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English

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Grade

5

Revision
Guide



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New Curriculum
With
Answers

Plus One | Serious Revision

English

Grade 5 Revision Guide

(with answers)

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Chapter

1

EXAMINATION PREPARATION

Introduction

We would like to welcome you to the Grade Five English experience. This is a book you will enjoy reading several times and appreciate it. Apart from that, you will enjoy going through several exciting English drills as you go through the language section.

To begin with, we are going to discover how easy it is to pass your Grade Five English examinations. For you to pass English, you need to believe in yourself. By this, we mean that you simply need to believe that it is possible for you to master the English skills you learn in this book and then use them. This, therefore, means you should put much concentration on the explanations and examples which are given. These explanations make it easy for you to understand and use English. Enjoy using this book, and also using English in communication.

1.1 Writing examinations

After we have studied English, we must, at some point, write examinations. This is done to test how much we have grasped the English we have been studying. The examinations comprise of two papers, Paper 1 and Paper 2. English Paper 1 has a total of forty multiple-choice questions. For each question, you are supposed to choose one correct answer from the answers provided which are from A to D. These will be comprehension and language questions.

Besides comprehension and language, we also learn how to write composition. In composition, the examiner wants to find out how much you can express yourself using those language concepts you have learnt. You will be tested in composition in Paper 2. English Paper 2 is divided into sections, Section A and Section B. In Section A, you are going to choose one from two given compositions. In Section B, you are going to answer comprehension questions that carry 10 marks and a summary that carries 5 marks bringing to a total of 15 marks.

A. Answering Paper 1: Comprehension questions

Here are a few words of advice for you to do well in the English Paper 1 set by your teacher or the one which you write at the end of Grade 7.

- First of all, read the topic of the given passage. This will make you be able to tell, at once, the subject matter you are going to read about. This will help you to easily understand what you are reading about.

Chapter

2

COMPOSITIONS

Introduction

In this chapter, we are going to help you to write better compositions than you would write without any assistance. In Chapter 1, we showed you the types of compositions that you will be required to write in your Grade 5, 6 and 7 end-of-term and the final examinations. These are a business letter, friendly letter, a report, a narrative composition, a descriptive composition, an argumentative composition and a speech. In this chapter, we are also going to make clear how each of them should be written. This will help you to attack the questions easily when writing your English Language examinations.

2.1 How to write a business letter

When we write some form of communication to an organisation or person in authority, we use a business or a formal letter. A business letter is written to a non-relative recipient. It is written only to communicate a particular business matter that has to be attended to. For instance, we write a business letter when applying for a certain job, writing to complain about something or requesting for certain services.

Let us look at some of the things which make a business letter special:

It has two addresses, the writer's address and the addressee's own. This is how you lay out the business letter.

- Write your home address on the top left side
- Skip a line and write the date in full.
- Write the official position of the person in authority who is to receive the letter, for example, The Manager, The Councillor, The Head, The Member of Parliament, and so on. We address business letters to individuals in rare cases.
- After that we write the address of the person in office we are writing to.
- After that we write the salutation. We usually write 'Dear Sir or Madam' if we are not sure whether the person in authority is a man or a woman. However, we may be sure that the person is a woman or a man, and thus just write 'Dear Madam' only or 'Dear Sir' only.
- After that we write 'Re.' On this line you write the subject matter of the business for which we are writing the letter, like this:

Re: Complaint about ill-treatment by a shop assistant.

(Please Note: It is written in small letters and underlined.)

Chapter

3

COMPREHENSION AND SUMMARY

Introduction

The one who invented the letters of the alphabet must be thanked. He or she is the one who made communication easy by writing those letters so that they mean something. When you are reading something and you understand, that is what we call comprehension. So the whole issue starts with reading. You have to learn to read properly.

3.1 Reading tips

If you want to be a perfect reader, here are a few ideas that can help you.

