



SAGE Module 2a

Learner's Self-Study Workbook



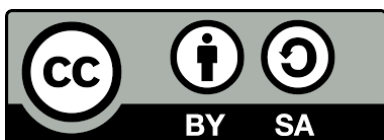
Name:

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 lots of 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 mamu kakale uzwiwhe wakasununguka uwhiligwa. SAGE inotola lunhatsho gwayinotipa nemoyo wayo wose. Banhu bawhola nebamwe badiyiwa banolingiligwa kuti bazuwisane nawe belakidza bunhu. Ikuu 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 ehingisa lulimi gusakanaka, ekusola, ekubhata nezila yakasiyana nebamwe (setjifaniso ugala ukumbigwa kuti usale apekwele tjabhuda kene mihangano yemakilabhu yapela), kubadziwa kene kumbigwa kuti uthame zwinhu zwisingakubhate nezila yakanaka.
4. Ape ungabudza umwe we SAGE kene unozwipila nebhatsha kuti awuzosununguka kene nozwiwa wakamanikana ngenzha yengina kuko muzwidiyo, SAGE yakafanila kukubhatsha kuti uzwiwhe wakadzibiligwa.

Akuna unobvumigwa kuti azwibhate nezila inokuthama kuti usisununguke uzwiwhe wakamanikana.

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

- Lebeleka nenhingi we SAGE kene unobhadza wawunozwicalabgwe 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.
- 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 mamu 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
- 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 esikhlelo 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 nekushandizana 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 zvapakapfuurikidza 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 vanoshandizana neSAGE munharaunda nezvekusasununguka kana kusachengetedzeka kwako/kwenyu, SAGE inovimbisa kukubatsirai kuti muchengetedzwe zvakanaka.

Hakuna munhu anekodzera 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
- Fonera 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 nevakanaka.

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
- 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 2a: How I can use my new skills

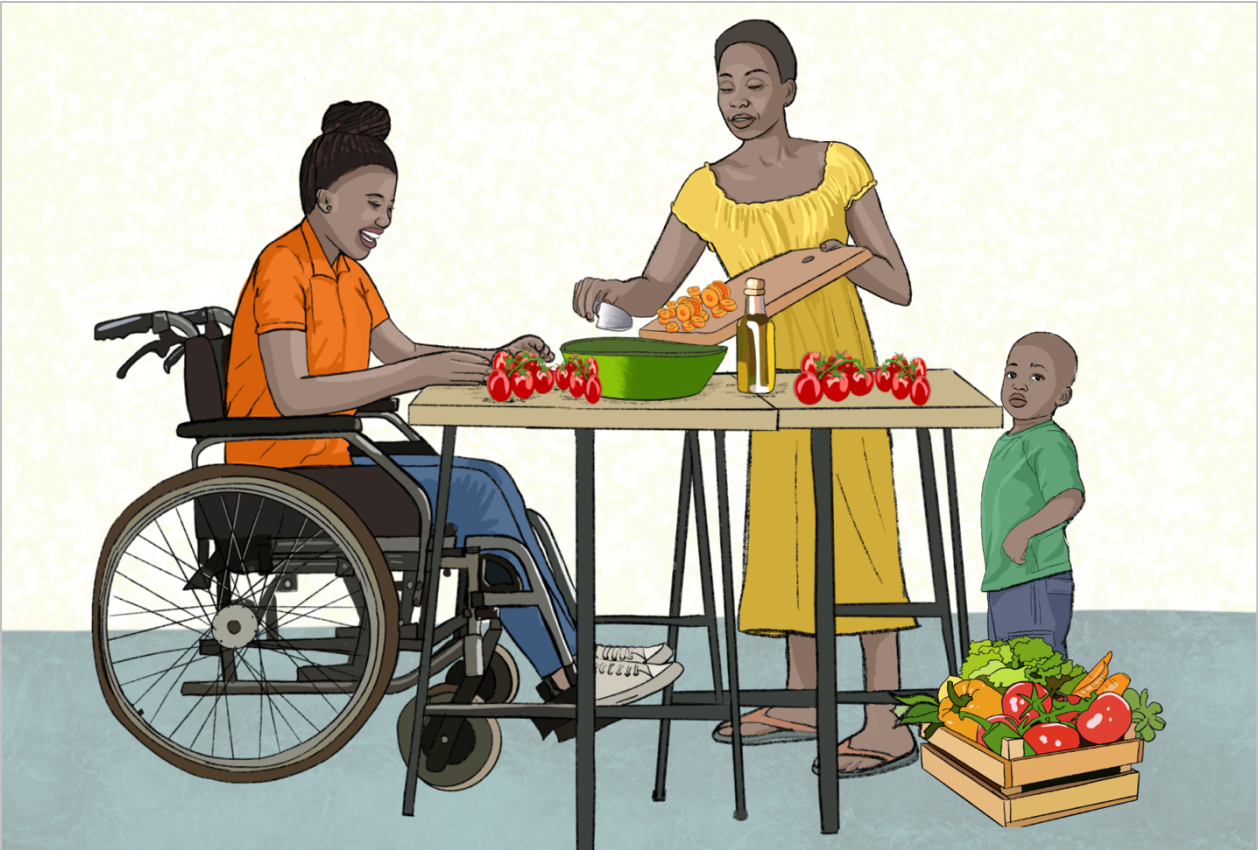
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Unit 1: Glory the cook

Literacy and Learning English

A. Literacy. Look at the picture. Do you remember Glory from Module 1? What is she doing in this picture?



B. Literacy. Now read the story.

English

Glory helps in a restaurant

Glory was in a town. She and her grandmother were visiting Glory's aunt. Glory's aunt had a small restaurant. Glory was helping her aunt in the restaurant's kitchen.

"Next month, lots of people are going to be in the neighbourhood for a big wedding," said Glory's aunt. "I'm sure more customers are going to come to my restaurant."

"That's great," said Glory

“Yes, but I always cook the same things – chicken and sadza, beef and sadza, fish and sadza. I need some new recipes! I want to offer something really interesting which they have never tasted before.”

“I’ll ask my friend Kiri,” said Glory. “She’s a new girl in my SAGE centre. She comes from Mozambique. Maybe she knows some interesting recipes from there.”

“OK, that’s great,” said Glory’s aunt.

“I’ll come back with the recipes, and I’ll help you with the cooking on that busy day,” said Glory.

“That will be really helpful,” said Glory’s aunt. “I’ll move the furniture in the kitchen so it’s easier for you to move around in it.”

Shona

Glory anobatsira Muchitoro Chinobikwa

Glory aive mudhorobha. Iye nambuya vake vaishanyira tete vake. Tete vaGlory vaive neimba yekubika nekudyira chikafu chekutengesa. Glory aibatsira tete vake mumba yekubika iyi.

“Mwedzi unouya, kune vanhu vakawanda vachauya munharaunda ino kumuchato mukuru,” vakadaro Tete vaGlory. “Ndine chokwadi kuti vatengi vakawanda vachauya kuzotenga zvekudya.

“Zvakanakisa izvi,” akadaro Glory.

“Ichokwadi, asi ndinogarobika chikafu chakangofanana – sehuku nesadza, nyama yemombe nesadza, nehove nesadza. Ndinodawo kubika zvimwe zvakasiyana siyana! Ndinoda dzimwe nzira itsva dzekubika nadzo chikafu ichi kuti vanhu vambodyawo zvakasiyana. nezvemazuwa ose.

“Ndichakumbira shamwari yangu Kiri,” akadaro Glory. “Uyu musikana mutsva muchikoro chedu cheSAGE, anobva kuMozambique.

Ndinofunga kuti angaite ruzivo rwemabikiro anonakidza ekwaanobva akasiyana neatinoziva munyika medu”.

“Ndinotenderana newe, zvakanakisa izvo,” vakadaro tete vaGlory.

“Ndichakuvigirai nzira dzekubika idzi, ndobva ndauya ndichikubatsirai kubika pachaitwa muchato uyu.”

Ungabatsire chaizvo,” vakadaro tete vaGlory. “Ndicharongedza

midziyo yokugarira kuti panyatsoite nzvimbo yakafaranuka yekushandira”.

Ndebele

UGlory uncedisa endaweni yokudlela

UGlory wayevakatshela edolobheni. Yena logogo wakhe babevakatshela ubabakazi wakhe. Ubabakazi kaGlory wayelokuyindawana okuncane okuthengisa ukudla. UGlory wayejayeke ukuncedisaubabakazi wakhe ekuphekeni kuleyondawo.

“Ngenyanga elandelayo abantu abanengi bazabe bekhona elokitshini, kulomtshado omkhulu,” kwatsho ubabakazi kaGlory. “Ngithemba abantu abanengi bazabuya bezokukudla endaweni yami.”

“Kuhle loku,” kwatsho uGlory.

“Yebo, kodwa ngihlala ngipheka inzinto ezifananayo njalo nje, inkukhu lesitshwala, inyama yenkomo lesitshwala kanye lenhlanzi lesitshwala. Ngidinga indlela ezintsha zokupheka! ngifuna ukuphekela abantu izinto ezichazayo abangazake bazidle.”

“Ngizabuza umngane wami uKiri,” kwatsho uGlory. Yintombaza entsha ezifundweni zethu zeSAGE. Yena uvela kweleMozambique. Enxenye ulolwazi lwezinye indlela zokupheka zalapho avela khona.”

“Yebo, kuhle lokho,” kwatsho ubabakazi kaGlory.

Ngizabuya lazo indlela zokupheka, njalo ngizakuncedisa ukupheka ngalelolanga,” kwatsho uGlory.

“Kunganginceda lokho kakhulu,” kwatsho ubabakazi kaGlory.

“Ngizazama ukutshedisa impahla emkulwini ukuze sihambe hambe kuhle”.

Kalanga

Glory unobhatsha kutolo tjezodliwa

Glory wayeli mudoropo. Iye nakuku babe baka kumba bamhadzi babe banatodlwana tjezodliwa. Glory wayebhatsha bamhadzi kunobhikigwa.

“Mumwedzi unohha, kobe kunha banhu banjinji muntunhu wedu, kuna dobolo whulu,” kujalo bamhadzi baGlory. “Ndogalabgwe kuti kobe

nebatengi banji banohha kutolo tjangu.

Kohanisa,” kujalo Glory.

Lebeswa koga ndogozwa bhika zodliwa zwakafanana newhuku nehadza,nyama yen’ombe nehadza, whobe nehadza, kohakika zodliwa zwitshwa.

Ndohaka babhikila zodliwa zwinozipa zwabasanhu bekatongo dla mubutjilo gwabo.

“Ndokumbila nkwinya wangu Kiri,” kujalo Glory. Unsikana waswika ngwenu kun’ha wedu weSage. Unobva kuMozambique. Angabe eziba zodliwa zwinozipilila zwehango yabo.

Kwakalulama, manake tjose,” kohandula bamhadzi baGlory. Ndohanduka nezwinobhikwa kakale ndomubhatsha nebhikiwa kwazo muhuba gulu.” Kujalo Glory.

“Nobewatjidza tjose,’ kujalo bamhadzi. “Ndo kweba matafula nezwitulo mukhitji kutila kuti kube kulelu kuti uyende yende.



Kiri tells Glory about a recipe from Mozambique



C. Literacy. Answer the questions.

1. Where is Glory? Why is she there?
2. What is Glory's aunt's job?
3. Why is Glory's aunt expecting more customers next month?
4. What does Glory's aunt want to do differently in the future?
5. What do you know about Glory's new friend Kiri?
6. How is Glory going to help her aunt?
7. Why is Glory's aunt going to move the furniture in the kitchen?

D. Learning English. Find words in the story with these meanings. Write them and say them.

1. A place where you can pay to eat a meal. _____
2. One part of a town or city. _____
3. A list of ingredients and instructions for cooking something. _____
4. Chairs, tables and other big things in a room. _____

E. Learning English. Listen to the **sound**. Read and say the word.

other	she	child
clock	bring	quiet
why	thanks	cash
strong	choose	telephone
pick up	asking	they

F. Write more words with the sounds.

sh _____

ck _____

ch _____

th _____

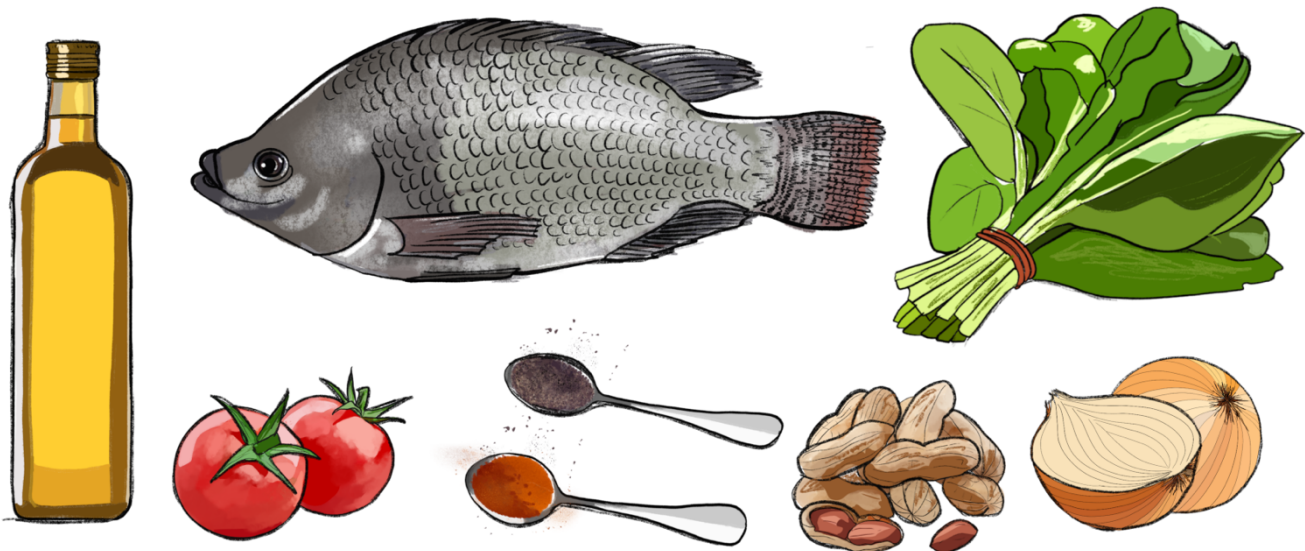
ng _____

qu _____

ph _____

wh _____

G. Literacy. Match the pictures with words in the recipe.



Read the recipe from Glory's new friend Kiri. What do the words in **red** mean? Complete the recipe with the words below.

add

fry

cook

serve

Spicy fish and peanut stew

Serves 8

Ingredients

2 onions (**chopped**)

Cooking oil

Fish for eight people

1 cup of peanuts (chopped)

2 tomatoes (chopped)

1 tablespoon salt

½ teaspoon black pepper

1 teaspoon red pepper

1 kilo spinach (or other green **leaves**)

1. Put the onions in a **pan** with some oil, and _____ them.

2. Put the peanuts and tomatoes into the pan.

3. _____ the fish, salt and pepper. Then _____ the stew for 30 minutes

4. _____ the spinach. Then _____ the stew some more until the spinach is **soft**.

5. _____ the stew with rice.

Module 2a

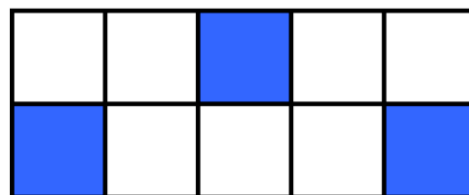
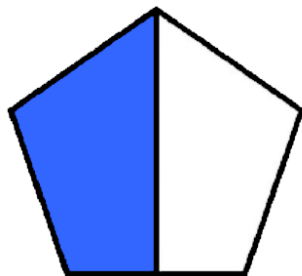
H. Say a recipe. Then write a shopping list. Ask your Community Educator for the words you need.

I. At home: Ask someone in your family about their favourite recipe. Ask them to tell you the recipe. Write a list of the ingredients.

