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Grade

6

Revision
Guide



Dennis Gumi
Suzzie C. Rudanda
Taurai Nyota

New Curriculum
With
Answers

Plus One | Serious Revision

ENGLISH

Grade 6 Revision Guide

(with answers)

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Anchors of the schools curricula

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Chapter

1

EXAMINATION PREPARATION TIPS

Introduction

In this chapter, we are going to discover how easy it is to pass your Grade Six English examinations. For you to do that successfully, you need to put much concentration on the explanations and examples which are given. These explanations make it easy for you to understand the requirements for each question and budget your time carefully for every part of the question papers. Enjoy using this book and also using English Language in communicating any information you have.

1.1 Examination Preparation Tips

English Paper 1 is made up of forty multiple-choice questions. The answers provided on each question are from A to D. You are supposed to choose one correct answer from them. These will be comprehension and Language questions.

English Paper 2 is divided into sections, Section A and Section B. In Section A, you are going to choose one out of two given compositions. In Section B, you answer comprehension questions which add up to 10 marks and a summary which carries 5 marks.

A. Answering paper 1 comprehension questions

Tip 1

- Read the topic of the given passage. This will guide you on the subject matter of the passage and, therefore, help you to easily understand what you are reading about.
- Read the passage for the second time and then the questions asked below the passage. This will help you to identify the answers in the passage.
- Read the passage for the third time and answer the questions. On each question, read the question and then the answers from A to D. Choose only one answer you think is correct and shade the correct lozenge for that answer. If you shade two or more lozenges, the answer is regarded as wrong.

Tip 2

- You must be able to give meanings of some words or phrases in the passage according to how they have been used in the passage.
- Remember, you may be required to integrate English with your knowledge of other learning areas.

Chapter

2

COMPOSITIONS

Introduction

In Chapter 1, we highlighted types of compositions that you will be required to write in your Grade 6 and 7 examinations. These are business letter, friendly letter, a report, a narrative composition, a descriptive composition, an argumentative composition and a speech. In this chapter, we are going to make clear how each of them should be written. This will help you to attack the questions easily when writing your English examinations.

2.1 How to write a business letter

A business letter is written to a non-relative recipient. It is written only for communication in relation to a particular business matter that must be attended to. It can be written when applying for a certain job, complaining about something or requesting for certain services. It has some characteristics which make it different from a friendly letter as we shall see below:

- Write your own address in full.
- 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 Director, The Manager, The Councillor, The Minister, The Head, The Member of Parliament, The Human Resource Manager, and so on.
- Then the forwarding address comes immediately after this.
- 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, you may be sure that your councillor is a woman or a man, and thus you just write 'Dear Madam' only or 'Dear Sir' only.
- Then write 'Re.' On this line you write the subject matter of the business for which you are writing the letter. See the example below:

Re: Application for a Form 1 place.

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

- Write the body of the letter using the points which you have been given.
- Arrange the points in an order you think is favourable to you.
- Use the correct tenses.
- Punctuate your sentences properly.
- Use polite language in writing your letter. (Formal language)

In rural areas, we receive our letters at school, clinics, shops, at churches, or some other permanently set up institution. Therefore, when we want to write our letters, we first write the address of any of the stated institutions which we use as our address.

Study the friendly letter format given below. This is how you should start your letter.

Your address:

Mpalawani Primary School
P O Box 1722
Insiza

Skip a line and write your date:

22 July 2021

Skip a line and now write your salutation:

Dear Adonai

After the salutation, you then write the body of the letter using the given points. Try as much as you can to write as if you are writing to a real friend.

In a friendly letter, you are free to start your letter by greeting the friend or relative who is receiving your letter. Do not exceed the number of words stated or write words below the required number.

Words in the date and salutation are not counted.

When signing off your letter you can write:

Your friend

Dipsy (your first name without a surname because the receiver knows you)

- Do not use punctuation marks such as full stops, commas or any other punctuation marks when writing your address, date, salutation and when signing off as shown on the illustration above.
- In the body of your letter, you should arrange your points into different paragraphs since they represent different ideas.
- Related ideas can be written in the same paragraph.
- You should construct meaningful sentences when using the given points.
- Use the correct tenses, for example, past tense, present tense and future tense.
- You should bear in mind the correct use of punctuation marks such as fullstops, commas, capital letters, exclamation marks, opening and closing inverted commas.
- You should be able to meet the number of words stated (80 to 120 words).