- (a) Always be hungry to read things written in English Language.
- (b) When you meet difficult words, take that as something to make you enjoy reading and an opportunity to build your vocabulary.
- (c) While you are reading, do not go too fast, nor too slowly. If you are too fast, you may skip some words and if you are too slow, you may forget the start of the sentence.
- (d) For new vocabulary words, pronounce them as you see them without waiting for too long on the word. You will learn proper pronunciation later after you have understood the story.
- (e) You may go to your room and begin by reading aloud for more than 30 minutes every day. After one week you will have greatly improved.
- (f) Repeat interesting vocabulary words several times. You can write them on pieces of paper and always repeat them. Speak them on your way to school, while you are bathing or while you are playing with your friends.

Passage for reading practice

Themba began to feel confused by his own decision. He now felt a sense of guilt inside his heart. His speed had instinctively reduced, retarded by a nagging feeling of self-judgement. He began to hear the sound of his tennis shoes hitting the road in an annoying discord. He had changed the way he walked, making his determination wane and his ego suffer. His knees wobbled for a moment.

Suddenly, a black Mercedes Benz pulled up metres in front of him. A man on the passenger seat lowered his window and talked to him in an accent Themba was certain was not pure Ndebele. It was a kind of South African Ndebele which he had only heard spoken on television on some South African channels.

“*Uyaphi, Chomie?*” the man asked.

Chapter

4

LANGUAGE STRUCTURES

Introduction

For us to do well in communication, we must, first of all, learn the language aspects in English. Language aspects begin when we learn parts of speech. By parts of speech, we mean that every word we use has a function. Knowing the different functions of words as they are used in sentences is the best way to do well in English language grammar.

4.2 Parts of speech

Nouns

A noun is a name of anything. By anything, we mean anything we can touch or see (**concrete nouns**) or anything we know as feelings, ideas or concepts and we can neither see nor touch (**abstract nouns**). Every noun exists in these two groups.

Here is a list of nouns in the two groups we have stated:

Nouns we can touch or see	Nouns we can neither touch nor see
boy	goodness
table	laziness
tree	knowledge
dress	silence
car	blindness
door	courage
baby	illness
bag	ability
book	freedom

Abstract nouns

Abstract nouns are names of things we can neither touch nor see. We form them from verbs, adjectives or even from other nouns. We add suffixes to the verbs or adjectives or nouns to form the abstract nouns. Suffixes are small parts of words we add to certain words when we want them to become parts of speech we want to use.

Pronouns

A pronoun is a word that represents or is used in the place of a noun. Below is a table that shows personal pronouns that we use in English.

Personal pronouns

	The one who does (subjective)	The one who receives (objective)	Showing possession	Showing possession	Referring back
Singular	I	me	my	mine	myself
Plural	we	us	our	ours	ourselves
Singular	you	you	your	yours	yourself
Plural	you	you	your	yours	yourselves
Singular	he	him	his	his	himself
Singular	she	her	her	hers	herself
Singular	it	it	its	its	itself
Plural	they	them	their	theirs	themselves

We now want to look at how personal pronouns are used in English. Firstly, let us look at the **subjective** pronouns. By this, we mean that the pronoun is doing the action.

Examples:

He leads a very big team.

They asked the teacher for corrections.

I want to go there.

We also use the pronoun in the personal pronouns in the objective case. By this, we mean that the pronoun is the one where the action is done.

Examples:

The books were unmarked and the teacher collected **them**.

The robber threatened **her**. My mother helped **me**.

We also use personal pronouns to express possession of something. That is to say, something belongs to someone.

Examples:

The elephant broke **its** tusk in a fight.

Your food is in the cupboard.

The teacher liked **my** composition.

Mine, ours, yours, his, hers, its and **theirs** are also possessive pronouns called possessive adjectives. We use them like this:

The book belongs to me. It is **mine**.

This country belongs to us. It is **ours**.

The sleeveless jacket is **yours**.

The husband who was arrested is **hers**.

(v) Homophones

Homophones are two or more words with the same pronunciation, but have different spellings and meanings.

Examples: blew; blue shore; show pray; prey site; cite; sight; clause; close; claws source; sauce

Verbs

In this chapter we are going to look at yet another part of speech that is very important in English Language; the verb.

A verb is a word which:

(a) shows action performed. (b) expresses the state of being.

