



# SAGE Module 1c

## Learner's Self-Study Workbook



**Name:**

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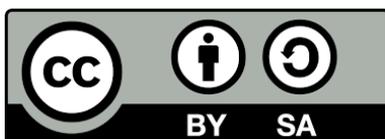
Welcome to the SAGE Learner's Self-Study Workbook. The activities in this workbook will help you practise at home things you learn in the hub sessions.

We hope that you will find learning fun, enjoy each activity and make new friends.

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## Important information about safeguarding – Kalanga

### Zila yawukalingilila bhakhwa nayo nebanohingila SAGE, mavolontiya kose nekomiti yentunhu wenyu yakalingidzana ne SAGE

1. Wose nhu wakalingiligwa kuti akupe mamo kakale uzwiwhe wakasununguka uwhiligwa. SAGE inotola lunhatsho gwayinotipa nemooyo wayo wose. Banhu bawhola nebamwe badiyiwa banolingiligwa kuti bazuwisane nawe belakidza bunhu. Ikoku kolakidza bukulu mulunhambo gwe SAGE.
2. Bahingi be SAGE, banodiya muzwidiyo zweSage, bekomiti ngabahangane nebanodiya pamitunhu ipatjena. Bahingi ibabo basongobe nawemungumba uliwoga dendele lakahhaligwa.
3. Akunyanhu unobvumigwa kuti akuwhise zogwadza ehangisa lulimi gusakanaka, ekusola, ekubhata nezila yakasiyana nebamwe (setjifaniso ugala ukumbigwa kuti usale apekwele tjabhuda kene mihangano yemakilabhu yapela), kubadziwa kene kumbigwa kuti uthame zwinhu zwingakubhate nezila yakanaka.
4. Ape ungabudza umwe we SAGE kene unozwipila nebhatsha kuti awuzosununguka kene nozwiwa wakamanikana ngentha yengina kuko muzwidiyo, SAGE yakafanila kukubhatsha kuti uzwiwhe wakadzibiligwa.

**Akuna unobvumigwa kuti azwibhate nezila inokuthama kuti usisununguke uzwiwhe wakamanikana.**

Lubhatsho ungaguwana mu SAGE ape uzwiwha wakamanikana, kene ape uziba umwe unohaka lunhatsho. Nezila dzinotobela tokwanisa bhatsha kene pa mano:

- Lebeleka nenhingi we SAGE kene unobhadza wawunozwigo labgwe naye.
- Unga lidzila Childline pa namba dzinoti 116. Ndibo banobhatsha banha nebatjakula. Wakafanila wana nhala koga awutohaka kuti ube nemari ape ulidza, unolidza mahara.
- lidzila wofisi whulu yePlan International munamba dzinotobela 08677000201.
- Unga kwalila ntungamili wedzibiligwa kwebana paludandi gunoti [child.protection@plan-international.org](mailto:child.protection@plan-international.org).
- lidzila Safecall inolobela wofisi whulu ye Plan International pa namba dzinoti +44 1915167774 (kene usina mari panhala uwo, akuna mari inohakika kuti ulidze).

*Pa ulidza, awuzofanila budza bawunolidzila zina lilo, pa usinga de.*

*Kose kwawunoleba kogala kwakasumbikiwa.*

Se ndiyiwa weSage, tokumbila kuti ube nebunhu mubamwe badiyiwa nebanhu bawuno hangana nabo mulunhambo gweSage. Pa mamo bawunodiya nabo kose nebanha babo nezila yawunolebeleka kene uzana nabo. **Whoku kobhatsha kuti banhu bose badzibiligwe kakale begale bakahana.**

## Important information about safeguarding – Ndebele

### Indlela okumele likhangelele ukuphathwa ngayo yizisebenzi zePlan ezikuSAGE, abasebenza ngokuzinikela lamalunga ekhomithi

1. Umuntu wonke kumele akuphathe ngenhlonipho njalo uzizwe uvikelekile njalo bekulalela. Uhlelo lweSAGE luqakathekisa izifiso zenu. Abadala labafundi bonke kumele baxoxisane njalo bekuphathe ngenhlonipho. Lokhu kuqakathekile kuhlelo lweSAGE.
2. Bonke abasebenza kuhlelo lweSAGE labo bonke abaxhasane labo kumele behlangane labafundi bengamaqembu njalo behlangana emphakathini. Akuvunyelwa ukuba wedwa lesisebenzi seSAGE endlini evalekileyo.
3. Akula muntu okumele akuhlukumeze ngolimi olubi, akuchothoze, kumbe akuphathe okwedlula okwabanye (njengomzekeliso athi usale muva wedwa ngemwa kwezifundo) acine esekwenzisa into ongazifuniyo
4. Nxa ungazisa izisebenzi zeSAGE, iqembu lalapho ofundela khona kumbe omunye wekhomithi ukuba awuhlalisekanga kuhle kumbe uzwa ungakhululekanga iSAGE kumele ikuncedise uze ukhululeke.

**Akula muntu olelungelo lokwenzisa lobayini ongakwenza uzwise ungavikelekanga.**

#### **Khumbula asimlanduwakho**

Siyacela utshele omunye nxa usizwa ungahlalisekanga loba usazi omunye ongabe esesimeni esifanayo. Ngendlela le siyancedisana.

- Khuluma lesisebenzi seSAGE, omunye weqembu lalapho elifundela khona kumbe owekhomithi ozwa ukhululekile ukumbikela njalo umthemba.
- Tshayela abe Childline Zimbabwe ucingo ku116. Laba banceda abantwana labasakhulayo (akudingakali mali yocingo).
- Tshayela abe Plan Zimbabwe ucingo ku08677000201.
- Bhalela okhangela ezokuvikela abantwana ePlan Zimbabwe uthi [child.protection@plan-international.org](mailto:child.protection@plan-international.org)
- Tshayela ucingo eSafecall ezatshayela iPlan International Global Hub: +44 1915167774 (akudingakali mali yocingo)

*Nxa utshaya ucingo awukhulumi ibizo lakho uma ungafuni.*

*Konke ozakukhuluma kuyifihlo.*

Njengesifundi esikhulelo lweSAGE siyacela ubelomusa kwabe ntanga yakho labantu ohlangana labo kunhlelo zeSAGE. Phatha abentanga yakho njalo labantwana babo ngenhlonipho lapha ukhuluma kumbe udlala labo. **Lokhu kuzakwenza wonke umuntu ehlale evikekile njalo ejabulile.**

## Important information about safeguarding – Shona

### Zvamunotarisa kubatwa kana kuchengetedzwa nevashandi, vadzidzisi veSAGE nevamwe vemunharaunda dzatigere

1. Munhu wese anofanirwa kubatwa zvakanaka, zvine hunhu pamwe chete nekuchengetedzeka uye kuteererwa. Isu veSAGE ibasa redu kuona kuti izvi zvaitwa mune zvakanaka. Vanhu vakuru ne vamwe vadzidzi vanokurudzirwa kutaura nesu uye kuratidzira rudo nekushandidzana zvakanaka, nekuti izvi zvakanakosha paproject yeSAGE.
2. Vashandi veSAGE, vedzidzisi vemuma habhu uye makomiti memba vanokurudzirwa kusangana nevadzidzi muzvikwata zvavo mudzinharaunda dzavo. Hazvitenderwe kuti vange vari voga nevadzidzi muimba imwe chete.
3. Hakuna anotenderwa kutsamwisa/kugumbutsa mumwe nekushandisa mutauro usina kunaka, vachitaura zvisina tsarukano, pamwe chete nekukufarira zvaka pfuurikidza zvinoitwa vamwe, (semufananidzo wekunzi panopera zvidzidzo uzonzi sara wega vamwe vachienda kumba) kuita zvinokuvadza kana kuitiswa zvinhu zvinogona kukuita kuti usasununguke pane vamwe uye pane zvaunenge uchiita.
4. Kana uchinge wazivisa vashandi veku SAGE kana vanoshandidzana neSAGE munharaunda nezvekusasununguka kana kusachengetedzeka kwako/kwenyu, SAGE inovimbisa kukubatsirai kuti muchengetedzwe zvakanaka.

**Hakuna munhu anekodzero yekuita hunhu hunoita musasununguke kana kunwa kuchengetedzeka, rangarira kuti kana hunhu uhwu hwaitika haisi mhosva yako.**

Tinokumbirisa kuti muzivise vanokwanisa kukubatsirai uyezve kana muchiziva munhu wacho zvakare, kana uchiona kuti hauna kuchengetedzeka kana kusununguka pauri. VeSAGE vanokwanisa kukupa rubatsiro rwakakodzera.

- Taurirai vashandi veSAGE kana vanodzidzisa munharaunda dzenyu
- Munokwanisa kufonera veChildline Zimbabwe pa116, vanobatsira vechidiki (apana mari yemufoni inodiwa, kufona pachena)
- Fonera vePlan International Zimbabwe pa08677000201
- Tumira tsamba kuna Child Adviser wePlan Zimbabwe pa [child.protection@plan-international.org](mailto:child.protection@plan-international.org)
- Fonerai veSafecall vanozobatawo vePlan International Global Hub: pa +44 1915167774 (apana mari yemufoni inodiwa, kufona pachena)

*Pamunochaya runhare hamumanikidzwe kutaura zita kana muchinge musingade. Zvose zvamuchataura zvichachengetedzeka kuti zvisazivikanwa nevakawanda.*

Semudzidzi we SAGE tinokumbirisa kuti mudzidze nekushanda pamwe chete zvakanaka zvisina mhirizhonga pane zvose zveSAGE zvamunenge muchiita. Kubatana zvakanaka nevamwe uyezve nevana vadiki vose pakutaura nepakuita. **Izvi zvinotibatsira kuti munhu wese ange akachengetedzeka uyezve nemufaro.**

## Important information about safeguarding - English

### How you should expect to be treated by SAGE staff, hub team and committee members in and outside the hub

1. EVERYONE should treat you with respect and make sure that you feel safe and listened to. SAGE has your best interests at heart. Adults and other learners should always talk to you and act with you in a kind way. This is very important to the SAGE project.
2. SAGE staff, hub team, or committee members should meet with learners in groups and in public. They should not be alone with you in a room with a closed door.
3. No one should make you feel sad by using bad language, criticising you, giving you special attention (for example, always asking you to stay behind on your own after hub sessions), hurting you or asking you to do things that make you feel uncomfortable.
4. If you tell any SAGE staff, hub team, or committee member that you do not feel safe or are unsafe, the SAGE project must help you to feel safe.

**No one has the right to behave with you in a way that makes you feel unsafe, remember that this is never your fault.**

Please tell someone if you feel unsafe or if you know that someone is. This way we can help and provide support.

- Talk to a SAGE staff, hub team, or committee member you trust.
- Phone Childline Zimbabwe: 116. It is a service to support children and young people. (No airtime needed, it is free.)
- Phone Plan Zimbabwe 08677000201.
- Email the Child Protection Adviser at Plan Zimbabwe [child.protection@plan-international.org](mailto:child.protection@plan-international.org)
- Phone Safecall which will contact Plan International Global Hub: +44 1915167774 (No airtime needed, it is free)

*For calls, you do not have to tell your name if you prefer not to.*

*Everything you say will be private.*

As a SAGE learner we ask you to be kind to your fellow learners and people you are in contact with in SAGE activities. Treat your peers as well as their babies with respect in the way you talk to them and play with them. **This will make sure that everyone stays safe and happy.**

# SAGE Learner's Self-Study Workbook

## Module 1c: Have your say

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## Unit 1: Vimbai plays netball

**A. Literacy. Look at the story. What sport are the girls playing? What do you know about this sport?**



**B. Literacy. Now read the story.**

*English*

### **Vimbai plays netball**

Vimbai was with her son Ezekiel and Rudo, her younger sister.

“What’s the matter?” asked Rudo. “Are you sad?”

“I’m not sad,” said Vimbai. “But I do a lot of work in our home, and I have to look after Ezekiel. I want to have more fun!”

“I play netball,” said Rudo. “That’s fun. Why don’t you join us?”

“But you’re ten!” said Vimbai. “I’m too old to play with you.”

“I play with girls of different ages,” said Rudo. “Some are the same age as you.”

“OK,” said Vimbai. “I’ll try it.”

The next day Vimbai joined Rudo and her friends for netball. Vimbai played with one team, and Rudo played with the other team. At first Vimbai found it difficult to remember the rules, but then it became easier as she carried on playing.

An hour later, the score was 26 for Rudo’s team and 26 for Vimbai’s team.

“Let’s play until there’s a winner,” somebody said.

Vimbai was near the goal ring. Another girl threw the ball to Vimbai. Vimbai threw the ball, and it went through the ring.

“Well done, Vimbai!” shouted a girl in Vimbai’s team. “We’ve won the match!”

## *Shona*

### **Vimbai anotamba bhora remaoko rechikadzi**

Vimbai anga aine mwana wake Ezekiel pamwechete nemunin’ina wake Rudo.

“Ko chii?” Rudo akabvunza. “Wakasuweyi?”

“Handina kusuwa,” Vimbai anopindura. “Kungoti ndinoita basa rakawanda kumba kwedu, uyezve ndinochengeta Ezekiel. Ndinoda kuwanawo nguva yekutamba.”

“Ini ndinotamba bhora remaoko rechikadzi,” Rudo anotaaura.

“Rinonakidza. Huyaka uzotambawo nesu?”

“Asi iwe une makore gumi! Ndiri mukuru kwauri” Vimbai anotaura.  
“Ndakura zvekuti handingatambe newe.”  
“Ndinotamba nevasikana vemazera akasiyana-siyana,” anodaro Rudo,  
“vamwe vacho vakaenzana newe.”  
“Zvakanaka,” Vimbai anopindura, “Ndichaedza.”

Muzuva raitevera Vimbai akanosangana naRudo neshamwari dzake kuti vatambe bhora rechikadzi. Vimbai aitambira chimwe chikwata uyuwo Rudo achitambirawo chimwe. Pakutanga Vimbai zvaimuomera kurangarira mitemo yebhora rechikadzi asi zvakazomurerukira paakaramba achitamba.

Mushure meawa rimwe zvibodzwa zvaive makumi maviri nenhanhatu kuchikwata chaRudo nechikwata chaVimbai.

“Ngatitambei kusvika paita akunda mumwe,” anodaro mumwe wavo. Vimbai aive pedyo negedhi rekunwisa. Akakandirwa bhora nemumwe wake achibva arimwisa.

“Wagona Vimbai!” anodaidzira musikana wechikwata chake. “Tisu takunda pamutambo uyu!”

## *Ndebele*

### **UVimbai udlala ibhola**

UVimbai wayelendodana yakhe uEzekiel, lomnawakhe uRudo.

“Kutheni?” kubuza uRudo. “Udaneleni?”

“Angidananga,” watsho uVimbai. “Kodwa ngilemisebenzi eminengi ngekhaya, njalo ngikhangela loEzekiel. Ngifuna ukukholisa!”

“Mina ngidlala ibhola lezandla, kwatsho uRudo. “Kuyachaza. Kungani ungabuyi ubengomunye wethu?”

“Kodwa uleminyaka elitshumi!” kwatsho uVimbai. “Ngimdala kakhulu

ukuthi ngidlale lawe”.

“Ngidlala lamankazana aleminyaka etshiyeneyo,” kwatsho uRudo.

“Amanye angangawe”.

“Kulungile,” kwatsho uVimbai. “Ngizazama.”

Ngelilandelayo uVimbai wahlangana loRudo labangane bakhe badlala ibhola lokuqhaga. UVimbai wayedlala kwelinye iqembu, loRudo waya kwelinye. Ekuqaleni kwaba nzima kuVimbai ukulandela imithetho yakhona, kodwa ngokuya kwabalula.

Ngemva kwehola iqembu likaRudo laselihlohle amatshumi amabili lesithupha lelikaVimbai lalihlohle okufanayo.

“Asidlaleni kuze kube longobayo,” watsho omunye.

UVimbai wayeseduze lalapho iqembu lakhe elalihlohla khona. Omunye wamphosela ibhola. UVimbai walihlohla.

“Wenze kuhle Vimbai!” wamemeza omunye unkazana weqembu likaVimbai. “Sesinqobile kulo umdlalo!”

## *Kalanga*

### **Vimbai unozana bhola lebasikana lemaboko**

Vimbai waka enamwana uwe wetjilume Ezekiel, nengununa uwe wetjisikana unoyi Rudo.

