I. Responding to statements and questions

Learners give their responses and reasons for questions 1-10.

Answers will vary.

Unit 18

Trees are life

Unit objectives

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

- a state the importance of trees.
- b identify the need to plant trees in our communities.
- c identify the different uses of trees.

Learning/teaching materials

Local environment, word cards, pictures showing different kinds of trees, sentence cards, tools for planting trees, ICT tools

Resource materials

- PlusOne English Grade 7 Learner's Book page 161-166.
- Heritage Based Curriculum (HBC) English Junior Syllabus.

Let's talk

- 1 Talk to learners about trees and ask them questions leading to group discussions.
- 2 Learners pictures of trees.
- 3 Learners walk around the school observing different types of trees.
- 4 Learners compare trees around the school.
- 5 Learners talk about tree planting and its importance.
- 6 Learners talk about tree products.

Vocabulary

- 1 Introduce new words to learners and let learners find the meaning of the words from the dictionary.
- 2 Learners practise sentence construction using new words.

A. Comprehension answers

- 1 People breath out carbon dioxide.
- 2 The gas is oxygen.
- 3 It means some varieties of plants are vanishing or disappearing.
- 4 Carbon dioxide becomes a danger to the people if not absorbed by trees.
- 5 The word refers to the process of breathing in oxygen.
- 6 People earn a living from trees by selling timber and roofing poles.
- 7 Some insects find shelter on trees by living on the leaves.
- 8 Other uses of trees include getting fruits and medicine from them.
- 9 Deforestation affect people in such a way that we will not get fruits, medicines and roofing poles.
- 10 The solution to deforestation is afforestation, reforestation and constant education on the importance of trees.

B. Summary writing

Exercise 18.1

- 1 Learners read the text again and discuss in groups.
- 2 Assist learners to focus on the importance of trees and write a summary that does not exceed 40 words.

Key points for the summary

- People get oxygen from trees.
- They take in carbon dioxide from the environment.
- Trees beautify the environment.
- People get roofing materials like poles.
- People get employment in industries that does timber processing.
- Trees are a source of income.

C. Compound nouns

Learners write a list of some compound nouns they know and discuss them in pairs or groups.

Exercise 18.2

- | | |
|---------------|-------------|
| 1 lunch-boxes | 2 game park |
|---------------|-------------|

- 3 greenhouse
- 4 grandmother
- 5 pancakes
- 6 workmates

- 7 tooth ache
- 8 tree leaves
- 9 construction company
- 10 tree-planting ceremony

D. Spelling and dictation

Exercise 18.3

- 1 Learners listen carefully and write a dictated paragraph.
- 2 Make sure learners spell words and punctuate properly.

E. Subjects and predicates

Exercise 18.4

- 1 Guide learners and talk about subjects and predicates following the given examples.
- 2 Learners discuss in pairs and make ten sentences.
- 3 Learners identify and underline the subject in every sentence they write.
- 4 Learners write ten sentences showing the subject and predicate in each sentence.

F. Personal and possessive pronouns

Exercise 18.5

- 1 Revise work on sentence construction. Check from previous units.
- 2 Assist learners to use correct grammar and spelling.
- 3 Learners must punctuate their sentences properly.
- 4 Advise learners to check for mistakes in their work each time they write.

Here is an example of a sentence which is wrong;

Mangwende kept checking his time *regurary*. This sentence is grammatically wrong. The word in italics is wrong too.

The correct sentence is; Mangwende checked his time **regularly**.

- a Learners read sentences given in the learner's book carefully and identify mistakes in the sentences.
- b Learners discuss in pairs or in your groups.

G. Arranging jumbled sentences

Learners read jumbled sentences and practise making correct sentences.

Exercise 18.6

- 1 Deforestation is caused by cutting down trees unnecessarily.
- 2 Leaves fall from trees in autumn.
- 3 We get medicine from some trees.
- 4 Marula trees and baobab trees are indigenous.
- 5 Children like to climb trees.
- 6 Trees provide a habitat for many animals.
- 7 Veld fire destroy animals and trees.
- 8 Tree planting ceremony is important because there are speeches made.
- 9 Police arrested some poachers from Zambia.
- 10 The small animals were rescued from the fierce fire.

Unit 19

Musical instruments, our cultural heritage

Unit objectives

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

- a appreciate music and musical instruments.
- b describe some African traditional musical instruments.
- c read for comprehension and understanding.
- d write some language exercises.

Learning/teaching materials

A variety of musical instruments, word cards, sentence cards, pictures of musical instruments, ICT tools

Resource materials

- PlusOne English Grade 7 Learner's Book page 167-179.
- Heritage Based Curriculum (HBC) English Junior Syllabus.

Let's talk

- 1 Ask learners about musical instruments they know.
- 2 Talk about traditional musical instruments.
- 3 Learners study the picture of musical instruments in the learner's book and name them.
- 4 Learners describe the instruments and say what they are made of.
- 5 Learners hold and play instruments of their choice.
- 6 Learners compare traditional musical instruments and talk about the differences and similarities in them.

Vocabulary

- 1 Learners read words from the text they are going to read and search for the meaning of the words from the dictionary.
- 2 Learners practise sentence construction using the words.

- 3 Ask learners about the picture of traditional music.
- 4 Learners discuss and answer oral and written comprehension.

A. Comprehension answers 1

- 1 Any correct name of musical instrument given by learners is acceptable.
- 2 A mouth piece is created on a trumpet (*hwamanda*) by making a hole at the tip of the horn.
- 3 *Jerusarema* or *Shangara* dance groups use leg rattles.
- 4 Wood clappers are used for producing sound by striking.
- 5 A moth bow is made by using a piece of curved wood and attaching a string or then wire attached to the ends of the curved wood.
- 6 Sound from percussion instruments is made by striking the instruments.
- 7 The Ndau name for the gourd flute is gorwe.
- 8 The word means anything used to increase the volume of the sound produced by musical instruments.

Comprehension answers 2

Encourage learners to answer all questions and choose only one answer for each question.