Verbs that express action are therefore called action verbs. Examples of such verbs are: **dig, talk, cut**, and so on. Verbs that express the state of being are called linking verbs. Examples are: **am, is, are, was, were**.

Action verbs

Let us now distinguish linking verbs from action verbs. Action verbs are the verbs that express the action performed by anyone or anything. There is so much to learn about action verbs. But first, we are going to distinguish between regular and irregular verbs.

Regular verbs

Regular verbs follow a normal pattern of having ‘-ed’ or just ‘-d’ when used in the past tense or past participle form. A few examples have been put down here:

Verb	Past tense	Past participle
start	started	started
dance	danced	danced
beg	begged	begged
taste	tasted	tasted
test	tested	tested
work	worked	worked
use	used	used
add	added	added
result	resulted	resulted
shout	shouted	shouted

Irregular verbs

Now we want to look at how irregular verbs differ from regular verbs. Irregular verbs are action verbs that do not follow the familiar pattern of adding ‘-ed’ when used in the past tense or past participle. Look at the examples given below:

Verb	Past tense	Past participle
blow	blew	blown
buy	bought	bought
cost	cost	cost

mark. We also use an exclamation mark to indicate a sigh, a moan or a scream. Here is an example of the sounds or words that require an exclamation mark:

Oh!	My oh my!	Phew!
What a day!	Ah!	Shhhhh!
Aggh!	What a day!	Ouch!
Stop, thief!	Wow!	Help!

(iii) Full stop (.)

We use a full stop at the end of a complete grammatical sentence. In using a full stop we are saying we have written a complete grammatical sentence, not a phrase. Look at the following statements and tell which of them deserve full stops.

- (i) Parents do a lot of good things for us
- (ii) Thinking about what to do next
- (iii) Some unthankful children
- (iv) The brothers fought

If you have answered that (i) and (iv) deserve full stops, you were correct. You may also take note of the fact that the length of a sentence does not make it a complete sentence, and the shortness does not make it an incomplete sentence. We tell that by the completeness of the sense.

(iv) The comma (,)

A comma is a very important device for promoting understanding and ease in reading. .

1. We use a comma to separate items in a list that is in a sentence.

Example: We will visit the museum with John, Senzo, Willard and Richard.

Please note that ‘and’ comes between the last two items and the comma is then not needed.

2. We use a comma to separate a subordinate clause from the main sentence.

Example: (a) Standing there quietly, I saw them stealing some sweets.

(b) Mrs Mafukate, who lives by selling clothes, has been given a larger stall.

3. We use a comma when we begin our sentences with words such as: Finally,... As a result,... Eventually,...

Example: As a result, we are not going to listen to false information.

4. We use a comma when addressing a person directly by name or title.

Example: (a) May you lift that bag, Nyasha?

(b) Mildred, come here.

(c) Would you mind if I use your board marker, Sir?

5. We use a comma to separate direct speech from the rest of the sentence.

Example: (a) Mrs Matake said, “We have a child with a strange disease here.”

When they arrived in the Kasambavezi Valley, they saw many homes of the Tonga people which the hunters had not told them about. One of the Tonga chiefs told them that if they wanted to be given pieces of land to settle, they should first of all undergo a certain Tonga initiation ritual. The three brothers were not willing to undergo that initiation and returned home sad. They then took their families and trekked south.

The youngest of them, Chomukutu, settled near a hill called Hwiru in modern day Gutu. (The white people were unable to pronounce the long name and preferred Gutu.) The second eldest brother negotiated with people of Moyo totem and was given land to settle in modern day Ndanga. Again it was the white man who mispronounced Nendanga's name. The Moyos were happy to give him a place to settle, for they said that their sons had an alternative tribe to marry from apart from the people of Hungwe totem among whom Chomukutu had settled. The eldest of them, Neromwe settled further south near the modern-day town of Chiredzi. He was also given a flat place to settle by the Moyos who wanted to be shielded from the Nguni warriors who often made trips from modern day South Africa to look for land for expansion.