‘Kwatatjini? Kubhuzwa Rudo. “Waka hema kani?”

“Andizo hema,” kuhandula Vimbai. “Ndothama mihingo minji kanyi, kakale ndakafanila linga Ezekiel. Ndoyemula wana lubaka gwenyaluluka zwangu!”

‘Imi ndozana bhola lebasikana lemaboko, lohanhisa. Awutohaka zana bo?’

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“Iwe unamakole ali gumi! Kuhandula Vimbai. Ndakula kwazo kuti ndizane nawe.”

“Imi ndozana nebasikana bose banamakole akasiyana siyana,” kuleba Rudo.

‘Bamwe banolizana nawe.’”

“Kwakalulama,’ kuleba Vimbai. Ndoyedza zana.

Hhuba linotobela Vimbai wakahangana naRudo nebakhwinya babe benzano webhola lemaboko. Vimbai wakazana nelimwe bunga, Rudo ekazana nelimwe. Kwekutanga Vimbai wakalemegwa nekumbula milayo yose yenzano, koga nelubakanyana kwake kwabe kulelu.

Hule kwe awara, bunga laRudo lake latjilonga makumi mabili nekutanhatu kulizana nebunga laVimbai.

“Atizaneni kudze kube nenyambi dzenzano,” umwe wakaleba.

Vimbai wake alipedlo nekunokorewa. Umwe nsikana wakaposela bhola kunaVimbai, Vimbai kaposela mutjiringana likangina.

“Wahinga, Vimbai!” Kumimila umwe nsikana webunga laVimbai,

“Ndiswi nyambi dzenzano!”

# Module 1c

## C. Literacy. Are the sentences about the story true or false?

1. Vimbai is with her sister and her son.
2. Rudo plays netball.
3. Rudo is eleven years old.
4. Vimbai is too old to play with Rudo and Rudo's friends.
5. Rudo and Vimbai played in the same team.
6. They played for more than one hour.
7. The final score was 26 for Vimbai's team and 27 for Rudo's team.



## D. Literacy. Ask and answer the questions with a friend.

1. Do you like netball?

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2. Have you ever played netball?

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3. What's your favourite sport?

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## Module 1c

E. Learning English. Touch the letter and say the sound.

S u A f t k V c L W

g I h e b N D P r m

E y C R j o U a X K

T d s B Y x J z O H

n Z G w v F M p l i

F. Learning English. Find the capital letter (A) and the small letter (a) with the same sound. Say the sound.

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G. Learning English. Read the words and draw the things.

a bag	an ant	a dog
a hat	the sun	a belt
a hand	a frog	a zebra
a big drum	six steps	a cat in a box

## Unit 2: Supporting the Gems

A. Literacy. Look at the picture. Can you guess what sport these girls play?



B. Literacy. Read the news article.

*English*

### **The Zimbabwe Gems**

The Gems are Zimbabwe's national netball team. In 2019 they played for the first time in the Netball World Cup. To qualify for the World Cup, they played many countries in Africa and won every match except one. Then they travelled to Liverpool, England and they played national teams from countries around the world. They were cheered by lots of very enthusiastic fans, and the matches were watched on TV by millions of people.

In total, there were 16 countries in the tournament, and the Gems finished 8<sup>th</sup> – a very good result, considering that they were playing

against the very best teams in the world.

“You look at Zimbabwe and they had trust between every single player on that court,” said Northern Ireland’s coach after the Gems beat his team. “They were amazing!”

The Gems’ hard work and excellent playing means that Zimbabwe is now in the list of the world’s top netball teams.

*Shona*

## **MaGems eZimbabwe**

Gems ndiro zita revasikana vebhora remaoko rechikadzi vanotamba vakamirira nyika yeZimbabwe. Gore ra2019 rakava rekutanga kutambira mutambo mukuru wemukombe wenyika dzepasi rese. Kuti vasvike pakuzotamba kumutambo uyu, vakatamba nenyika zhinji muAfrica vakakunda mumitambo yese kunze kwemutambo mumwechete. Vakaenda muguta reLiverpool riri munyika yeEngland vakandotamba nenyika dzakasiyana-siyana dzepasi rese.

Vaipembererwa nevanhu vazhinji vakanga vauya kuzovakurudzira, zvakare mitambo yavo yaionekwa neruzhinji rwevanhu pamasaisai ezvivhitivhiti.

Pamwechete, kwakanga kuine nyika gumi nenhanhatu mumutambo mukuru uyu zvakare vasikana vanotambira nyika yeZimbabwe (maGems) vakapedza vari pachinzvimbo chesere kunova kugona chose tichitarisa kuti vakanga vachitamba nenyika dzine mukurumbira pasi rose.

“Ukatarisa Zimbabwe, waiona kuti vaivimbana umwe nemumwe wavo,” anodaro mudzidzisi wedivi reNorthern Ireland mushure mekunge bato rake rakundwa ne Gems, “Vaitamba zvinoshamisa!”

Kushanda nesimba kwakaita maGems nehunyanzvi hwavo hwekutamba zvinoreva kuti Zimbabwe yava kutoverengwawo panyika dziri pamusoro

dzinotamba bhora remaoko rechikadzi pasi rose.

*Ndebele*

## **AmaGems eZimbabwe**

AmaGems liqembu lesizwe seZimbabwe elidlala ibhola lokuqaga. Ngomnyaka ka2019 badlala okwakuqala kumncintiswano wezizwe zonke. Badlala lamazwe amanengi eAfrica benqoba emidlalweni yonke ngaphandle kowodwa. Bahamba eLiverpool, eNgilandi lapho abadlala lamanye amaqembu asemazweni atshiyeneyo. Babesekelwa ngababukeli abanengi, lemidlalo yakhona yabukelwa yizigidi zabantu kubomabonakude.

Kumncintiswano lo kwakulamazwe alitshumi lesithupha njalo amaGem aphutsha ekufica minwe mibili- bayenza kuhle kakhulu ngoba babedlala lentshantshu zamazwe.

“Uzananzelela ukuthi iqembu leZimbabwe belithembana enkundleni,” kwatsho umqeqetshi weNorthern Ireland ngemva kokuba amaGems esebhuqe iqembu lakhe. “Bebemangalisa!”

Ukusebenza nzima kwamaGems lokudlala kuhle kwabo kutsho ukuthi iZimbabwe isingeyinye yamazwe aphezulu emidlalweni webhola lokuqaga.

*Kalanga*

## **Ma Gems eZimbabwe**

Gems ibunga lehango yeZimbabwe linozana bhola lebasikana lemaboko. Negole la2019 bakazana kwekutanga munkombe unohanganisa hango dzose.

Kuti bezane nedzimwe hango, bakatanga zana nebehango dzinji

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muAfrica bekabhudilila pahhe kwenzano un’ompela. Baka yenda kuLiverpool, imuhango yeEngland kwabaka zana nedzimwe hango dzinohanganisa hango dzose. Kwakakunabatobeleli banjinji baka be mba bembila bunga le Gems, kakale mizano yose yaka ilingiligwa kutelevizhini nemakumi nemakumi ebanhu.

Kuhanganisa dzose, kwake kunahango dzili gumi nekutanhatu, Gems yakapedza nzano ilipa hanhakadzi, kunohanisa, ulinga kuti bake bekundana nenyambi ndzedzimwe hango.

‘Ukalinga Zimbabwe, bano galabgwe pabazani babo bose pabeli munhanga yebhola.’ Kuleba unodiya bunga leNorthen Ireland, Gems yapedza loba bunga lile. “Bano tjenamisa!”

Hinga nemasimba kweGems nezana kwakanaka koleba kuti yatjibe mudzimwe dzinobagwa munyambi dzezana bhola lebasikana.

### C. Literacy. What do these numbers from the article describe?

1. 2019
2. all except one
3. millions of people
4. 16
5. 8<sup>th</sup>




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# Module 1c

**D. Literacy.** Pretend you are a radio reporter. Describe to a friend what the Gems did in 2019.

**E. Learning English.** Touch a word and say it. What does the word mean?

there	to	what
my	they	no
she	your	are
were	was	who
do	said	you
where	go	we

**F. Learning English.** Find the words above with the same sound at the end as the words below. Point to both words and say them.

I	too	so	red
he	hair	play	her
hot	or	car	because

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## G. Numeracy. Round these numbers to the nearest 10.

24		83		8	
99		Eleven			
Forty-nine		203		777	

## H. Numeracy.

The top three teams for each group go through to a second round. Zimbabwe was in Group F for the second round.

Team	Won	Drawn	Lost	Points
Zimbabwe	2	0	3	
Northern Ireland	1	0	4	
Malawi	3	0	2	
New Zealand	4	0	1	
Barbados	0	0	5	
Australia	5	0	0	

## I. Numeracy. Draw the bar chart for the Group F netball world cup results.

## Unit 3: Working in a clothing cooperative

A. Literacy. Look at the picture. What is the woman on the left doing?



B. Literacy. Read the story.

*English*

### **Chiedza helps to make clothes**

Chiedza was with a new friend called Zanele. Zanele worked with four other girls. They made and altered clothes.

“Are you busy tomorrow and the next day?” Zanele asked. “We’ve got a big order for school uniforms, and we need some extra help.”

“Can I bring my daughter?” asked Chiedza.

“No problem!”

The next day, Chiedza went to the place where Zanele worked. Zanele and four other young women were sitting behind sewing machines. The room wasn’t very big, but there was plenty of light from the windows.

“We share the rent for this place,” said Zanele. “And we can save money if we buy larger amounts of material. It’s also more fun to work together.”

“How did you learn to make clothes?” asked Chiedza.

“I did a course at a girls’ training centre,” said Zanele. “We all did.”

Chiedza helped to cut the material and to fold the uniforms. At the end of the two days, Zanele said, “Thanks! We couldn’t have finished the order in time without your help.”

The girls paid Chiedza for her work, and they also made her a beautiful new dress.

## *Shona*

### **Chiedza anobatsira kusona hembe**

Chiedza aive neshamwari yake itsva inonzi Zanele. Zanele aishanda nevamwe vasikana vana. Vaisona nekunatsiridza hembe.

“Une zvakawanda zvauri kuita here mangwana nakuswera mangwana?”

Zanele anobvunza. “Tine basa rakawanda rehembe dzevana vechikoro dziri kudiwa, saka tiri kudawo rubatsiro.”

“Zvinoita here kuti ndiuye nemwanasikana wangu?” akabvunza Chiedza.

## Module 1c

“Hapana chakaipa!”

Muzuva raitevera, Chiedza akaenda kunzvimbo kwaishandira Zanele. Zanele nevamwe vasikana vechidiki vanosvika vana vainge vakagara pamichina yekusona. Imba yavaive yanga isina kunyanyokura asi kwanga kuine chiedza chakawanda chaipinda nemumafafitera.

“Tinobatsirana kubhadhara kushandisa zvimbo ino,” Zanele anotaura.

“Zvakare tinochengetedza mari kana tikatenga machira edu akawanda. Uyezve, zvinonakidza kushanda tiri pamwe chete.”

“Wakadzidzira sei kusona hembe?” Chiedza anobvunza.

“Ndakaita zvidzidzo zvekusona pachikoro chinodzidzisa vasikana kusona,” anodaro Zanele. “Tese ndozvatakaita.”

Chiedza anobatsira kucheka machira nekupeta hembe dzevana vechikoro. Mukupera kwemazuva maviri, Zanele anoti, “Waita basa! Hataimbopedza basa iri nenguva dai pasina rubatsiro rwako.” Vasikana vakabhadhara Chiedza nebasa raakange aita, zvakare vakamugadzirira rokwe idzva rakanaka.

*Ndebele*

## **uChiedza uncedisa uthunga impahla zokugqoka**

UChiedza wayelomngane omutsha uZanele. UZanele wayesebenza lamankazana amane. Babethunga izigqoko ezintsha kanye lokulungisa izigqoko ezingathungwanga kuhle.

“Ubambekile yini kusasa langelanga elilandelayo?” kwabuza uZanele.

“Kulesikolo esifuna ukuthungelwa izigqoko zabantwana besikolo ezinengi njalo ngifuna ukuncediswa”.

“Ngingabuya lendodakazi yami? “kubuza uChiedza.

“Akulandaba!”.

Ngelanga elilandelayo uChiedza waya emsebenzinikaZanele. UZanele lamanye amantombazana amane babehlezi ngemuva kwemtshina yokuthunga. Indlu yayingenkulu kodwa amafasitela ayekhanyisela kuhle.

“Siyahlanganelana kunhlawulo yesakhiwo lesi ngenyanga ngenyanga,” kwatsho uZanele. Njalo siba lendleko ezincane nxa sithenga amalembu amanengi. Njalo kuyachaza ukusebenzelana ndawonye.”

“Lafunda njani ukwenza impahla?” kubuza uChiedza

“ Ngahamba ngayafundela lapho okufundiswa amankazana imisebenzi yezandla,” kwatsho uZanele. “Sonke safunda khona.”

UChiedza wancedisa ukusika amalembu. Ngemva kwamalanga amabili uZanele wathi, “Siyabonga ! Besingeke siqede ngesikhathi ungasincedisanga”.

Amankazana bambhadala uChiedza umsebenzi awenzileyo, baphinda bamenzela isigqoko esihle.

*Kalanga*

## **Chiedza unobhatsha mupfuma zwimbalo zwebane**

Chiedza waka enankhwinya ntshwa unoyi Zanele. Zanele waka ehinga nebamwe basikana bana. Baka bepfuma kakale betjintja nezwimbalo.

“Mothamani mangwana nambeli kwemangwana? Zanele wakabhuzwa. Tawana nhingo nkulu wepfuma zwimbalo zwebane bekwele, kakale ndohaka bhatshiwa.

“Ndingahha nensikana wangu kene? kubhuzwa Chiedza.

“Akuna tjakayipa!”

Nehhuba linotobela, Chiedza wakayenda panohinga Zanele. Zanele nebamwe bana baka baligele hule kwemitjina yepfuma. Ngumba yabo yaka isiwhulu koga kwaka kuna tjedza tjinjinji tjinongina mumawhindi.

“Tobhatshana pabhadala mari yebugalo igogu,” kuleba Zanele. Tinga biga mari pa tingatenga malembu manjinji.

“Waka diywa nani pfuma zwimbalo? Kubhuzwa Chiedza.

“Ndaka thama zwidiyo mukwele tjnodiya basikana pfuma, ‘kuhandula Zanele. Tose takazwithama.”

Chiedza wakabhatsha mu tjeka lembu nepeta zwimbalo zwebane bekwele. Hule kwemahhuba mabili, Zanele waka boka eti, “Ndaboka! Tatiso tubula pedza pfuma nelubaka usatibhatsha.”

Basikana bakabhadala Chiedza nenhingo uwe, bekapama bekampfumila nhako yakanaka ndzwa.

# Module 1c

**C. Literacy. Complete the question with one of the words. Then answer the question.**

What            Who            Why            How            How many

1. \_\_\_\_\_ has a new friend called Zanele?
2. \_\_\_\_\_ other girls does Zanele work with?
3. \_\_\_\_\_ do Zanele and her friends make?
4. \_\_\_\_\_ did they learn to make clothes?
5. \_\_\_\_\_ did they give Chiedza some money and a new dress?



**D. Literacy. Ask and answer the questions with a friend.**

1. Why do you think Zanele and her friends decided to work together instead of working alone?

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# Module 1c

2. Would you like to work with other people? Why? / Why not?

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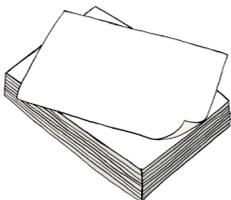
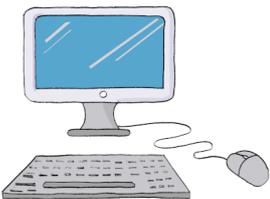
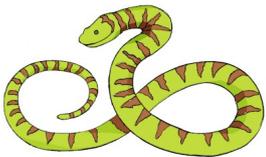
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E. Learning English. Read the word. What does it mean? Match the word with the picture. Copy the word.

snake bike stone smile paper computer



bike

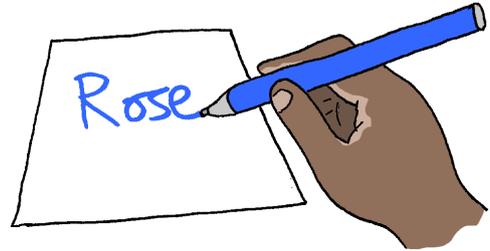


# Module 1c

F. Learning English. Read the words. What do they mean? Write the words in the spaces

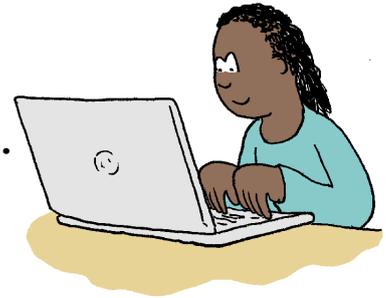
game    made    nine    uses    white    write

Rose can \_\_\_\_\_ her name.