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

B. Summary writing

- a Assist learners to write a summary following points taught from previous lessons.
- b Learners practise shortening sentences using one word for a group of words.

Exercise 19.1

- | | |
|-----------------------|-----------------|
| 1 social gatherings | 6 the villagers |
| 2 musical instruments | 7 the widow |
| 3 clothes | 8 orphans |
| 4 artists | 9 needy |
| 5 wild animals | 10 deaf |

C. Descriptive composition

Exercise 19.2

- 1 Discuss musical instruments with learners.
- 2 Learners talk about their favourite musical instruments.
- 3 Learners write a composition about their favourite instruments.
- 4 Insist that learners understand the topic well before they write their compositions.

D. Punctuation: Full stop, comma and question mark

- 1 Explain punctuation marks to learners.
- 2 Learners discuss punctuation marks in groups and practise using them.
- 3 Learners complete individual written work.

Exercise 19.3

- 1 Wind instruments include flutes pipes whistles and animal horns.
- 2 A large hole is drilled at the top for the mouth and two-hole fingers are made on each side of the mouth hole.
- 3 Marimba became extinct in Zimbabwe in the nineteenth century.
- 4 The mouth bow is a common traditional musical instrument among the Shona and Ndebele people.
- 5 Different sizes of drums can be made from dry logs.
- 6 Leg rattles are made from empty dried Matamba and Mapudzi fruits.
- 7 The Shona name for wood block clappers is makwa.
- 8 Barks of Mupfuti tree produce fibre used for tying the instrument to the ankles.
- 9 Fingers are moved to make sound on some traditional musical instruments.
- 10 Most African countries have societies which enjoy music.

E. Verbs: Verb phrase with 'by'

Exercise 19.4

Learners make sentences of their choice. The sentences must be constructed with the help of by whilst using the given verbs.

Exercise 19.5

- | | |
|------------|---------------|
| 1 holding | 6 vaccinating |
| 2 beating | 7 disposing |
| 3 shaking | 8 driving |
| 4 erecting | 9 exercising |
| 5 locking | 10 scoring |

F. The past participle

Exercise 19.6

Present tense	Past tense	Past participle tense
1 ride	rode	ridden
2 fall	fell	fallen
3 climb	climbed	climbed
4 drive	drove	driven
5 fight	fought	fought
6 play	played	played
7 shake	shook	shaken
8 dry	dried	dried
9 hide	hid	hidden
10 swear	swore	sworn

Exercise 19.7

- 1 Explain how to make sentences using the past participle.
- 2 Learners practise constructing their own sentences following the explanations and examples.
- 3 Learners write the exercise.

Exercise 19.8

- | | |
|--------------|-------------|
| 1 was taken | 6 given |
| 2 was beaten | 7 eaten |
| 3 explained | 8 forgotten |
| 4 called | 9 got |
| 5 known | 10 settled |

G. Using 'should' and 'would'

Exercise 19.9

- 1 should
- 2 should
- 3 would
- 4 should
- 5 should

- 6 would
- 7 would
- 8 should
- 9 would
- 10 would

H. Verbs and verb phrases

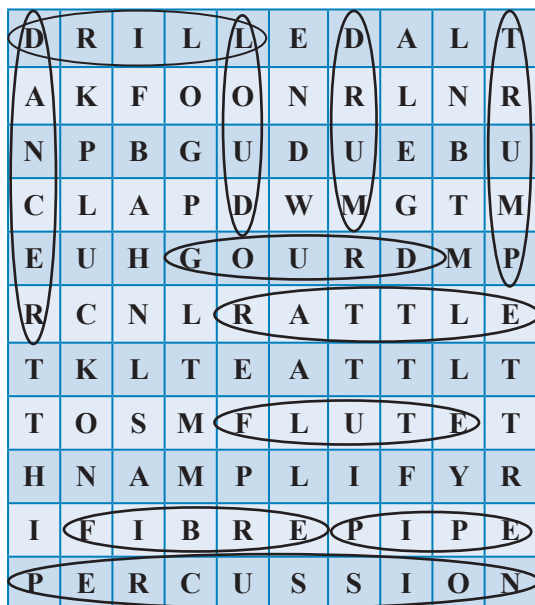
Exercise 19.10

- 1 widen
- 2 loosens
- 3 deafens
- 4 frightens
- 5 saddened

- 6 ripened
- 7 brightened
- 8 sweetens
- 9 weakens
- 10 worsens

I. Sharpen your skills: Word search puzzle

Some of the answers are highlighted below.



Unit 20

The Heroes Acre

Unit objectives

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

- a understand the history of our country.
- b appreciate the fallen heroes for bringing freedom to us all.
- c identify the need for giving our heroes decent burial.
- d describe the National Heroes Acre.
- e read for understanding and comprehension.
- f complete language exercises.

Learning/teaching materials

Word cards, sentence cards, pictures showing the heroes of Zimbabwe, work cards, ICT tools

Resource materials

- PlusOne English Grade 7 Learner's Book page 180-189.
- Heritage Based Curriculum (HBC) English Junior Syllabus.

Let's talk

- 1 Ask learners what they know or have heard about the heroes of our country.
- 2 Guide learners and talk about the history of some of the heroes.
- 3 Learners talk about heroes who died during the Chimurenga war.
- 4 Learners discuss in pairs or group about the burial of heroes and heroines and burial places.
- 5 Learners talk about the Heroes Acre and say what they know about the shrine.
- 6 Learners discuss pictures of the shrine.

Vocabulary

- 1 Introduce new words to learners.
- 2 Learners read the words to each other and find the meaning of the words in the dictionary.
- 3 Learners use the words in meaningful sentences.