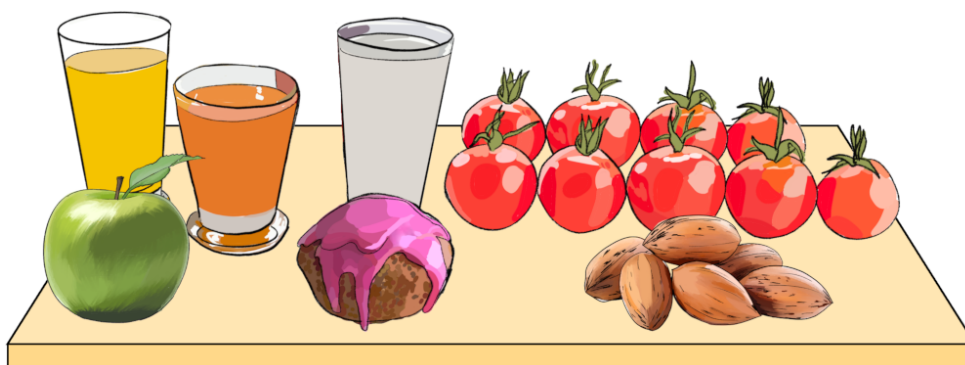
Numeracy

1. Fractions of amounts

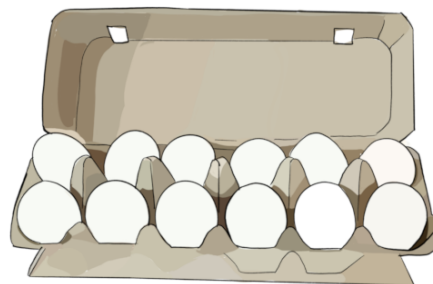
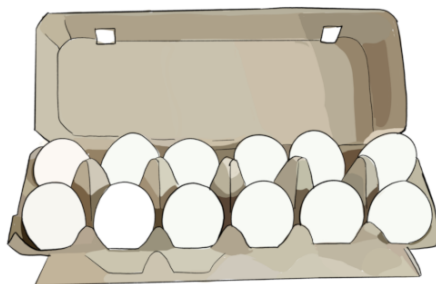
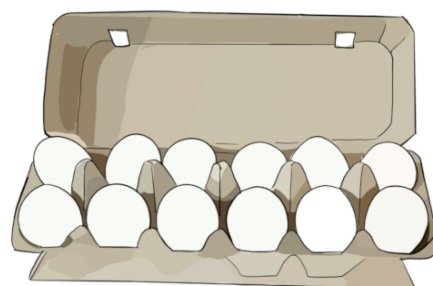
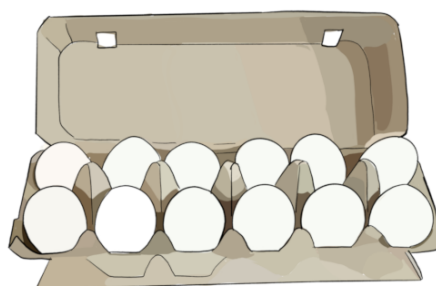
1.



2.



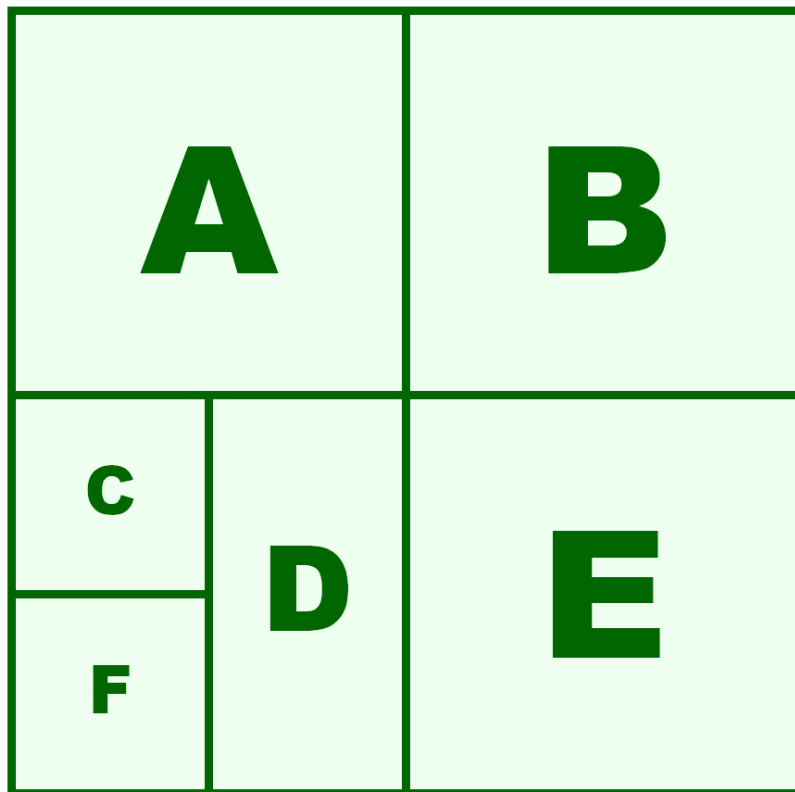
3, 4.



2. True or false?

$\frac{1}{4}$ of 12 is 3 True / False	$\frac{1}{6}$ of 12 is 4 True / False	$\frac{1}{3}$ of 12 is 6 True / False	$\frac{3}{4}$ of 12 is 9 True / False	$\frac{5}{6}$ of 12 is 10 True / False
$\frac{1}{3}$ of 30 is 12 True / False	$\frac{1}{2}$ of 18 is 10 True / False	$\frac{1}{5}$ of 15 is 5 True / False	$\frac{1}{10}$ of 20 is 2 True / False	$\frac{1}{4}$ of 16 is 4 True / False
$\frac{3}{4}$ of 12 is 9 True / False	$\frac{3}{4}$ of 20 is 15 True / False	$\frac{3}{4}$ of 40 is 32 True / False	$\frac{3}{4}$ of 24 is 18 True / False	$\frac{3}{4}$ of 8 is 6 True / False
$\frac{2}{3}$ of 30 is 20 True / False	$\frac{3}{10}$ of 20 is 9 True / False	$\frac{5}{8}$ of 16 is 12 True / False	$\frac{3}{5}$ of 10 is 9 True / False	$\frac{2}{3}$ of 18 is 12 True / False

3. Introducing adding and subtracting fractions



4. Recipes for drinks

Glory is helping to make drinks for the café. The recipe gets quite complicated if several people come into the café at once, so she decides to make a list of the ingredients needed for different numbers of drinks.

Recipe for Mango and Banana Drink

1 drink	2 drinks	3 drinks	4 drinks	5 drinks
½ banana				
1 ½ cups of chopped mango				
¾ cup of milk				
⅓ cup of honey				

5. Who is correct?



I think
 $\frac{1}{2} + \frac{1}{2} = \frac{2}{4}$.

I disagree,
 $\frac{1}{2} + \frac{1}{2} = 1$.



Unit 2: Chiedza the internet user

Literacy and Learning English

A. Literacy. Look at the picture. Where is Chiedza? What is she doing?



B. Literacy. Now read the story.

English

Chiedza finds information on the internet

Chiedza was in an internet café. There were computers for customers to use the internet. Chiedza had finished the SAGE programme, and now she was working with some other girls to make clothes in a clothing co-operative. They needed a new sewing machine. Chiedza was using a computer to search on the internet for a good price. The things she learned in the SAGE sessions about understanding numbers were very helpful. She found some useful information and wrote some notes to share with the others. She stood up to leave.

There was a TV on the wall. A TV presenter was giving a weather forecast.

“There is going to be heavy rain and strong wind,” said the presenter. “That’s bad news for farmers, because this is the time for planting many important crops.”

Chiedza thought about her family and friends who were farmers. She sat down at the computer again. She typed 'Zimbabwe weather forecast' into the box for searching for information. She pressed a key. A list of websites with weather forecasts for Zimbabwe appeared on the screen. She chose one, and clicked on it. The website appeared, and she read the weather forecast. She found out that the worst weather wasn't coming to her area, but there was still a high chance of lots of wind and rain. She went back to the list of websites with weather forecasts, and chose another one. It gave the same information.

"A lot of people I know won't know about this weather forecast," she thought to herself. "I must tell them."

Shona

Chiedza Anotsvaga Ruzivo Padandemutande

Chiedza aiva muchitoro chinoita zvedandemutande. Maive nemakombiyuta anoshandiswa nevanouya kunotenga dandemutande. Chiedza akanga apedza kudzidza nechirongwa cheSAGE, akange avakutoshanda nevamwewo vasikana kusona nhumbi pamushandira pamwe wokusona nhumbi. Vaida muchina mutsva wokusonesa. Chiedza aishandisa kombiyuta kutsvaga padandemutande kwaungawanikwa nemutengo wakanaka. Zvaakange adzidza kuchirongwa cheSAGE nezvemasmomhu zvakamubatsira. Akawana ruzivo rwunobatsira, akazvinyora pasi kuti agoratidza vamwe. Akabva asimuka kuti adzokere.

Paive nechivhitivhiti chaiva pamadziro. Mushamarari wemuchivhitivhiti aitauro nezvemamiriro achange akaita kunze.

"Kuchanaya mvura zhinji uye kuchava nemhepo inesimba," akadaro mutauri wapachivhitivhiti. "Idzi inhau dzinosuwisa kwazvo kuvarimi nokuti ino inguva yekurima zvirimwa zvakananda zvakanakosha".

Chiedza akafunga nezvehama neshamwari dzake dzaiva varimi. Akagara pasi pakombiyuta zvakare. Akabva anyora kuti 'Mamiriro ekunze muZimbabwe' mubhokisi rekutsvaga ruzivo. Akabaya panotinyiwa. Pakabva pabuda mapeji akawanda epadandemutande anotauro nezvemamiriro ekunze emuZimbabwe pachioneso/sikirini.

Akasarudza rimwe, ndokubaya pariri. Peji rakabva ravhurika ndokubva averenga mamiriro achange akaita kunze. Akaona kuti kwaisazova nemamiriro ekunze aive akaipa kunharaunda yavo, asi kwaiva netarisiro yakati kurei yekuva nemhepo uye mvura zhinji. Akadzokera pamamwe mapeji epadandemutande aiva nemamiriro ekunze, akasarudza rimwezve. Rakamupa ruzivo rwakafanana. “Vanhu vazhinji vandinoziva havatozivi nezvichange zvakaita mamiriro ekunze,” akafunga ari ega. “Ndinotofanira kuvaudza.”

Ndebele

UChiedza uthola ulwazi ebulenjini

UChiedza wayesendaweni yokumxhumana ngobulembu. Lapho kwakulemitshina yokuthi abantu bangene ebulenjini bedinga ulwazi ngento ezitshiyeneyo. UChiedza wayeseluqedile uhlelo lweSAGE, wayesesebenza lamanye amantombazana ukuthunga izigqoko.

UChiedza labangane bakhe babedinga omunye umtshina wokuthunga.

UChiedza wayesebenzisa icomputer ukudingisisa lapho angathola khona umtshina ngentengo ephansi. Ulazwi aluthola kuzifundo zeSAGE mayelana lokuzwisisa inombolo lwamnceda kakhulu. Wathola ulwazi oluluncedo wabhala phansi ukuze alwabele abangane bakhe.

Wasesukuma wahamba.

Kwakulomabonakude emdulwini. Umemezeli wayekhuluma ngezomkhathi.

“Kuzakuba lezulu elinengi elilomoya omnengi” kwatsho owayebika ngezomkhathi. “Lezi zindaba ezimbi kubalimi, ngoba lesi yiso isikhathi sokulanyela izilimo eziqakathekileyo.

UChiedza wacabanga ngemuli yangibo labangane bakhe abangabalimi. Wahlala phansi kucomputer yakhe njalo. Wase bhala wathi ‘ezomkhathi eZimbabwe’ ebhokisini lokubuza. Kwaphuma indawo ezinengi kucomputer. Wasekhetha eyodwa. Wabala mayelana lezomkhathi. Wasethola ukuthi lezulu elikhulu elilomoya lalingabuyi esigabeni, kodwa kwakulethuba elikhulu lokuthi kubelezululu elikhulu elilomoya. Wabuyela ebulenjini kwezomkhathi, wakhetha enye indawo. Wathola ulwazi olufanayo.

“Abantu abanengi engibaziyo abangelalo ulwazi lwezomkhathi,”wacabanga yedwa. “Kumele ngibatshela.”

Kalanga

Chiedza unowana luzibo paludandi

Chiedza wake alimutolo tjeludandi. Kuna makhomputa kuti banhu bahingise ludandi. Chiedza waka tjipedza nlongoloso yeSage ndizo ngwenu wayehinga nebamwe basikana epfuma zwimbalo mun’hanganyile yepfuma zwimbalo. Banohaka kuti ube nemtjina yethama zwimbalo.’ Chiedza wake epalapala paludandi kuti angawana kuti mtjina ungadana bungana. Luzibo gwa akawana muzwidiyo zweSage zohingisiwa kwenamba zwakawumbhatsha kwazo. Wakawana luzibo gunjinji akakwala pasi kutila kuti akobelane nebakhwinya babe. Wakamilika akayenda. Kwake kuna thelevizhini paguma. Muthelevizhini bake bepa banhu mamu akuhhe.

“Kobe nevula njinji inamhepo whulu’ kujalo unobala dzindebo dzemamo akuhhe.” “Indebo inogwadza kubalimi nentha yekuti lubaka wogu ndegwedzwala zwilimwa zwipehhugwi.”

Chiedza wakumbulisa mhuli iye nebakhwinya babe banolima. Wakabwilila akanogala mukhomputa kakale. Wakatobedza mamu akuhhe eZimbabwe mutjibhokisana tjepalapala luzibo. Wakatobedza kopelo tjekhomputa. Nlongoloso yedzidandi inolakidza mamu akuhhe yakahhulika. Wakahala in’ompela ekatobedza. Ludandi gwaka hhulika akabala nekwemamo akuhhe.

Wakakubona kuti mamu akuhhe akayipa atobuya kuntunhu wabo,koga kungatikala kuti kube nevula injinji inona nemhepo whulu kwazo. Wakabwilila munlongoloso yedzidandi akahala imwe kakale. Yaka wumpa luzibo gwakafanana.

“Banhu banjinji bandinoziba abatoziba nekwemamo akuhhe,” ekumbula aliyega. “Kwakafanila ndibabudze.”

C. Literacy. Answer the questions.

1. What can you do in an internet café?
2. Why is Chiedza in the internet café?
3. What does Chiedza see on the television?
4. What does she decide to do?



D. Learning English. Find words in the story with these meanings. Write them and say them.

1. A machine for making clothes. _____
2. To look for something. _____
3. A few words on paper to help you remember something. _____
4. Information about the weather in the future. _____
5. Make words by pressing keys on a keyboard. _____
6. Plants that farmers grow. _____

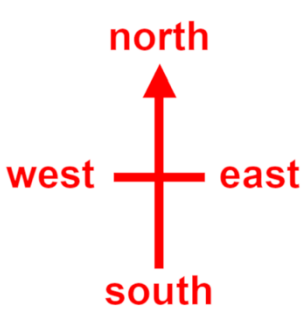
E. Learning English. What things do you like? Write sentences with...

I like _____ We like _____

F. Learning English. Read the weather forecast. Then draw a different weather forecast on the map. Can you add your nearest city?

It will be hot and sunny in the north. There will be a storm in the south. It will be very windy in the west. It will be cloudy in the east. In the centre, it will be sunny with some clouds.