Chipo \_\_\_\_\_ a nice cake.

Nomsa \_\_\_\_\_ a computer every day.



Tatenda likes her \_\_\_\_\_ jacket.

They are playing a \_\_\_\_\_ with stones.



The time now is five past \_\_\_\_\_.

G. Learning English. Finish and say the sentences so they are about you.

I make...

I like...

I hope that...

I use...

# Module 1c

## H. Numeracy. Rounding to the nearest 100.

Colour cloth	Amount on roll	Rounded to nearest metre
Blue	180cm	
	238cm	
Red	649cm	
Green	575cm	
	156cm	
Brown	123cm	
	305cm	

## I. Numeracy. More vertical addition.

Item	Income	Expenditure
Rent		\$164
Thread		\$ 53
12 uniforms	\$216	
Machine repair		\$ 30
Extra help		\$ 55
14 uniforms	\$252	
8 uniforms	\$144	
cloth		\$120
4 uniforms	\$ 72	
<b>TOTAL</b>		

## Unit 4: Helping hands

**A. Literacy. Look at the picture. What can you see in front of the door? Why is it useful?**



**B. Literacy. Read the story that goes with the picture.**

### *English* -A ramp for the SAGE hub

Chiedza and Vimbai were in their SAGE hub. They were early for a session. Bethsaida and Glory arrived.

“Hello! Come and sit with us,” said Chiedza. She moved a chair, so there was space for Glory’s wheelchair.

“Thanks,” said Glory to Chiedza and Vimbai, and pointed to the door.

“What for?” asked Vimbai.

“Thanks to you and the other girls in the hub who helped make the ramp up to the door of this building. Now it’s much easier for me to get

my wheelchair in.”

“Why are you thanking us?” said Chiedza “It’s your right to be able to come into the building easily.”

“And it isn’t only for you,” said Bethsaida. “It’s also for any other people who need it in the future.”

“Anyway, it was fun making the ramp,” said Vimbai. “I learned how to saw wood. I’d like to help make more ramps.”

“I can show you some more places in the village which need them,” said Glory.

“Great!” said the others together.

## *Shona*

### **Kugadzira nzira yevanorarama nehurema**

Chiedza naVimbai vaive kuSAGE. Vakange vakurumidzisa kusvika kuzvidzidzo. Bethsaida naGlory vakasvikawo.

“Mhoroi! Huyai mugare nesu,” Chiedza anodaro. Akasudurudza chigaro kuti pave nemukana wekuti Glory agare ne “wheel chair” yake.

“Ndatenda,” Glory anodaro kuna Chiedza naVimbai, achinongedza kumusuwu.

“Watendeiko kudaro?” Vimbai anobvunza.

“Ndinotenda iwe nevamwe vasikana vese vakabatsira kugadzira nzira yevakaremara yekusvika pagonhi rechivakwa chino. Iko zvino zvinondirerukirawo kupinza “wheel chair” yangu.”

“Usatitende hako” anodaro Chiedza. “Ikodzero yako kuti ugone kupinda muchivakwa chino nyore.”

“Zvakare nzira yevakaremara iyi haisi yako bedzi,” anodaro Bethsaida.

“Ndeyevamwe vese vangangozoda kuishandisawo mune ramangwana.”

“Zvakadaro hazvo, kugadzira nzira yevanorarama neurema iyi kwainakidza,” akadaro Vimbai. “Ndakadzidzira kucheka mapuranga.

Ndingada kubatsira kugadzira dzimwe nzira dzingashandiswa kufamba nema “wheel chair”.

“Ndinogona kukuratidza dzimwe nzvimbo mudunhu rino dzingade kugadzirwa dzinofamba ma “wheel chair”. Glory anodaro.

“Zvakanaka izvi!” Vamwe vose vanobvumira.

*Ndebele*

## **Ukulungisa indlela yabagokekileyo lapho okufundelwa khona izifundo zeSAGE**

UChiedza loVimbai basendaweni okufundelwa khona izifundo zeSAGE.

Babephangisile kuzifundo zabo. Kwase kufika uBethsaida loGlory.

“Sabona! Woza uzehlala lathi,” kwatsho uChiedza. Watshedisa isihlalo evulela uGlory isikhala *sewheelchair* yakhe.

“Ngiyabonga,” kwatsho uGlory kuChiedza loVimbai, wasekhombela emnyango.

“Ubongani?” kubuza uVimbai

“Ngibonga kini lamanye amankazana afunda lapha elaphathisa ukulungisa indlela yabakhubazekileyo. Khathesi sengenelisa ukungenisa isihlalo sami phakathi lula”.

“Ungasibongi,” kwatsho uChiedza “Kulilungelo lakho ukungena kulesi sakhawo lula.”

“Njalo kayisuwe kuphela,” kwatsho uBethsaida. “kungokwabanye njalo abazakudinga kusasa.”

“Kungasenani bekuchaza ukulungisa leyindlela yabakhubazekileyo,” kwatsho uVimbai. “Ngifundele ukubaza izigodo. Ngingathanda ukuncedisa ukulungisa eyinye indlela yabakhubazekileyo.”

“Ngingalitshengisa ezinye indawo esigabeni sethu ezingadinga okunje,” kwatsho uGlory.

“Kuhle!” batsho bonke kanye kanye.

*Kalanga*

## **Zila yetulo tjobakalimala pangumba yeSage**

Chiedza naVimbai bake balimungumba inodiyigwa zwidiyo zweSAGE. Baka balibilidza hha muzwidiyo ilelo hhuba. Bethsaida na Glory bakaswikabo.

“Munjani! Buya ugale naswi,” kudana Chiedza. Wakamilidza tulo kuti awane bugalo gwe *wheelchair* yaGlory.

“Ndaboka,” kuleba Glory kuna Chiedza naVimbai, etondeka pankoba.

“Nobokani?” Kubhuzwa Vimbai.

“Ndoboka iwe nebamwe basikana bezwidiyo zvedu baka bhatsha mubaka zila inongina munkoba yengumba iyeyi. Kwabe kulelu kuti ndingine ne *wheelchair*.

“Awuzofanila boka iswi,” kuleba Chiedza. Unalulamilo lengina mungumba kulelu.”

“Ateyiyo woga, Kuleba Bethsaida. Ndeyebamwe bo banohaka ngina mulubaka gunohha.

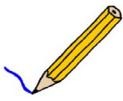
“Kuhhe kwayikoko, kwakakuzipa baka zila iyeyi,” kuleba Vimbai.

“Ndakaziba beha. Ndohaka bhatsha pabaka dzimwe zila dzinonga iyeyi. Ndinga kulakidza zwimwe zwibako muntunhu wedu zwinohaka zila idzedzi,” kuleba Glory.

“Kwakanaka! Kuleba bamwe kangompela.

# Module 1c

## C. Literacy. Match the sentence with the person.

- |   |   |                               |
|---|---|-------------------------------|
| 1. She arrived with Glory.                |  | Glory                         |
| 2. She uses a wheelchair.                 |   | Chiedza                       |
| 3. She made a space for the wheelchair.   |   | Lots of girls in the SAGE hub |
| 4. They helped to make a wheelchair ramp. |   | Bethsaida                     |
| 5. She learned how to saw wood.           |   | Bethsaida, Chiedza and Vimbai |
| 6. They said 'great!' at the same time.   |   | Vimbai                        |

## D. Literacy. Talk about the questions with a friend.

1. Chiedza says “It’s your **right** to be able to come into the building easily.” What does she mean?

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2. Can you think of some more rights that disabled people have?

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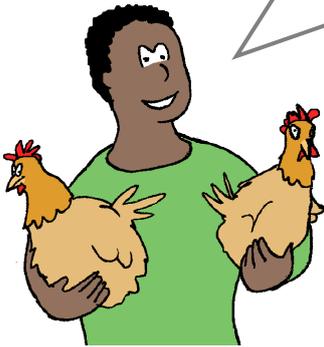
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# Module 1c

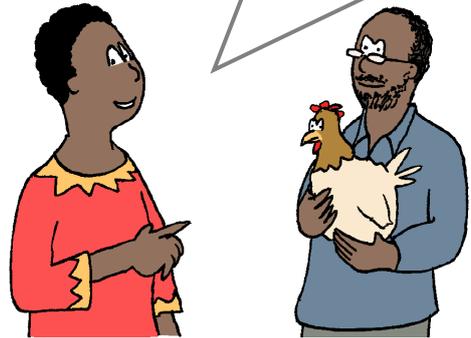
E. Learning English. Say the words. What do they mean? Write the words in the spaces.

be    come    have    has    want

I \_\_\_\_\_ two chickens.



He \_\_\_\_\_ one chicken



Please \_\_\_\_\_ here.



Please \_\_\_\_\_ quiet!



Do you \_\_\_\_\_  
a sweet?



F. Learning English. Finish the sentences for yourself.

I have...

I don't have...

I want...

I don't want...

# Module 1c

## G. Numeracy. Subtraction using vertical addition.

Match	Score	Calculation	Difference
New Zealand V Zimbabwe	79 36		
South Africa V Uganda	67 40		
Jamaica V Fiji	85 29		
Malawi V Zimbabwe	59 43		
Australia V Zimbabwe	73 37		
Malawi V Singapore	87 38		
England V South Africa	58 47		

## Unit 5: Knowing my story

**A. Literacy.** Look at the picture. The girls in the picture cannot hear, but they are talking to each other. How are they doing this?



**B. Literacy.** Read a story about a girl who is deaf.

*English*

### **Kudzai's story**

Kudzai is 14 years old, and she is deaf. She lives with her aunt following the death of her parents. She lost her hearing at a young age because she had an infection in her ears.

Kudzai enrolled at a local school. Unfortunately, the teacher did not know about sign language, and he often tried to force Kudzai to speak.

She dropped out in Grade 3 because her aunt could not afford to pay the school fees.

Now Kudzai goes to a SAGE hub. There is an assistant there who understands sign language. This means that Kudzai can join in with the sessions, and she is enjoying them very much.

She wants to use the skills she is learning to start a hair salon. She also wants to train deaf people and people with other disabilities to become hairdressers.

*Shona*

## **Nyaya yaKudzai**

Kudzai ane makore gumi nemana, zvakare imatsi. Anogara namainini vake mushure mekunge vabereki vake vashaya. Akaita dambudziko rekunzwa achiri mwana mudiki kwazvo mushure mekunge aita utachiwana munzeve.

Kudzai akanopinda muchikoro chemunharaunda mavo. Sezvineiwo, akaita dambudziko rekuti mudzidzisi wake akange asina ruzivo rwekudzidzisa vanematambudziko ekunzwa, zvakare aigaromanikidza Kudzai kuti ataure. Kudzai akasiira chikoro padanho regwaro rechitatu nekuti mainini vake vakanga vasisakwanisi kubhadhara mari yake yechikoro.

Iko zvino Kudzai anoenda kuzvidzidzo zveSAGE. Kune munhu ariko anobatsira nekunzwisisa dudziro yemutauro wevanhu vane dambudziko rekunzwa.

Izvi zvinoreva kuti Kudzai anokwanisa kubatanawo nevamwe muzvidzidzo, zvakare ari kunakidzwa nazvo zvakanyanya.

Ari kuda kuzoshandisa unyanzvi hwaari kuwana kuti azovhura nzvimbo yake yekugadzira vanhu misoro. Zvakare anoda kuzodzidzisa vanhu vane dambudziko rekunzwa uye vane humwevo hurema kuti vagonewo

kugadzira vanhu misoro.

*Ndebele*

## **Indaba kaKudzai**

UKudzai uleminyaka elitshumi lane njalo ulobunzima bokuzwa endlebeni. Uhlala lobabakazi wakhe ngemva kokubhujelwa ngabazali bakhe. Waqala lobubunzima bokungezwa esesemncane ngemva kokuba legcikwane endlebeni.

UKudzai wangena esikolo esisesigabeni sakhe. Kwabanzima ngoba umbalisi wayengenelisi ukuxoxisana kanye lokuzwisana loKudzai. Umbalisi lo wayembamba mgamandla uKudzai ukuthi akhulume. Waphuma isikolo ekugwalo lwesithathu ngoba ubabakazi wakhe engasakwanisi ukumbhadalela indleko zesikolo.

Khathesi uKudzai sephatheka ezifundweni zeSAGE. Ukhona oncedisa ukufundisa okwazi ukuxoxisana kanye lokuzwisana loKudzai. Lokhu kutsho ukuthi uKudzai sengabangomunye ophatheka ezifundweni, uyazithakazelela kakhulu lezi zifundo.

Ufuna ukusebenzisa izifundo azazithola lapha kuSAGE ukuqala indawo yakhe yokulungisa abantu inwele. Ufisa njalo ukufundisa abalobunzima bokuzwa kanye labanye abalobugoga ukulungisa inwele.

*Kalanga*

## **Ndebo yaKudzai**

Kudzai unamakole aligumi nekunha, kakale atowa muzebe. Unogala nabamhadzi babe nekuti bazwadzi babe bakatjinyika. Waka lahikigwa ne wa muzebe atjintukununu ngobe waka enabugwele muzebe.

Kudzai waka ngina kwele muntunhu wabo. Nemhaha mbi, ndiyi uwe waka esina luzibo gwelulimi gwebanhu basinga whe, kakale ndiyi waka egala emanikidza Kudzai kuti alebeleke. Waka siya kwele alimuzwidiyo zwe butatu nentha yabamhadzi babe bakakongwa bhadala mari yekwele.

Kwangwenu, Kudzai unonda kuzwidiyo zweSAGE. Kuna mbhatshi wenhingo unowisisa hingisa lulimi gweba singawhe. Woku koleba kuti, Kudzai engafunda nebamwe muzwidiyo, kakale unohanhila zwidiyo kwazo.

Unohaka hingisa luzibo gugwe pasimulula ngumba yebakanyila mavhudzi. Unohaka diya bamwe basingawe muzebe nebakalimala kuti babakanye mavhudzi ebanhu.

### C. Literacy. Put these events from the story into the correct order.

#### Number them 1 to 6.

Kudzai dropped out of school.

Kudzai became deaf.

Kudzai went to live with her aunt.

Kudzai's parents died.

Kudzai started going to SAGE sessions.

Kudzai got an ear infection.

# Module 1c

## D. Literacy. Answer the questions

1. Why did Kudzai lose her hearing?

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2. What problem did she have at school?

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3. Why did she drop out of school?

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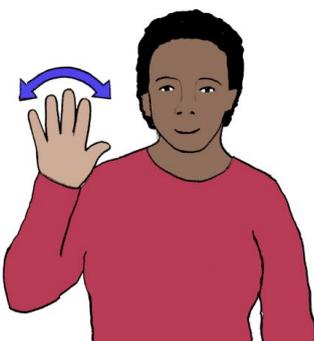
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4. How is it possible for her to join in with the SAGE sessions?

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## E. Literacy. Practise these signs from sign language with a friend.



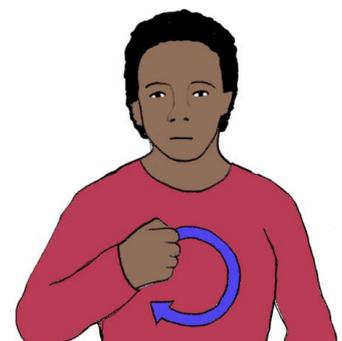
hello / goodbye



thank you



good



sorry

# Module 1c

F. Learning English. Read the word. What does it mean? Match the word with the picture. Copy the word.

tray    bird    hair    hear    saw    boy



saw



Handwriting practice lines for copying the words: saw, hair, hear, saw, boy.