Common errors in writing a friendly letter

- Failing to write your full address (forgetting the city or town).
- Forgetting to write the date in full for example day/month/year (dd/mm/yyyy).
- Failing to construct meaningful sentences.
- Failing to use punctuation marks where necessary.
- Failing to spell words.
- Failing to meet the required standard length, 80 to 120 words.

The format of writing a speech

- You need a topic or title which is precise that covers all the points you are going to speak . In the examination, if you are not given the title you can make it up from the examination question.
- In the introduction of your speech, you need to introduce yourself, in case some people among your audience do not know you. Tell them what you are going to talk about.
- In the body of your speech, you are going to make yourself clear on all points you are talking about. The best way to elaborate your ideas is to build a paragraph around every idea. Make sure you make every idea clear enough before you move to the next paragraph.

Common errors in speech writing

- Failing to present the correct title of the speech.
- Failing to present the speech as one would give it to a real audience.
- Failing on sentence construction.
- Failing to use punctuation marks where they are needed.
- Failing to write correct spellings.
- Failing to meet the length of the speech (80 to 120 words).
- Failing to write names of people and places as if it was a real speech.

2.5 Composition writing

Composition writing is a chance you are giving yourself to show the level of English that you know. You are going to show the examiner how deep and impressive your language is, how you express yourself or, on the other hand, how faulty your writing is.

- This write-up can be expressed as a narrative (story), a descriptive composition (showing the structure of something), and finally an argumentative composition (convincing the reader with your point of view).
- Provide a topic if you have not been given any. You can derive it from the question.
- Begin your composition with an introduction which states the general idea of your composition.
- Write the body after skipping a line. Expand the given points. Remember to expand the points so that they do not look like short answers.
- Observe all grammatical aspects, the punctuation as well as the correct spellings of words.
- You need to have a conclusion which sums up the ideas you have written about in the composition. In your conclusion you may be bringing in your own judgement or commenting on the subject matter you have written about.
- Write the number of words you have written after completing your composition.

Common errors in composition writing

- Failing to write the correct topic.
- Failing to arrange the given points.
- Failing to expand the given points.
- Failing to construct meaningful sentences.
- Failing to use punctuation marks.
- Failing to write correct spellings.
- Failing to meet the required length 80 to 120 words.

Answer

*Vhungwi Primary School
P O Box 121
Muzarabani*

26 July 2021

*The Councillor (Ward 29)
Muzarabani Rural District Council
P O Box 237
Muzarabani*

Dear Sir

Re: Thanking you for drilling a borehole in Mandiziva Village

On behalf of Mandiziva residents, I would like to thank you for drilling a borehole in our village.

Mandiziva Village is one of the drought-stricken areas in Muzarabani. Most villagers were relying on water from rivers. Before you gave a hand, there was a serious outbreak of typhoid and cholera in the village. When the Rural District Council came to do the drilling, for the people of Mandiziva it was like a dream. The people from Mudzingambiri and Chemhanza Villages are also benefitting from the project.

The borehole has benefited the community by reducing the spread of typhoid and cholera. We are now living in a clean and healthy environment.

Yours faithfully

Panashe Machaya

(110 words)

NB: In a business letter there is no chance for greetings.

Chapter 3

COMPREHENSION AND SUMMARY

3.1 Introduction

Comprehension is an ability which has to do with understanding what you are reading. This means that when reading any given passage, you need to closely understand what you are reading and follow the story, letter or speech very closely. Comprehension questions test your understanding of the story, letter or speech.

Below are a few tips we have given you which will help you in understanding any given passage easily.