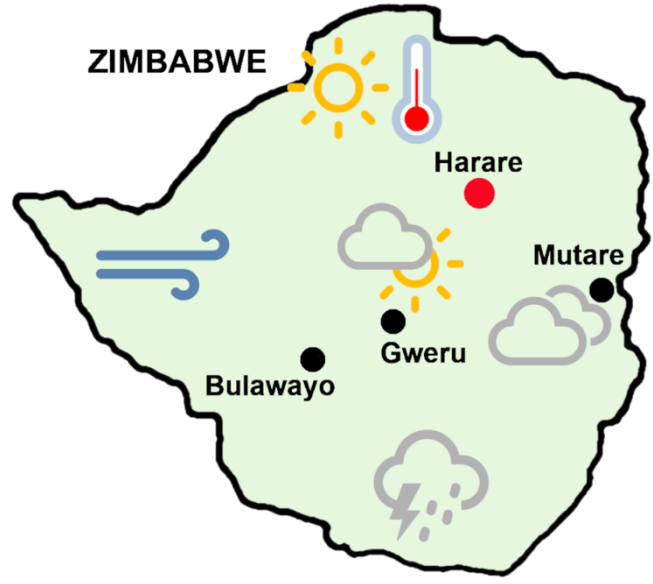
north




west east

south


ZIMBABWE



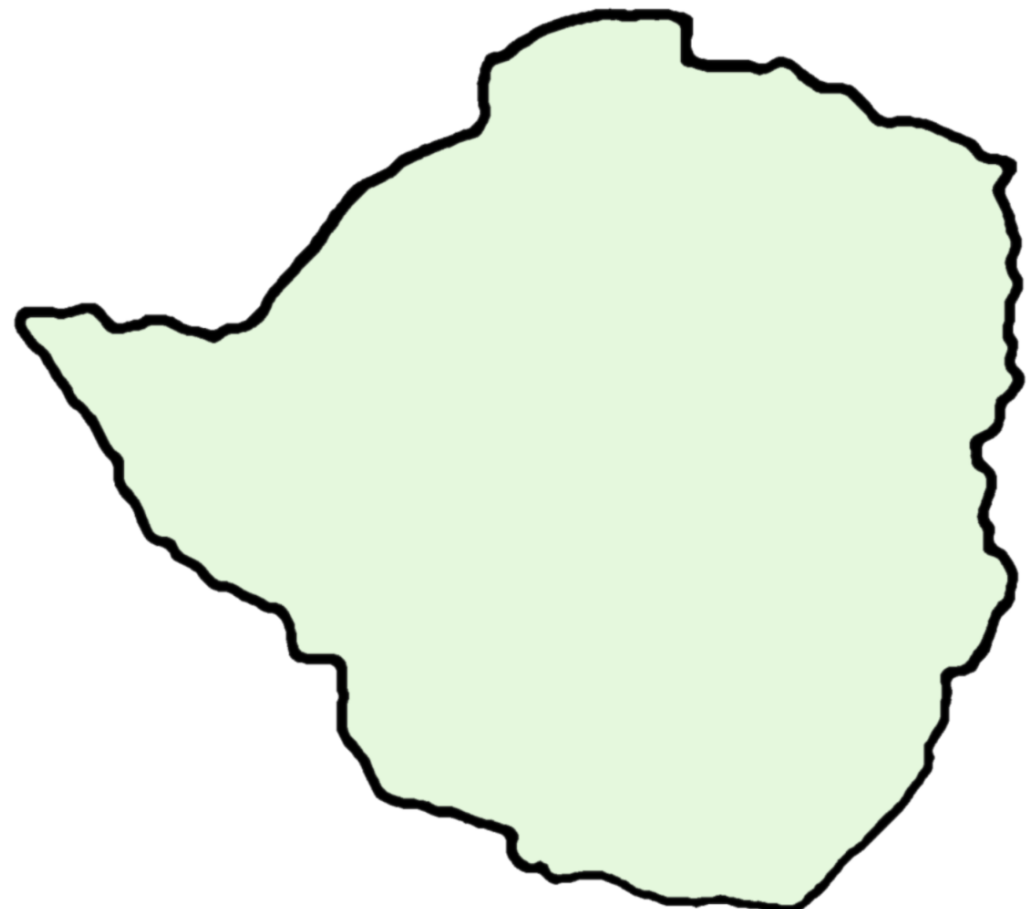
Other weather symbols



It will rain.



It will be cold.



Module 2a

Write your weather forecast here.

G. At home: Learning English. Write the words for parts of a computer.

key keyboard mouse screen website



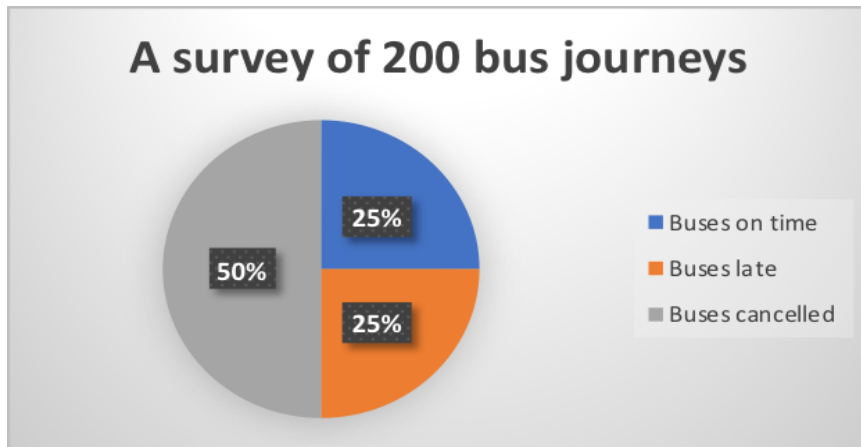
Talk about these questions.

1. What do you know about computers?
2. What would you like to find out about them?
3. Who can help you to find out this information?

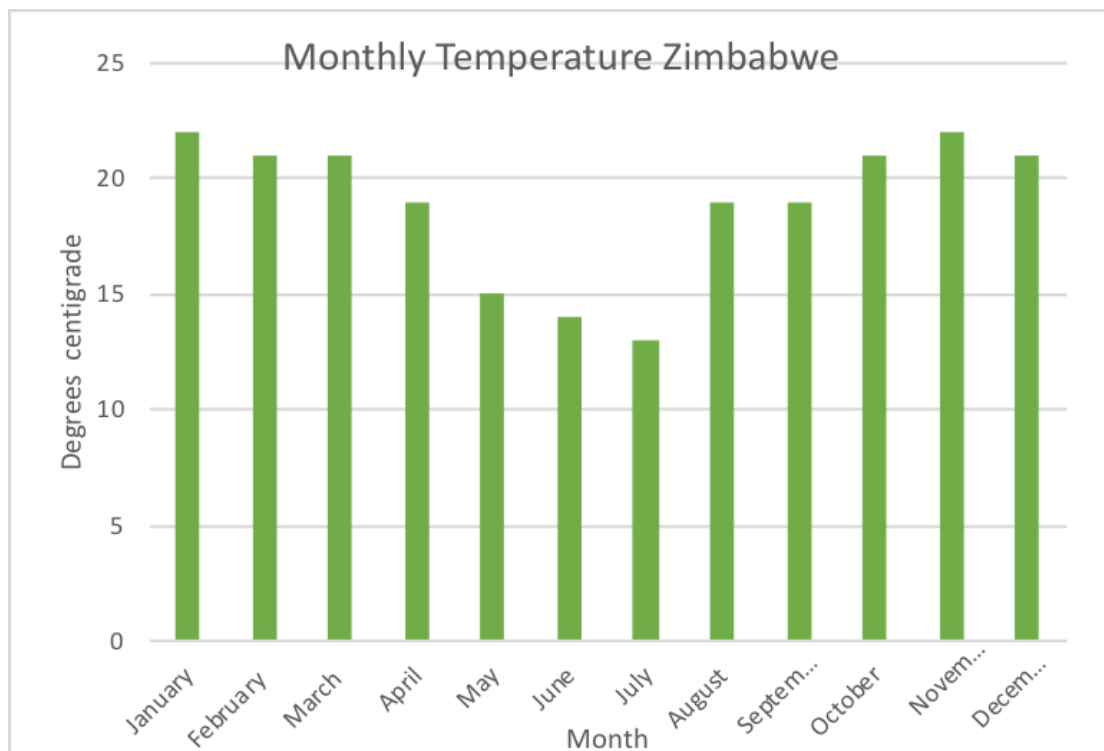
Numeracy

1. Thinking about percentages

Write two different newspaper headlines about the survey of 200 buses.



2. Information in charts: Guided work



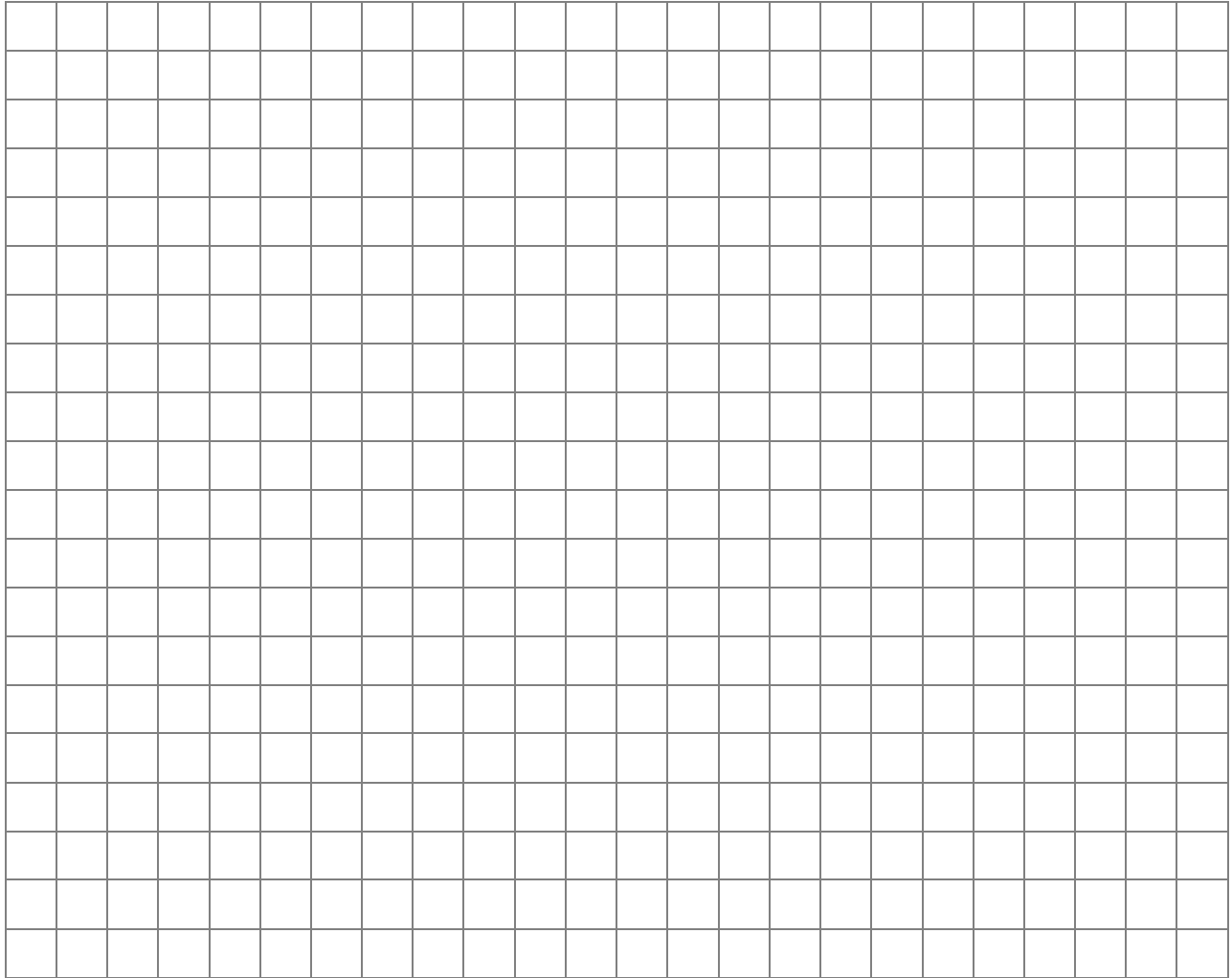


Module 2a

Information in charts: Independent work

Monthly Rainfall Zimbabwe

Jan	Feb	Mar	Apr	May	Jun	July	Aug	Sep	Oct	Nov	Dec
190mm	170mm	100mm	40mm	10mm	2mm	2mm	3mm	7mm	40mm	90mm	180mm



Unit 3: Dee the driver

Literacy and Learning English

A. Literacy. Look at the picture. Can you guess this person's job?



B. Literacy. Now read the story.

English

Dee the driver

Dee is a driver. She loves her job. We asked her some questions about her work.

Who do you work for?

I work for an organisation called PLAN International. They help children and young people in countries around the world.

What to do you do each day?

I drive a big car which has PLAN in big letters on the side. Sometimes I take people from one place to another, sometimes I take things like furniture and boxes of books, and sometimes I take people *and* things.

What do you like about your job?

I really enjoying travelling around and seeing different places. I enjoy meeting people too. I've had some very interesting conversations in the car!

Is there anything you don't like?

I always drive carefully and not too fast. Sometimes a big lorry comes towards me, driving in the middle of the road and going much too fast. That's a bit scary!

What's the longest distance you've ever driven?

I once drove from Harare to Kynsna in South Africa. That's about 2,300 kilometres, and it was more than 24 hours of driving each way!

How did you become a driver?

Before this, I worked as a driver in game reserves. My job was to take tourists into the game reserves, so they could see the animals. That was a nice job too, but I prefer the job I have now. I'm playing my small part to make life better for lots of young people, including girls like me when I was young. I like helping them to realise that 'the sky's the limit' and nothing is impossible!

Shona

Dee mutyairi

Dee mutyairi. Anofarira basa rake. Takamubvunza mibvunzo nezvebasa rake.

Unoshandira ani?

Ndinoshandira sangano rinonzi PLAN International. Isangano rino batsira vana nevechidiki munyika dzakasiyana-siyana pasi rose

Unoita nezvei zuva nezuva?

Ndinotyaira motokari hombe ine mavara makuru akati PLAN parutivi. Dzimwe nguva ndinoendesa vanhu kunzvimbo dzakasiyana-siyana, dzimwe nguva ndinoendesa midziyo nemabhokisi emabhuku, dzimwewo nguva ndinoendesa vanhu nezvimwewo zvinhu.

Chii chaunofarira pabasa rako?

Ndinonyanyofarira kufamba nzendo ndichiona nzvimbo dzakasiyana-siyana. Ndinofarirawo kusangana nevanhu. Mumotokari munomboita nyaya dzinonakidza kwazvo.

Pane here zvausingafariri?

Ndinowanzotyaira zvine ungaru ndisingamhanyi. Dzimwe nguva zirori ziguru rinoita serinouya kwandiri, richityairwa riri pakati pomugwagwa uye richimhanya .Izvi zvinotyisa!

Ndoupi mufambo mukuru wawakambotyaira?

Ndakambotyaira kubva kuHarare kuenda kuKynsna kuSouth Africa. Mufambo wakareba zvokusvika zviuru zviviri namazana matatu emakiromita, ndakatyaira kwemaawa anopfuura makumi maviri nemana pakuenda nepakudzoka.

Chii Chakaita kuti uve mutyairi?

Izvi zvisati zvaititka, ndakamboshanda ndiri mutyairi kunochengetwa mhuka. Basa rangu raiva rekufamba nevashanyi vekudzimwe nyika kuti vaone mhuka dzakachengetwa. Iri basa raive rakanaka kwazvo, asi ndinoda basa randinaro iko zvino. Ndiri kuita pashoma pandinogona kushandura hupenyu hwevechidiki kusanganisira vechisikana vakaita seni pandaiva mudiki kuti huve hwakanaka. Ndinofarira kuvabatsira kuti vagoziva kuti hakuna chinorema uye hakuna chisingagoneki/ zvinhu zvose zvinogoneka.

Ndebele

UDee umtshayeli

uDee ngumtshayeli. Uyawuthanda umsebenzi wakhe. Sambuza imibuzo mayelana lomsebenzi wakhe.

Usebenzela bani?