A. Comprehension answers

- 1 National Heroes Acre is situated in Harare.
- 2 The National Heroes Acre was constructed in 1981.
- 3 This monument was built by seven artists from the Democratic People's Republic of Korea and ten artists from Zimbabwe.
- 4 The granite used in the construction is found in Mutoko.
- 5 The flagpole is situated on a hill at the Heroes Acre.
- 6 Shows the spirit of Independence Day.
- 7 The murals are used to tell Zimbabwe's story.
- 8 The fallen heroes are remembered in August every year in Zimbabwe.
- 9 The eternal flame depicts the spirit of independence.
- 10 Other heroes and heroines are buried in District and Provincial Heroes' Acres all around Zimbabwe.

B. Summary writing

Exercise 20.1

Learners read the story of the National Heroes Acre again and write a summary following the steps taught in previous lessons. Stress that the learners must shorten sentences and pick only the important points. The length of the summary must be 80 words.

C. Composition: Composing an email

Exercise 20.2

- 1 Learners read the story of the National Heroes Acre again and discuss.
- 2 Learners imagine they visited the National Heroes Acre or any place of interest and discuss in pairs
- 3 Learners create an email to any person of their choice and write about the place they visited.
- 4 Assist learners to create an email.

D. Making words using suffixes

- 1 Explain suffixes to learners.
- 2 Give examples and ask learners questions to check if they have understood.

- 3 Learners practise using suffixes following give examples in their book.
- 4 Learners complete written exercises.

Exercise 20.3

Learners attach suffixes to some base words given in the learner's book to form words. They can make as many words as they can from one base word.

Exercise 20.4

Base word		
1 act	acted	action
2 grass	grassland	
3 listen	listened	listener
4 village	villager	
5 hero	heroine	heroic
6 music	musician	musical
7 decide	decided	decision
8 invite	invited	invitation
9 defend	defended	defender
10 compete	competed	competition

Exercise 20.5

Learners make sentences using words they have made.

E. Conjunctions

Exercise 20.6

- 1 Josiah Tongogara was a hero **whose** body was buried at the National Heroes Acre.
- 2 We saw a tomb **that** has an unknown soldier.
- 3 There are many people **who** survived in the gruesome liberation struggle.
- 4 There is a museum **which** has information about the liberation war.
- 5 There are many parents **who** lost their sons and daughters.
- 6 We saw a brave soldier **who** was maimed in the war.
- 7 There is a flagpole **which** is on a high hill.
- 8 Sally Mugabe was the first heroine **who** was buried at the National monument.
- 9 We saw the eternal flame **that** was lit on Independence Day.
- 10 We met a teacher **whom** we respected very much.

F. Direct speech: Using inverted commas (“ ”)

- 1 Explain inverted commas and how they are used.
- 2 Learners study the examples given and practise using inverted commas in groups.
- 3 Learners write their own sentences.
- 4 Assist learners to use inverted commas to show direct speech.

Exercise 20.7

- 1 The governor announced to the people, “We have printed new notes.”
- 2 “Stop stealing from people,” said the police officer.
- 3 The president said, “Tongogara was a gallant son of Zimbabwe.”
- 4 “The cancer patient is responding well to counselling sessions,” said the doctor.
- 5 All the soldiers gathered at the National Heroes’ Acre to hear him say, “People must be united.”
- 6 The freedom fighters said, “We need to fight for our land.”
- 7 “Muzanenhamo, works hard,” remarked the manager.
- 8 “Why are you not joining us to the refugee camp?” asked Muzvida.
- 9 “The learners are having problems with the computers,” said Mr Mako.
- 10 Albert asked Simon, “When do you celebrate independence in your country?”

G. Collective nouns

- 1 Revise work on collective nouns.
- 2 Refer to previous units and allow learners to work in groups listing collective nouns.
- 3 Learners complete individual written work.

Exercise 20.8

- 1 board
- 2 chest
- 3 litter
- 4 panel
- 5 bale
- 6 host
- 7 bouquet
- 8 troop
- 9 crowd
- 10 plantation

H. Practise using modals

Exercise 20.9

- 1

B
- 2

B
- 3

B
- 4

D
- 5

A
- 6

B
- 7

A
- 8

B
- 9

C
- 10

B

I. Sharpen your skills: Crossword puzzle

Learners complete a crossword puzzle in pairs or groups.

1M	A	N	I	C	A	8L	A	N	9D
A						O			A
2S	O	U	10T	H		3W	E	A	R
V			I		7M	E			K
I		4R	E	11S	T	5R	E	12D	
N				E				O	
G				N				N	
O				D				E	

Unit 21

Cancer is a threat to life

Unit objectives

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

- a identify some common diseases by their names.
- b classify diseases according to chronic and non-chronic.
- c identify the dangers of some chronic diseases like cancer.
- d interpret information on a graph.
- e read for comprehension and understanding.
- f complete language exercises.

Learning/teaching materials

Pictures showing people with different diseases, work cards, word slides, sentence cards, ICT tools

Resource materials

- PlusOne English Grade 7 Learner's Book page 190-200.
- Heritage Based Curriculum (HBC) English Junior Syllabus.

Let's talk

- 1 Ask learners to name the most common diseases in their local community.
- 2 Learners discuss talk about chronic diseases.
- 3 Learners talk about prevention of diseases.
- 4 Assist learners to find information about cancer and types of cancers.
- 5 Learners interpret graphs.

Vocabulary

- 1 Learners read the sentences carefully and find the meaning of the words in bold from the dictionary.
- 2 Learners discuss the words and practise using the words in their own sentences.
- 3 Help learners to make correct sentences.

A. Comprehension answers 1

- 1 C
- 2 B
- 3 D
- 4 A

- 5 B
- 6 B
- 7 B
- 8 D

Comprehension answers 2

- 1 False
- 2 True
- 3 False
- 4 True

- 5 False
- 6 True
- 7 True
- 8 True

B. Summary writing

Exercise 21.1

- 1 Help learners to revise work on summary writing referring to this unit and the previous ones.
- 2 Learners read the passage in their learner's book again and write a summary which is 80 words in length.

Some of the key points that can be raised

- She is a breast cancer survivor.
- She was diagnosed cancer in 2008.
- She was afraid of dying after diagnosed of cancer.
- She spoke about death daily.
- She cried when she felt pain.
- Christine would comfort her during times of pain.
- She received counselling from nurses and counsellors.
- Her hope was restored.
- She went through a surgery and the infected breast removed.
- She surgery was successful.
- She became vocal in raising awareness about cancer.