3.2 Reading Tips

- (a) If it is a letter read the address, date and salutation
- (b) If it is a report, speech or some other passage, read the topic.
- (c) Read the passage once.
- (d) Read for the second time, identifying new words and phrases.
- (e) After that, read the given questions carefully.
- (f) Read the passage for the third time, then answer the questions asked.
- (g) Answer all questions in full grammatical sentences and punctuate them correctly. (This does not mean you should repeat the question).
- (h) Take in mind the number of marks awarded per question.
- (i) Follow the correct numbering of questions as given on the question paper.
- (j) Be time-conscious, budget your time wisely.

3.3 Words to master when answering comprehension questions

- (i) **Who** – your answer should be a name of a person.
- (ii) **What** – should give specific information regarding the matter.
- (iii) **Which** – you must select the answer from the given information.
- (iv) **When** – your answer must indicate the time for example day, week, month, year or season.
- (v) **Where** – your answer must be a place, for example, bridge, school, clinic, and so on.
- (vi) **Why** – you should give a reason for something as asked by the question.
- (vii) **How many** – your answer must indicate number.

3.4 Typical comprehension examination

Read the following passage very carefully before you attempt any question. Answer all questions in full sentences. You are advised to write them in good grammar and punctuate correctly.

Chapter

4

LANGUAGE STRUCTURES

4.1 Introduction

When we talk of language structures, we are simply saying that we should be able to use words correctly in order to communicate. Think about this example: when a child learns to talk at the age of one and a half years to two years, he or she learns a few words before learning to connect those words correctly to make meaningful statements. In the same way, we are going to closely look at words as parts of speech and then later learn how these words are correctly linked with others for them to say something meaningful. In short, for anyone to learn how to communicate well in English, he or she should first know the functions of various words that are used. This chapter is going to look at exactly that.

4.2 Parts of speech

Nouns

A noun is a word which states the 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**). All noun family members exist in these two groups.

Study the table of examples given below:

Concrete nouns	Abstract nouns
chair	hunger
road	anxiety
school	satisfaction
table	education
horse	dependence
house	laziness
wall	freedom
door	misery
animal	pain
book	ability

(i) Adding 's' or 'es'

The general rule is that we make a noun plural by adding 's'. However, there are a few nouns on which we add 'es' to make it plural. Nouns which end with an 'o', an 'x' or two or more consonants all need 'es' when making them plural. Study the examples below:

Nouns ending in 's'

bag	-	bags
table	-	tables
hat	-	hats
road	-	roads
farm	-	farms
garden	-	gardens

Nouns ending in 'es'

dish	-	dishes
box	-	boxes
potato	-	potatoes
witch	-	witches
buffalo	-	buffaloes
fox	-	foxes

(ii) Nouns ending with a 'y'

Nouns ending in 'y' can also be placed into two groups so that we understand how they are placed into their plural forms. Nouns ending in a **vowel + y**, we just add an 's'. Nouns ending in a **consonant + y**, we drop the 'y', replace it with an 'i' and then add '-es'. Study the few examples below carefully for you to learn the guidelines.

vowel + y

key	-	keys
boy	-	boys
donkey	-	donkeys
holiday	-	holidays
tray	-	trays

consonant + y

story	-	stories
lorry	-	lorries
baby	-	babies
country	-	countries
battery	-	batteries

(iii) Nouns ending in '-f'

For nouns which end with an 'f', there are some which just require an 's' for plural and there are others which require '-ves' for plural. Study the few examples below.

Plurals with 's'

chief	-	chiefs
belief	-	beliefs
roof	-	roofs
cliff	-	cliffs
gulf	-	gulfs
handkerchief	-	handkerchiefs

Plurals with '-ves'

thief	-	thieves
leaf	-	leaves
loaf	-	loaves
shelf	-	shelves
calf	-	calves
wolf	-	wolves

(iv) Noun plurals which do not need 's' or 'es'

There are a few special nouns which do not need 's' or 'es' when we change them to plural form. They simply change slightly to words with new spelling. Observe a few examples given below.

Noun

man
woman
tooth
foot

Plural

men
women
teeth
feet

The following nouns should not be treated as countable nouns: water, beer, milk, salt, sugar, mealie-meal, money, life, equipment, material, news, information, advice, furniture, property.