# Module 1c

## G. Learning English. Match the words.

I play with 

I draw

I hear

I say

I put on

I go up

a picture.

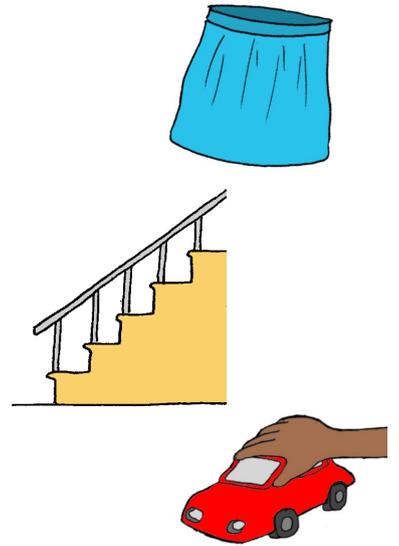
a skirt.

a word.

a toy.

the stairs.

a sound.

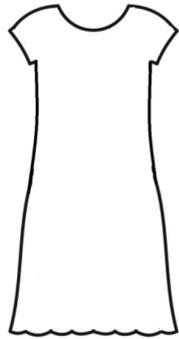


## H. Learning English. Touch a word and say it. What does the word mean?

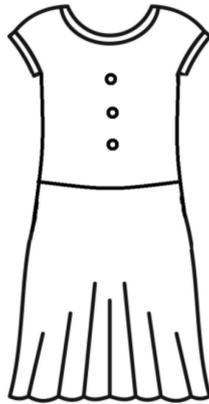
near	shop	raining
path	shirt	say
cheap	three	chicken
see	enjoy	bring
awful	this	right
quick	pair	socks

# Module 1c

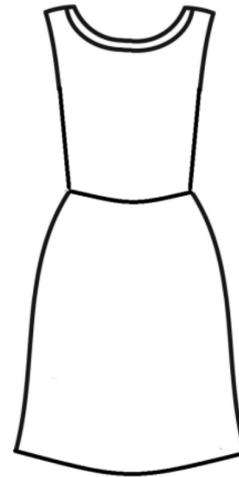
## I. Numeracy. Multiplying using a grid.



**SMALL**  
\$18



**MEDIUM**  
\$26



**LARGE**  
\$35

Number of dresses ordered	Estimate	Calculation	Answer

## J. Numeracy. Dividing using place value counters.

Month	Number of girls working	Profit	Take home \$ per girl
January	4	\$164	
February	5	\$165	
March	4	\$208	
April	6	\$326	
May	5	\$345	

## Unit 6: Having my say

A. Literacy. Look at the picture. Match the names with the pictures: Chiedza, Bethsaida, Vimbai and Glory. What can you remember about each girl?



B. Literacy. Read the story.

*English*

### **Sports competition**

A SAGE inter-hub sports competition was coming soon. The Community

Educator asked her group to talk about the activities they would like to have in the competition. She asked the girls to make small groups of three or four. Vimbai, Chiedza, Bethsaida and Glory agreed to work together.

“I want netball,” said Vimbai. “I started playing it a few weeks ago. It’s great!”

“I agree,” said Chiedza. “And let’s have football too.”

“But football’s only for boys,” said Vimbai.

“No, it isn’t!” said Chiedza. “Zimbabwe has a national women’s football team. They’re very good!”

“I like chess,” said Glory. “But it isn’t really a sport. Can we have that?”

The Community Educator was listening to their conversation.

“It can be all kinds of activity,” she said. “Chess is a great idea.”

“I like raka raka,” said Bethsaida.

“What’s that?” asked Chiedza.

“I know,” said Glory.

“Me too,” said Vimbai.

“You run from one safe place to another,” explained Bethsaida. “The other team tries to hit you with a ball. If they hit you when you’re not in a safe place, you’re out. It’s fun!”

“OK, let’s ask for that too,” said Chiedza.

## *Shona*

### **Makwikwi ezvikwata zvakasiyana-siyana**

Mutambo wemakwikwi ezvikwata zvakasiyana siyana eSAGE wanga woswedera. Mudzidzisi wevana vemunharaunda akataurira chikwata chake kuti vataure mitambo yavaida kuzoita mumakwiki aya. Akati vasikana vapinde mumapoka maduku evatatu kana vana paboka rimwe.

Vimbai, Chiedza, Bethsaida naGlory vakabvumirana kushanda vese.

“Ini ndinoda kutamba bhora remaoko rechikadzi,” Vimbai anotaura.

“Ndakatanga kuritamba mavhiki mashoma apfuura. Rinonakidza!”

“Ndinobvumirana newe,” anodaro Chiedza. “Zvakare, ngatitambei nhabvu”.

“Asi nhabvu ndeyevakomana chete,” anodaro Vimbai.

“Kwete, harisi!” anodaro Chiedza. “Zimbabwe inotori nacho chikwata chemadzimai anotambira nyika mumutambo wenhabvu. Vanogona chose!”

“Ini ndinofarira tsoro,” anodaro Glory. “Asi hausi mutambo chaiwo. Tinokwanisa kuutamba here?”

Mudzidzisi wemunharaunda ainge akateerera vachitaura.

“Kunogona kuve nemitambo yakasiyana siyana,” anotaura kudaro.

“Tsoro ipfungwa yakanaka kwazvo.”

“Ini ndinofarira raka raka,” anodaro Bethsaida.

“Mutambo rudzii iwoyo?” Chiedza anobvunza.

“Ini ndinouziva,” Anodaro Glory.

“Kana neniwo.” Anodaro Vimbai.

“Unotamba uchimhanya kunopinda munzvimbo dzakachengetedzeka rinova dendedzwa.” anotsanangura Bethsaida.

“Vechikwata chisiri chako vanenge vachiedza kukutema nebhora. Kana vakakutema usiri mudendedzwa unobva wabuda. Zvinonakidza!”

“Zvakanaka, ngatinokumbira mutambo iwoyo zvakare,” anodaro Chiedza.

## *Ndebele*

### **Umncintiswano wemidlalo**

Umncintiswano wemidlalo etshiyeneyo kuSAGE wawususondele.

Umbalisi wacela iqembu lakhe ukuba lixoxisane ngemidlalo etshiyeneyo ababefisa ukuncintisana kuyo. Wacela amankazana ukuthi

babengamaqembu abathathu kumbe abane. UVimbai, UChiedza, UBethsaida loGlory bavuma ukusebenza ndawonye.

“Ngifuna ibhola lokuqaga,” kwatsho uVimbai. “Ngiqalise ukulidlala amaviki ambalwa adlulileyo. Liyachaza!

“Ngivumelana lawe,” kwatsho uChiedza. “Asidlaleni lenguqu.”

“Kodwa ingunqu ngeyabafana,” kwatsho uVimbai.

“Hatshi, akunjalo!” kwatsho uChiedza. “eZimbabwe silalo iqembu elidlala inguqu yabomama. Bazincitshi!”

“Ngithanda *ichess*,” kwatsho uGlory. “Kodwa yona ngokwayo asomdlalo. Singadlala yona yini?”

Umbalisi wayelalele ingxoxo yabo.

“Kungabayimidlalo etshiyeneyo,” watsho umbalisi. “ukudlala *ichess* lakho ngumbono omuhle.”

“Ngithanda umatshayana,” kwatsho uBethsaida.

“Kuyini khonokho?” kubuza uChiedza.

“Ngiyakwazi,” kwatsho uGlory.

“Lami njalo,” kwatsho uVimbai.

“Ugijima usuka kwenye indawo usiya kwenye,” kwatsho uBethsaida.

“Elinye iqembu liyazama ukutshaya ophakathi esendeweni ogonjolozelweyo. Bangakutshaya uphakathi, suphuma. Kuyachaza!”

“Kulungile asiceleni lalowo mdlalo njalo,” kwatsho uChiedza.

## *Kalanga*

### **Khayisano yemizano**

Khayisano yemizano yemabunga esage yayatjisodzela. Ndiyi wakakumbila bunga lile kuti lizuwe ndekwemizano yaba nohaka mukhayisano. Wakakumbila basikana kuti bathame mabunga matukunu anabanhu batatu kene banha. Vimbai, Chiedza, Bethsaida naGlory bakabvumilana hinga bose.

‘Imi ndohaka bhola lebasikana lemaboko,’ kuleba Vimbai.

# Module 1c

“Ndakatangisa lizana mumavikinyana akapinda. Lohanisa!  
 “Ndobvumilana nawe,” kuleba Chiedza. “Atibeni nebholo lemakumbo kakale”  
 “Koga bhola lemakumbo ndelebayisana,” kuhandula Vimbai.  
 “Akuzojalo! Kuleba Chiedza. “Hango yedu yeZimbabwe inabunga lebakadzi banozana bhola lemakumbo. Banozana kwakanaka kwazo!”  
 “Imi ndoda ntsoro,” kuleba Glory. “Koga awuntenzano. Tingayisa kene?”  
 Ndiyi waka akawhililila bezuwa, “Mungasa mizano yose yakasiyana siyana.” Ejalo. “Unkumbulo wakanaka wentoro.  
 “Imi ndoda raka raka,’ kuleba Bethsaida.  
 “Ini ikoko?” kubhuzwa Chiedza.  
 “Ndoziba,” kujalo Glory.  
 “Namibo,” kuleba Vimbai.  
 “Unolabuka ubva pabumwe bugalo gwakadzibiligwa unda kuyimwe. “  
 Limwe bunga loyedza kuloba nebholo. Uka lobgwa usipabugalo gwakadzibiligwa, watjibhuda. Unzano mbuyanana!”  
 “Kwakalulama, ayikumbileni nayiwoyo nzano kakale.” Kujalo Chiedza.

## C. Literacy. Match the activity with the girl who suggests it.

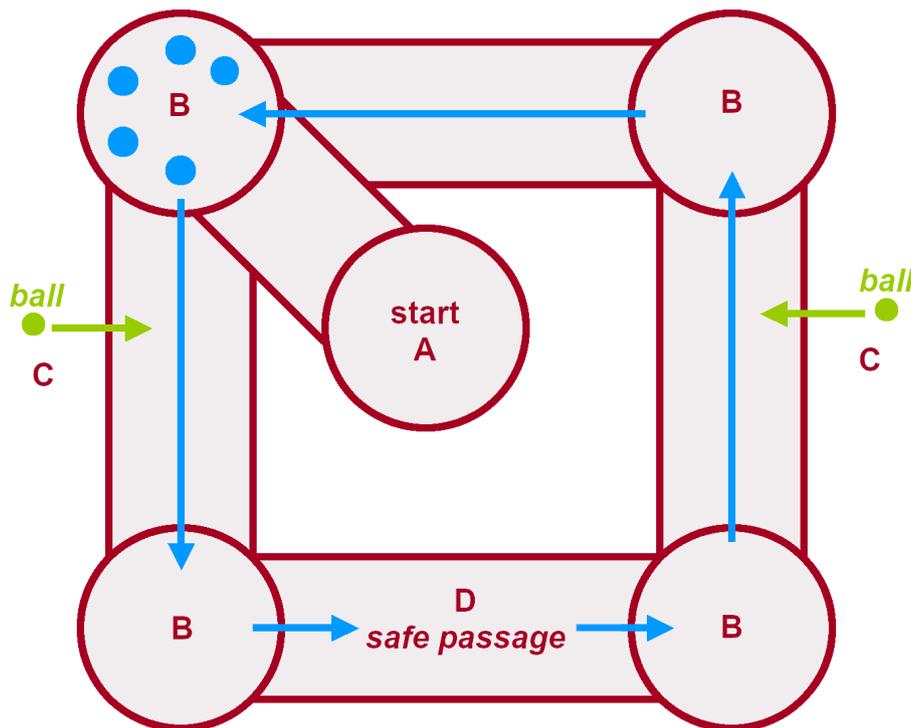
- |  |           |
|--|-----------|
| 1. netball  | Glory     |
| 2. chess   | Bethsaida |
| 3. raka raka   | Chiedza   |
| 4. football  | Vimbai    |

# Module 1c

## D. Literacy. Are the sentences true or false?

- |  |              |
|--|--------------|
| 1. The girls are working in pairs.                     | True / False |
| 2. Chiedza thinks football is only for boys.           | True / False |
| 3. The Community Educator thinks chess is a good idea. | True / False |
| 4. Bethsaida explains how to play raka raka.           | True / False |

## E. Literacy. Can you describe the rules of raka raka? If you don't know them, can you work it out from the story and the diagram?



## F. Think of another sport or game. Describe the rules to a friend. Don't say its name. The friend must guess the sport or game.

# Module 1c

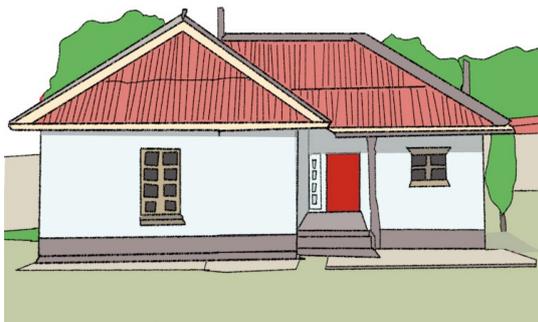
G. Learning English. Write the words under the pictures.

some clothes

a house

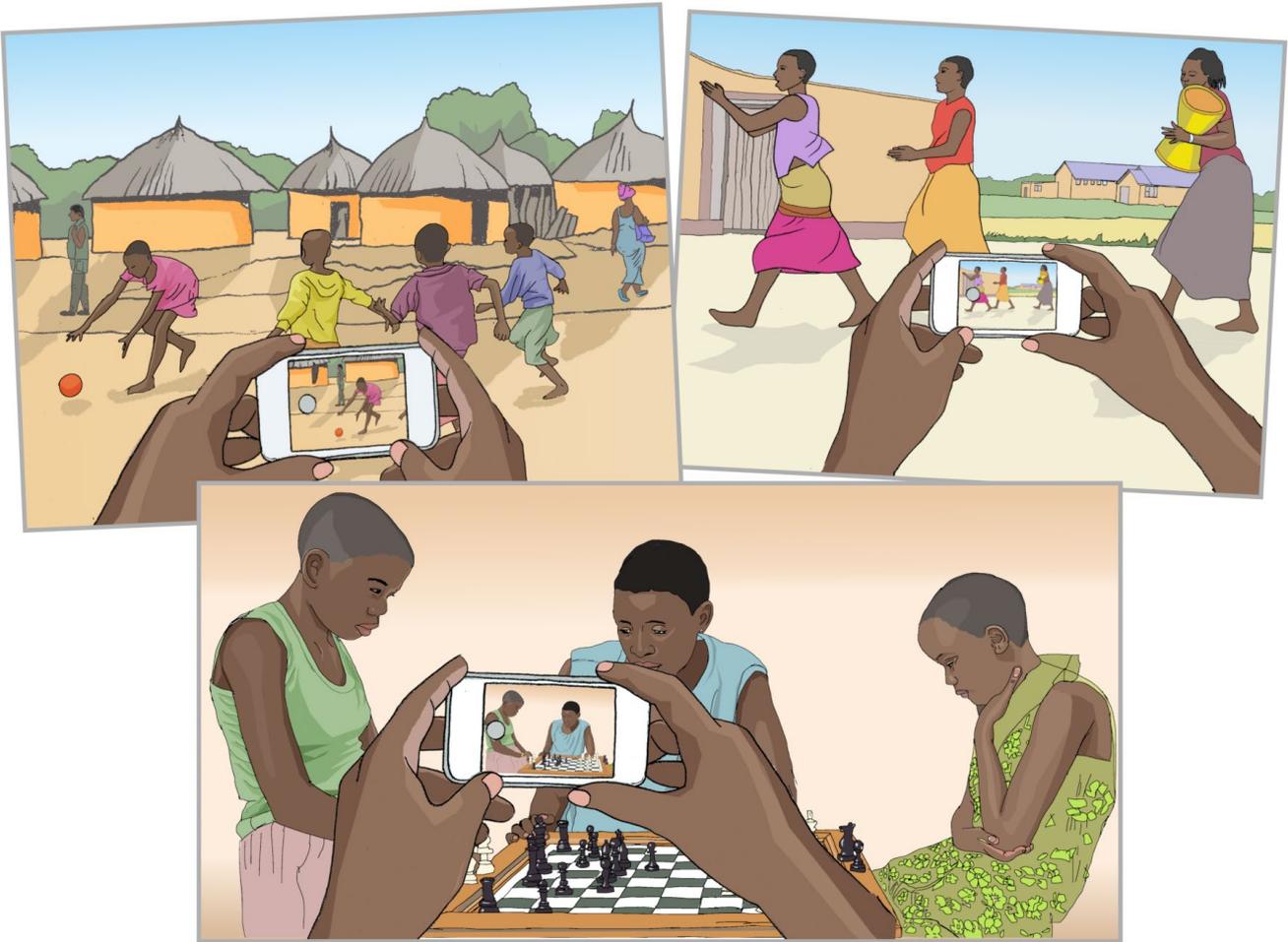
some people

some water



## Unit 7: Everyone joins in

A. Literacy. Match the pictures with the activities: chess, dancing, football.



B. Literacy. Read the story.

*English*

### Glory takes some photos

It was the day of the SAGE inter-hub sports competition. There were girls from three different hubs. There were lots of different games and activities, and there was some nice food and drink.