Ngisebenzela inhlanganiso okuthiwa yiPlan International. Banceda abanteana kanye labasakhulayo emazweni wonke jikelele.

Wenzani nsuku zonke?

Ngitshayela imota enkulu ebhalwe Plan International ngamabala amakhulu eceleni kwayo. Kwesinye isikhathi ngiyasusa abantu kwenye indawo ngibase kwenye indawo , kwesinye isikhathi ngithwala izinto ezinje ngempahlalamabhokisi engwalo, kweinye isikhathi ngithwala abantu konke lengwalo.

Uthandani ngomsebenzi wakho

Ngikholisa ukuhamba lokubona indawo ezitshiyeneyo. Ngikholisa njalo ukuhlangana labantu abatshiyeneyo. Sengike ngaba lengxoxo ezimnandi emoteni!

Kukhona yini ongakuthakazeleliyo?

Ngitshayela ngonanzelelo, angijahi. Kwesinye isikhathi imota enkulu iyabuya phambili kwami, ihamba phakathi komgwaqo njalo igijima. Kuyesabisa lokhu!

Umango omude osewake wawutshayela ngonganani?

Ngake ngatshayela ngisuka eHarare ngisiya eKynsna kwele South Africa. Umango lowu wawungamakhilomitha angu2300, njalo kwadlula amahola angamatshumi amabilili lane ngitshayela.

Kwenzakala njani ukuthi ube ngumtshayeli?

Ngingakasebenzi lapha, ngangitshayela lapho okugcinwa khona inyamazana zendle. Umsebenzi wami kwakuyikutshayela imota

ngitshengisa abavakatshi inyamazana ezitshiyeneyo. Kwakungumsebenzi ochazayo lowu, kodwa ngithakazelela umsebenzi engiwenzayo kathesi kakhulu. Ngidlala indima yami encane eyokuthuthukusisa impilo zabasakhulayo, ikakhulu amankazana. Ngithanda ukubancedisa ukuze babone ukuthi akula okungabavimba njalo akula okungenzekiyo.

Kalanga

Dee ntjayeli

Dee untjayeli. Unoda nhingo uwe. Taka umbhuzwa imwe mibhuzo nenhingo uwe.

Uno hingila yani?

Ndohingila imwe organisation inodangwa PLAN International. Banobhatsha bana nebatjakula mudzihango dzinjinji.

Unothamani huba nehuba?

Ndotjayela mota whuluwhulu yakakwagwa PLAN nemabala makulukulu ntome kwayo. Limwe huba ndotola banhu bebva kumimwe mitunhu benda kuna imwe, limwe hhuba ndosenga zwitulo nemabhokisi

Kuni kwawu noda nenhingo uwo?

Ndohanisiwa nenda ndipoteleka kakale ndibona dzindawo dzakasiyana. Ndohaniswa nehangana nebanhu kakale.kobe kunadzindebo dzinohanisa mumota!

Kuna kwawu singahanile kene?

Ndogala nditjayela ndakabinga moyo kakale anditolabuka kwazo. Limwe huba koha maroli makulukulu enda pakati napakati kwezila kakale elabuka. Whoku kohlisa mbijana.

Waka tjitjayela zila ilefu kungapani?

Ndakatongo tjayela ndibva kuHarare ndinda ku Kynsna kuSouth Africa.

Whoku makhilomitha anoswika 2300, kakale kwakakupinda hhuba lose kutjayela zila ingompela.

Wakabe ntjayeli tjini?

Ndisanhu ahinga ipapa ndakahinga ndilintjayeli mundawo inohaliligwa muka dzhango. Nhingo wangu wake uli wetola banohha bebona muka kuti benodzibona. Kwake kulinhingo unohanisa sawoyu, koga ndohanila iwoyu wandinawo ngwenu. Ndohinga zwangu kulelu kuti ndithamebutjilo gwebanhu batshwa gube gubuyanana kunopetela basikana batjakula banofanana nami nditji ntukununu. Ndo da balakidza kuti akuto miwa muhinga kakale akuna tjinokona!

C. Literacy. Work with a partner. Drama: One is the interviewer, and one is Dee. Ask the questions, and answer them in your own words.



1. Who do you work for?
2. What do you do each day?
3. What do you like about your job?
4. Is there anything you don't like?
5. What's the longest distance you've ever driven?
6. How did you become a driver?

D. Learning English. Find words in the story with these meanings. Write them and say them.

1. Talking with somebody. _____
2. Frightening _____
3. A place for wild animals to live. _____
4. People who go somewhere for a holiday. _____

E. Learning English. Listen to the **sound**. Read and say the word.

start	look	agree
throat	wait	hurt
been	storm	loan
sport	might	grain
understood	surprise	far away

F. Write more words with the sounds.

ai _____

ee _____

igh _____

oa _____

oo _____

ur _____

ar _____

or _____

G. Literacy. Read about Plan International. What did you already know? What didn't you know?



Plan started in 1937. Now Plan works in 71 countries around the world. Plan helps children to have better lives, and they help girls to be more equal with boys. In 2019, they helped more than 40 million children.

Plan helps children across Zimbabwe. Their work includes the SAGE programme for girls who are not going to school.

Work with a partner. Drama: One works for Plan. The other is an interviewer. ask the questions, and answer them in your own words.

1. When did Plan start?

2. What does Plan do?

3. Where does Plan work?

4. Does Plan work in Zimbabwe?

5. Can you give me an example of Plan's work in Zimbabwe?

Write your answers if you want to.

Numeracy

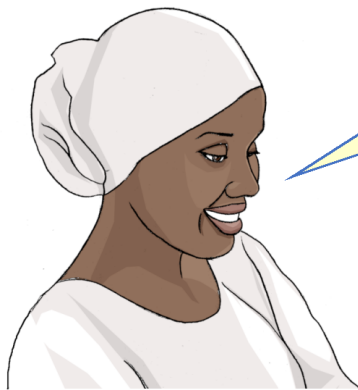
1. Time in intervals

Dee's day

Pick Up	Morning or afternoon?	Length of journey	Time on the clock
<p>o'clock</p> <p>half past</p>		$\frac{1}{2}$ hour	<p>o'clock</p> <p>half past</p>
<p>o'clock</p> <p>half past</p>		30 minutes	<p>o'clock</p> <p>half past</p>
<p>o'clock</p> <p>half past</p>		20 minutes	<p>o'clock</p> <p>half past</p>
<p>o'clock</p> <p>half past</p>		40 minutes	<p>o'clock</p> <p>half past</p>

2. Distance, time and speed

Guided work



Bethsaida

I set off for the hub at 10 o'clock.
My journey is 8km.
I arrived at the hub at 12 noon.
I think I walked faster than Rudo.

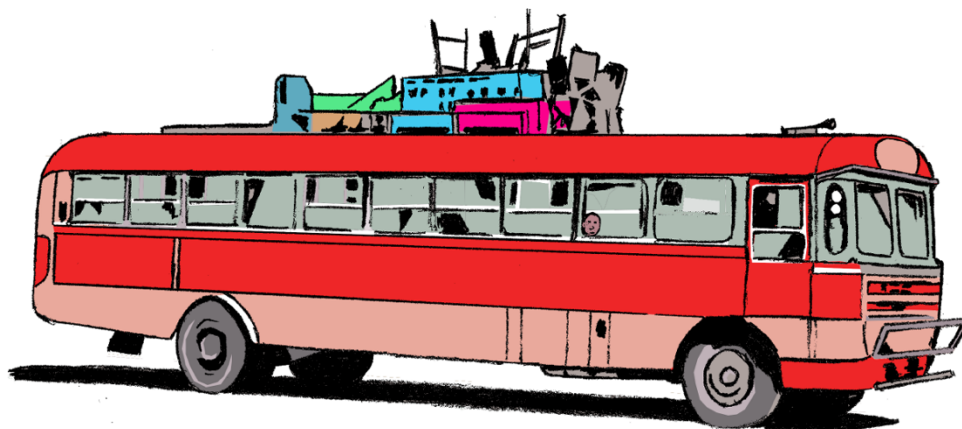
I set off for the hub at 10.30.
My journey is 6km.
I got to the hub at 12 noon.
I think I walked faster than Bethsaida.



Rudo

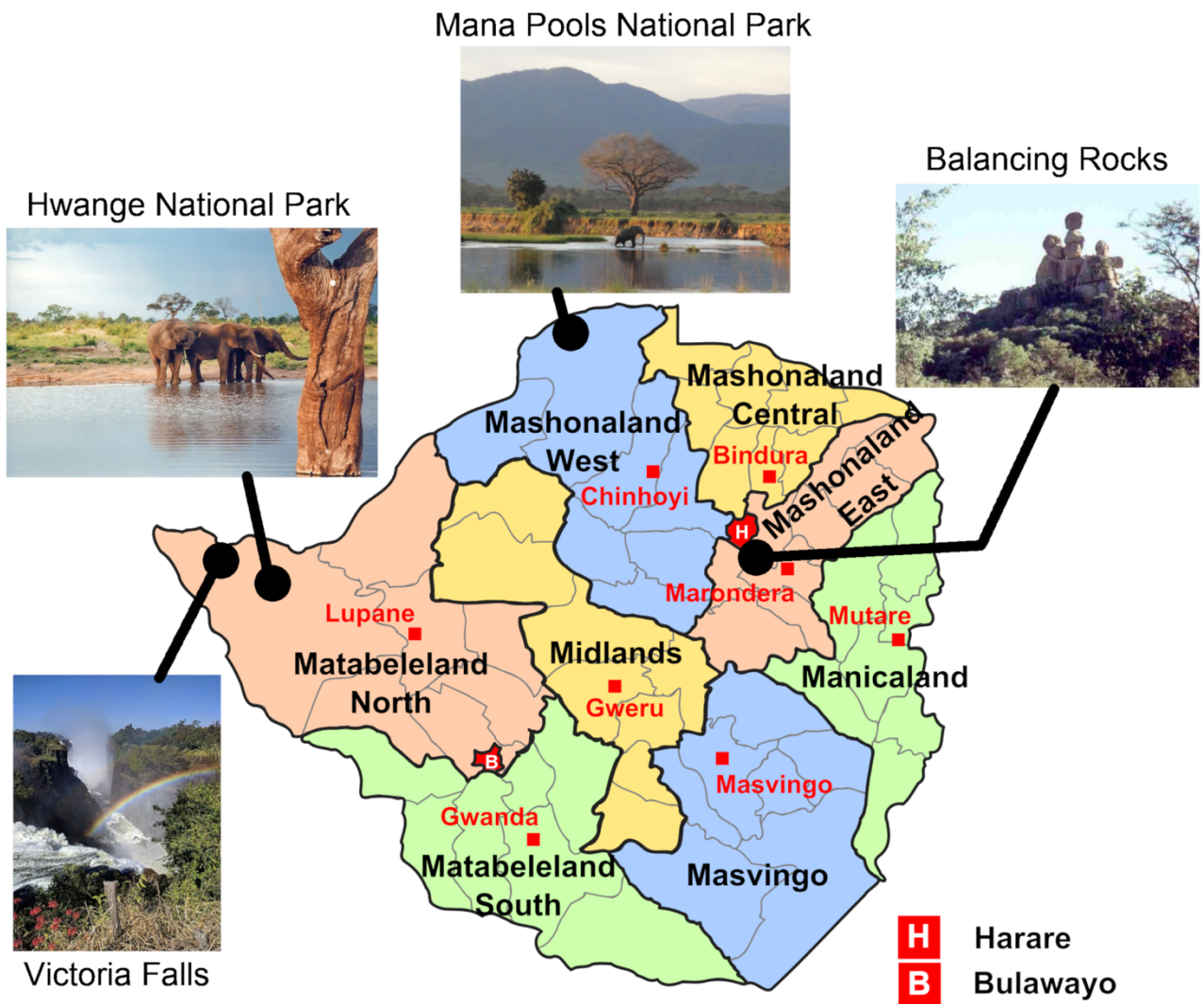
Independent work

	Transport	Distance	Time	Speed
Group 1	Walk	12km	3 hours	
Group 2	Walk		2 hours	3 km per hour
Group 3	Bicycle	20km		10km per hour
Group 4	Bicycle		3 hours	7 km per hour
Group 5	Bus	100km	hours	



3. At home: The bus drives at 40km per hour. How long will each journey take?

Harare to Balancing Rocks	20 km
Balancing Rocks to Mana Pools	400 km
Mana Pools to Hwanga	800 km
Hwanga to Victoria Falls	100 km
Victoria falls to Harare	840 km



Unit 4: Let's plant seeds

Literacy and Learning English

A. Literacy. Look at the picture. What are the people doing?



B. Literacy. Now read the story.

English

The friends make a plan

Vimbai was with Bethsaida and Kiri, their new SAGE friend from Mozambique. Chiedza was there too. She didn't go SAGE sessions any more because she was working as a dressmaker, but she still saw her SAGE friends often.

Chiedza told them about the weather forecast she had seen.

"I'll tell other people around here," said Vimbai. "We'll have to work fast to finish planting our seeds before the bad weather comes."

"Or is it better to wait until after the bad weather?" asked Kiri. "In case the seeds get washed away by the rain."

"I don't know," said Bethsaida. "But I'm sure the older people here will know. We'll ask them."

“But what are we going to do if they say it’s best to plant the seeds before the bad weather?” asked Bethsaida.

“Where I come from, when it’s necessary, everybody works together,” said Kiri. “It doesn’t matter whose crops they are. We just keep working until everything is done.”

“That happens here too sometimes,” said Vimbai. “But maybe not as much as it could.”

“Maybe we can make it happen,” said Bethsaida. “Maybe it just needs somebody to suggest it.”

“OK, so this is the plan,” said Vimbai. “First we find out when it will be best to plant the rest of the seeds. Then if we have to do it in a hurry before the bad weather, we’ll ask everybody to work together.”

“That’s sounds a good plan,” said Kiri.

Shona

Shamwari dzinoronga zano

Vimbai akange aina Bethsaida naKiri shamwari yavo itsva yekuSAGE yaibva kuMozambique. Chiedza aivepo zvakare. Akange asisaende kuzvidzidzo zveSAGE nokuti akange ava kushanda semusoni asi akange achiri kuonana neshamwari dzake dzekuSAGE nguva nenguva.

Chiedza akavataurira nezvemamiriro ekunze aakange aona.

“Ndichazivisawo vamwe vanhu vese,” akadaro Vimbai. “Tichaedza kukasika kudyara kunze kusati kwaipa.”

“Hazvingave nani here kuti timire kusvika kunze kwamira zvakanaka?” akabvunza Kiri. “Mbesa dzingazokukurwa nemvura.”

“Handizivi,” akadaro Bethsaida. “Asi ndine chokwadi kuti vanhu vakuru vari pano vanoziva. Tichavabvunza.”

“Saka tichadini kana vakati zviri nani kudyara mvura zhinji isati yauya?” akabvunza Bethsaida.

“Kumusha kwedu, kana zvakadai, vanhu vanoshandira pamwe chete,” akadaro Kiri. “Zvisinei nekuti zvirimwa zvaani, tinoshanda tose kusvikira tapedza.”

“Kuno vanombozviita,” akadaro Vimbai, “asi kwete zvakanyanya”.

“Tinogona kuita kuti zvitange,” anodaro Bethsaida. “Pamwe

panongoda anotanga kutaura nezvazvo.”

“Pakanaka, saka zano redu ndeiri,” akadaro Vimbai. “Tinotanga tatsvaka kuti nderinhi pangadyarwa dzimwe mbeu dzese. Kana zvichida kuti tidyare nekukasika mvura zhinji isati yauya, tinenge tochikumbira vanhu kuti vashandire pamwe.”

“Inenge pfungwa yakanaka,” akadaro Kiri.