Pronouns

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

Personal pronouns

Subjective case	Objective case	Possessive case	Possessive adjective	Reflexive case
I	me	my	mine	myself
we	us	our	ours	ourselves
you	you	your	yours	yourself
you	you	your	yours	yourselves
he	him	his	his	himself
she	her	her	hers	herself
it	it	its	its	itself
they	them	their	theirs	themselves

We now want to look at how personal pronouns are used in English.

Firstly, we use them in the **subjective case**. That is to say, the pronoun is doing the action.

Examples: **He** comes from Kadoma.
 They know nothing about it.
 I live on vegetables and fruits only.

We also use the pronoun in the personal pronouns in the objective case. That is to say, the pronoun is receiving the action.

Examples: The police arrested **them**.
 Someone told **her** about it.
 Fire makes **me** scared.

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

Examples: The dog is licking **its** tail.
 Be sure of **your** information before you speak.
 I lost **my** notes.

Mine, ours, yours, his, hers, its and **theirs** are also possessive pronouns called possessive adjectives.

Lastly, we have personal pronouns which refer back to the noun being discussed. That is why they are called reflexive pronouns. They reflect back to the noun being talked about. Examples: Politicians praise **themselves**.

We hit **ourselves** hard with an own-goal.

She plastered **herself** on the face with beautifying cosmetics.

Paragraphing

The last aspect of punctuation we are going to look at is paragraphing. We start a new paragraph to show that we are switching on to a new idea which is slightly different from the previous one. Mixing two different ideas in one paragraph is quite clumsy. We skip a line when we start a new paragraph.

4.3 Typical Language Examination Questions

1. Fill in the blank space with the appropriate preposition. The teacher was not well-versed _____ his subject matter.
A. at B. with C. by D. for
2. If the book is not big, it is small. If it is not useful, it is
A. ancient. B. dirty. C. exhausted. D. useless.
3. Fill in the blank space with an appropriate adverb. The job was completed
A. good. B. well. C. better. D. goodly.
4. Many parents send _____ children for extra lessons. Choose the correct word to use on the blank space.
A. there B. they C. their D. the
5. Which conjunction can be used to join the two parts of sentences?
We carried our umbrellas _____ it looked like it was going to rain.
A. because B. while C. when D. and
6. Choose the correct verb in the simple present tense to fill in the blank space.
The man _____ sleep because of his money which was stolen.
A. loses B. looses C. losses D. lose
7. Choose a word which correctly describes the noun in the following sentence.
Coronavirus is a very _____ disease.
A. frightened B. scary C. melodious D. quiet
8. A group of soldiers is called an army. A group of beautiful ladies is called a
A. bevy. B. polite. C. choir. D. congregation.
9. One is called a goose. Many of them are called
A. geoses. B. goses. C. geeze. D. geese.
10. Which one of the following sentences is correctly punctuated?
A. The ladder, which was used to get to the top, was removed immediately.
B. The ladder which was used to get to the top, was removed immediately.
C. The ladder, which was used to get to the top was removed immediately.
D. The ladder which, was used to get to the top, was removed immediately.
11. Which one of the following is the best synonym of 'fast'?
A. rush B. speedy C. once D. first
12. Here _____ the news read by Silibaziso Bhasopo. Choose the correct verb to fill in the blank space.
A. is B. are C. were D. was

ZIMBABWE GRADE SIX EXAMINATIONS

ENGLISH
PAPER 1

701/1

SPECIMEN PAPER

Time: 1 hour 45 minutes

INSTRUCTIONS TO CANDIDATES

1. Read **all** the instructions carefully.
2. Do **not** open this booklet until you are told to do so by the invigilator.
3. Use **only** an **HB** pencil for all entries on the answer sheet.
4. When you are told to start, choose **one** correct answer from the suggested answers and shade it **very dark** as shown in the examples at the top of the answer sheet.
5. If you wish to change your answer, **erase** it **completely** with a pencil rubber and then shade the new choice.
6. If **more** than **one** lozenge is shaded for any one answer, that answer will be regarded as wrong.
7. Answer **all** the questions on the separate answer sheet provided.
8. If **you do not understand** the instructions, **ask** the invigilator to explain them to you **before you start**.