Typical language examination questions

- Fill in the blank space with the appropriate preposition. The village headman invited all the villagers _____ a meeting.
A. at B. with C. to D. for
- Another word that means the same as the word 'filthy' is
A. ancient. B. dirty. C. exhausted. D. useless.
- Fill in the blank space with an appropriate adverb. The small girl sang
A. beautiful. B. more beautiful. C. beautifully D. beauty
- They did not leave the city for six days. They stayed _____ until the end.
A. there B. they C. their D. the
- Join the following sentences using an appropriate conjunction. Natasha is very short _____ Nukokhanya is fairly tall.
A. because B. while C. when D. and
- Use the verb 'dig' in the correct tense to fill in the blank space. The boys had _____ a deep hole to bury the dead dog.
A. dig B. dug C. digged D. dag
- An adjective is a describing word. Which adjective can suit this description best? We had a _____ holiday because of Coronavirus.
A. longy B. long C. wide D. huge
- The man did not have good sleep last night _____ of mosquitoes. Fill in the blanks.
A. because B. since C. as a result D. due
- One is called a city. Many of them are called
A. cites.
B. citys.
C. cits.
D. cities.

GRADE 5 EXAMINATION PRACTICE 1

ENGLISH

501/01

PAPER 1

TIME: 1 HOUR 30 MINUTES

INSTRUCTIONS TO CANDIDATES

- When you are told to start choose **one** correct answer from the suggested answers.
- Answer **all** the questions on the separate answer sheet.

READ THE PASSAGE BELOW AND ANSWER THE QUESTIONS THAT FOLLOW.

Simbarashe the notorious

Simbarashe was a very naughty boy who the neighbourhood knew well. He lived with his mother who often told him to stop being a nuisance but he would not listen. One day Simbarashe saw an unfamiliar bottle, which had contents that looked like milk. The bottle was in the cupboard. His mother had often warned him against touching unfamiliar objects. Simbarashe quickly glanced around the room, when he was sure no one was watching him, he grabbed the bottle and emptied its contents in his mouth. The smell of the liquid was strange but the taste was not bad. After drinking the liquid, Simbarashe went off to play.

He started sweating profusely. Suddenly, he fell and became unconscious. The next thing he remembered was waking up on a hospital bed with syringes stuck in his veins. The nurse who stood next to him, administered injections on him. His body ached and he felt nauseous. Simbarashe could not believe that his actions had almost cost him his life. He vowed that from that day he was going to stop being naughty.

COMPREHENSION QUESTIONS

1. Who lived with Simbarashe?
A. father B. mother C. sister D. aunt
2. Where was the bottle?
A. on the cupboard B. in the cupboard C. in a box D. on a box
3. Simbarashe thought that there was some _____ in the bottle.
A. milk B. water C. chemical D. tea
4. Where did Simbarashe go after drinking the liquid?
A. to school B. to play C. to draw D. home
5. Which of the following did Simbarashe not feel?
A. suffocated B. dizzy C. weak D. angry
6. Where was he when he woke up?
A. clinic B. hospital C. surgery D. theatre

LANGUAGE QUESTIONS

CHOOSE THE CORRECT WORD TO COMPLETE THE FOLLOWING SENTENCES.

7. Simbarashe was _____ naughty that the other boys did not like to play with him.
A. too B. that C. to D. so
8. Sick people are _____ in a hospital.
A. killed B. murdered C. treated D. chased
9. The naughty boy jumped _____ the fence.
A. on B. off C. in D. over
10. _____ Simbarashe and his mother were ill.
A. All B. Even C. So D. Both
11. The opposite of remember is
A. forget. B. forgot. C. forgetting. D. forgotten.
12. Simbarashe lay _____ the shade of the tree.
A. on B. by C. in D. under
13. Simbarashe was a naughty boy _____ he?
A. hasn't B. was C. isn't D. wasn't

READ THE PASSAGE BELOW AND ANSWER THE QUESTIONS THAT FOLLOW.

On that day, the children at Mathew Rusike Children's Home were putting on their best clothes and were in their best behaviour. It was a special day for the children because the Methodist Church in Zimbabwe's representatives from the Southridge society were going to donate goods and throw a Christmas party for the children.