Glory played four games of chess with girls from other hubs and won all

of them. She liked winning the games, and she also enjoyed meeting the other girls.

After the chess games, Glory wanted to do something different. She had her mother's phone with her. This phone could take photos. She decided to take photos of all the sports and activities in the competition. She took photos of netball, football, skipping games, raka raka, hwai hwai and several other sports and games – including chess. At the end of the day, everybody danced, and Glory took photos of that too.

After the competition Glory chose the best photos and shared them on the internet. Lots of people saw the pictures and sent her nice messages.

*Thanks for sharing those photos!*

*Great to have some photos from this happy day!*

*These are very nice photos. Thanks!*

*Good dancing!*

*Shona*

## **Glory anotora mifananidzo**

Wakanga uri musu wemakwikwi ezvikwata zvakasiyana-siyana eSAGE. Pakanga paine vasikana vaibva muzvikwata zvitatu zvakasiyana. Pakanga paine mitambo nezviitiko zvakasiyanasiyana, zvakare pakanga pane chikafu chinonaka uye nezvinwiwa.

Glory akatamba mitambo mina yetsoro nevasikana vekune zvimwe zvikwata akakunda mune yose. Akafara chaizvo kukunda pamitambo yose, uye kusanganawo nevamwe vasikana.

Mushure memitambo yetsoro, Glory akanga ava kuda kuitawo zvimwewo. Akanga aine nharembozha yamai vake. Nharembozha iyi

yaikwanisa kutora mifananidzo. Akafunga zvekutora mifananidzo yemitambo yese nezvaiitwa mumakwikwi aya. Akatora mifananidzo yebhora remaoko rechikadzi, bhora renhabvu, mitambo yekusvetuka-svetuka, raka raka, hwai hwai nemimwe mitambo- kusanganisira tsoro. Pakupera kwezuva, munhu wese akatamba, Glory achitora mifananidzo yaizvozvo zvose.

Mushure memakwikwi aya Glory akasarudza mifananidzo yanga yakanakisa ndokuisa padandemutande. Vanhu vazhinji vakaona mifananidzo iyi, vakamutumira mazwi ekuyemura

*Wakaita basa nekutumira mifananidzo iyi!*

*Tinozvikudza kuwana mifananidzo kubva muzuva rekufara rakadai!*

*Mifananidzo iyi yakanaka. Waita basa!*

*Kugona kutamba!*

## *Ndebele*

Kwakulilanga lemncintiswano yeSAGE. Kwakulamankazana asuka endaweni zokufundela zeSAGE ezintathu. Kwakulemidlalo etshiyeneyo, njalo kwakulezifela emlonyeni lokunathwayo.

UGlory wadlala imidlalo emine *eychess* lamanye amankazana avele kwezinye indawo zokufundela zeSAGE, wanqoba kuyoyonke imidlalo. Wakuthakazelela ukunqoba emidlalweni, kanye lokuhlangana lamanye amantombazana.

Ngemva kwemidlalo *yechess*, uGlory wasefuna ukwenza okunye okwehlukeneyo. Wayelo makhalekhukhwini kanina. Wayengathatha imfanekiso. Wacabanga ukuthatha imfanekiso yemidlalo yonke ekumncintiswano lo. Wathatha imfanekiso yebhola lokuqaga, eyengunqu, eyokweqa, umatshayana, ihwai hwai kanye leminyane imidlalo

– enje *ngechess*.

Ekucineni kwelanga, wonke umuntu wagida, uGlory wathatha njalo imfanekiso yalokhu.

Ngemva komncintiswano uGlory wakhetha imifanekiso emihle kulayo yonke, wathumela abanye ebulenjini. Abantu abanengi bayibona leyimifanekiso, bayincoma kakhulu bamthumela imilayezo etshiyeneyo.

*Siyabonga ngokusitshengisa imifanekiso emihle kangaka!*

*Kuhle ukubona imifanekiso e yelanga elihle kangaka!*

*Imifanekiso leyi mihle kakhulu. Siyabonga!*

*Bekugidwa kuhle lapha!*

*Kalanga*

## **Glory unotola mifananidzo**

Kwakulihhuba lekhayisano yemabunga eSage. Kwakabe kunabasikana banobva mumabunga matatu akasiyana. Kwakakunamizano yakasiyana, zodliwa nekunongwiwa kunozipa. Glory wakazana mizano minha yentsoro nebamwe basikana bemabunga emimwe mitunhu kabhudilila. Wakada bhudilila mumizano, kakale kahanila hangana nebamwe basikana.

Mizano yentsoro yakati yapinda, Glory wakahaka thama kumwe kwakapalalana nayo. Waka enan'hala wamme babe. N'hala iwoyu waka uli weludzi gunotola mifananidzo. Wakabhuda nenkumbulo wetola mifananidzo yemizano yose nayiko kose kwakatiwa mukhayisano. Waka tola mifananidzo yebhola lebasikana lemaboko, bhola lemakumbo, nzano wetjuluka ntambo, raka raka, hwai hwai ne kumwe kwakakutiwa kunopetela ntsoro. Lakati linohwa, banhu bose bakahana bezana, Glory

ekatola mifananidzo kakale.

Khayisano yapela Glory wakahala mifananidzo yakanaka kwazo kwazo, ekayikobela bamwe paludandi. Banhu banjinji bakayilinga, ekawamutjila milayedzo inohanisa.

*Toboka kobegwa mifananidzo!*

*Kohanisa wana mifananidzo yehhuba lakanaka!*

*Mifananidzo yakanaka kwazo kwazo. Taboka!*

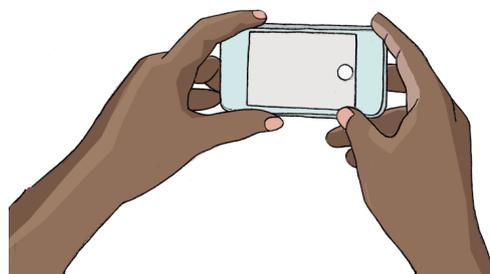
*Zana kwakanaka!*

### C. Literacy. Are the sentences about the story true or false?

- |   |              |
|---|--------------|
| 1. There were girls from four hubs at the competition.              | True / False |
| 2. There were things for the girls to eat and drink.                | True / False |
| 3. Glory won two chess games and lost two.                          | True / False |
| 4. Glory took photos with her aunt's phone.                         | True / False |
| 5. At the end of the day, there was dancing.                        | True / False |
| 6. After the competition, Glory put all her photos on the internet. | True / False |
| 7. Lots of people saw the photos on the internet.                   | True / False |

### D. Literacy. Ask and answer these questions with a friend.

1. Have you ever taken photos? When and where?
2. Do you know somebody who has a phone which can take photos?
3. Have you seen photos on the internet? (For example, on WhatsApp.)  
What photos did you see?

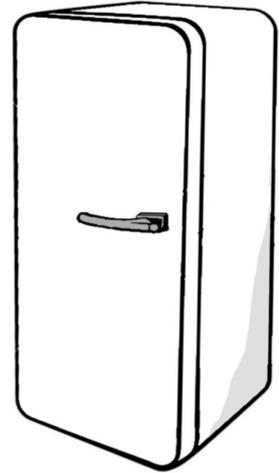




# Module 1c

F. Learning English. Read the words. What do they mean? Write the words in the spaces.

about      match      fridge  
 throw      what      photo



keep food in a \_\_\_\_\_

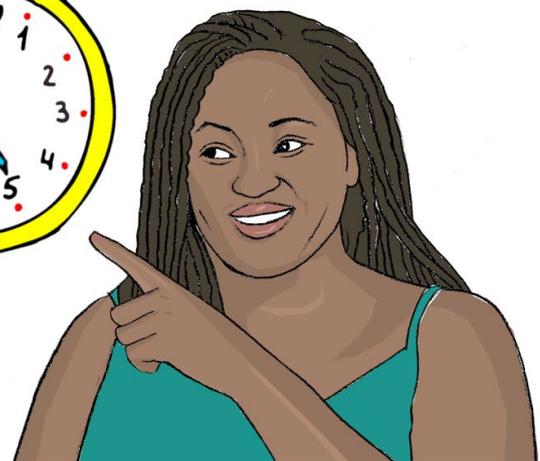
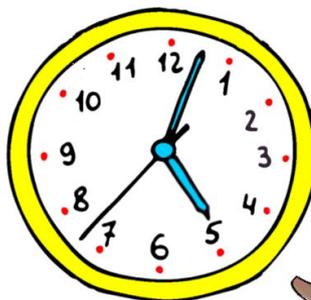
watch a netball \_\_\_\_\_

take a \_\_\_\_\_ with your phone

\_\_\_\_\_ a ball and catch a ball

\_\_\_\_\_ time is  
 it?

It's \_\_\_\_\_  
 five o'clock.



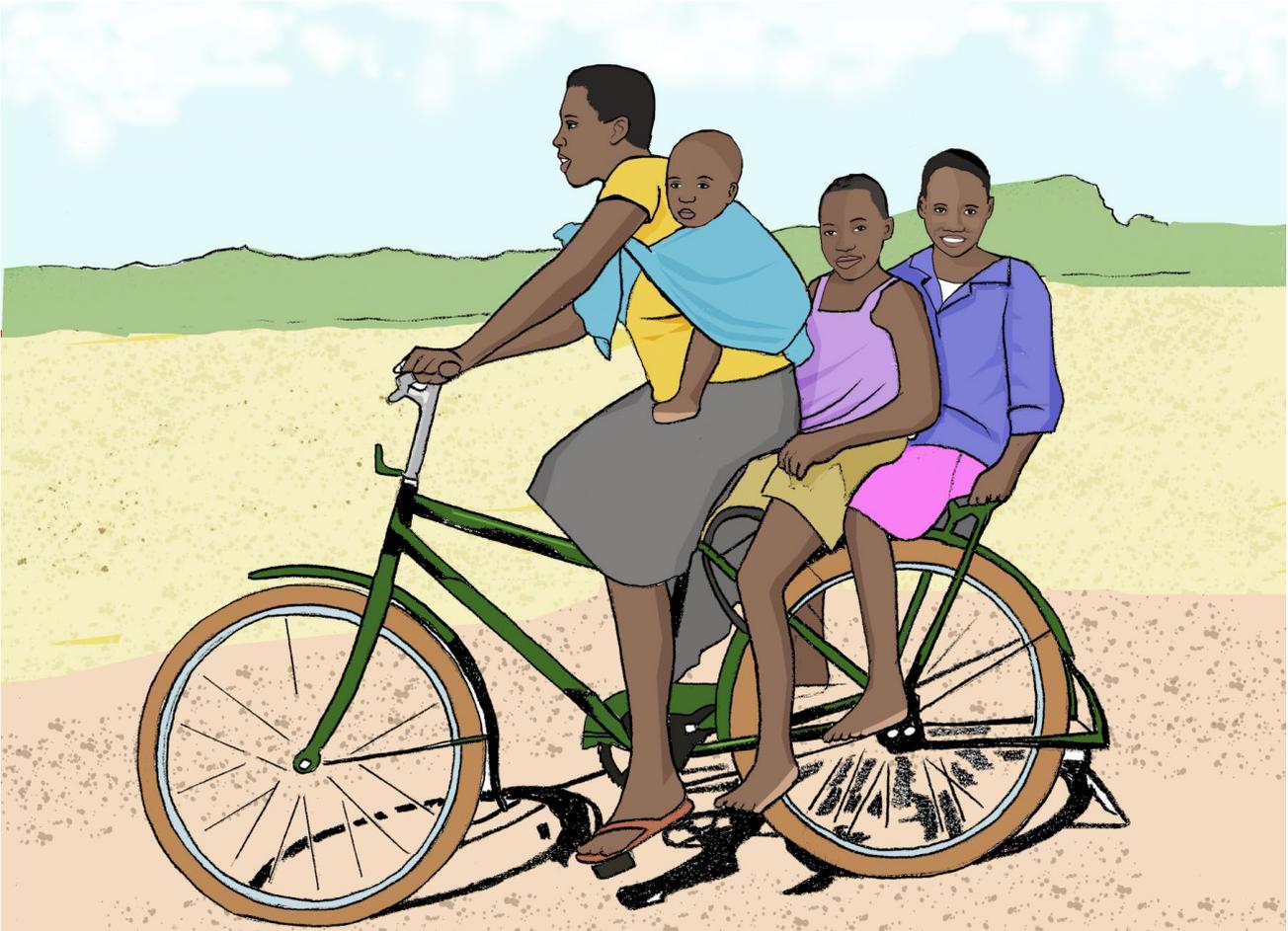
## Module 1c

G. Learning English. Touch a word and say it. What does the word mean?

start	catch	good
grow	soap	farmer
turn	coin	mouth
elephant	short	moon
teacher	when	town
eating	food	thirteen

## Unit 8: Mending things

A. Literacy. Look at the picture. What problems can you imagine with so many people on one bike?



B. Literacy. Read the story.

*English*

### **Too many people on a bike!**

Vimbai was cycling home after the SAGE inter-hub sports competition. Ezekiel was on her back, and Rudo and her friend Princess were on the back of the bike. They were sitting on a small rack for carrying things. Suddenly there was a strange noise.

“We’re falling off!” shouted Rudo.

Vimbai stopped the bike and looked behind. The rack for carrying things was broken. Now Rudo and Princess were sitting on the back wheel.

“There’s a bike repair place near here,” said Vimbai. “We can go there.”

At the bike repair place, a young woman called Bongani looked at the bike.

“The carrying rack is broken, and the back tyre has a puncture,” she said. “I can fix the puncture, but not the carrying rack. I haven’t got another one here. You two girls were too heavy to sit on it!”

“OK,” said Vimbai. “Please fix the puncture. Then we’ll walk back. Rudo and Princess can’t ride on the back of the bike now.”

“I also sell bikes,” said Bongani.

“Thanks, but we can’t afford one now,” said Vimbai.

“You’ve got an interesting job,” said Rudo.

“Yes,” said Bongani. “I started fixing bikes for a project for giving bicycles to school children. Now I’ve got my own shop.”

## *Shona*

### **Vanhu vakawandisa pabhizautare!**

Vimbai aichovha bhizautare kuenda kumba mushure memitambo yemakwikwi ezvikwata zvakasiyana siyana zveSAGE. Aiva akabereka Ezekiel, zvakare Rudo neshamwari yake Princess vaive vakatakurwa kumashure kwebhizautare iri. Vainge vakagara pachitakuro chidiki chenhumbi.

Chiriporipotyo, pakaita ruzha rusina kunzwisika.

“Tava kudonha!” Rudo akadaidzira.

Vimbai akamisa bhizautare ndokutarisa kumashure. Chitakuro chiya

chaiva chatyoka. Zvino Rudo naPrincess vanga vagara pavhiri rekumashure.

“Pane nzvimbo inogadzirwa mabhizautare pedyo nepano,” anodaro Vimbai. “Tinogona kuenda ikoko.”

Panzvimbo inogadzirwa mabhizautare, musikana wechidiki anonzi Bongani akaongorora bhizautare riya.

“Chitakuro chebhizautare chatyoka, zvakare vhiri reshure rabooka,” anotsanangura. “Ndinokwanisa kugadzira vhiri, asi kwete chitakuro. Handina chimwe pandiri pano. Imi vasikana vaviri manga muchiremera chitakuro ichi!”