C. Narrative composition

Exercise 21.2

- 1 The topic of composition with learners.
- 2 Learners write down points for their compositions and talk about paragraph writing.
- 3 Learners write a composition about the disease they fear most.
- 4 Help learners to write compositions that are between 80 and 120 words long.

D. Interpreting graphs

- 1 Explain the information recorded on the graph to learners.
- 2 Learners study the graph in the learner's book in pairs or groups and answer questions about the graph.

Exercise 21.3

- | | |
|---------------------|-------------|
| 1 blue colour | 6 increased |
| 2 on the left | 7 546 |
| 3 1600 cases | 8 1580 |
| 4 1480 cancer cases | 9 190 |
| 5 904 people | 10 2618 |

E. Punctuation: Statements and questions

- 1 Guide learners to identify different punctuation marks and refer to previous units.
- 2 Learners discuss following given examples.
- 3 Learners complete written exercises.

Exercise 21.4

- 1 Joy likes working with cancer patients.
- 2 It was a long, winding road for the old lady until she found help.
- 3 Do you think counselling helps patients?
- 4 Cecilia had a tough day.
- 5 Where did the thief hide?
- 6 A fatal accident happened along the highway.
- 7 Olivia loves to cook for her husband.
- 8 Are you angry with me?

- 9 Is it of any value?
- 10 Tafadzwa donated a lot of money to the cancer ward at the hospital.

F. Comparisons

- 1 Talk about comparisons explaining to learners properly.
- 2 Give examples for learners to understand more.
- 3 Learners discuss and make sentences following the given examples.
- 4 Learners write some exercises on comparisons.

Exercise 21.5

- | | |
|--------------------|------------------|
| 1 shorter | 6 softer |
| 2 more cheerful | 7 more expensive |
| 3 more intelligent | 8 thinner |
| 4 wider | 9 wiser |
| 5 taller | 10 fatter |

Exercise 21.6

- | | |
|------------------|------------------|
| 1 cheapest | 6 most notorious |
| 2 friendliest | 7 eldest |
| 3 longest | 8 fastest |
| 4 thinnest | 9 most dangerous |
| 5 most beautiful | 10 most crowded |

G. Spelling and dictation

Read a paragraph of your choice from the story in the learner's book to the learners while they listen carefully. Dictate the passage whilst you write. Learners write the exercise following instructions. Learners must punctuate sentences correctly, use correct grammar and spelling.

H. Indefinite pronouns

- 1 Discuss indefinite pronouns.
- 2 Give examples explaining to learners and referring to previous units.
- 3 Learners read and discuss indefinite pronouns.
- 4 Learners practise sentence construction in pairs or groups.
- 5 Learners write individual work.

Exercise 21.7

- 1 seems
- 2 is
- 3 is
- 4 is
- 5 is

- 6 was
- 7 were
- 8 have
- 9 has
- 10 has

I. Comparisons

Exercise 21.8

Positive	Comparative	Superlative
1 weak	weaker	weakest
2 negligent	more negligent	most negligent
3 ugly	uglier	ugliest
4 dirty	dirtier	dirtiest
5 neat	neat	neatest
6 lovely	lovelier	loveliest
7 tiny	tinier	tiniest
8 loud	louder	loudest
9 big	bigger	biggest
10 filthy	filthier	filthiest

I. Sharpen your skills: Jigsaw puzzle

Exercise 21.9

Learners should demonstrate how they can fit in the jigsaws into the puzzle. This is a game that widens their mindsets.

Unit 22

Shattered dreams

Unit objectives

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

- a identify the need to make right decisions.
- b appreciate efforts made by parents towards their education.
- c identify the dangers of substance abuse.
- d suggest ways of preventing substance abuse.
- e read for comprehension.
- f read for comprehension and understanding.
- g complete some language exercises.

Learning/teaching materials

Word cards, sentence cards, pictures showing some activities of substance abuse, ICT tools work cards

Resource materials

- PlusOne English Grade 7 Learner's Book page 201-210.
- Heritage Based Curriculum (HBC) English Junior Syllabus.

Let's talk

- 1 Talk about alcohol and drugs.
- 2 Learners discuss drugs and alcohol and say what they know about abusing drugs and alcohol.
- 3 Tell learners that drugs can be very dangerous when abused.
- 4 Learners practise picture discussion.
- 5 Learners suggest ways of stopping or preventing drug and alcohol abuse.

Vocabulary

- 1 Introduce new words to learners.

- 2 Learners read new words and find their meanings from the dictionary.
- 3 Practise using the words in sentences in groups.

A. Comprehension answers 1

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

Comprehension answers 2

- 1 Thabani lived in Plumtree.
- 2 Thabani came to Harare to study at the University of Zimbabwe.
- 3 Thabani drank beer on daily basis soon after he started drinking.
- 4 Thabani's parents were not aware that he had dropped out school.
- 5 'An apple of discord' means a cause for strife.
- 6 Thabani resided on the street pavements after leaving university.
- 7 Thabani ruined his life by drinking alcohol excessively.
- 8 Thabani did not call home anymore because he was afraid to tell his parents the truth.

B. Summary writing

Exercise 22.1

- 1 Learners read the story of Thabani and discuss in groups.
- 2 Learners draw important points from every paragraph.
- 3 Learners read the summary in the learner's book about Thabani and discuss.
- 4 Learners arrange the sentences in the correct order and shorten long sentences.
- 5 Insist that their summary must be within the expected word range.

C. Composition: Formal or business letter

Exercise 22.2

- 1 Learners imagine they saw a job being advertised and they like the job.
- 2 Learners write an application letter to the Human Resources Manager of the company.
- 3 Advise learners to keep the body of the letter between 80 and 120 words long.