Ndebele

Abangani bakanda icebo

uVimbai wayelo Bethsaida lo Kiri, umgane wabo umutsha osuka eMozambique. uChiedza wagekhona njalo. Wayengasahambi ezifundweni zeSAGE ngenxa yokuti wayesesebenza ukuthunga iziqoko, kodwa wayebonana labangani bakhe beSAGE ngezinsuku.

uChiedza wabatshela ngendaba yomumo womkathi akade eyibonile. " Ngizatshela abanye abantu ebahlala duze lathi njalo, " watshonjalo uVimbai. "Kuzamele sisebenze ngokuphangisa sihlanye osokusele izulu leli lingakafiki."

"Kumbe kungcono simelele izulu leli liphele ukuze sihlanyele kuhle ? " wabuza uKiri . "njalo ukwenzela ukuthi inhlanyelo ingasagelezi lamanzi wonalawa."

"Angikwazi, " kwatsho uBethsaida. "Kodwa ngileqiniso lokuthi abadala bengaba lolwazi . Kuzamele sibabuze."

"Mina lapho engisuka khona, nxa kudingakala , abantu basebenza ndawonye , " watsho uKiri. "Akulandaba ukuthi izithelo ngezikabani. Kusetshenzwa ndawonye size siqede umsebenzi. "

" Kuyake kwenzakale lapha lakho, " watsho uVimbai. "Kodwa akuyandanga,"

"Kumbe singakwanisa ukuthi loku kwenzakale, " Kumbe kudingakala umuntu oyedwa ongakhulumela phezulu ngodaba lolu."

"Yebo, leli yilo icebo lethu, " watsho uVimbai. "Sizaqala ngokudingisisa isikhathi esiqondileyo sokuhlanyela. Nxa kumele sisebenza masinya izulu lingaka neti, sizacela abantu bencendisane ndawonye."

"Licebo elihle lelo, " watsho uKiri.

Kalanga

Bakhwinya banothama nlangano

Vimbai wake ena Bethsaida na Kiri, nkhwinya wabo ntshwa unobva kuMozambique. Chiedza wake aliyapo bo. Azotja bwilila muzwidiyo zweSage ngobe wehinga senhu unopfuma zwimbalo, koga unobona bakhwinya babe hhuba nehhuba.

Chiedza wakababudza ne mamu akuhhe.

“Ndomubudza nebanhu bayipapa,” kuleba Vimbai. “Takafanila hinga masinya tipedze dzwala kusanhu kukaba nemamo akuhhe akayipa.”

“Anditoziba,” kuleba Bethsaida. “Koga ndobvuma banhu batjikula bekaziba. Tobabhuzwa.”

“Koga totini tingabudziwa kuti tidzwale zwilimwa kusanhu kukatangisa mamu akuhhe akayipa.

“kwandinobva, ape kwatjifanila, banhu bose banohingisana,” kuleba Kiri. “Akutolingiwa kuti zwilimwa ndezwani. Tohwelela tihinga tidze tipedze kose.”

“Kothamiwa ipapa amwe mahuba bo,” kuleba Vimbai. Koga pamwe kusalizane ndekwenyu.”

“kowakala kulinlangano wakanaka,” kujalo Kiri. Pamwe tingakuthama kukatikala. Kujalo Bethsaida. “Pamwe kohaka lebwa nemwe nhu.”

“Eh, kojalo ndiwo nlangano,” kuleba Vimbai. “Tjekutanga tohakisisa lubaka gwakanaka mudzwala mudzi dzose dzasala. Kwatjijalo tolibilidza kusanhu kukatanganisa mamu akuhhe akayipa, tokumbila banhu bahinge bose.”

C. Literacy. Finish the sentences with your own words.

1. What does Chiedza tell her friends?
2. What are the girls going to ask the older people about?
3. If they have to plant the seeds in a hurry, what are they going to suggest?
4. What plan do the girls agree?





Module 2a

**D. Learning English. Find words in the story with these meanings.
Write them and say them.**

1. Somebody who makes dresses and other clothes. _____
2. Plants grow from them. _____
3. To put seeds in the ground. _____
4. Do something fast. _____

E. Learning English. What things can you do? Write sentences with...

I can _____ We can _____

Write a story about a time when you worked with your friends.

F. Literacy: Here are some instructions for planting seeds. What do the words in red mean? Draw the pictures.

<p>Make holes in the ground.</p>	<p>The holes must be 25 to 50 cm apart.</p>
<p>The holes must be 3 to 5 cm deep</p>	<p>The rows should be about 75 to 90 cm apart.</p>
<p>Put two seeds in each hole.</p>	<p>If two plants come up from one hole, cut one off.</p>

G. Literacy: Write and draw the instructions for something else. For example:

- cook sadza • change a bicycle tyre • wash a baby
- send a WhatsApp message • make a cooking fire
- put a new battery in a phone

Numeracy

1. Making numbers

Using your 'number maker' for these tasks.

- Does anyone in your group have the same number of hundreds as you. If not, who is the closest?
- Add your tens to another girl's tens. How many tens do you have altogether?
- Put yourselves in order from the smallest to the biggest.
- How many people in your group have a number that is less than 1000 bigger or smaller than yours?

If you want to, make some different numbers and do this activity with your friends. Or make more 'number makers' from scrap paper and get your family to join in! You could see if you can make up some new questions to answer as well, and could even add your numbers together or find the difference.

2. Strategies for estimation

Three girls estimate that the answer to $252 + 66$ is approximately 300 because $250 + 50 = 300$.

But when they do the calculation they get very different answers. Who is right, and why? Where did the other girls go wrong?

I think the answer is 2118.

$$\begin{array}{r} 252 \\ + 66 \\ \hline 2118 \end{array}$$

I think the answer is 318.

$$\begin{array}{r} 252 \\ + 66 \\ \hline 318 \end{array}$$

I think the answer is 912.

$$\begin{array}{r} 252 \\ + 66 \\ \hline 912 \end{array}$$

3. Working with centimetres and metres

How many rows each?

Three girls decide to work together to sow their seeds. Their fields are 3m, 6m and 9m long. How many rows will they each need to sow for the work to be shared out equally? How do you know? Can you check your answer by doing it another way?

Unit 5: Rose the accountant

Literacy and Learning English

A. Literacy. Look at the picture. Where is it? What are the people doing?



B. Literacy. Now read the story.

English

We need some help

Chiedza was with talking with her co-workers in their workshop.

“Our money is getting more complicated,” said Chipiwo, who was the oldest. “We’re doing well, and more money is coming in. But more money is going out too. We’re buying more material, and we had to borrow money to buy the new sewing machine.”

“But the money came from an organisation which helps people like us to buy equipment they need,” said Musa, another of the girls. “We don’t have to pay it back quickly.”

“I know, but it’s still a lot of numbers to think about,” said Chipiwo. “I’m a dressmaker, not an accountant! We mustn’t make mistakes with the money. I think we need some help.”

“We can’t afford to pay another person to work with us,” said Chiedza.

“Not all the time, no,” said Chipiwo, “But maybe we can pay an accountant to work one day a month.”

“Do we know any accountants?” asked Musa?

“No, but we can ask people we know if they do,” said Chipiwo.

“We can look on the internet too,” said Chiedza. “I’ll go the internet café after lunch. Now I can read much better, thanks to SAGE, it’s easy to find useful information.”

A few days later, an accountant called Rose agreed to help Chiedza and her friends with their accounts.

Shona

Tinoda Rubatsiro

Chiedza aitaura neumwe wake waanoshanda naye muchitoro chavo.

“Mari yedu haichanyatsobatika iyi,” anodaro Chipiwo umwe wawo aive mukuru pamakore pane vose. “Tiri kuita zvakakanaka chose uye mari iri kupinda zvakanyanya mubhizimisi redu asi mari yakawandawo iri kubuda zvakare. Tiri kutenga zvinhu zvakawanda uye takakwereta mari yekutenga muchina wekusonesa hembe mutsva”.

“Asi mari yatakashandisa iyi yakabva kuboka rinobatsira vanhu vakaita sesu kuti titenge midziyo yekushandisa,” akadarro umwe vevasikana anonzi Musa. “Hatisei kufanira kuidzoserwa nokukasika”.

“Ndinozviziva, asi imari yakawanda kana ndikafunga nezvazvo,” Chipiwo akadarro. “Ini ndiri musoni wehembe, kwete muchengeti nemuongorori wehomwe yemari! Ngatisakanganise pakushanda nemari. Ndinoziva kuti tinoda rubatsiro.”

“Asika hatikwanise kubhadhara umwe munhu kuti ashande nesu,” Chiedza akadarro. “Kwete nguva dzose, aiwa”, akadarozve Chipiwo. “Asi, pamwe tinogona kubhadhara muchengeti nemuongorori wehomwe yemari kuti auye zuva rimwe chete pamwedzi.”

“Pane muchengeti nemuongorori wehomwe yemari watinoziva here?” akabvunza Musa.

“Hatina watinoziva, asi tinogona kubvunza vanhu vatinoziva kuti

vatibatsire kutsvaga,” akapindura Chipo

“Tinogona kutsvagazve padandemutande reruzivo,” akadarozve Chiedza. “Ndichaenda kunotsvaga padandemutande, tapedza kudya kwemasikati. Iko zvino ndave kugona kuverenga zvakakanaka, ndinoda kutenda SAGE, zvave nyore kuwana ruzivo rwakakosha”.

Mumazuva mashoma akatevera muchengeti nemuongorori wehomwe yemari anonzi Rose, akabvuma kubatsira Chiedza neshamwari dzake kuongorora mabhuku emari.

Ndebele

Sidinga uncedo

UChiedza wayekhuluma lasebenza labo lapho asebenzela khona. "Imali yethu ilokhu isanda " kwatsho uChipiwo owayenguye omdala. "Siqhuba kuhle, lemali enengi iyangena.Kodwa lemali enengi iyaphuma njalo. Sithenga amalembu amanengi njalo size sabloleka enye imali yokuthenga umtshina omutsha wokuthunga.”

"Kodwa imali yakhona ivele kunhlanganiso encedisa abantu abanjengathi ukuthi bathenge imitshina edingakalayo," kwatsho uMusa omunye wamantombazane. "Ayidingeki ukubuyiselwa masinyane."

"Ngiyakwazi,kodwa inombolo zakhona zinengi ungazicabangisisa," kwatsho uChipiwo. " Mina ngiyathunga hatshi okwenombolo! Akumelanga siphambanise ngemali leyo, ngibona engani sizadinga ongasincedisa "

"Asenelisi ukubhadala omunye umuntu ukuthi esincedise," kwatsho uChiedza

"Hatshi amalanga wonke," kwatsho uChipiwo. "Singabhadala owazi ngezinombolo ongasebenza okwelanga elilodwa ngenyanga.”

“Siyabazi na abasebenza ngezinombolo?” kwabuza uMusa.

“Hatshi, kodwa singacela ukulayelwa nxa kulabaziyo,” kwatsho uChipiwo.

“Singadinga lasebulenjini,” kwatsho uChiedza. “Ngizahamba khona endaweni okutholakala khona ubulembu emini. Khathei sengibala ngcono, ngibonga iSAGE, sokulula ukudinga ulwazi oluqakathekileyo.”

Ngemva kwamalanga ambalwa, osebenza ngenombolo okuthiwa nguRose wavuma ukusiza uChiedza labangani bakhe ngezemali.

Kalanga

Tohaka Lubhatsho

Chiedza waka elebeleka nebamwe bahingi kun'hingo wabo. “Mari yedu yetipa bulemo,” kujalo Chipiwo. Waka aliwhola kubali bose. “Tohinga zubuyanana nemari njinji inongina, nekene mari njinji ibhuda bo kakale. Totenga matjila manjinji kakale tikatenga mtjina untshwa unopfuma.”

“koga atenditi mari yakabva mubunga linobhatsha banhu banonga iswi kuti batenge zwehingisa zwabano haka.” Kujalo Musa umwe webasikana. “Akutohaka kuti tiyilipe kubali nekulibilidza.”

“Ndoziba koga injinji kutitikumbule ndekwayo, kujalo Chipiwo. Imi ndimpfumi wezwimbalo ante unohinga nedze mari. Akuzomila tikaleyanya zwinhu nehingisiwa kwemari yeyi. Ndokumbula kuti tohaka lubhatsho.”

“Atingatubule haka umwe nhu unohinga neswi.” Kujalo Chiedza.

“Hayi, gose lubaka hayi.” Kulamba Chipiwo.

Tingabhadala n'hingi unoziba nekwemari kan'ompela nemwedzi.

“Muna n'hingi wamunoziba kene?” kubhuzwa Musa.

“Hayi koga tingabhuzwa mubamwe batinoziba.” Kujalo Chipiwo.

“Tingahaka muludandi bo.” Kujalo Chiedza.

“Ndoyenda kutolo tjeludandi hule kwezodliwa zwemasikati saku ndoziba bala zwingapa, ndoboka Sage, kulelu wana luzibo.

Hule kwemahhuba mahomanana Rose wakabvuma bhatsha Chiedza nebakhwinya babe kulinga whalo dzabo dzemari.

Module 2a

C. Literacy. Are these sentences true or false?

1. Chiedza and her co-workers are making more money. TRUE / FALSE
2. They are spending more money. TRUE / FALSE
3. They bought a new sewing machine. TRUE / FALSE
4. They must pay back the loan for the sewing machine very quickly. TRUE / FALSE
5. Chipiwo is an accountant. TRUE / FALSE
6. They are going to hire an accountant to work one day a week. TRUE / FALSE
7. They are going to look for an accountant on the internet. TRUE / FALSE

D. Learning English. Find words in the story with these meanings. Write them and say them.

1. People who work together. c _____
2. The opposite of simple. _____
3. Clothes are made from this. _____
4. Things you need to do a job. e _____
5. To have enough money for something. a _____
6. A person who organises money for other people. _____



Chiedza, her co-workers and Rose, their new accountant

E. Learning English. Listen to the **sound**. Read and say the word.

plate	hers	wife
reach	soil	brown
crocodile	spoon	spoke
voice	farmer	steal
tools	allow	the same

F. Write more words with the sounds.

oo _____

ow _____

ea _____

oi _____

er _____

a-e _____

i-e _____

o-e _____

G. Literacy. Read the job advertisements. Then answer the questions.

Job offer

A restaurant needs an **experienced** cook.

[Click here for more details.](#)

Job offer

A dressmaking co-operative needs a **part-time** accountant for one day each month.

[Click here for more details.](#)

Job offer

An accountant needs an **assistant**.

[Click here for more details.](#)

Job seeker

I am a **qualified** accountant. I am looking for small part-time jobs.

1. What do the words in **red** mean?
2. What does *Click here for more details* mean?
3. One of these advertisements is from Chiedza and her co-workers. Which one?
4. Could the job seeker work for Chiedza and her co-workers? What words tell you this?

H. Think of another job, and say or write a short advertisement like the one above.

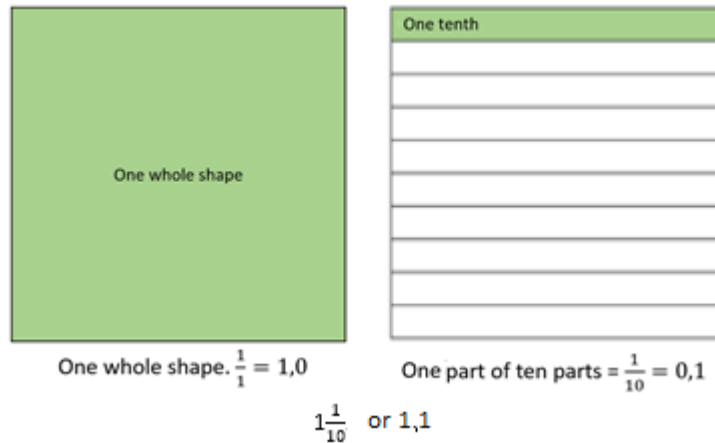
I. At Home: Learning English. Find words in the story that rhyme with these, and write them.

funny - m _____ seen - m _____ too - d _____ hair - t _____

Numeracy

1. Decimals and fractions – tens, ones and tenths

Example:



Ones	Tenths										
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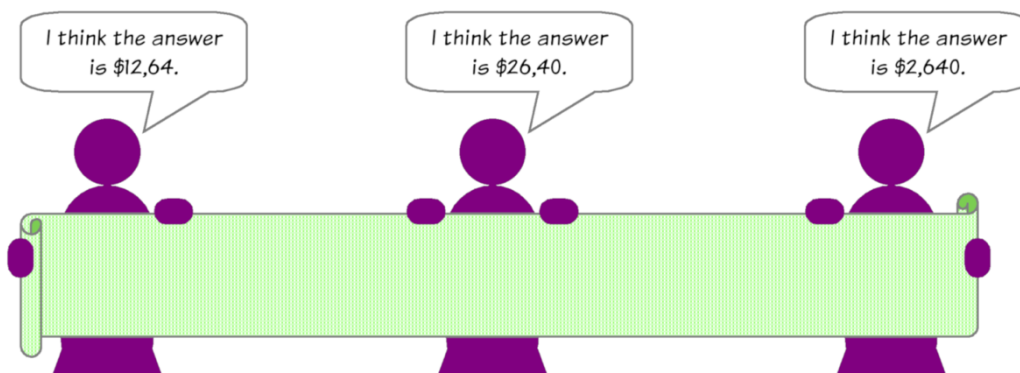
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2. Move along please!