INFORMATION FOR CANDIDATES

Each question carries one mark

This question paper consists of 9 printed pages.

[Turn over

ZIMBABWE GRADE SIX EXAMINATIONS

ENGLISH
PAPER 2

701/2

SPECIMEN PAPER

Time: 1 hour 45 minutes

INSTRUCTIONS TO CANDIDATES

1. Read **all** the instructions carefully.
2. Do **not** open this question paper until you are told to do so by the invigilator.
3. Use a **blue** or **black** pen to write your answers.
4. Write your name, centre number and candidate number on the answer paper provided.
5. Answer **all** the questions on the answer paper. In Section A, choose **either** 1(a) **or** 1(b).
6. Write all sentences in good grammar and punctuate them correctly.
7. You are advised to spend 1 hour on Section A and 30 minutes on Section B.
8. If you use more than one sheet of paper, fasten the sheets together.
9. **If you do not understand** the instructions, **ask** the invigilator to explain them to you **before** you start writing.

This question paper consists of 4 printed pages.

[Turn over

GRADE 6 EXAMINATION PRACTICE 1

ENGLISH

701/01

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.

The Covid-19 Pandemic

The Covid 19 pandemic in 2020 disrupted the normal school terms. In March that year schools closed for close to a year with only examination classes, in Zimbabwe, opening in October in preparation for examinations. The other classes only attended school on staggered basis. Learners dismissed early from school with some classes only attending school for three days a week. Schools had to cope with the new normal where not more than thirty-five learners were supposed to be in a classroom at any given time. Wearing of masks became mandatory. Temperature checks and sanitisation was done at every entry point of the school to reduce the spread of the Covid-19 disease. These were the effects of the deadly infectious Covid-19 disease around the entire world.

A national lockdown during the pandemic period led to the introduction of online learning and radio lessons to replace face to face learning. Learners lost a lot of learning time but still went on to successfully write their examinations. Some learners were engaged in indecent and unacceptable activities during the lockdown with some getting pregnant and married. Some learners were involved in smoking and taking drugs. Generally, the Covid-19 pandemic severely affected the world's education system and economies.

COMPREHENSION QUESTIONS

1. What disrupted the school terms?
A. the Covid-19 pandemic
B. examination classes
C. the new normal
D. opening in October
2. Which classes opened early in 2019 after the lockdown?
A. all classes
B. other classes
C. examination classes
D. Grade Seven and A level classes
3. Attending school 'on staggered basis' mean learners attended school
A. daily. B. weekly. C. always. D. alternately.
4. What was done to ensure that learners continued to learn while at home?
A. stagger school attendance
B. engaging in unacceptable activities
C. online and radio lessons
D. taking drugs

- Chido: (Surprised) Saying no to money? I will never do that my dear. (Shaking her head in disbelief).
- Vannessa: (Walking away from Ryan). Good luck Mr Goodboy. Chido come join me for lunch. I brought chicken and chips.
- Ryan: (Shaking his head and gazing at the two girls as they walk away out of the school hall)
- Tendai, the newcomer, joins Ryan and offers to help him do the work. Two more learners who were listening to the conversation come to join the two boys as well.

COMPREHENSION QUESTIONS

28. The conversation took place
- A. at lunch time.
 - B. at break time.
 - C. after lunch.
 - D. during a late break time.
29. Both girls agreed that
- A. school was important.
 - B. they were able to do the given work.
 - C. school was not important.
 - D. not pay Ryan for doing the work for them.
30. Vannessa's family was
- A. poor.
 - B. penniless.
 - C. impoverished.
 - D. wealthy.
31. Who needed time to watch television and play games?
- A. Chido
 - B. Ryan
 - C. Vannessa
 - D. Tendai
32. Where did the conversation take place?
- A. at lunch time
 - B. in the school hall
 - C. in the Grade 6 classroom
 - C. at the shops
33. From the passage the word disbelief means
- A. believe.
 - B. astonishment.
 - C. unwillingness.
 - D. inability.

LANGUAGE QUESTIONS

CHOOSE THE CORRECT WORD TO COMPLETE THE FOLLOWING SENTENCES.