D. Reported speech

- 1 Explain reported speech to learners.
- 2 Learners practise using direct and reported speech.
- 3 Learners follow given examples and write exercises.
- 4 Learners use correct punctuation in their sentences.

Exercise 22.3

Learners should practice reported speech.

Exercise 22.4

- 1 Thembi said that Rudo was angry.
- 2 Joyce said she liked her friend.
- 3 Tsepo said that she had a big bag.
- 4 Simba said that there was smoke in the house.
- 5 Rutendo said that she knew the truth.
- 6 The fireman said that he would put out the fire.
- 7 The police officer said that she would help us.
- 8 The drunken driver said that he was sorry about the accident.
- 9 Mazambani said that he would break the window to help Tadiwa out of the burning house.
- 10 Spiwe said that she wanted well-behaved children.

Exercise 22.5

- 1 Lebo said, "I was very worried about my father's health."
- 2 Munoshamisa said, "I want to rear keep pigs."
- 3 Sekuru Magogorosi said, "I have a very strong wife."
- 4 The villagers said, "We need clean water."
- 5 Kache said, "The people are confusing me."
- 6 The pastor said, "I need a few boys to weed the church plot."
- 7 Fadzai said, "I am going to have a new baby soon."
- 8 The guard said, "I bought a gun for security."
- 9 Majaya said, "I will get a wheelbarrow to carry the heavy bags."
- 10 Thabo said, "I was very tired."

E. Proverbs

- 1 Tell learners about proverbs and give some examples.
- 2 Learners read given examples and discuss in pairs or groups.

- 3 Learners say the proverbs they know and relate to a story.
- 4 Learners match given short stories with correct proverbs.

Exercise 22.6

- 1 Set a thief to catch a thief.
- 2 Poverty is the mother of crime.
- 3 Birds of the same feathers flock together.
- 4 You cannot serve two masters.
- 5 Fortune knocks at a man's door once.

F. Interrogative pronouns

Exercise 22.7

- | | |
|---------|----------|
| 1 Who | 6 Who's |
| 2 who | 7 Which |
| 3 Whose | 8 Who's |
| 4 What | 9 Which |
| 5 who | 10 Whose |

G. Adverbs

Exercise 22.8

- | | |
|--------------|-------------|
| 1 exciting | 6 cruel |
| 2 badly | 7 silently |
| 3 properly | 8 quietly |
| 4 thoroughly | 9 silently |
| 5 neatly | 10 greedily |

Exercise 22.9

- | | |
|--------------|-------------|
| 1 politely | 5 loudly |
| 2 skilfully | 6 heavily |
| 3 joyfully | 7 heavily |
| 4 helplessly | 8 hopefully |

H. Confusing words

Exercise 22.10

- | | |
|-----------|------------|
| 1 talking | 6 perhaps |
| 2 lend | 7 composed |
| 3 protect | 8 expelled |
| 4 prefers | 9 putting |
| 5 lying | 10 saved |

I. Subject-verb agreement

Exercise 22.11

- | | |
|--------|------------|
| 1 has | 6 are |
| 2 were | 7 are |
| 3 is | 8 includes |
| 4 has | 9 has |
| 5 is | 10 were |

J. Registers

Exercise 22.12

- 1 Congratulations on being chosen as class monitor.
- 2 Well done on passing Grade 7 with flying colours.
- 3 Congratulations on winning first prize in the spelling bee.
- 4 Well done on scoring a goal in the match.
- 5 Congratulations on graduating from university.
- 6 Well done on making such a beautiful drawing.
- 7 Congratulations on getting top marks in the test.
- 8 Congratulations on building your new house.
- 9 Well done for helping the class win the quiz competition.
- 10 Congratulations on getting a scholarship to a good school.

Unit 23

Your background does not define who you are

Unit objectives

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

- a identify that all learners are equal.
- b value and appreciate one another as learners.
- c identify the need to work hard in all their work.
- d read for understanding and comprehension.
- e complete language exercises.

Learning/teaching materials

Pictures showing different classes of people, word cards, sentence cards, ICT tools

Resource materials

- PlusOne English Grade 7 Learner's Book page 212-224.
- Heritage Based Curriculum (HBC) English Junior Syllabus.

Let's talk

- 1 Ask learners about their backgrounds.
- 2 Learners talk about pictures showing different environments.
- 3 Learners talk about school set-ups and different learners in the school.
- 4 Advise learners to discuss ways of fitting in different school set-ups despite their backgrounds.
- 5 Talk about accepting and valuing one another without mocking or laughing at each other.

Vocabulary

- 1 Introduce new words in the text.
- 2 Learners read and find the meaning of the words.

A. Comprehension answers 1

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

Comprehension answers 2

- 1 Tichaona's teachers noticed low performance in him. / He was always wearing a gloomy face. / He never wanted to associate with others.
- 2 The word which means the opposite is undetermined / ambitionless/ unambitious / not focused.
- 3 Tichaona is studying Economics at the university.
- 4 Tichaona was twelve years old when his parents divorced.
- 5 Chioniso had to stay even when things were rough and tough with her husband because she loved her husband and thought he would change.
- 6 Chioniso moved into a smaller space with the family because she could not afford to rent a big house.

B. Summary writing

Exercise 23.1

- 1 Guide the learners to read through the notes on note summary writing in the Learner's Book.
- 2 Ask a few learners to tell any story they know of as the class listens. Guide the learners in identifying the main issues raised in the texts they have listened to.
- 3 Highlight hints to look out for in identifying the main ideas of the story.
- 4 Let the learners do the practice exercise given in the Learner's Book individually. Mark each learner's book and address any issues that they may not have complied with in writing their note summaries.

Possible points for the summary

- His father stopped paying him school fees.
- They had to relocate to a small space.
- His father never assisted the family.
- He was transferred from a boarding school to a day school.
- His school performance dropped.
- He lost self-esteem.

C. Composition: Advertisements

- 1 Assist learners in reading and interpreting information about advertisements.
- 2 Learners discuss advertisements from different sources.
- 3 Learners compare advertisements.
- 4 Introduce a flyer and discuss with learners.