“Zvakanaka,” anodaro Vimbai. “Ndapota, gadzira vhiri. Tichafamba hedu kudzokera. Rudo naPrincess havachakwanisa kutakurwa kumashure kwebhizautare.”

“Ndinotengesa mabhizautare zvakare,” anodaro Bongani. “Waita basa, asi pari zvino hatikwanisi kutenga,” anodaro Vimbai.

“Une basa rinonakidza,” anodaro Rudo.

“Hongu,” anodaro Bongani. “Ndakatanga kugadzira mabhizautare evanhu vaipa mabhizautare kuvana vechikoro. Zvino ndavane chitoro changu.”

*Ndebele*

***Abantu abanengi kuntshelelezani!***

UVimbai wayetshova untshhelelezani ebuyela ngekhaya ngemva kwemcintiswano wemidlalo yeSAGE. Wayebelethe uEzekiel, wayebelethe njalo uPrincess loRudo ngebhasikili. Babehlezi phezulu kwesihlalo okuthwalwa khona impahla.

Khonapho khonapho kwezwakala umsindo ongajayelekanga.

“Sesisiwa!” kwamemeza uRudo.

UVimbai wamisa untshelelezani wakhangela emuva. Isihlalo sokuthwala impahla sasesiqamukile. URudo lo Princess basebehlezi phezulu kwevili langemuva.

“Kulendawo okulungiswa khona ontshelelezani eduzane khonapha,” kwatsho uVimbai. “Singayakhona.”

Lapho okulungiswa ontshelelezani kwakulontombazana okuthiwa nguBongani owakhangela untshelelezani lo.

“Isihlalo sokuthwala impahla siqamukile, ivili langemuva seliphela umoya ,” kwatsho uBongani. “Ngingakhangela lapho okuphela khona umoya, hayikhona isihlalo sokuthwala impahla okuqamuke khona. Angilakho okunye lapha. Lina mankazana lobabili liyasinda kakhulu ukuthi lihlale lapho!”

“Kulungile,” kwatsho uVimbai. “Ngicela ulungise lapho okuphuma khona umoya. Sizabuyela ngenyawo. URudo loPrincess angisayikubabeletha ngontshelelezane khathesi.”

“Ngiyathengisa njalo ontshelelezane,” kwatsho uBongani.

“Ngiyabonga, kodwa asanelisi ukuthenga,” kwatsho uVimbai.

“Ulomsebenzi ochazayo,” kwatsho uRudo.

“Yebo,” kwatsho uBongani. “Ngaqala ukulungisa ontshelelezane kwelunye uhlelo olwaluncedisa abantwana besikolo ngontshelelezane. Khathesi sengilesitolo sami.”

## *Kalanga*

### **Banhu banjinji pehhugwi kwenjinga**

Vimbai waka etshova enda kanyi khayisano yemizano yeSage yapela. Wake akabhabha Ezekiel, Rudo nenkhwinya uwe Princess bakatanha hule kwenjinga iye. Bake baligele mutulo tjinosungiligwa mitundu. Betjanda bakafala kwakabe nehoba inotjenamisa.

“Towa!” Kumimila Rudo.

Vimbai wakamisa njinga ekayilinga hhule kwalo. Tulo tjinosingiligwa mitundu tjake tjatji vunika. Kwangwenu Rudo naPrincess bake batjigala pehhugwi kwevhiri lahule.

“Kuna kuno bakanyigwa njinga pedlo nayipapa,” kuleba Vimbai.

“Ayindeni ikweno.”

Kunobakanyigwa njinga, nsikana unoyi Bongani wakayilinga njinga.

“Tulo tjinosingiligwa mitundu tjavunika neviru lahule alitjina meya.” eleba. “Ndokwanisa mubakanyila kunobhuda meya, koga antitokwanisa mubakanyila tulo tjinosingiligwa mitundu. Andina imwe ipapa. Bubili gwenyu mamuyi lemela!”

“Kwakalulwama,” kujalo Vimbai. “Ndokumbila ubakanye tjikhala tjinodusa meya. Tobwilila nemakumbo. Kwangwenu Rudo naPrincess abangatjagale hule”.

“Ndotengesa njinga kakale,” kuleba Bongani.

“Toboka, koga atingatubule yitenga kwangwenu,” kuleba Vimbai.

“Una nhingo wakanaka kwazo,” kuleba Rudo.

“Eya,” kujalo Bongani. “Ndakatanga ndibakanya njinga elunhambo gunopa banha bekwele dzinjinga. Kwangwenu ndatjibe netolo tjangu.”

# Module 1c

## C. Literacy. Answer the questions.

1. How many people were on the bike?

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2. Why was there a strange noise?

---

3. Why did the carrying rack break?

---

4. Why couldn't Bongani fix the carrying rack?

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5. What did Bongani fix?

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6. Why did Bongani start fixing bikes?

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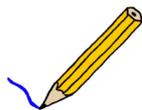
## D. Literacy. Ask and answer these questions with a friend.

1. Have you ever ridden a bike? When and where did you ride a bike?

2. Have you ever mended something? What did you mend?

## E. Learning English. Match the words.

I am



it is

she is

he is

he's

I'm

it's

she's

# Module 1c

## F. Learning English. Write I'm, He's, She's and It's in the spaces.

My name is Glory. \_\_\_\_\_ from Zimbabwe.

Her name is Maita. \_\_\_\_\_ a teacher.

His name is Busano. \_\_\_\_\_ a farmer.

Look. \_\_\_\_\_ raining.

## G. Learning English. Complete the sentences for you and a friend.

Me and my friend

I'm \_\_\_\_\_.

She's \_\_\_\_\_.

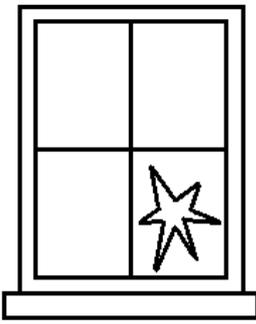
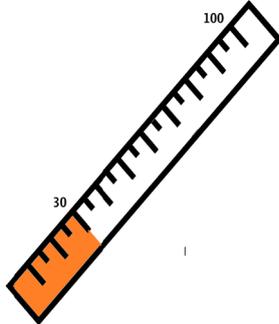
I don't like \_\_\_\_\_.

My friend doesn't like \_\_\_\_\_.

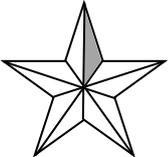
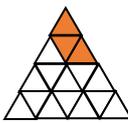
## H. Fractions wall.


# Module 1c

## I. Numeracy. Write down the fraction shown in the picture.

## Write down the fraction shaded and circle the numerator or the denominator.

			
Fraction:	Fraction:	Fraction:	Fraction:
Circle the denominator	Circle the numerator	Circle the denominator	Circle the numerator

## J. Comparing fractions.

Use the fractions wall to help you.

1/5		2/5		3/5		4/5		5/5	
1/10	2/10	3/10	4/10	5/10	6/10	7/10	8/10	9/10	10/10

# Module 1c

**Put a circle around the bigger fraction in these pairs.**

- A.  $\frac{1}{5}$              $\frac{3}{5}$
- B.  $\frac{4}{5}$              $\frac{2}{5}$
- C.  $\frac{3}{10}$             $\frac{7}{10}$

If the fractions have the same denominator then the larger the numerator the larger the fraction.

**Put a circle around the bigger fraction in these pairs.**

- D.  $\frac{1}{10}$             $\frac{1}{5}$
- E.  $\frac{4}{5}$              $\frac{4}{10}$
- F.  $\frac{2}{10}$             $\frac{2}{5}$

If fractions have the same numerator then the smaller the denominator the larger the fraction.

**What do you notice about these pairs of fractions?**

- G.  $\frac{2}{5}$              $\frac{4}{10}$
- H.  $\frac{6}{10}$             $\frac{3}{5}$
- I.  $\frac{4}{5}$              $\frac{8}{10}$

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## Unit 9: Making a difference

A. Literacy. Look at the picture. Guess what happens in the story.



B. Literacy. Read the story that goes with the picture.

*English*

### **Building something new**

Fortunate's village needed a new toilet block. The old one was in a bad state. There was a village meeting about it.

"Let's build it next to the old one," said an old man.

"No, it's too far from the centre of the village," said Fortunate. "It's a long walk for some people."

"Perhaps build it at the crossroads in the centre of the village?" said another man.

"That's next to my kiosk," said a woman in a pink shirt. "Nobody wants

to buy food near a toilet block!”

“There’s a space near the bus stop,” said a woman in a white dress.

“It’s not far from the village centre and it’s not near other buildings.”

Everybody agreed it was the best place. Then somebody said, “What about the design?”

“Let’s have it the same as the old block,” said a man in a grey jacket.

“No, that design isn’t good,” said Fortunate. “It’s not the healthiest type. We need a more modern type.”

“What do *you* know about it?” asked the man in the grey jacket.

“I’ve asked lots of people, and I found some information on the internet,” said Fortunate. “I’ve got some plans here, on my phone.”

After a lot of discussion, everybody agreed to use Fortunate’s plans for the new toilet block.

## *Shona*

### **Kuvaka zvimbuzi zvitsva**

Dunhu raFortunate raida zvimbuzi zvitsva. Zvimbuzi zvaivepo zvanga zvasvata. Kwakaitwa musangano wemudunhu wekukurukura nezvenyaya iyi.

“Ngativake zvimbuzi zvitsva parutivi pechimbuzi chaivepo kare,” vanodaro baba vechikuru.

“Kwete, kune zvimbuzi izvozvo kure nenhandare yedunhu,” Fortunate anodaro. “Pane chinhabwe chakareba zvekuti vamwe vanhu havangapafambe.”

“Kuti pamwe zvingavakirwa pamharadzano dzenzira dziri pakati pemusha?” anodaro mumwe murume.

“Pedyo nepandinotengesera chikafu,” akadaro mumwe mudzimai aive akapfeka hembe yaiva neruvara rwepink. “Hapana anoda kutenga chikafu pedyo nezvimbuzi!”

“Panezve imwe nzvimbo iri pedyo nepanokwirirwa mabhazi,” anodaro mumwe mukadzi aive akapfeka rokwe jena. Hakusi kure nenhandare yedunhu zvakare hapasi pedyo nezvimwe zvivakwa.”

Munhu wese akabvumirana kuti iyo ndiyo yaive nzvimbo yakanaka kuvakira zvimbu. Mumwe akabva abvunza kuti, “Ko zvichavakwa nechimiro chakaita sei?”

“Ngazvivakwe zvakangofanana nemavakirwo akaitwa zvekare,” akadaro mumwe murume aive akapfeka bhachi reruvara rwepfumbu.

“Kwete, muvakire iwoyo hauite,” anodaro Fortunate. “Muvakiro iwoyo hauna kumira mushe. Ngatiitei muvakiro unofambirana nenguva.”

“Ko iwe unozivei nezvazvo?” akabvunza murume webhachi repfumbu.

“Ndakabvunza vanhu vakawanda uye ndakatsvaga padandemutande,” akadaro Fortunate. “Honai ndine mifananidzo yemavakiro ezvivakwa munharembosha yangu.”

Mushure mekukurukura kuzhinji, munhu wese akabvumirana nehurongwa hwezvivakwa zvezvimbu hwaFortunate.

## *Ndebele*

### **Ukwakha isambuzi esitsha**

Esigabeni okuhlala khona uFortunate babefuna izambuzi ezintsha. Izambuzi ezindala zasezigugile. Kwakulomhlangano mayelana lalokho.

“Asakheni eceleni kwezindala,” kwatsho elinye ixhegu.

“Hatshi, kukhatshana lenziki yesigaba” kwatsho uFortunate.

“Kuluhambo olude kwabanye.”

“Singayakha okuphambana khona imigwaqo enzikini yesigaba sethu?” kwatsho omunye ubaba.

“Kuseduze kakhulu lesitolo sami,” kwatsho omunye umama owayegqoke okuyipinki. “Akulamuntu ongafuna ukuthenga ukudla okuthengiswa duze lesambuzi!”

## Module 1c

“Kulendawo duze lesilindweni samabhasi,” kwatsho umama owayegqoke isigqoko esimhlophe. “Indawo leyi ayikhatshana lesigaba njalo ayikho duze lezinye izakhiwo.”

Wonke umuntu wavumelana lakho ukuthi yindawo eqondileyo. Omunye wathi, “Isakhiwo lesi sizakuba lesimo esinjani?”

“Asiyimiseni ngendlela okwakumiswe ngayo izambuzi ezindala,” kwatsho ubaba owayegqoke ibhatshi eliyimpunga.

“Hatshi, isimo lesiyana asilunganga,” kwatsho uFortunate. “Ayisiyo ekhuthazwa ngabezempilakahle. Sifuna ehambelana lezikhathi zakhathesi.”

“Kuyini okwaziyo ngalokho?” kwabuza ubaba ogqoke ibhatshi eliyimpunga.

“Sengibuze abantu abanengi , ngithole ulwazi olunengi ebulenjini,” kwatsho uFortunate. “Ngilazo ezinye izimilo lapha kumakhalekhukhwini.”

Ngemva kokuxoxisana kabanzi, abantu bonke bavumelana ukusebenzisa umbono kaFortunate ukwakha izambuzi ezintsha.

*Kalanga*

## **Bakiwa kwetjingumbana tjitshwa**

Ntunhu waFortunate wake uhaka baka tjingumbana tjitshwa.

Whulukugwi yake ilimutjimo tjakayipa. Kwakabe nenhango wentunhu wose welebeleka nekwadzo.

“Ngatibakeni pedlo netjingumbana tjantolo,” kujalo nhuntana.

“Hayi, ndikule napakati kwentunhu wedu,” kuleba Fortunate.

“Kunhambo kubamwe banhu.

“Pamwe tingatjibaka kunoleyana zila mukati kwentunhu wose.” kujalo umwe nlume.

“Kupedlo netodlwana tjangu. Kujalo umwe nkadzi wakambala yempe yelubala gwepinki.

“Akuna banhu banoda tenga zodliwa pedlo netjingumbana!”

“Kunabugalo pedlo nekunolindigwa mabhasi,” kujalo nkadzikulu wakambala kutjena.

“Akute kule nemukati kwentunhu kakale akute pedlo nezvimwe zwibakiwo.”

Banhu bose bakabvumilana kuti kwakakulibugalo gwakalulwana.

Kwatjijalo umwe wakati, Tjobakiwa tjini?”

“Atibakeni nezila inofanana nedzantolo,” kujalo nlume wakambala jazi lemvumbu.

“Ndolamba, zila iyeyo ayithama,” kuleba Fortunate. “Ayitobvumigwa nebanhu banolinga nezwebutjilo gwebanhu. Tohaka inondilana nelubaka gwangwenu.