Cotton lace costs \$2,64 per metre. The girls are trying to find out how much 10 metres will cost. Who is right and where did the other girls go wrong?



Unit 6: Glory the designer

Literacy and Learning English

A. Literacy. Look at the picture. What is Glory imagining?



B. Literacy. Now read the story.

English

Glory designs a house

When Glory arrived at the SAGE session, she was very excited. She talked to Vimbai before the session started.

“I’m going to help to design a house!” she told Vimbai.

“Really? But your homestead has three huts already.”

“We need more space. The round huts look nice, but they’re a bit small inside. The new building is going to be square. It will be built with bricks, and it will have a metal roof.”

“Wow! How big is it going to be?” asked Vimbai.

“We’ll have to decide a size we think we can afford, and find out how much it will cost. If it’s cheaper than we expected, maybe the new building can be a bit bigger. If it’s more expensive than we expected, the new building will have to be a bit smaller.”

“And you’re going to help with that?”

“Yes, I am” said Glory. “You know I’m good with measurements and numbers. I’ve already drawn a simple plan for the new building. What do you think?” She showed it to Vimbai.

“That looks great!”

“Shhh!” said Zendaya from the next table. “The session’s going to start now.”

Shona

Glory Anogadzira Purani Yemba

Pakasvika Glory kuchidzidzo cheSAGE, aive nemufaro mukuru.

Akataura naVimbai chidzidzo chisati chatanga.

“Ndichabatsira kugadzira purani yemba!” akadaro Vimbai.

“Chokwadi? Asi musha wenyu une dzimba nhatu kare.”

“Tave kuda kuwedzera pekugara. Dzimba dziripo dzakanaka, asi idiki mukati madzo. Imba itsva ichave yesikweya. Ichavakwa nezvidhinha, iine denga remarata.”

“Hoo! Ichange yakakura zvakadini?” akabvunza Vimbai.

“Ticharonga kukura kwayo zvichienderana nekukwanisa kwedu, zvakare tichiona kuti zvingade marii.”

“Kana zvakareruka pane zvatakatarisira tinogona kuivaka iri hombe. Zvikati dhurei tinenge totovaka imba diki.”

“Saka uchatibatsira pabasa iri here?”

“Hongu, ndichakubatsira,” akadaro Glory. “Unoziva ndinozvigona chose zvekuyera nezvemanhamba. Pane purani yeimba itsva yandafanodhirowa. Unotii nayo?” akairatidza kuna Vimbai.

“Yakanaka chose!”

“Shhh!” akadaro Zendaya aive patafura yepedyo. “Chidzidzo chave kuda kutanga izvozvi.”

Ndebele

UGlory wenza imidwebo yendlu

UGlory wafika ezifundweni zeSAGE ethabe kakhulu. Wakhuluma loVimbai bengakaqali ukufunda.

"Mina ngizancedisa ukwaka indlu ngekhaya ! "watsho etshela uVimbai

"Yebo? Kodwa kini kuvele kulezindlu ezintathu."

"Sidinga indawo enkulu. Izindlu ezikhona zincane . Leyi indlu izayakwa ngezithina njalo izabe ilophahla lwamazenge. "

"Izabe inkulu okungakanani? " wabuza uVimbai

" Sizabe sizabona kusiya ngokuthi kudingakala imali engakanani. Nxa kudingakala imali encane kulaleyo esiyicabangelayo indlu izakuba inkulu sibili. Kodwa uma kudingakala imali enengi kuzamele indlu ibe incani. "

"Wena uzancedisa yini lapho? "

"Yebo , ngizancedisa. " watsho uGlory . " Angithi uyakwazi ukuthi sengiyincitshi kwezombolo . Sengivele ngabala phansi umfanekiso wendlu yethu esizayakha. Ucabangani ngayo? " watsho etshengisa uVimbai.

"Inhle kakhulu! "

"Shhhh! " watsho uZendaya ehlezi etafuleni eseceleni kwabo. " Izifundo seziqalisa."

Kalanga

Glory unobulunga n'umba

Glory wakaswika muzwidiyo zweSage, akahana kwazo. Waka lebeleka naVimbai zwidiyo zwisanhu zwikatangisa.

"Ndohaka nobhatsha mubulunga n'umba!" wakabudza Vimbai.

"Eya? Koga nzi wenyu watjibe nedzin'umbana dzebuhwa dzinhatu."

"Tohaka bugalo bunjinji. Dzin'umbana dzebuhwa dzolingilika dzakanaka koga dzinabugalo bunukunu mukati. N'umba ntshwa inobe tjikweya. Inobumbiwa nezwitina, ikapfuligwa ndemazenge."

"Manake! Inobe whulu kungapani?" kubhuzwa Vimbai.

"Takafanila sunga bukulu gwayo gwatinobona kuti tingagutubula, tihakisise kuti ingadana bungana. Ape kwakatjipa kupinda kwaka

takalingilia, pamwe n’umba ntshwa ingabe whuluwhulu. Ape idana mari nji n’umba ntshwa ingabe ntukununu.’

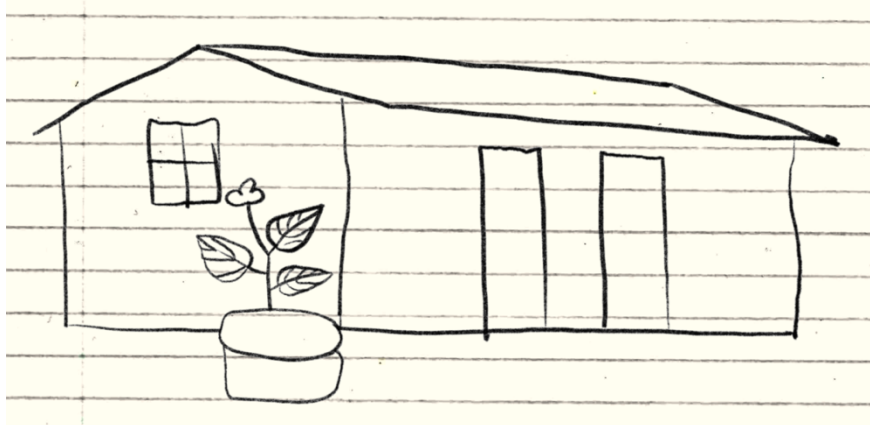
“Kakale unobhatsha nawhoko kene?”

“Eh, ndobhatsha” kujalo Glory. “Unoziba ndinyambi mulizanya nedzinamba. Ndatji tala nlangano wayo n’umba ntshwa.

Unoyibona tjini?” waka lakidza Vimbai

“Inolingika yakanaka kwazo!”

“Nyalala! Kujalo Zendaya mutafula inotobela. ‘zwidiyo zotangisa ngwenu.”



Glory’s design

C. Literacy. Answer the questions.

1. What is Glory going to do?
2. Why is she going to do this?
3. What do Glory and her family have to decide?
4. Why has Glory’s family asked her to help with the design?

D. Learning English. Find words in the story with these meanings. Write them and say them.

1. Draw a plan for something. _____
2. Modern houses are built with these. _____
3. It goes on top of a house. _____
4. What you get from measuring things. _____

E. Learning English. What things have you done? Write sentences with...

I have _____ We have _____

F. Draw a design for a new house. Put words on your picture.

door flower roof tree wall window

What is the house made of?

The walls are made of _____

The roof _____

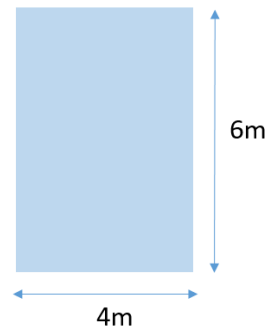
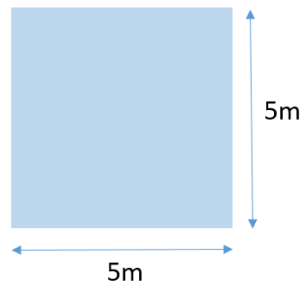
The doors _____

G. At Home: Learning English. Find words in the story that rhyme with these, and write them.

fine - d _____ there - s _____ plate - g _____ red - s _____

Numeracy

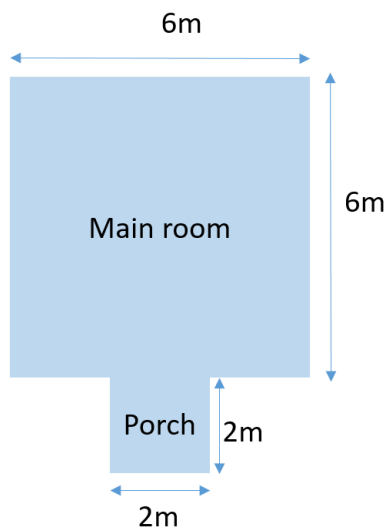
1. Area and perimeter



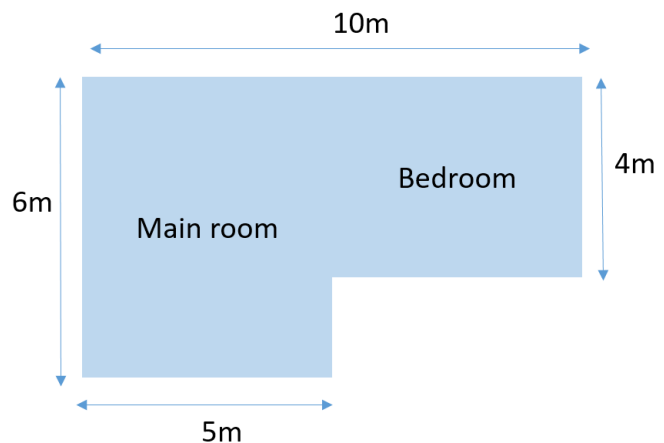
Independent work

Do this activity at home, if you like. You will be talking about it with the other girls in your group in the next session.

Glory has thought of some different ways to build her house. She wants to find out the area and the perimeter of each of these designs.



Perimeter: _____ Area: _____



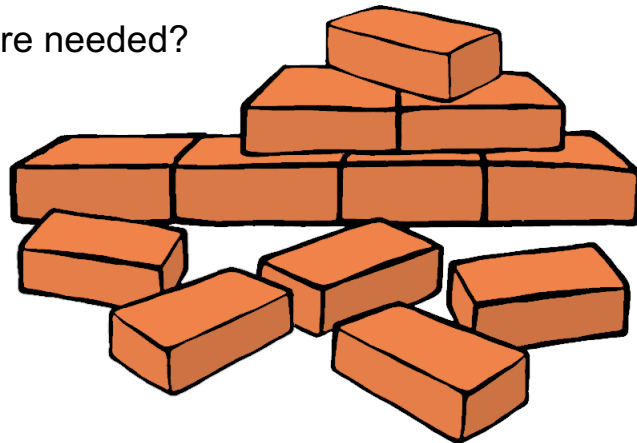
Perimeter: _____ Area: _____

Write or draw here how you found the perimeter and the area of each shape.

Module 2a

2. The cost of building

How many bricks are needed?



Complete the table by calculating the cost of each material and then the total cost.

Quantity	Description	Unit Price (\$)	Amount (\$)
2	Bag of wire nails	28	$2 \times 28 = 56$
80	Cement bag	9	
19	10m Brickforce reinforcers	3	
10	20m Brickforce reinforcers	3	
3	Dampcourse material	6	
50	Black polythene sheets	2	
36	Iron Roofing Sheets	43	
6	IBR Roll top ridges	28	
10	Timber beams	35	
6	Timber wall plates	23	
TOTAL:			

Unit 7: Aneni the business owner

Literacy and Learning English

A. Literacy. Look at the picture. Where is it? What are the people doing?



B. Literacy. Now read the story.

English

Let's make a business plan

Aneni was in her internet café. She had two computers. Her new friend Chiedza was sitting in front of one of them. Chiedza was one of her most regular customers. Somebody else was using the other computer. Four other people were waiting.

“Sorry, but I can wait any longer,” said one woman, and walked out.

“I think I need another computer,” thought Aneni to herself. “I’m losing money every time somebody leaves because they don’t want to wait.”

Chiedza finished at the computer, and came to talk to Aneni.

“How much do I owe you?”

“Nothing. It was only ten minutes, and you’re my friend.”

“You often say that, but I don’t think it’s a good idea. This is your

business. If you don't get enough money, you won't be able to grow the business."

Aneni hadn't thought about growing the business. She realised that she didn't really have a plan for her business. She always just hoped everything would be OK.

"I know how you can pay me," she said. "You can help me to make a business plan. You're good at that kind of thing."

"OK," said Chiedza. "First, we need to work out what you want to do, and how much it will cost. Then we can work out if it will be worth it."

Shona

Ngatigadzirei Purani Yebhisinesi

Aneni aive muchitoro chake chedandemutande. Aive nemakombiyuta maviri. Shamwari yake itsva Chiedza akange agere pamberi peimwe yacho. Chiedza aive mumwe wevatengi vake vakuru. Paiva nemumwe munhu aishandisa imwe kombiyuta. Vamwe vanhu vana vainge vakamirira kuzoshandisawo makombiyuta.

"Ndine urombo, handichakwanisi kuramba ndakamira," akadaro mumwe mudzimai, achibuda muchitoro.

"Ndinofunga ndave kuda imwe kombiyuta," Aneni akafunga ari ega. "Ndave kurasikirwa nemari pese panoramwa munhu amirisa."

Chiedza apedza nekombiyuta, akanotaura naAneni.

"Ndine marii yako?"

"Hauna. Waita maminetsi gumi chete, uye uri shamwari yangu."

"Unogara uchidaro, asi handifunge kuti ipfungwa yakanaka. Iri ibhizimisi rako, ukasawana mari yakakwana, hauzokwanisi kukudza bhizimisi rako."

Aneni akange asina kumbofunga nezvekukudza bhizimisi rake. Akabva ayeuka kuti akanga asina urongwa hwebhizimisi rake. Aingofunga hake kuti zvinhu zvaizongofamba mushe.

"Ndaziva kuti ungandibhadare sei," akadaro. "Unogona kundibatsira kugadzira urongwa hwebhizimisi rangu. Iwe unogona zvinhu zvakadaro izvi."

"Zvakanaka," akadaro Chiedza. "Chekutanga, tinofanirwa kuongorora

zvauri kuda kuita uye kuti zvingade marii. Tochizotsvaka kuti zvingabhadhare zvakadini?

Ndebele

Ayisenze isinqumo sebhizimusi

UAneni wayesendaweni yokuxhumana ebulenjini. Wayelemitshina emibili yecomputer. Umngane wakhe uChiedza wayehlezi phambili komunye umtshina wecomputer.

UChiedza ubeyisithengi sakhe sansukuzonke besekusithi omunye esebenzisa omunye umtshina, abanye abathengi abane belindele ithuba labo.

“Uxolo angisenelisi ukulinda” kwatsho omunye umama ephuma.