34. Ryan will have to do the assignment by himself _____ he finds someone to help him.
- A. if
 - B. unless
 - C. because
 - D. although
35. If I _____ Chido, I would have listened to Ryan.
- A. were
 - B. was
 - C. am
 - D. is

36. Vanessa brought her lunch box. It is
- A. his.
 - B. theirs.
 - C. hers.
 - D. mine.
37. All the children were standing _____ when they were talking.
- A. their
 - B. they
 - C. they're
 - D. there
38. We could hardly hear what the teacher was saying. He was speaking ____ to us.
- A. audibly
 - B. inaudibly
 - C. legibly
 - D. illegibly
39. The heartless boy _____ the newcomer's satchel.
- A. steal
 - B. stole
 - C. stolen
 - D. stealing
40. Our teacher was impressed _____ Ryan's bravery.
- A. on
 - B. of
 - C. to
 - D. by

GRADE 6 EXAMINATION PRACTICE 1

ENGLISH

701/02

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 **45 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 an epidemic disease that once affected your community. 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:

- name of disease
- how it is caused and transmitted
- how it is treated or cured
- how it started in your community and spread
- what the community did to stop the diseases from spreading

Or (b)

Your school is invited to a National Tree Planting Day. Write a speech about the importance of trees. The body of your speech should be between **80** and **120** words in length. Use the following words and any other you may think of to write your speech:

- importance of the day
- why trees are important
- why people must replace trees being cut

SECTION B: COMPREHENSION AND SUMMARY WRITING (15 MARKS)

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

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

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

Journey to the dip tank

By sunrise we were about two and a half kilometers from our home. We were taking the cattle to the dip tank since it was the first Tuesday of the month. The cracks on our feet bled slightly because it was cold. We did not mind that because we were used to walking bare footed. Andrew, Philip and I walked behind the herd, directing them to the dip tank.

When we got to the dip tank, several boys from neighboring villages had arrived before us and the cattle were being dipped in the order in which they had come. We knew that we could not return home as early as we would have wanted to. We were likely to leave the dip tank after midday. As we waited for our turn, we occupied ourselves by playing games with the other boys. After our cattle were dipped, we headed home.

The journey back appeared longer than usual. The cattle were hungry and often strayed to fields which were close to the path we were using. Andrew and Philip were so hungry that they could not increase their pace. There was not much anyone could do about the situation. The sun did not spare us either, the heat from the sun increased with the passing of each hour.

We moved at a slow pace till we got to a place where we could let our cattle graze while we picked wild fruits. After about an hour, both the cattle and the boys were ready to continue with the journey.

Questions

- (a) Where were the boys taking the cattle? [1]
- (b) What made the boys' feet bleed? [1]
- (c) How many boys are named in the passage? [1]
- (d) Why could the boys only leave the dip tank after midday? [1]
- (e) What did the hungry cattle do? [1]
- (f) What shows us that the boys were hungry? [1]
- (g) Give the opposite of the word 'continue'. [1]
- (h) For how long did the cattle graze? [1]
- (i) Give another word which means sunrise. [2]
- (j) In **one paragraph**, write a summary of the problems the boys faced. Your summary should not be more than **80 words** in length including the given **ten** opening words.

Begin your summary as follows:

The boys faced some problems. One of them was that... [5]

GRADE 6 EXAMINATION PRACTICE 3

ENGLISH

701/01

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

Chipo School
Post Office Box 23
Chinhoyi

15 July 2021

Dear Hannah

I am delighted I finally got a chance to tell you about our new house in Orange Groove here in Chinhoyi.

Words cannot explain how excited we were when my father took us to Chinhoyi last month. We departed early in the morning by bus and we thought it was our usual weekend shopping in town. None of us, except dad, knew what was waiting for us that day. My father borrowed a brand new car from his friend in town, which we later learnt that he had bought. We bought food in town and some groceries and off we went to Orange Groove.

I was shocked to see father driving into this beautiful house which had been newly painted grey and had also been recently renovated. He parked the car and I just remained seated admiring what I was seeing. A young lady later came and invited us into the house. We had a tour of the four bedroomed house. What I loved most was the spacious balcony and serenity of the environment.