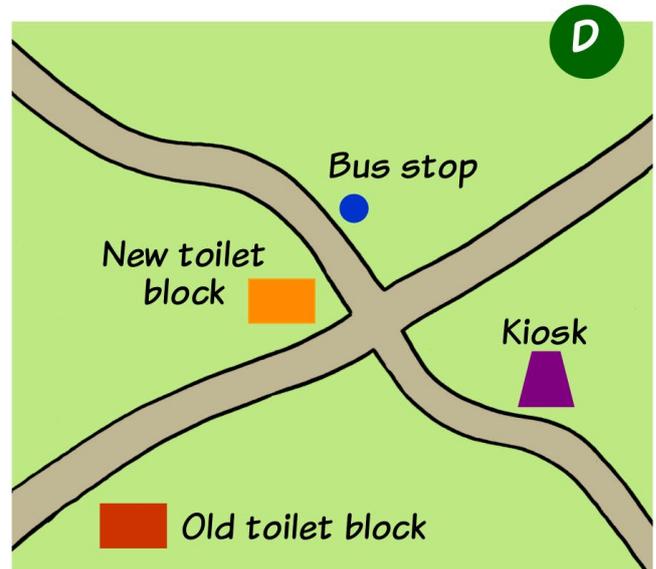
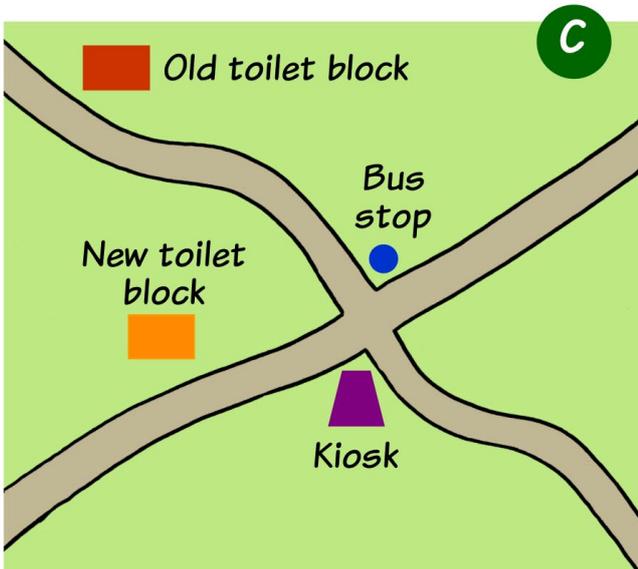
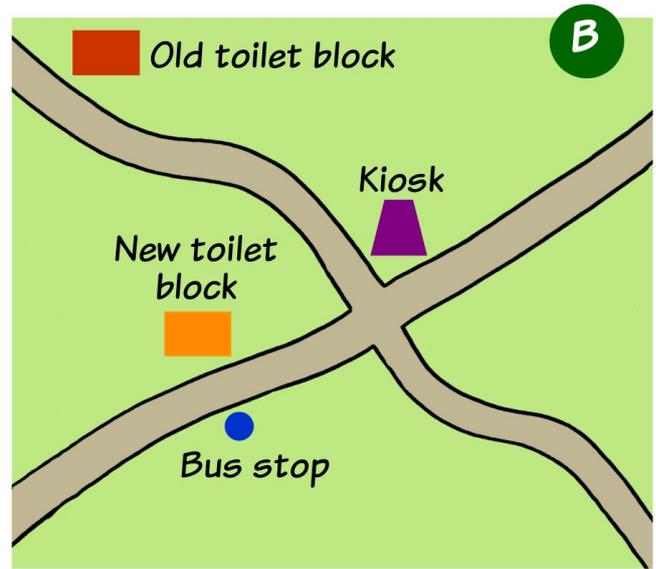
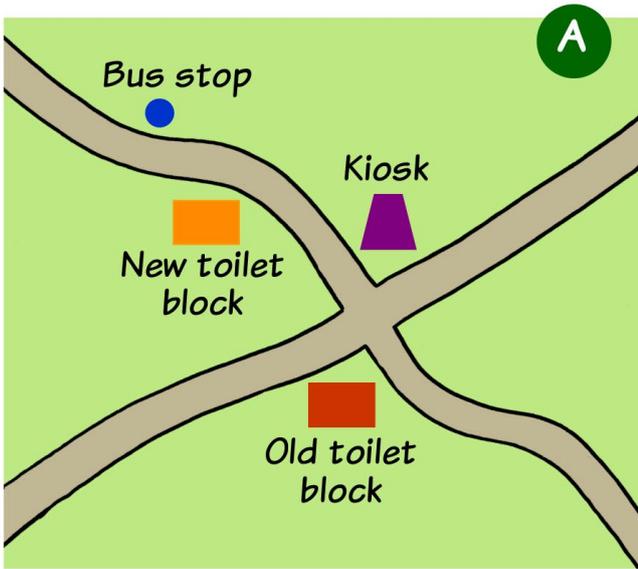
“Unozibani ndekwayo?” kubhuzwa nlume wejazi lemvumbu.

“Ndabhuzwa banhu banjinji, kakale ndawana gumwe luzibo paludandi,” kujalo Fortunate. “Ndawana dzimwe zila dzebaka, mun’ wangu.

# Module 1c

Hule kwelebelesana kwazo, banhu bose bakabvumilana hingisa zila yaFortunate kubaka tjingumbana tjitshwa.

## C. Literacy. Choose the correct map of the village in the story.



# Module 1c

## D. Literacy. Match the people with the things they said.

Old man 

Woman in a pink shirt

Woman in a white dress

Man in a grey jacket

Fortunate

Build it near the bus stop.

Use a new design.

Use an old design.

Don't build it in the centre of the village.

Build it next to the old one.



## E. Literacy. Imagine you are going to start a new food kiosk. Where is the best place to put it? Discuss your ideas with a friend.

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# Module 1c

F. Learning English. Read the word. What does it mean? Match the word with the picture. Copy the word.

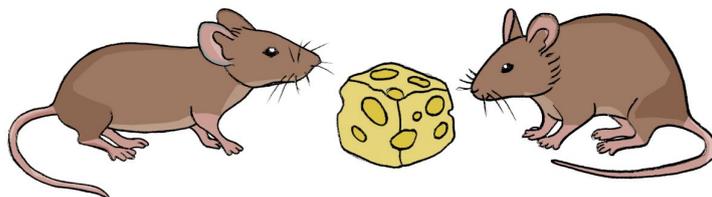
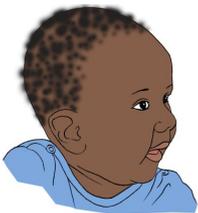
mice    page    fifty    cry    baby    ball    knife



cry



50



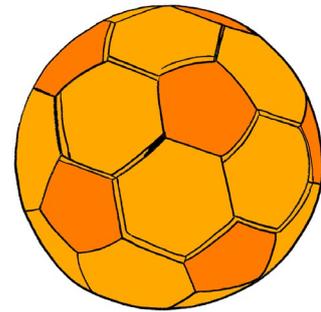
# Module 1c

G. Learning English. Complete the words with these letters. Read the sentences to your friend.

c c g y y a a k

Vimbai is very happ\_\_.

This ball is oran\_\_e.



This bag isn't big. It's very sm\_\_ll.

I like it here. It's a ni\_\_e pla\_\_e.

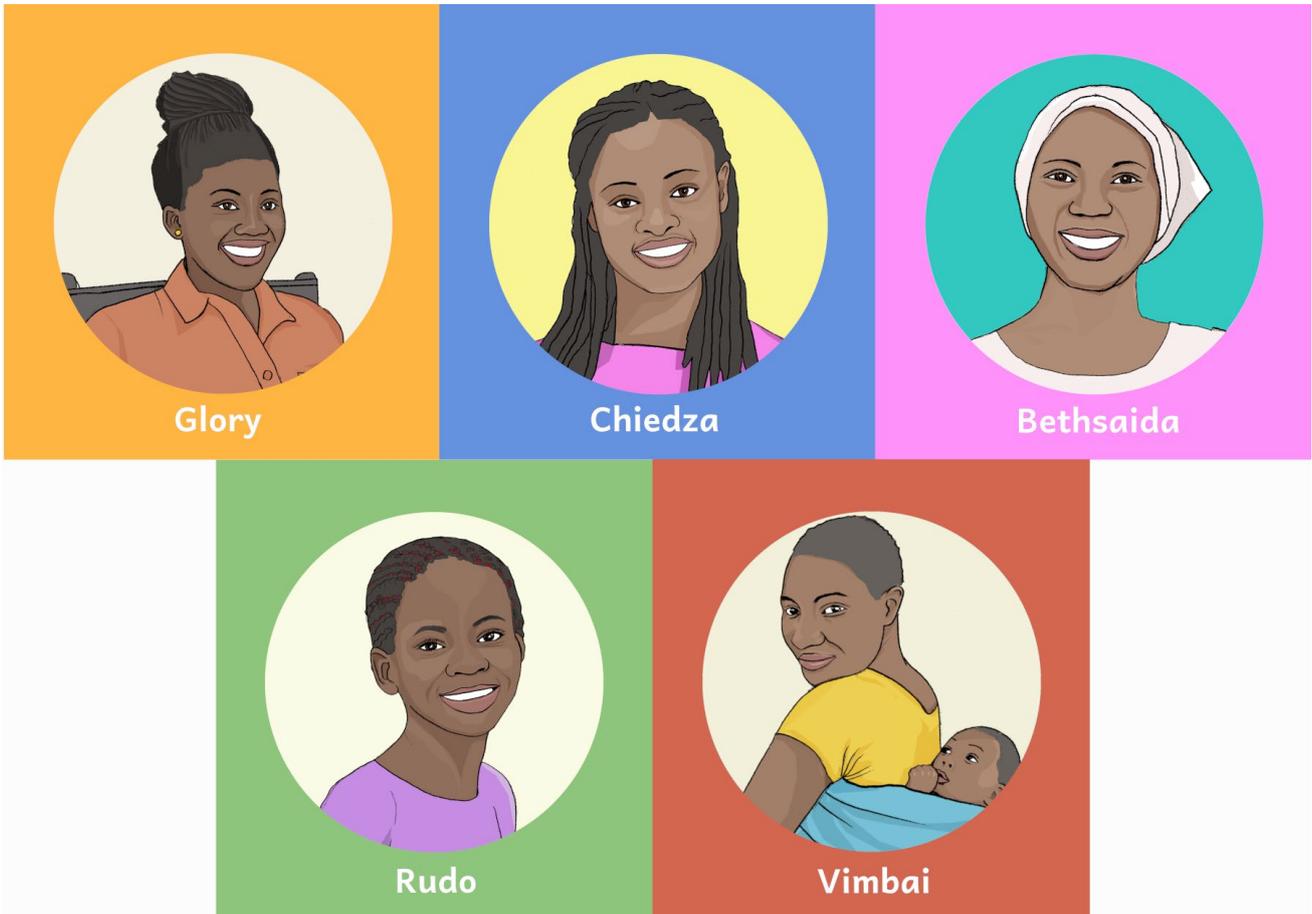
I \_\_now the answer to this question!

You are m\_\_ friend.

The Zimbabwe Gems are am\_\_zing!

## Unit 10: What am I going to do next?

A. Literacy. Look at the pictures. What can you remember about these girls?



B. Literacy. Match the words with the girls in the pictures.

**English - What are they going to do next?**

1. She loves netball, and she has an older sister. She is 10 years old. She wants to start going to SAGE sessions when they start again.
2. She likes playing raka raka. She usually wears white clothes. She

wants to continue coming to SAGE sessions next year.

3. She has a son and a younger sister. Her best friend is Chiedza. She may come to SAGE sessions next year, but she hasn't decided yet. She wants to start her own business, but she isn't sure that she's ready yet.
4. She loves chess, and she is very good at it. She also likes taking photos. She often puts her photos on the internet, and lots of people have seen them. She wants to continue coming to SAGE sessions next year.
5. Her best friend is Vimbai. She isn't going to come to SAGE sessions next year, but she is going to keep in contact with the friends she made through SAGE. She is going to start working with a group of friends who make clothes.

## *Shona*

### **Chii chatava kuzonoita?**

Fananidza mazwi nevasikana vari mubhuku rino.

1. Anofarira bhora remaoko revakadzi, zvakare ane mukoma wake. Ane makore gumi. Anoda kutanga kuenda kuzvidzidzo zveSAGE pazvinotanga zvakare.
2. Anofarira kutamba raka raka. Anowanzopfeka hembe chena. Ari kuda kuramba achiuya kuzvidzidzo zveSAGE gore rinouya.
3. Ane mwana mukomana nemunin'ina. Shamwari yake yepamoyo ndiChiedza. Angangouya kuzvidzidzo zveSAGE gore rinouya asi haasati anyastofunga. Ari kuda kutanga bhindauko rekuwana naro upfumi, asi haasati ava nechokwadi kuti anyatsogadzirira here.

4. Anofarira tsoro, zvakare anoigona chaizvo. Anofarira zvekutora mifananidzo. Anowanzoisa mifananidzo yaanotora padandemutande, zvekuti vanhu vakawanda vanoona mifananidzo yaanotora. Ari kuda kuramba achiuya kuzvidzidzo zveSAGE gore rinouya.
5. Shamwari yake yepedyo ndiVimbai. Haasi kuzouya kuzvidzidzo zveSAGE gore rinouya, asi acharamba achiwadzana nekutamba neshamwari dzaakasangana nadzo kuSAGE. Achatanga kushanda neboka reshawari dzinosona mbatya.

## *Ndebele*

### **Kuyini okulandelayo abazakwenza?**

### **Ukubala. Khangela imfanekiso. Kuyini okokhumbulayo ngala mantombazana?**

1. Uthanda umdlalo webhola lokuqaga, njalo ulodadewabo. Uleminyaka elitshumi. Ufuna ukuqala izifundo zeSAGE nxa seziqala njalo.
2. Uthanda ukudlala umatshayana. Ujayele ukugqoka izigqoko ezimhlophe. Ufuna ukuqhubeka ngezifundo zeSAGE ngomnyaka olandelayo.
3. Ulendodana lomnawakhe oyinkazana. Umngane wakhe omkhulu nguChiedza. Angabuya ezifundweni zeSAGE ngomnyanga olandelayo, kodwa kakacabangisisi ngakho. Ufuna ukuqala ibhizinisi lakhe, kodwa kakabi leqiniso lakho njalo kakazilungiseleli.
4. Uthanda umdlalo wechess, njalo uyingcitshi ekuyidlaleni. Uthanda ukuthatha imfanekiso. Wejayele ukufaka izithombe zakhe ebulenjini, abantu abanengi sebazibuka. Ufuna ukuqhubeka ngezifundo zeSAGE kumnyaka ozayo.

5. Umngane wakhe omkhulu nguVimbai. Kasoze enelise ukuphatheka ezifundweni zeSAGE kumnyaka olandelayo, kodwa uzaqhubeka lobudlelwano labangani bakhe ahlangana labo kuSAGE. Uzaqala ukusebenzelana leqembu labangani bakhe abathunga izigqoko.

## *Kalanga*

### **Ini tjandinhothama tjintobela?**

#### **Bala. Linga mifananidzo. Ini tjawunokumbula nekwebasikana ibaba?**

1. Unoda bhola lebasikana lemaboko kakale unankulu uwe wola wetjikadzi. Unamakole aligumi. Unohaka nda kuzwidiyo zweSage pazwetangisa kakale.
2. Unoda zana raka raka. Unogozwa mbala zwimbalo zwitjena. Unohaka ndila mbeli nezwidiyo zweSage mugole linohha.
3. Una mwana wetjilume nenunguna uwe wetjikadzi. Nkhwinya uwe wanoda kwazo ndiChiedza. Engahha muzwidiyo zweSage mugole linohha koga utjakumbulisisa. Unohaka tangisa bhizinesi iye koga analebeswa kuti watjizwimisila
4. Unoda ntsoro, kakale elinyambi. Unoda tola mifananidzo. Unogozwa sa mifananidzo iye paludandi, banhu banjinji bakatjiyibona. Unohaka ndila mbeli ehha muzwidiyo zweSage mugole linohha.
5. Nkhwinya nkulu uwe ndiVimbai. Anga tja hhe muzwidiyo zweSage mugole linohha koga elebelesana nebakwinya babe bakahangana nabo muSage. Weno simulula hinga nebakwinya banopfuma zwimbalo.

# Module 1c

## C. Literacy. Choose the correct girl or girls for each sentence.

1. She definitely wants to continue coming to SAGE sessions.

Glory    Chiedza    Bethsaida    Rudo    Vimbai

2. She may continue coming to SAGE sessions.

Glory    Chiedza    Bethsaida    Rudo    Vimbai

3. She is going to start working.

Glory    Chiedza    Bethsaida    Rudo    Vimbai

4. She wants to start coming to SAGE sessions.

Glory    Chiedza    Bethsaida    Rudo    Vimbai

## D. What are you going to do next? Ask and answer with a friend.

## E. Learning English. Choose the correct word.

1. We live **hear / here**.

2. Can you **hear / here** me?

3. Please **right / write** your name here.

4. That's the **right / write** answer!

5. Animals don't **wear / where** clothes.

6. **Where / Wear** is my pen?