It was a day the children would never forget. They were served mouth-watering food and had soft drinks to their contentment. When music was played, the children thronged the dance floor and executed amazing dance skills, which made the representatives, stare in awe. The children were without doubt, talented. The onlookers thought that Mathew Rusike had done a great deed by starting the orphanage; otherwise, a lot of talent would have gone to waste.

At about four o'clock, a bell was rung and all the children took their seats. It was time for the unveiling of the donations. The children were given clothes, school uniforms, textbooks, and stationery, which the church members had collected. The children were elated. One of the foster parents gave a vote of thanks and people dispersed to their respective homes.

COMPREHENSION QUESTIONS

14. The donation was made by the _____ Church in Zimbabwe.
A. Catholic B. Methodist C. ZAOGA D. AFM
15. On that day, the children had
A. food and water. B. food and wine. C. food and soft drinks. D. food and milk.

To his horror two gun-wielding men had entered the room through the window. They held Tawona by the throat before he could scream. Both men were stout; wore full-face masks that concealed their faces. One of the men warned Tawona against raising an alarm while the other one searched the room.

After having searched the room, they seemed not to have found what they were looking for. Tawona knew nothing about the map they claimed was in his room. One of the men suggested they torture him to extract the information they wanted. One of them shot Tawona in the knee. The pain was so excruciating that Tawona let out a blood-chilling scream that made his mother rush to his room. She found him drenched in sweat and sobbing. She shook him; he woke up only to see that he had been dreaming.

COMPREHENSION QUESTIONS

27. What time did the story take place?

- A. morning B. afternoon C. evening D. night

28. How many people are in the story?

- A. three B. four C. five D. five

29. What made Tawona wet?

- A. tears B. urine C. blood D. sweat

30. The men were looking for a

- A. gold. B. silver. C. map. D. mop.

31. Who woke Tawona up?

- A. sister B. brother C. father D. mother

32. Tawona screamed because he was

- A. afraid. B. scared. C. in pain. D. killed.

33. Which word means the same as accustomed?

- A. fit B. can C. used D. like

LANGUAGE QUESTIONS

CHOOSE THE CORRECT WORD TO COMPLETE THE FOLLOWING SENTENCES.

34. The screws on the window of Tawona's window were

- A. lose. B. loose. C. lost. D. most.

35. Tawona's mother _____ him up when he had the nightmare.

- A. wake B. wakes C. woke D. waking

36. The nightmare was the _____ of all the nightmares he had.

- A. good B. better C. worse D. worst

37. One of the men sat on the

- A. bad. B. bed. C. bird. D. bead.

38. The men had _____ masks on.
- A. their
 - B. there
 - C. they're
 - D. they
39. One of the men was leaning _____ a table.
- A. on
 - B. in
 - C. between
 - D. against
40. Which sentence is correctly punctuated?
- A. Was Tawona dreaming.
 - B. was Tawona dreaming.
 - C. Was tawona dreaming?
 - D. Was Tawona dreaming?

GRADE 5 EXAMINATION PRACTICE 1

ENGLISH

501/02

PAPER 2

TIME: 1 HOUR 45 MINUTES

INSTRUCTIONS TO CANDIDATES

- Answer **all** the questions on the answer paper. In Section A, choose **either** 1(a) **or** 1(b).
- Write all sentences in good grammar and punctuate them correctly.
- You are advised to spend **1 hour** on Section A and **30 minutes** on Section B.

SECTION A: COMPOSITION (20 MARKS)

You are advised to spend **1 hour** on this section.

1. Answer **either** (a) **or** (b)

Either (a)

Write a composition about your pet. Your composition should be between **80** and **120** words in length. Use the following points and any other you may think of to write your composition.

- The type of pet
- What its name is
- Its appearance
- How does it help you
- Why do you like it

Or (b)

Your mother has been involved in an accident. Write a letter to your uncle informing him about the problems you are facing. Your letter should be between **80** and **120** words in length. Use the following points and any other you may think of to write your letter.

- when was she involved in an accident
- where was she going
- which means of transport was she using
- how badly she was injured
- the problems being faced

SECTION B: COMPREHENSION AND SUMMARY (15 MARKS)

You are advised to spend **45 minutes** on this section.