“Ngibona angani kudingakala omunye umtshina,” kwatsho uAneni ekhulumela enhlizweni. “Ngilahlekelwa yimali, abathengi baphuma behamba ngenxa yokulinda isikhathi eside.”

UChiedza waqeda waya kuAneni. “Ngikhokha malini?”

“Akula, usebenzise imizuzo elitshumi kuphela nje, njalo ungumngane wami”

“Utshona usitsho njalo. Angiboni kuyinto elungele ibhizimusi, nxa ungasatholanga imali ngekhe uyenelise ukuthuthukisa ibhizimusi.”

UAneni wayengazake acabange ngokuthuthukisa ibhizimusi lakhe. Wakunanzelela ukubana wayengelaso isinqumo sebhizimusi lakhe. Wayelethemba lokubana yonke into yayizalunga.

“Angikwazi ukuthi ungangibhadala njani,” Ungangincedisa ukulungisa isinqumo zebhizimusi. Ukuthele kulezo zinto.”

“Kulungile,” watsho uChiedza. “Kuqala kufanele sibe kwazi ofuna ukukukwenza lokuthi kuzaba yimalini. Besesibona ukuthi kufanele yini.”

Kalanga

Atithame nlangano webhizinesi

Aneni wake alimutolo tjitje tjeludandi. Wake enamakhomputa mabili. Nkhwinya uwe ntshwa wake aligele mbeli kwawo. Chiedza wake ali umwe webanogozwa tenga kwazo. Umwe nhu wake ehingisa khomputa

iyе. Bamwe banha bake bakalindila.

“Mazwibhatigwa, koga andingatjalindile kupinda whoku,” kwakajalo umwe nkadzi, ekabhuda kuhhe.

Ndokumbula kuti ndohaka imwe khomputa,” kukumbula Aneni mumoyo uwe. Ndo lahikigwa nemari tjose ape umwe nhu ebhuda ngobe esingakwanise lindila.”

Chiedza wakapedza mukhomputa iye, ekahanduka kolebeleka naAneni.

‘Ndokukweleda bungana?’

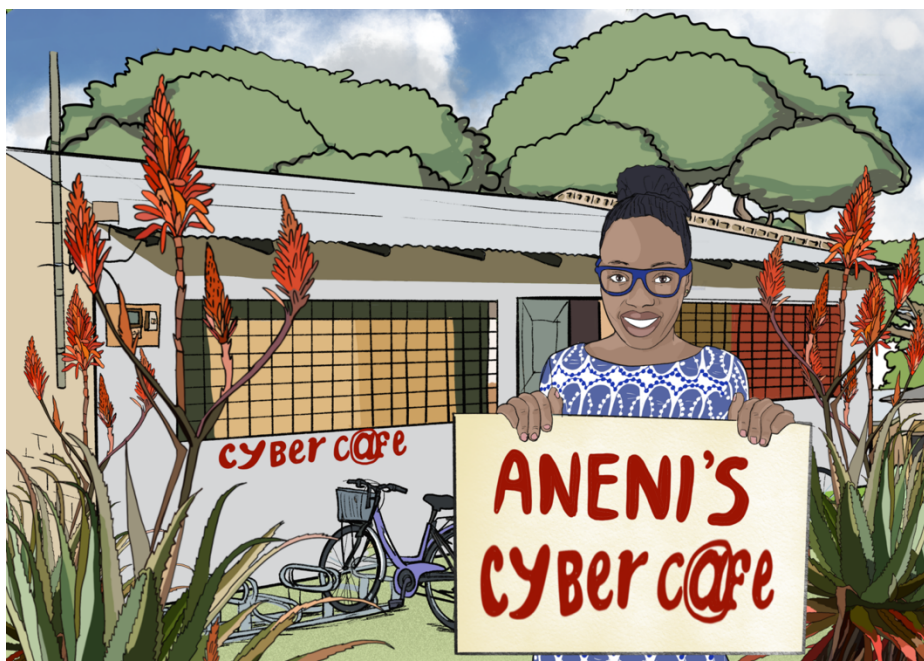
“Akuna. Kwakulimaminithi aligumi koga, kakale unkhwinya wangu.”

“Unogozwa leba ujalo, koga antobona kulinkumbulo wakanaka. Yeyi ibhizinesi iyo. Ape ukakonegwa wana mari njinji awungatubule kulisa bhizinesi iyo.”

Aneni wake esakumbula nekulisa bhizinesi iye. Wakananzelela kuti wake asina kene nlangano webhizinesi. Waka egalabgwe kuti kose kolulama.

“Ndoziba kuti ungandi bhadala tjini,” wakaleba. “ ungandi bhatsha thama nlangano webhizinesi. Unyambi mutiwa kwayo.”

“kwakalulama,” Kujalo Chiedza. “tjekutanga, takafanila hinga kuti nohaka thamani, kakale kungadana bungana. Kwajalo tingahinga kuti kungabhudilila kene.”



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

1. Aneni's internet café has only one computer. TRUE / FALSE
2. Chiedza often goes to the internet café. TRUE / FALSE
3. Some other people are waiting to use a computer. TRUE / FALSE
4. Somebody leaves because they don't want to wait for a computer
TRUE / FALSE
5. Chiedza pays some money for using the computer. TRUE / FALSE
6. Aneni often makes plans for her business. TRUE / FALSE
7. Chiedza is going to help Aneni to make a plan for her business.
TRUE / FALSE

D. Learning English. Find words in the story with these meanings. Write them and say them.

1. It happens often r _____
2. Another person s _____ e _____
3. For more time a _____ l _____
4. A person who buys something c _____
5. To calculate w _____ o _____



E. Learning English. Listen to the **sound**. Read and say the word.

thirsty	grow	repair
about	midday	dawn
annoying	clear	skirt
chair	window	clouds
awful	soya beans	maybe

F. Write more words with the sounds.

ay _____

ir _____

air _____

ear _____

aw _____

oy _____

ow _____

ou _____

**G. Literacy. Read Aneni's notes. Are there words you don't know?
Ask other girls and your Community Educator.**

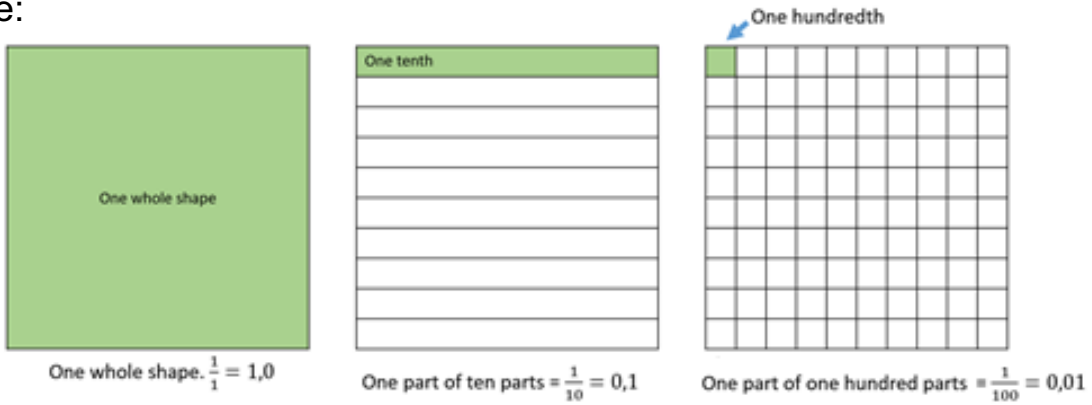


1. How much money am I losing because I don't have enough computers?
2. Price of a new computer?
3. Price of a new mobile phone?
4. Price of more solar power?
5. How long will it take to earn enough money to pay for them?
6. Money? Borrow from the organisation that Chiedza used?

Numeracy

1. Tenths and hundredths

Example:

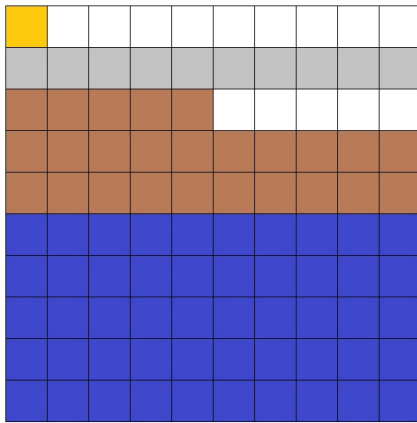


1,11

Ones	tenths	hundredths
Ones	tenths	hundredths
Ones	tenths	hundredths

Module 2a

2. Fractions, decimals and percentages



Blue squares: $50\% = \frac{50}{100} = \frac{5}{10} = 0.5 = \underline{\hspace{2cm}}$

Grey squares: $10\% = \frac{10}{100} = \frac{1}{10} = 0.1$

Yellow square: $1\% = \frac{1}{100} = 0.01$

Brown squares: $\underline{\hspace{2cm}}$

3. Start-up and operational costs

Chiedza's accounts

Item	Amount (\$)	Start-up or operational?
Hand sewing Machine (straight stitch)	1999	
Iron (box iron) (to provide from home)		
Ironing Board (to improvise)		
Box of dress maker's pins	11	
Thimble	2,20	
Tape measure	15	
Tailor's chalk	6	
Shirt buttons	1,10	
Skirt zip	3	
Shearing scissors	176	
Trimming Scissors	44	
Sewing hand needles (pack)	4,50	
Sewing machine needles	13,50	
Elastic (2cm wide)	6,60	
Cotton lace per metre	2,64	
Tracing wheel	30	
Poly cotton fabric for blouse 1 ¼ m (\$44/m)	55	
Polyester fabric 1m (\$34/m)	34	
Rent (per month)	300	

4. Money matters

What cost might there be for Aleni's Internet café business? Write a list of all the costs you can think of, then decide which are start-up costs and which are operational costs.

Unit 8: Bethsaida the toy maker

Literacy and Learning English

A. Literacy. Look at the picture. What are the people doing?



B. Literacy. Now read the story.

English

Bethsaida makes a toy car

Bethsaida's family collected old metal things that nobody wanted any more. They sold it, and then it was melted to make new metal. They also used some of it to make new things. Bethsaida's favourite things were toy cars made out of old tin cans. They were colourful, and every one was different.

Bethsaida wanted to learn how to make the cars. She went to see her grandfather. He was the expert on making them.

“It’s doesn’t bring in a lot of money,” he said. “People like them, but they don’t want to pay a lot of money for them.”

“I know, but it’s always good to learn new skills.”

So Bethsaida’s grandfather gave her a set of shapes, and told her to copy them. She cut the shapes, and tried to make a car. At the end, she put on four bottle tops for wheels. Her car looked awful. She felt a little sad and cross.

“It’s more difficult than I thought,” she said. “Maybe I don’t want to do it.”

“All skills take time to learn,” said her grandfather. “You have to be patient. Try again.”

Then they both laughed about her terrible first car.

Bethsaida made another car. This time it was a little better.

“You see,” said her grandfather. “You’re getting better already.”

Shona

Bethsaida anogadzira motokari yekutambisa

Mhuri yaBethsaida yakatsvaga nekuunganidza simbi dzakasakara dzisisadiwi naani zvake. Vakanodzitengesa ndokubva dzanyungudiswa kuti dzigadzire simbi itsva. Vakashandisawo dzimwe dzesimbi idzi kugadzira zvimwe zvinhu zvitsva. Bethsaida ainyanyofarira mota dzekutambisa dzinogadzirwa kubva muzvigaba zvitsaru. Magaba aya aive neruvara rwakasiyana siyana rwakanakisa.

Bethsaida aida kudzidzira kugadzira mota dzekutambisa. Akaenda akanoona sekuru vake vaive nyanzvi pakugadzira mota dzekutambisa.

“ Hazviunzi mari yakawanda hazvo,” vakadaro sekuru.

“ Vanhu vanodzifarira asi havadi kubhadhara mari yakawanda pakudzitenga.”

“ Ndinozviziva, asi zvakanaka kungodzidzawo humwe hunyanzvi hutsva.”

Sekuru vaBethsaida vakamupa mifananidzo yemota dzekutambisa dzakasiyana siyana vakamuudza kuti achigadzira yake mota yekutambisa achisarudza kubva pamifananidzo yaakange apiwa. Bethsaida akaedza kugadzirawo mota yake yekutambisa. Pakupedzisira

akaisa zvivharo zvemabhodhoro ezvinwiwa zvina kuita mavhiri. Mota yake yekutambisa haina kutaridzika zvakanaka. Haana kufara nazvo akabva agumbuka.

“Zvakaoma chaizvo pane zvandaifunga”, akadaro Bethsaida.

“Ndinofunga handichadi kuzviita ini.”

“Unyanzvi hwose hunotora nguva kuti uhudzidzire uchihugona,” vakadaro Sekuru vake. “Unotofanira kuva nemwoyo murefu. Chimboedza zvakare.”

Vakaseka vose mota yekutambisa yaakanga agadzira yakanga yakashata.

Bethsaida akagadzirazve imwe mota yekutambisa. Yaakachizogadzira pane dzino nguva yaive yave nane pakutaridzika pane yekutanga.

“Hauchioni,” vakadaro sekuru vake. “Wave kuita uchigona zvino.”

Text

Ndebele

UBethsaida wenza imota yokudlalisa

UBethsaida lemuli yakhe babedobha izinto zensimbi ezindala ezazingasafunwa ngabanye. Babekuthengisa lokhu, kube sokuncibilikiswa besekwenziwa insimbi entsha. Babesebenzisa eyinye yakhona ukwenza izinto ezintsha. Okwakuligugu kakhulu kuBethsaida kwakuzimota zomdlalo ezenziwa ngamagabha amadala ensimbi.

Ayebucwazicwazi njalo etshiyene. UBethsaida wayefisa ukufundela ukwenza lezomota. Wahamba ukuyabona ukhulu wakhe owayeyingcitshi ekwenzeni lezomota.

“Akulethimali enengi,” watsho uKhulu. “Abantu bayazithanda kodwa abafuni ukuzibhadalela imali enengi”

“Ngiyakwazi kodwa kuhle ukufunda izinto ezintsha”

Ngakho ukhulu kaBethsaida wanika uBethsaida izincezu ezitshiyeneyo wathi alungisele. Wasika izincezu wazama ukwenza imota. Ekucineni wafaka izivimbo ezine ukuba zibe ngamavili. Imota yakhe yayingabukeki. Wafikelwa yikuzonda lokudana.

“Kunzima kulalokhu ebengikukhangelele,” watsho. “Mhlawumbe angifuni ukukwenza.”

“Zonke izifundo zithatha isikhathi ukuzifunda,” watsho uKhulu wakhe. “Kumele ubelesineke”. Zama njalo. Basebekholisa ngemota yakhe engabukekiyo.

UBethsaida wenza eyinye imota. Ngalesikhathi yayingcowanyana.”Uyabona,” watsho uKhulu wakhe. “Usuqalile ukwenza ngcono.

Kalanga

Bethsaida unobakanya mota yezanisa

Bethsaida nen’ha uwe bakanunga dzitshipi dzatjihakala dzake dzisingatjahakiwe nebanhu. Bakadzitengesa, kakale bekadzipisa kuti bethame tshipi ntshwa. Bakahingisa imwe tshipi kuti bethame zwimwe zwinhu zwitshwa. Kwake kuhanisa Bethsaida kwake kuli mota dzezanisa dzakabakanywa nemakabha ekunozipilila. Kwake kunamibala minji, kakale kose kwake kwakasiyana.

Bethsaida waka haka ziba kuti mota dzobakanyiwa tjini. Waka kumba batategulu babe. Bake balinyambi mubakanyiwa kwadzo.

“Akuto bhadala mari nji, baka leba. “Banhu banodzida koga abatohaka dzibhadalila mari nji.”

“Ndoziba, koga kwakanaka kuti uzibe kumwe kutshwa.”

Kwatjijalo batategulu baBethsaida bakapa Bethsaida zwinhu zwakabumbika netjimo tjakasiyana siyana, bekambudza kuti atobelele. Wakathubula zwimo izwezwo, ekalika bakanya mota. Kwebupelo, wakasa zwihalilo zwemabhodlela semaviri. Mota iye yayisakanaka. Wakazwihwa akahema kakale akakuta.