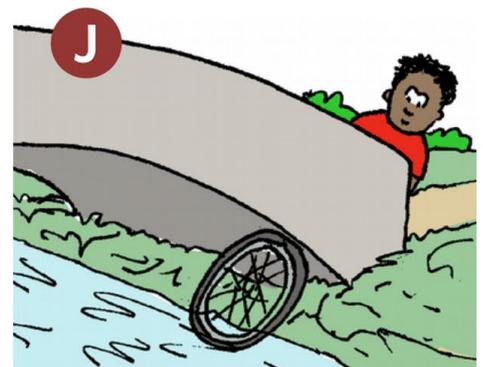
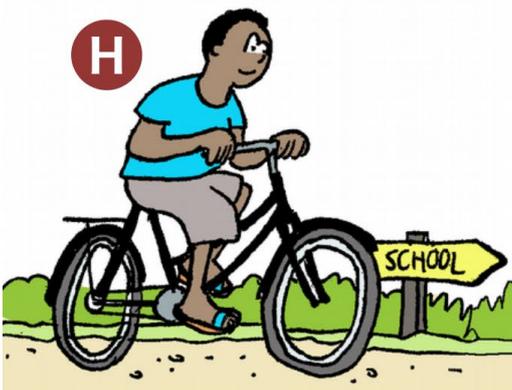
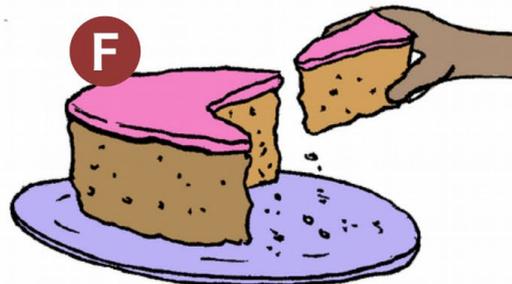
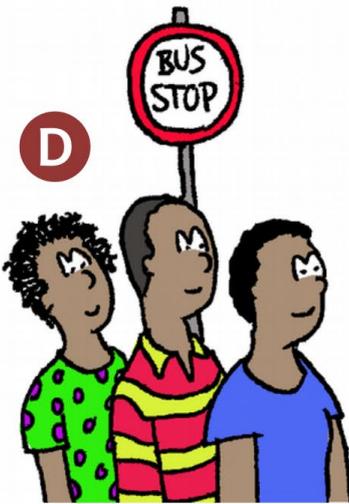
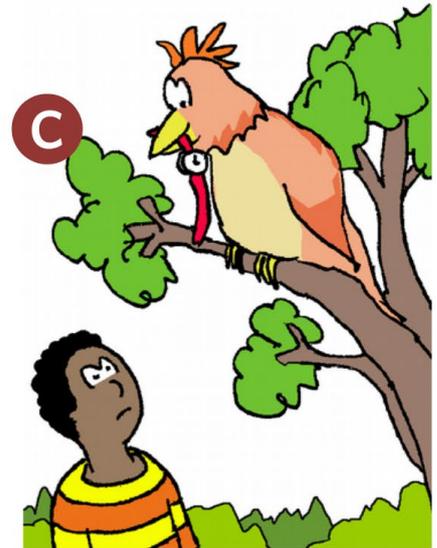
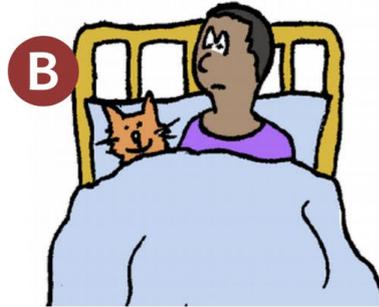
7. **There / Their** names are Vimbai and Rudo.

8. Is **there / their** a bus stop near here?



## Appendix 1: Reading simple texts

Read the story. Match the story with the picture on this page. Then answer the questions.



# Module 1c

## Unit 2

Gift is ten. She is in her bed. A cat jumps on the bed. The cat runs in the bed. Oh no! A cat in the bed!

- How old is Gift?
- Where is Gift?
- What is in Gift's bed?

## Unit 3

Rose's home is far from her school. A friend gave her a bike. Now Rose rides the bike to school. It is much quicker.

- Where is Rose's home?
- Who gave her a bike?
- What does Rose do now?

## Unit 4

Yesterday, Dudu and Thabiso were walking. They met Smilo.

"Where are you going?" said Smilo.

"We are going to the bus stop," said Dudu.

"Me too," said Smilo.

So they all went to the bus stop.

- Who did Dudu and Thabiso meet?
- Where was Smilo going?
- Who went to the bus stop?

# Module 1c

## Unit 5

### Story 1

Charity and her friend Kundiso come to the SAGE hub. Today, Charity has two pens. Kundiso has no pen. Charity gives a pen to Kundiso.

“Thank you!” says Kundiso.

- Who comes to the SAGE hub?
- How many pens does Kundiso have?
- What does Charity do?

### Story 2

Ruwa has long hair. She wants beads in her hair. She makes some beads with paper. The beads are green, red, white and yellow. They look very good in her hair.

- What does Ruwa want?
- What does she make the beads with?
- What colours are the beads?

## Unit 6

Grace likes cakes. One day, her aunt was making a cake. Grace said, “Can I help?”

“Yes!” said her aunt.

Grace and her aunt made a big cake. They gave some cake to other people in the family.

“This is a good cake!” said her sister.

“This is a *very* good cake!” said her brother.

They ate all the cake.

# Module 1c

“Please make another cake!” said Grace’s grandmother.

- Who made the cake?
- Who ate the cake?
- What did Grace’s grandmother say?

## Unit 7

Loveness had an old bike. It had one wheel. One day she found an old bike wheel under a bridge. It was the right size for her bike. She used the old wheel to mend her bike.

- How many wheels did the old bike have?
- What did she find under a bridge?
- What did she use to mend her bike?

## Unit 8

Nosiko uses a wheelchair. On Sundays she plays a sport. She plays wheelchair netball. It is the same as netball, but the all players are in wheelchairs. Nosiko’s team is very good. They win lots of matches.

- What does Nosiko use?
- What sport does she play?
- Who wins lots of matches?

## Unit 9

One day, Tamira found a frog in her bag.

“This is not a good place for a frog,” she said.

She took the frog to the river.

## Module 1c

She opened the bag, and the frog came out.

Now the frog was happy.

- What did Tamira find in her bag?
- Where did she take the frog?
- What happened when she opened her bag?

### Unit 10

One day, a girl was going home from school. She had a nice watch. She lost her watch on the path.

The next day, she went on the same path. She saw a bird in a tree. The bird had her watch in its beak.

“You have my watch!” said the girl.

She had some seeds in her pocket. She put the seeds on the ground. The bird came down to eat the seeds. The watch fell out of its beak.

“Thank you,” said the girl.

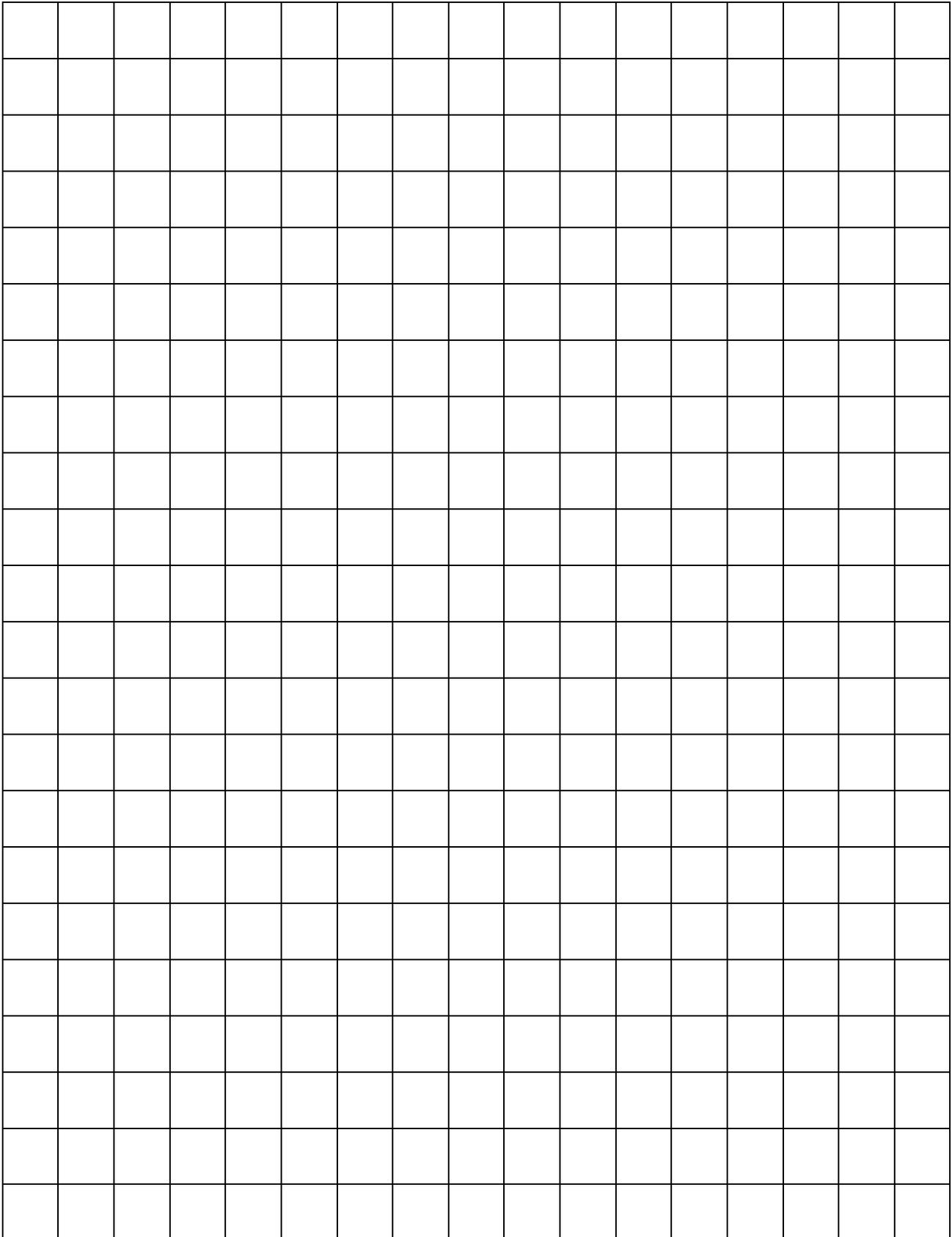
- What did the girl lose?
- What did she see in a tree?
- What did she put on the ground?
- What did the bird do?





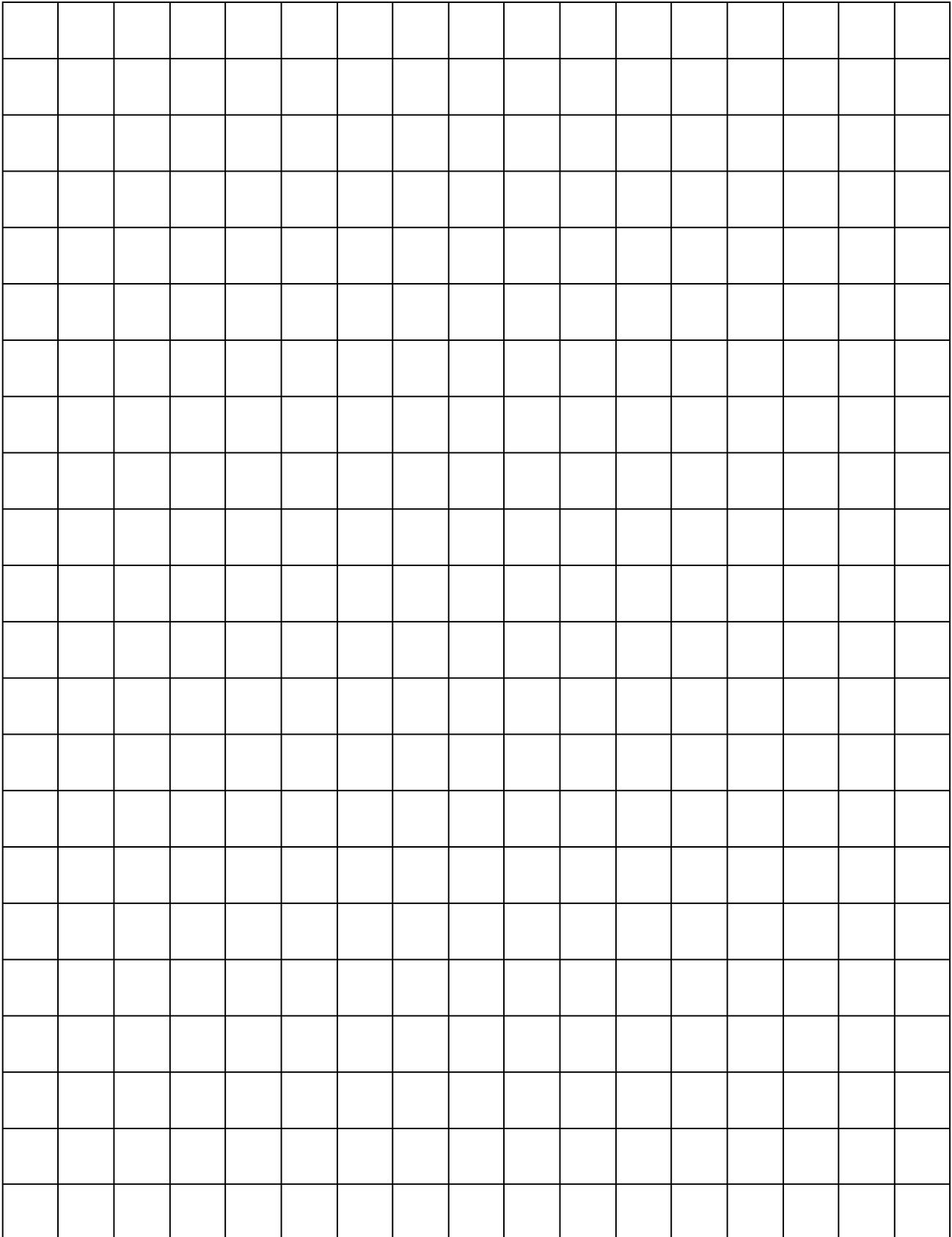
# Module 1c

## Squared paper



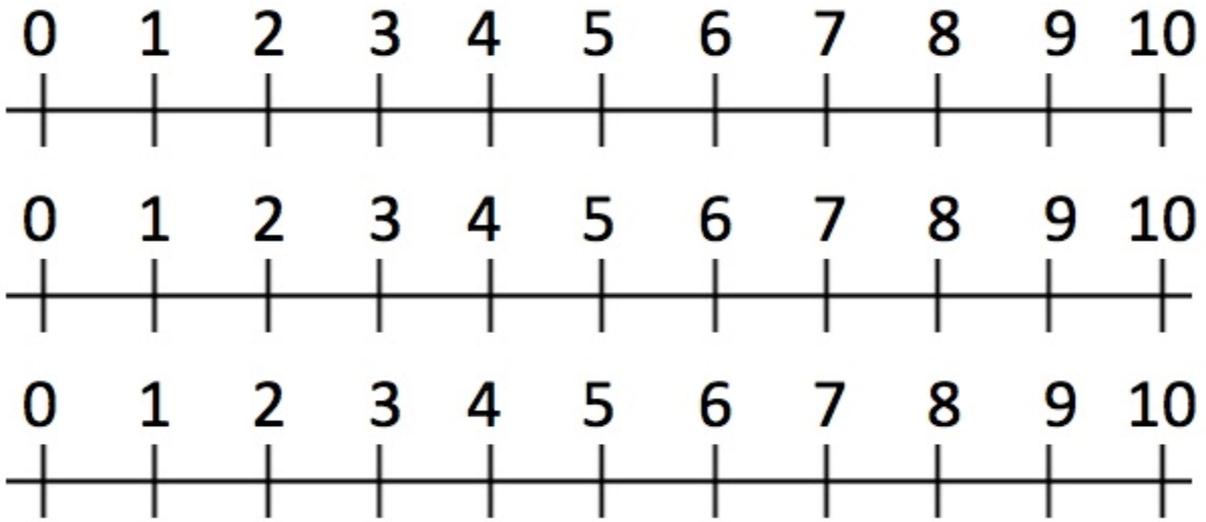
# Module 1c

## Squared paper



# Module 1c

## Number lines and number square



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

## Have your say!

We are looking for more stories to include in SAGE modules.  
Would you like to share your story?

Write a story. It can be about the girls in this book, or anything else. You can write in English or any other language. You can also use pictures to tell your story.

Some of the stories may go into future SAGE books, or other books for girls like you in Zimbabwe and other countries. Your name will be written with the story.



Write your name with your story. Give your story to your Community Educator.

If you send a story, you agree that it can be used in this way and that the story can be edited.

## Acknowledgements

***Kudzai's story on page 31 by kind permission of Tariro Magodora.***

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Girls' Education Challenge