2. Read the following passage very carefully before you attempt to answer any questions.

Answer **all** questions in full sentences. You are advised to write your sentences in good grammar and punctuate them correctly.

17 Chigwenhure Road
Mufakose
Harare

21 June 2021

Dear Matifadza

It is with a heavy heart that I write to you this letter to tell you that last month my father brought home a woman who is about my elder sister's age. The woman is his second wife; he forces us to attend to her needs.

Since the woman joined our family, my mother has been as unhappy as King Lear. My mother and the woman (who she calls Sheba) quarrel over almost anything; from the food we eat, to the choice of clothes my father wears. We are not used to the frequent quarrels; the conflicts make us feel helpless. As a result, my performance in class has nose-dived.

My father however has no regard for the effects. Of late, he has turned to abuse my mother. At one time he told her that we were not his kids. Mattie, I am very worried. What if my father throws us out of our home?

Life at our home may never be the same. The woman spends my father's hard-earned money extravagantly. At that rate, I think that soon my father will not be able to provide descent meals for us. Eventually, we are likely to drop out of school.

How is your new school Mattie? Please greet Mandy for me.

Your worried friend

Gina

Questions

- (a) Who wrote the letter? [1]
- (b) When was the letter written? [1]
- (c) Why was the letter written? [1]
- (d) When did Gina's father take another wife to his home? [1]
- (e) What was the other woman's name? [1]
- (f) Name one thing the writer's mother and the other woman quarrelled over. [1]
- (g) Why did Gina's grades in class drop? [1]
- (h) How old was Sheba? [1]
- (i) Give the meaning of the word 'extravagantly'. [2]
- (j) Write a summary to show how the coming in of the other woman affected the members of Gina's family. Your summary should be less than 80 words in length.

Begin your summary as follows:

The previous month, Gina's father brought home a young woman... [5]

GRADE 5 EXAMINATION PRACTICE 8

ENGLISH

501/01

PAPER 1

TIME: 1 HOUR 30 MINUTES

INSTRUCTIONS TO CANDIDATES

- When you are told to start choose **one** correct answer from the suggested answers.
- Answer **all** the questions on the separate answer sheet.

READ THE DIALOGUE BELOW AND ANSWER THE QUESTIONS THAT FOLLOW.

- Mother : Wake up John! You can't sleep up to this hour.
- John : Mother I am feeling sleepy. I don't want to go to school today.
- Hazel : (*shocked*) Wha-a-at? Honestly, how can you not want to go to school?
- John : Hazie, please. Shut up and go away. I want to sleep. My head is aching today.
- Mother : Not in my house. Wake up and go bath now. You want to trouble me at this level. What more when you get to Grade 7, Form Four, or A-Level. (*Taking off the blankets that were covering John*). Hazel brings a stick quickly.
- Hazel : (*Giggling and rushing to take a stick*)
- John : Fine mum am waking up now. Five minutes, please.
- Mother : Wake up now and bath. I don't know why you children of today don't want to go to school. Two days ago you had a stomach ache. Today Thursday it's a headache. Wake up. (*Hitting John with a stick Hazel had brought*)
- John : (*Crying*) Mum please don't hit me. I am waking up.
- Mr Manhuchu : What is the noise about so early in the morning like this?
- Hazel : (*Running to her father*) It's John again. He doesn't want to go to school.
- Mr Manhuchu : John! John! Come here!
- John : (*Sobbing*) Coming dad.
- Mr Manhuchu : Sit there. (*Looking sternly into his son's eyes*). From today onwards I don't want to hear you telling me that you don't want to go to school because you are sick. We used to walk very long distances going to school but we never missed a day. We were doing it for a good life we are living today. You will go to school daily and have no excuses. You are only in Grade 5.
- John : I'm sorry dad. Let me go bath. Please forgive me. (*Stands up and goes straight to the bathroom*).