Father later told us that he had bought the house for us as well as the car. We all jumped with joy and surprisingly a welcome party had already been arranged for us. We had a braai at our new house and I could not believe that I was going to have my own bedroom. The mining business my father had ventured into is paying him handsomely.

How are you my dear friend? I am fine here. Please visit us after the lockdown.

Your best friend

Tauya

COMPREHENSION QUESTIONS

1. Who wrote the letter?

- A. Tauya B. Hannah C. Chipo D. Orange Groove

28. When did the new head come to the school?
- A. first term
 - B. second term
 - C. third term
 - D. mid first term
29. What did the school need the money for?
- A. to cater for the school financial demands
 - B. to pay teachers
 - C. to under develop the school
 - D. to buy a laptop only
30. From the passage, keeping their children at home shows that the parents
- A. loved their children.
 - B. did not value the education of their children.
 - C. wanted to go to school themselves.
 - D. wanted their children to help them at home.
31. How did the school head solve the problem of over staffing at the school?
- A. approaching the local community leaders to talk to the parents
 - B. sending the learners home to collect fees
 - C. some teachers had to transfer to other schools
 - D. demanding money from the parents to develop the school
32. Which word in the passage means the same as reluctant?
- A. resilience
 - B. unwilling
 - C. disgruntlement
 - D. drastically

LANGUAGE QUESTIONS

CHOOSE THE CORRECT WORD TO COMPLETE THE FOLLOWING SENTENCES.

33. The school was _____ poor that it could not afford to buy chalks.
- A. very
 - B. so
 - C. much
 - D. too
34. Some parents _____ have time to help their children with school work.
- A. hardly
 - B. little
 - C. scarcely
 - D. few
35. Which word comes first if arranged in alphabetical order?
- A. head
 - B. heaven
 - C. heater
 - D. hidden

GRADE 6 EXAMINATION PRACTICE 3

ENGLISH

701/02

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 **45 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)

Some learners at your school were stung by a swarm of bees at lunch time while playing in the school ground.

Write a report about the incident. 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:

- where the bees came from
- how you got to know about the incident
- what the learners did to save themselves
- the help they got

Or (b)

You have been awarded a scholarship by a local businesswoman to study at a school of your choice.

Write a letter to your uncle or aunt telling them about the scholarship. The body of 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:

- who gave you the scholarship
- how you got it
- the school you want to go to
- any assistance you need
- how you felt about the scholarship

SECTION B: COMPREHENSION (15 MARKS)

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

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

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

SECTION B: COMPREHENSION (15 MARKS)

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

2. Read the following passage very carefully before you attempt answering the questions.

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

Tongai and the Lion

Tongai looked around him, his heart was beating wildly and beads of perspiration formed on his forehead. Around him the dense forest made his blood rush. He drew Tiger, his faithful dog closer to him for comfort.

He had gone to the forest to hunt. Besides the dog, he had a heavy wooden hunting stick which had a rounded end. Tiger was a vicious Pit bull which had been trained to hunt. On that day, Tongai had not caught any wild animal and desperation had prompted him to move further into the forest to a place no man had thought of going. As he moved further into the forest, he heard an unusual sound. Fearing for his life, he hid behind a rock. Tiger wagged his tail and ran towards the sound.

From the sounds heard, Tongai could tell that his dog was in danger. When he peeped over the rock, he was shocked to see his dog fighting a lion. On seeing that his dog was close to being defeated, Tongai threw his hunting stick and it hit the lion at the back of its head. The beast made a mighty roar and fell.

Tongai was relieved. He picked his hunting stick and carried his wounded dog home.

Questions

- (a) Why was Tongai's heart beating wildly? [1]
- (b) Why did Tongai go further into the forest? [1]
- (c) What did Tongai use for hunting? [1]
- (d) Where did Tongai hide? [1]
- (e) Why did Tongai peep over the rock ? [1]
- (f) Why did Tongai carry Tiger? [1]
- (g) What does the word 'vicious' tell us about the dog? [1]
- (h) Give a description of the hunting stick. [2]
- (i) In one paragraph write a summary of what Tongai did in the forest. Your summary should not be more than **80 words** in length including the given **ten** opening words.