Exercise 23.2

- 1 Accommodation is being advertised.
- 2 There are three bedrooms in the house advertised on advertisement number three.
- 3 The house advertised on advertisement number six is located in Eastlea.
- 4 The cost of the house advertised on the first advertisement is \$38 000-00.
- 5 The name of the advertising agency is Deepleague.
- 6 CBD is an abbreviation standing for Central Business District.
- 7 If the yard is very spacious it means there is a lot of space around the yard.
- 8 The other space mentioned in the last advertisement is for parking.
- 9 Sam Levi Village is close to the Borrowdale house.
- 10 The Avenues house is due for occupation on 1 July 2020.

Exercise 23.3

- 1 Assist learners to create their own advertisements.
- 2 Learners create their own advertisement following given instructions.
- 3 Learners check out other advertisements from the internet.

D. Listening and speaking: Poem

Exercise 23.4

- 1 Learners read and recite the poem in the learner's book.
- 2 Learners discuss the poem and figure out the theme of the poem.
- 3 Find out the reactions of learners to the poem.
- 4 Learners write their own poems.

E. Quantifiers and quantities

Exercise 23.5

- 1 There are a few men working in the field.
- 2 There were hardly any women in the department.
- 3 Many villagers lost a lot of cattle during the severe drought.
- 4 After the riot, most properties were damaged.
- 5 Several people need help from the government.
- 6 The host at the birthday party served us with enough food.
- 7 Uncle Joe's hens lay dozens of eggs every day.
- 8 None of our children attended lessons during the lockdown period.
- 9 Almost every plant was destroyed by the locusts.
- 10 There is lack of furniture and textbooks in the school.

Exercise 23.6

- | | | | |
|---|-------------|----|----------|
| 1 | teaspoon | 6 | a lot |
| 2 | a lot | 7 | enough |
| 3 | load | 8 | All |
| 4 | lack | 9 | a number |
| 5 | some effort | 10 | no |

F. Punctuation: Using the comma (,)

Exercise 23.7

- 1 Zambezi, Save, Limpopo and Mtirikwi are names of rivers.
- 2 The farmer grows beans, peas, carrots, tomatoes and cabbages.
- 3 Oh, I missed the match.
- 4 Anodiswa, that was excellent
- 5 Kudiwa answered, "I'm coming soon."
- 6 Oops, Ben fell from the tall tree.
- 7 Mother said, "You ought to be careful you will break the cup."
- 8 "The match has already started", said Mugove.
- 9 Ngaavongwe, Rutendo, Mike, Francis, Zhuwawo and Joseph support the same team.
- 10 Well done, Tsepo.

G. Comparisons

Exercise 23.8

- 1 greatest
- 2 best
- 3 more
- 4 further
- 5 ugly

- 6 greatest
- 7 better
- 8 more
- 9 biggest
- 10 little

H. Verbs and adverbs

Exercise 23.9

Verb	Adverb
1 ran	quickly
2 laughed	loudly
3 waited	patiently
4 cried	bitterly
5 fell	heavily
6 died	miserably
7 asked	politely
8 drowned	helplessly
9 fought	fiercely
10 slept	peacefully

I. Subject-verb agreement

Exercise 23.10

- 1 was
- 2 was
- 3 was
- 4 are
- 5 Do

- 6 have
- 7 is
- 8 is
- 9 are
- 10 have

J. Subject pronouns

Exercise 23.11

- 1 **They** are enjoying their holiday.
- 2 **He** was suffering from a chronic disease.
- 3 **She** lived a very hard life after the death of her husband.
- 4 **We** need swimming lessons.
- 5 **It** is closed.
- 6 **They** had an end of year meeting.
- 7 **They** went shopping in Dubai.
- 8 **He** was very hungry.
- 9 **It** is the capital city of Zimbabwe.
- 10 **She** was busy dressing wounds of the injured casualties.

Unit 24

Environmental degradation

Unit objectives

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

- a identify the need to care for the environment.
- b identify causes of environmental degradation.
- c suggest ways of preventing environmental degradation.
- d read for understanding and comprehension.
- e complete language exercises.

Learning/teaching materials

Word cards, sentence cards, work cards, pictures showing environmental degradation including dumpsites, ICT tools

Resource materials

- PlusOne English Grade 7 Learner's Book page 225-234.
- Heritage Based Curriculum (HBC) English Junior Syllabus.

Let's talk

- 1 Introduce the topic to learners.
- 2 Learners talk about land degradation.
- 3 Ask learners what they understand about land degradation.
- 4 Learners discuss pictures and talk about the causes of land degradation.
- 5 Learners talk about the effects of land degradation.
- 6 Learners suggest solutions to land degradation.

Vocabulary

- 1 Introduce new words and discuss with learners.
- 2 Learners read the words and find the meaning of the words in the dictionary.
- 3 Learners read examples of given sentences and practise sentence construction.

A. Comprehension answers

- 1 Many black people are living in the places they are because they were forced by the colonial government.
- 2 The opposite word for obstacle is benefit or advantage or opportunity.
- 3 Overgrazing, cutting down of trees and siltation are the causes of environmental degradation according to the passage.
- 4 The word is falsified.
- 5 When there is not enough rain soil is loosened and is easily eroded.
- 6 As the population increase the land gets overcrowded and results in overgrazing.
- 7 People must stop cutting down trees to avoid deforestation.
- 8 More dams must be built to address the issue of water shortage in communities.
- 9 People can use bio-gas to substitute firewood.
- 10 People must be given more land with more pastures to avoid overgrazing.

B. Summary writing

Exercise 24.1

- 1 Remind learners that when writing a summary, only the important points which help us to understand a story must be considered.
- 2 Learners state only the important points and shorten sentences.
- 3 Learners read through the story of environmental degradation again and write a summary.
- 4 Guide the learners to read through the notes on summary writing in the Learner's Book.
- 5 Ask a few learners to tell any story they know of as the class listens. Guide the learners in identifying the main issues raised in the texts they have listened to.
- 6 Highlight hints to look out for in identifying the main ideas of the story.
- 7 Let the learners do the practice exercise given in the Learner's Book individually.
- 8 Mark each learner's book and address any issues that they may not have complied with in writing their summaries.