COMPREHENSION QUESTIONS

1. How many people are in the dialogue?

A. 2

B. 3

C. 4

D. 5

2. In what Grade was John?
A. 5 B. Form 4 C. A Level D. 7
3. On what day did John complain about stomach ache?
A. Monday B. Tuesday C. Wednesday D. Thursday
4. The conversation was between
A. friends. B. relatives. C. strangers. D. family members.
5. John and Hazel were
A. brothers. B. sisters. C. siblings. D. friends.
6. Which word in the passage means having a hardness and severity of manner?
A. giggling B. stern C. aching D. excuses

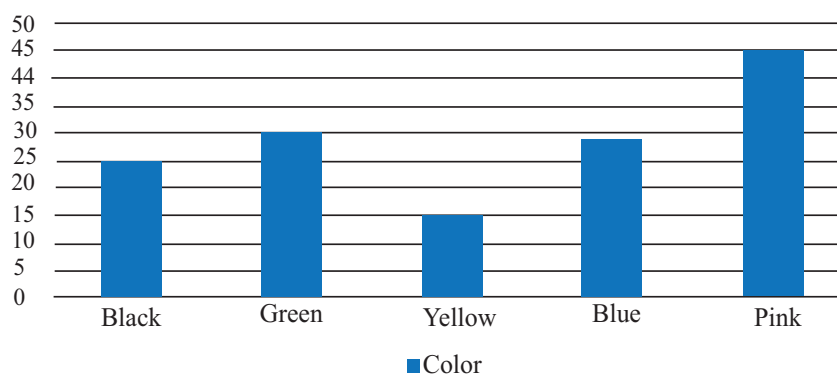
LANGUAGE QUESTIONS

CHOOSE THE CORRECT WORD TO COMPLETE THE FOLLOWING SENTENCES

7. John wrote his Mathematics exercise _____ pencil.
A. with B. by C. of D. in
8. She remembered it when I
A. arrive. B. arrived. C. arrives. D. arriving.
9. Mr Manhuchu shared the money _____ his two children.
A. between B. among C. with D. to
10. Mother loved her children _____ much.
A. very B. such C. little D. great
11. He _____ with fear when father called him.
A. freeze B. freezes C. frozen D. froze
12. Piles of paper _____ always found in John's room everyday.
A. is B. are C. was D. were

STUDY THE GRAPH BELOW AND ANSWER THE QUESTIONS THAT FOLLOW.

The graph shows the number of learners in Grade 5 B and their favourite colours.



- (j) You can include some of the following points in your summary:
- looked down the road
 - collected maize cobs
 - cried
 - went to her friend's house
 - dialled a number on her phone

Examination 6 Paper 2 Answers

Section B

- (a) The Humba family lives in Bulawayo.
(b) The family goes to church every Sunday.
(c) Mr and Mrs Humba have four children.
(d) Grace's father works at a mine.
(e) Mrs Humba is the doctor in the story.
(f) The Humba family is a happy, respected, dignified and successful family.
(g) Grace chose to study at a local university because she wanted to look after her parents.
(h) She is studying engineering.
(i) Siblings mean one's brothers and sisters.
(j) The word it in the last sentence refers to the Humba family.
(k) Mrs Humba is a doctor and her husband is a miner. They live in Bulawayo and have four children. They have a happy and successful family. Their children live in their own except Grace who is still at university. Grace loves looking after her parents and is studying engineering. Mrs Humba is a good mother who looks after her family very well.

Examination 7 Paper 2 Answers

Section B

- (a) Children's rights protection groups were applauded by the government.
(b) The story is about efforts to end child marriages.
(c) Simukai Child Protection Programme hosted the symposium.
(d) The symposium was held in the capital.
(e) The symposium was held in order to make recommendations on how to end child marriages.
(f) Community attitude change can stop child marriages.
(g) Dr Ndlovu called for the removal of harmful traditions.
(h) A word in the passage which means doing things knowingly is consciously.
(i) Annah Machaya was fourteen years old.
(j) The word entrenched means firmly established.
(k) Simukai Child Protection Programme hosted a meeting where the government applauded all children's rights groups for their efforts to end child marriages. Dr Ndlovu was the guest of honour and she called on the removal of dangerous traditions and the need to change societal attitudes towards child marriages. Stakeholders also presented their views from the researches they had done with different groups.