Begin your summary as follows:

When he was in the dense forest, Tongai looked around ... [5]

GRADE 6 EXAMINATION PRACTICE 7

ENGLISH

701/01

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.

Conmen

Many people have lost their valuables to conmen. These are heartless men and women who reap where they have not sown. They have no mercy and can do anything to get whatever little people have. It's very difficult to tell whether someone is a conman or not because most of the time these people look very innocent and unsuspecting.

There are several ways in which people get conned of their hard-earned cash or items. One way is being sold goods or services that are not available. The conmen and women are so convincing that they make their unsuspecting victims pay first before delivery of the promised goods. Many have bought houses, land and household goods which are not available and never delivered. The fraudster disappeared into thin air and never answered their phones again. In some cases, they keep promising to deliver and come with petty excuses for not delivering in time.

Some fraudsters send messages to their victims' cell phones informing them that they have won a huge amount of money. They request them to respond with personal details and they use the details to withdraw money from their bank accounts.

COMPREHENSION QUESTIONS

1. What do conmen do?

- | | |
|------------------------------------|-------------------------|
| A. give people large sums of money | B. cheat people |
| C. deliver goods and services | D. sell available goods |

2. A heartless person is

- | | |
|--------------|-----------|
| A. kind. | B. good. |
| C. innocent. | D. cruel. |

3. Why do people get conned easily? It is because conmen and women

- | | |
|------------------------|------------------------------------|
| A. look very innocent. | B. have no mercy. |
| C. victims too. | D. disappear after conning people. |

4. What do fraudsters target from their victims?

- | | |
|-----------------------|----------------------------|
| A. land only. | B. money and land only. |
| C. anything valuable. | D. cell phones and houses. |

GRADE 6 EXAMINATION PRACTICE 1 - PAPER 2 ANSWERS

2. (a) The neighbourhood's name was Molly.
(b) There were three people in the Bhuku family
(c) They drove the latest cars.
(d) No one knew where Mr Bhuku came from.
(e) They never allowed anyone into their house and kept their life a secret.
(f) Samantha was a jovial and sociable person.
(g) The police came to the Bhuku residence because Mr and Mrs Bhuku were armed robbers.
(h) The crime they committed was armed robbery.
(i) The phrase in the passage which means the same as unlawful activities is illegal deeds.
(j) The word it in the last sentence refers to the poshy life.
(k) Mr Bhuku who lived in Mutorashanga with his family was an armed robber.

(You can include some of the following points in your summary)

- moved into a new neighbourhood
- lived a secret life
- caught by the police
- shocked neighbourhood

GRADE 6 EXAMINATION PRACTICE 2 - PAPER 2 ANSWERS

2. (a) The boys/they were taking the cattle to the diptank.
(b) They bled because of the effect of the cold on the cracks.
(c) Three boys are named.
(d) They found some boys already there and the cattle were dipped in the order they had arrived.
(e) They strayed into fields.
(f) They could not move fast.
(g) The opposite is discontinue.
(h) They grazed for about an hour.
(I) Another word for sunrise is dawn.
(j) The boys faced some problems. One of them was thatcattle strayed.

(You can include some of the following points in your summary)

- bleeding cracks in feet
- served late
- the boys were hungry
- it was hot

GRADE 6 EXAMINATION PRACTICE 3 -PAPER 2 ANSWERS

2. (a) You will be learning about plants and animals.
(b) Rifa Education Camp is found near Chirundu/in the low lying Zambezi basin.
(c) Twenty-nine people went to Rifa Camp for a week.
(d) The learners could not sleep the first day they got to the camp because of fear and excitement.
(e) The learners were assembled after breakfast for announcements/ for briefing.
(f) Aquatic life means plants and animals that use water as their habitat.
(g) The learners saw a herd of buffaloes.
(h) The lioness charged at group of learners and hunters because they had disturbed its hunting session.
(i) The word trepidation as used in the means fearful/scared/agitation