C. Composition: Report writing

Exercise 24.2

- 1 Revise work on report writing referring to previous units.
- 2 Learners talk about report writing and discuss in groups.
- 3 Learners write a report to the Minister of Health informing him of a disease outbreak in their community. The body of the report must be between 80 and 120 words long.

D. Using so, very, much and too

Exercise 24.3

- | | | | |
|---|------|----|------|
| 1 | very | 6 | so |
| 2 | very | 7 | much |
| 3 | too | 8 | so |
| 4 | so | 9 | too |
| 5 | very | 10 | so |

E. Prefixes and suffixes

Exercise 24.4

Suffix	Word	New word formed
1 dis	ability	disability
2 inter	national	international
3 un	less	unless
4 ex	plain	explain
5 de	form	deform
6 pre	school	preschool
7 track	suit	tracksuit
8 fore	sight	foresight
9 under	stand	understand
10 mis	guided	misguided

Exercise 24.5

- | | | | |
|---|---------------------------|----|--------------|
| 1 | Illegal | 6 | pre-colonial |
| 2 | unhappy - unfair | 7 | telephone |
| 3 | Unless - re-afforestation | 8 | displaced |
| 4 | unfavourable | 9 | wetlands |
| 5 | foresight - arises | 10 | impatience |

Exercise 24.6

Learners match suffixes with the correct word from the given list and write the new words formed.

- | | | | |
|---|-------------|---|-------------|
| 1 | improvement | 3 | workable |
| 2 | reasonable | 4 | comfortable |

- 5 children
- 6 direction
- 7 weekend

- 8 vigorous
- 9 faithful
- 10 weakness

Exercise 24.7

- | | |
|----------------|---------------------------|
| 1 unemployment | 6 wooden tuckshops |
| 2 boredom | 7 lockdown |
| 3 lioness | 8 wetlands |
| 4 imprisonment | 9 administrator |
| 5 faithful | 10 childhood grandparents |

F. Spelling and dictation

Exercise 24.8

- 1 Dictate a paragraph while learners listen carefully.
- 2 Learners write down the dictated words and sentences correctly.
- 3 Learners punctuate sentences properly and make sure all words are spelt correctly.

G. Opposites formed by using prefixes and suffixes

Exercise 24.9

- | | |
|-----------------------|------------------------|
| 1 fair – unfair | 6 common – uncommon |
| 2 block – unblock | 7 legal – illegal |
| 3 lock – unlock | 8 fortune – misfortune |
| 4 agree – disagree | 9 sense – nonsense |
| 5 patient – impatient | 10 guide – misguide |

H. Using 'even though, in spite of or despite'

Exercise 24.10

- | | |
|---------------|----------------|
| 1 though | 6 Despite |
| 2 despite | 7 despite |
| 3 even though | 8 Though |
| 4 in spite of | 9 despite |
| 5 Though | 10 even though |

I. Confusing words

Exercise 24.11

- 1 prize
- 2 jealous
- 3 allowed
- 4 raise
- 5 lose
- 6 weather
- 7 practise
- 8 crash
- 9 quite

Revision exercises

(A) Learners identify the words that could be contracted (shortened) and then rewrite the passage so that it does not sound so formal.

If you've nothing better to do with your free time, you're welcome to come and stay with us. You can't imagine what fun we've here! **I'm** not exaggerating when I say that it will be the best experience of your life! You'll make new friends and they'll remain your friends for life. Mr Sibanda, who's the camp coordinator, is great! He's had many years experience and he'll ensure that you've the time of your life! I've been to camp every holiday for two years now and I'm still finding something new to do every day. If you've not been to camp before, you shouldn't worry as it's not a frightening experience and if you feel afraid of any task, you don't have to try it. You need not buy expensive equipment either as we'll provide everything you'll need. It will be great to see you!

(B) Learners use apostrophes with an 's' to change the clumsy phrases below into a quicker way of saying the same thing.

- 1 The rabbit's hutch
- 2 Natasha's football.
- 3 Carlos' scar.
- 4 The truck's wheel.
- 5 The horse's leg.

(C) Learners add apostrophes to these sentences.

- 1 It's the boys' turn to go first because the girls went first last time.
- 2 He was never allowed to forget the time he went into the ladies' changing room by mistake.
- 3 Put all the babies' pictures together so we can pick out a winner.
- 4 People always seem to find footballers' haircuts very interesting.
- 5 The nurses' meeting went on for three hours.

(D) Learners underline the verbs in each sentence.

- 1 I read my book from cover to cover.
- 2 The girls chased the dog across the field.
- 3 I wrote neatly in my new book.
- 4 I coughed and sneezed because I had a cold.
- 5 The robbers smashed the window and entered the warehouse.

(E) Learners underline the subject and the object in each sentence.

- 1 The dog runs around the field wildly.

- 2 Dad bought a new car.
- 3 My teddy fell off the bed.
- 4 I walked away from the building.
- 5 The ring glittered on my finger.

(F) Learners a correct homophone in the gap.

The marathon runners moved **past** the **gate** and out onto the **road**. As the early morning **mist** came down like a **veil** over the town, they were last seen going **through** the local **council** chambers before they disappeared from view.

(G) Learners change the tense from past to present and make things seem more real.

- 1 I don't know what is happening now.
- 2 We find her mobile phone in the cloakroom now.
- 3 I am walking all day and night.
- 4 The game has finished now.
- 5 I am having a lovely holiday.
- 6 She is unhappy.

(H) Learners fill in the gaps with the correct words from the box.

- 1 Your mum **will be** waiting for you there.
- 2 This **will** work.
- 3 We **shall** have afternoon tea with the Queen.
- 4 I am **going to** work in the supermarket.

(I) Learners punctuate the following sentences, using full stops and capital letters where appropriate.

- 1 The man bought the newspaper. He was an avid reader of The Sun.
- 2 Jill ran up the hill with Jack. They needed to fetch a pail of water.
- 3 The must-see film of the year is The New Spiderman movie. It stars Farai Sithole.
- 4 On Wednesday and Thursday, I am travelling to Tunisia on the Orient Express.
- 5 Will Young won the first ever pop idol competition. Brian Mutumwa was a judge.

Unit 25

Examination 3

Resource material

PlusOne English Grade 7 Learner's Book page 237-243.

Paper 1 answers

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

Paper 2 answers

Section B: Comprehension and summary answers

Answers to questions in the learner's book

- a Tsunamis are considered the world's powerful disasters because they can create huge amounts of damage.
- b A tsunami is a huge and mighty wave in the ocean that grows as it reaches the shore.
- c Most tsunamis that happen world over are caused by earthquakes.
- d An earthquake occurs when a big piece of the earth's crust suddenly shifts.
- e The words which mean the same as enormous are big or huge or massive.
- f Landslides and volcanic eruptions can also cause tsunamis.
- g The waves of tsunami can travel up to 800 kilometres per hour.
- h The words wipe out refer to complete destruction of trees and vegetation that stands in the way of a tsunami.

- i Countries vulnerable to tsunamis include Japan, Chile and the United States of America.
- j Learners should write a summary of the passage but focusing on the causes and impacts of tsunamis. Their summaries should not exceed 80 words. Literally learners should summarise the whole passage.

Unit 26

Examination 4

Resource material

PlusOne English Grade 7 Learner's Book page 244-250.

Paper 1 answers

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

Paper 2 answers

Section B: Comprehension and summary answers

Answers to questions in the learner's book

- a At the start of the season farmers feared that their crops would be waterlogged by the continuous fall of rains.
- b Many areas were going to fail to make a good harvest because crops were wilting due to the mid-season drought.
- c The farmers were hopeful at the beginning of the season because of the continuous fall of rains.
- d The rains stopped in the middle of the season.
- e The farmers felt relieved at first when the rains stopped falling.
- f Zaka District was badly affected by the prolonged dry spell.
- g Sorghum is a drought resistant crop.

- h The word in the last paragraph which shows that the farmers had lost hope is despair.
- i The word progressed means went on or moved on or continued.
- j The source of the passage is The Sunday Mail of 13 to 19 March 2011.
- k Mark each learner's book and address any issues that they may not have complied with in writing their summaries.

Unit 27

Examination 5

Resource material

PlusOne English Grade 7 Learner's Book page 251-258.

Paper 1 answers

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

Paper 2 answers

Section B: Comprehension and summary

Answers to questions in the learner's book

- a James was huddled under an overhanging rock during the storm.
- b It was a bright, sunny day before it rained.
- c The villagers were doing their normal businesses when it started raining.
- d The storm that pounded on the non-stop and for hours caused Ngozi River to break its banks.
- e The storm pounded the village non-stop and for hours.
- f Homes were destroyed and the villagers' belongings were washed away.
- g The village last experienced such a disaster two decades before.
- h The phrase that shows that the villagers were not prepared for the storm is caught unawares.
- i The word in the last paragraph which means the same as death is fatalities.
- j Mark each learner's exercise book and address any issues that they may not have complied with in writing their summaries.

Unit 28

Examination 6

Resource material

PlusOne English Grade 7 Learner's Book page 259-265.

Paper 1 answers

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

Paper 2 answers

Section B: Comprehension and summary answers

Answers to questions in the learner's book

- a The old building was at Chikuru Farm.
- b The building had a missing roof, doors and windows.
- c The boys found money in the big rusty drum.
- d Uncle Ruzivo identified where the money had come from.
- e The three men had committed a crime of robbing money from a bank in Chivhu.
- f They left two police officers at the farm to lay a trap for the robbers.
- g The word is peeping.
- h The word is dawn / daylight.
- i He suspected the money to have been robbed from the Chivhu bank.

j Learners should give key points from the passage not exceeding 80 words. Here are some key points that can be raised:

- They went to Chikuru Farm.
- They entered the old building / house.
- They moved into every room.
- They saw a bag in the bin.
- They opened the bag and found money in it.
- They took money home.
- Uncle Ruzivo called the police.
- The police came and recovered the money.
- The police trapped the thieves and arrested them.

Unit 29

Examination 7

Resource material

PlusOne English Grade 7 Learner's Book page 266-272.

Paper 1 answers

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

Paper 2 answers

Section B: Comprehension and summary answers

Answers to questions in the learner's book

- a Being blind is unable or failing or failure to see.
- b Thabani accompanied Mr Dliwayo where ever he wanted to go.
- c He would regularly do three things.
- d kennel
- e Bruno had been injured or hurt or beaten with a metal rod (by Samson).
- f A metal rod was used to beat Bruno.
- g Eye witnesses confessed that, Bruno had been beaten by Samson.
- h Samson was asked to buy the dog some medicine.
- i The word in the passage which means the same as angry is upset.

j forgiveness.

k Summary writing points that can be raised by learners:

- Mr Dliwayo's condition.
- Who accompanied Mr Dliwayo.
- Things he would regularly do.
- What upset him.
- How he reacted after being upset.
- Who injured Bruno.
- How he reacted to Samson.

Unit 30

Examination 8

Resource material

PlusOne English Grade 7 Learner's Book page 273-280.

Paper 1 answers

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

Paper 2 answers

Section B: Comprehension and summary answers

Answers to questions in the learner's book

- a Everyone in life needs some rains or water.
- b Normal or average.
- c Rains would fall for a week, nonstop.
- d Crops were affected first.
- e Livestock or houses or people or mountains were affected by the above normal rains.
- f Houses were destroyed as the third blow.
- g Cyclone.
- h Waterlogging made some mountains fall.

i Summary key points that may be included:

- Define a cyclone.
- State characteristics of a cyclone.
- Four effects of a cyclone.
- The impact of a cyclone on:
 - crops
 - houses
 - people
 - mountains