“Kolema kupinda kwandakumbulila,” wakajalo. “Pamwe anditohaka kukuthama.”

“Kotola lubaka kuti nhu ezibe kose,” kujalo batategulu babe. Wakafanila ba nemoyo nlefu. Lika kakale.”

Bose bakaseka nekwe mota iye isakanaka yekutanga.

Bethsaida wakabakanya imwe mota. Kwebubili wakalika bakanya yengcono.

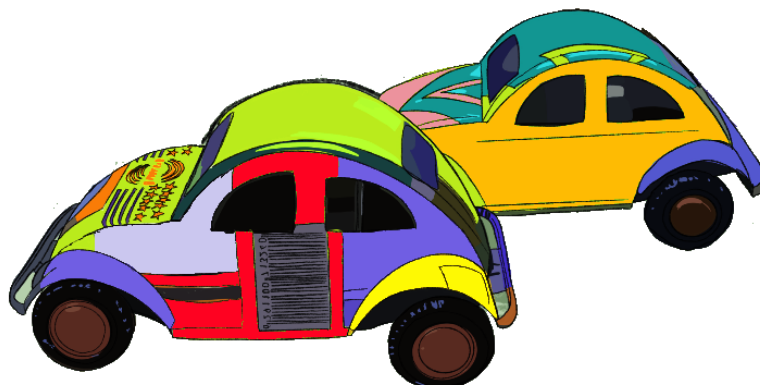
“Nobona,” kuleba batategulu babe. “Saku webakanya kwakati tja.”

C. Literacy. Answer the questions.

1. How does Bethsaida's family earn money?
2. Why does Bethsaida like the toy cars made with old tin cans?
3. What does she want to learn to do?
4. Why was she sad and cross?
5. What did her grandfather say about this?
6. How was the second car?

D. Learning English. Find words in the story with these meanings. Write them and say them.

1. When metal gets very hot it... m _____
2. With many colours. c _____
3. A person who knows a lot about something. e _____
4. Things you know how to do. s _____
5. Good at waiting for things. p _____
6. Awful t _____



**E. Learning English. What things do you want to learn how to do?
Write sentences with...**

I want to learn how to _____

F. Literacy. Bethsaida made notes to help her remember how to make a toy car. But they are in the wrong order! Put them in the right order: number them 1 to 6.

Make the cans flat

Bend the pieces

Put on the wheels

Cut the shapes

Choose some nice tin cans

Put the pieces together



G. Literacy: Choose one of these things,

- find information on the internet
- build a house
- make a stew
- make beads from paper
- make a dress
- something else?

What do you have to do for the thing you chose? Discuss your ideas and make notes like Bethsaida's on page 77. Write four or more steps.

Numeracy

1. How much interest?

Aneni wants to buy a computer that costs \$8960.

If she takes out a loan with 10% interest, how much will the interest be?

How much will she pay altogether?

thousands	hundreds	tens	ones	tenths



2. Affording repayments

If Aneni pays the loan back (rounded to \$9900) over one year, how much will each instalment be?

At home, perhaps try to find out how much interest would be paid on a \$3000 loan, and how much the monthly repayments would be over a year.

3. Profit and loss

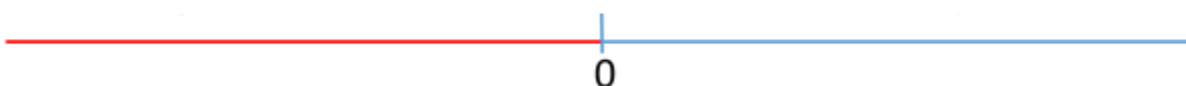
Month: July		
Item	Income (h\$)	Expenditure (h\$)
Loan repayment		\$15
Rent		\$10
Materials (fabric, thread etc.)		\$40
Wages		\$15
Dresses	\$20	
Shirts	\$25	
Skirts	\$15	
Total		

← Negative numbers (loss) Positive numbers (profit) →



Month: August		
Item	Income (h\$)	Expenditure (h\$)
Loan repayment		\$15
Rent		\$10
Materials (fabric, thread etc.)		\$45
Wages		\$15
Dresses	\$45	
Shirts	\$25	
Skirts	\$20	
Total		

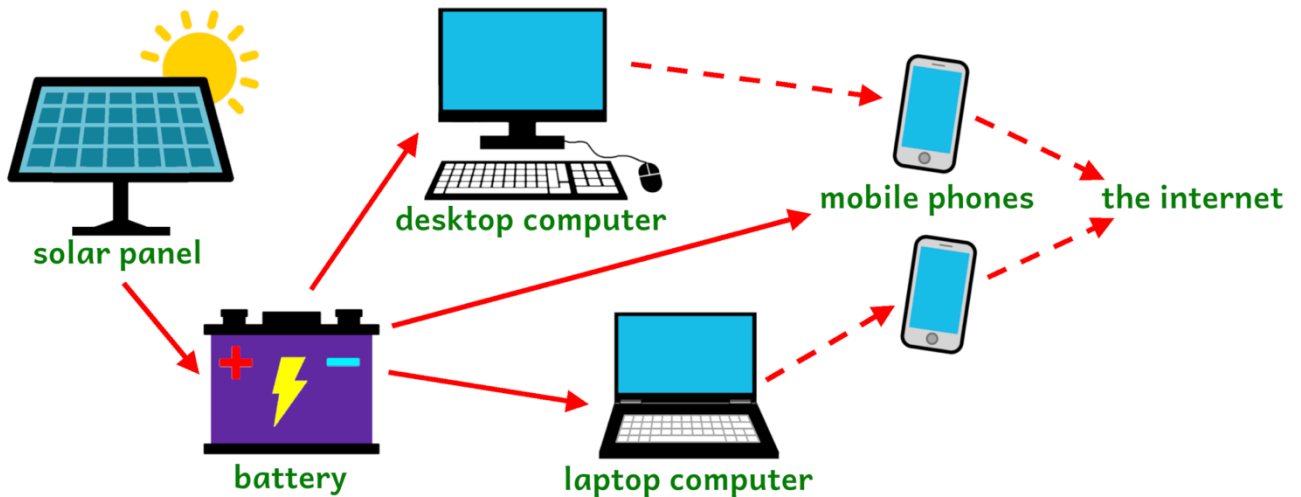
← Negative numbers (loss) Positive numbers (profit) →



Unit 9: Let's use solar power

Literacy and Learning English

A. Literacy. Look at the picture. What does it show? Read and say the words.



B. Literacy. Now read the story.

English

Electricity from the sun

Chiedza was helping Aneni with the plan for growing her internet café business. They were talking about solar power. Aneni explained her system to Chiedza.

“The solar power charges a battery. The battery powers the computers. The computers are connected to mobile phones, and the mobile phones are connected to the internet. But often there isn’t enough power, especially when it’s cloudy. If I get another computer, I’m going to need more power. And with another computer, I’ll need another phone. I’ll need more power for that, too. How can I get more solar power? And it’s not just me. Everybody in the village would love to have it.”

“Maybe there are some organisations that help with solar power in

places like this that don't have electricity," said Chiedza.

"How can we find out about them?" asked Aneni.

"We can try looking on the internet," Chiedza replied. "This is an internet café!"

"Yes, of course! What shall we search for?"

"Let's start with 'solar power Zimbabwe' and see what we find. That might be helpful, or we might have to try some different words."

"OK, we'll start with that" said Aneni.

"The English I learned in SAGE sessions is going to be really useful for this!" said Chiedza with a smile.

Shona

Magetsi Anobva Muzuva

Chiedza aibatsira Aneni nehurongwa hwake hwekukudza bhizimisi rake rechitoro chekutengesa dandemutande. Vaitaura nezvesimba remoto rinobva muzuva. Aneni akatsanangura maitiro azvaizoita kuna Chiedza.

"Simba remoto rinobva kuzuva rinopinda mubhatiri. Bhatiri rinotungidza makombiyuta. Makombiyuta anenge akabairirwa kunharembosha, nharembosha dzinenge dzakabatira kudandemutande. Asi kazhinji kunenge kusina simba rakawanda kunyanya kana kwakakwidibira. Ndikawana imwe kombiyuta, ndichada simba remoto rakawedzerwa. Ndikaita imwe kombiyuta ndichada imwezve nharembosha. Ndichadzve rimwe simba remoto rakawedzerwa. Ndoriwana sei simba remoto rezuva rakawanda? Handisini ndega. Vanhu vose vemumusha uno vanotodawo kuva naro."

"Pamwe pane masangano anobatsira nezve simba remoto rinobva muzuva munharaunda dzakaita sedzino dzisina magetsi," anodaro Chiedza.

"Tingaziva sei nezvawo?" akabvunza Aneni.

"Ngatiyedzei kutarisa padandemutande," Chiedza akapindura." Chino chitoro chedandemutande!"

"Ichokwadi! Totsvaga tichitii?"

"Ngatitangei nekuti 'simba remoto rinobva muzuva muZimbabwe' tione zvatingawane. Zvingangobatsira, kana kuti toshandisa mamwewo

manzwi akasiyana.”

“Ehe, ngatitangei neizvozvo,” akadaro Aneni.

“Chirungu chandakadzidza kuSAGE chichatibatsira chaizvo kuita izvi!” akadaro Chiedza achinyemwerera.

Ndebele

Amandla kagetsi avela elangeni

UChiedza wayencedisa uAneni ngamacebo okukhulisa ibhizimusi lendawo yokuxhumana ebulenjini. Babekhuluma ngomlilo welanga. UAneni echasisela uChiedza ngohlelo lwakhe.

“Umlilo welanga uyagcwalisa ibhathili. Ibhathili lona beselisenza imitshina ikhanye. Imitshina le yamacomputer layo izibambana lamafoni abathengi ukuze benelise ukungena ebulenjini.

Kungenzeka ukuba umlilo welanga ungeneli nxa umkhathi ugubuzele ngamayezi. Nxa ngingathola omunye umtshina wecomputer ngizafuna umlilo kagetsi omunengi. Kusitsho ukuthi ngizafuna olunye ucingo. Nxa ngifuna amandla amanengi kagetsi ngenzenjani? Njalo ayisimi ngedwa lezakhamizi zonke nje zingakuthakazelela.”

“Mhlawumbe kungaba lenhlanganiso ezingancedisa ngomlilo welanga eziqithini ezinje lapho okungela mandla kagetsi,” watsho uChiedza

“Singathola njani ulwazi ngabo?” wabuza uAneni

“Singazama ukukhangela ebulenjini” waphendula uChiedza. Hanti lapha kusendaweni yokuxhumana ebulenjini!”

“Yebo! sidinge sithini?”

“Asiqale ngokuthi umandla kagetsi elanga kwele Zimbabwe” sibone ukuthi siyazatholani kumbe sizame ukusebenzisa amanye amabala.”

“Kulungile, sizaqala ngakhonokho” watsho uAneni.

“Isikhiwa esengisifunde kuhlelo lweSAGE sizanceda kakhulu kulokhu!” watsho uChiedza ebobotheka.

Kalanga

Magetshi anobva kuhhuba

Chiedza wake ebhatsha Aneni nenlangano wekulisa bhizinesi yetolo

tjitje tjeludandi. Bake belebeleka nemagetshi ehhuba. Aneni waka thalusa zila yohinga kwetjину tjitje kunaChiedza.

“Sola inokakata moto muhuba ikakatila mubhathiri. Bhathiri linokwebela moto mumakhomputha. Makhomputa akabhatanidzwa nemihala, kakale mihala yakabhatanidzwa paludandi. Koga mahhuba ose akuna moto unjinji kwazo kwazo ape kunamakole. Ape ndingawana imwe khomputha, ndingahaka moto unjinji kupindila. Kakale ne imwe khomputha, ndohaka umwe n’hala. Ndohaka moto unjinji kwazo kakale. Ndi nga wana tjini moto unjinji unobva kuhhuba kene? Kakale ateyimi ndoga ndinowuhaka, nhu whose muntunhu iwoyu engahanila ba nawo.

“Pamwe kuna nhanganyile dzingabhatsha nemoto wesola mubugalo gusina masola.” Kuleba Chiedza.

Tingahakisisa tjini ndekwabo?’ kubhuzwa Aneni.

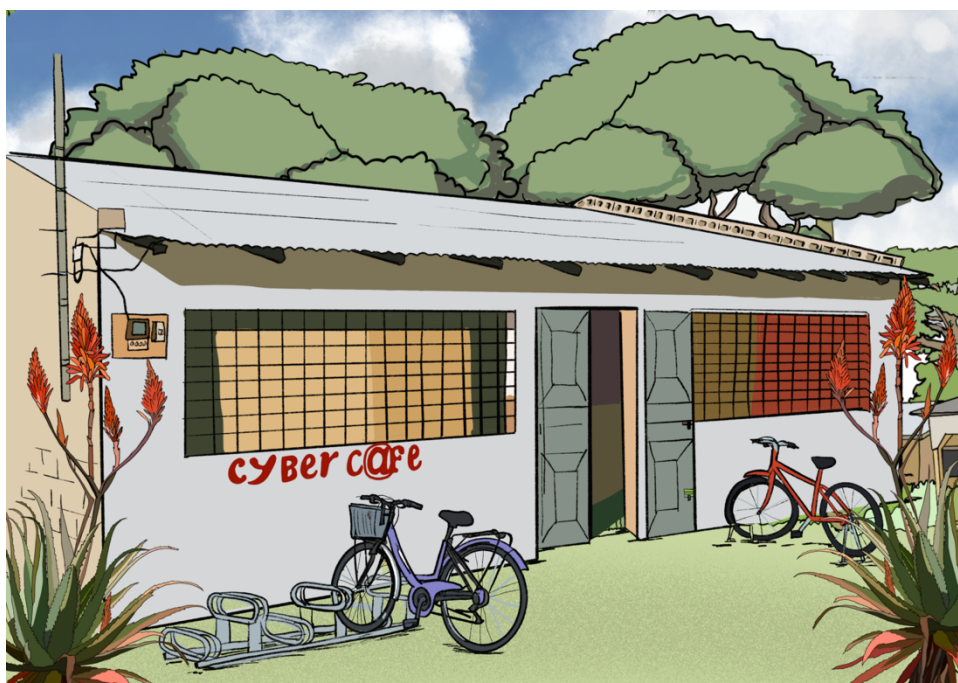
“tingalika hakisisa paludandi,” Chiedza ehandula. Hetji itolo tjeludandi.

“Eh kwakajalo tjose! Totangisa nehakisisa neni?”

“Atitangise nemoto wesola muZimbabwe tibone kuti towanani. Whoku kungabhatsha, kakale takamila lika nemazina akasiyana siyana.

“kwakalulama, totangisa ndelawaleba” kujalo Aneni.

Tjikhuwa tjandakadiyiwa muSage tjondibhatsha kwazo kunayikoku! Kujalo Chiedza emwemwetela.



Module 2a

C. Literacy. Are the sentences true or false?

1. All the electricity in Aneni's internet café comes from solar power. TRUE / FALSE
2. The internet café already has enough power. TRUE / FALSE
3. If she gets another computer, Aneni also needs to get another mobile phone. TRUE / FALSE
4. Other people in the village want solar power too. TRUE / FALSE
5. Aneni and Chiedza already know a lot about an organisation that helps with solar power TRUE / FALSE
6. They are going to search for useful information on the internet. TRUE / FALSE

D. Learning English. Find words in the story with these meanings. Write them and say them.



1. A thing which stores electricity.

2. Put power into a battery.

3. The way something works.

s _____

4. Joined together.

c _____

E. Learning English. Listen to the **sound**. Read and say the word.

money	rice	knee
grew	catch	goes
imagine	true	head
edge	mangoes	space
nephew	continue	kitchen

F. Write more words with the sounds.

tch _____

kn _____

ea _____

oe _____

g _____

dge _____

ey _____

ue _____

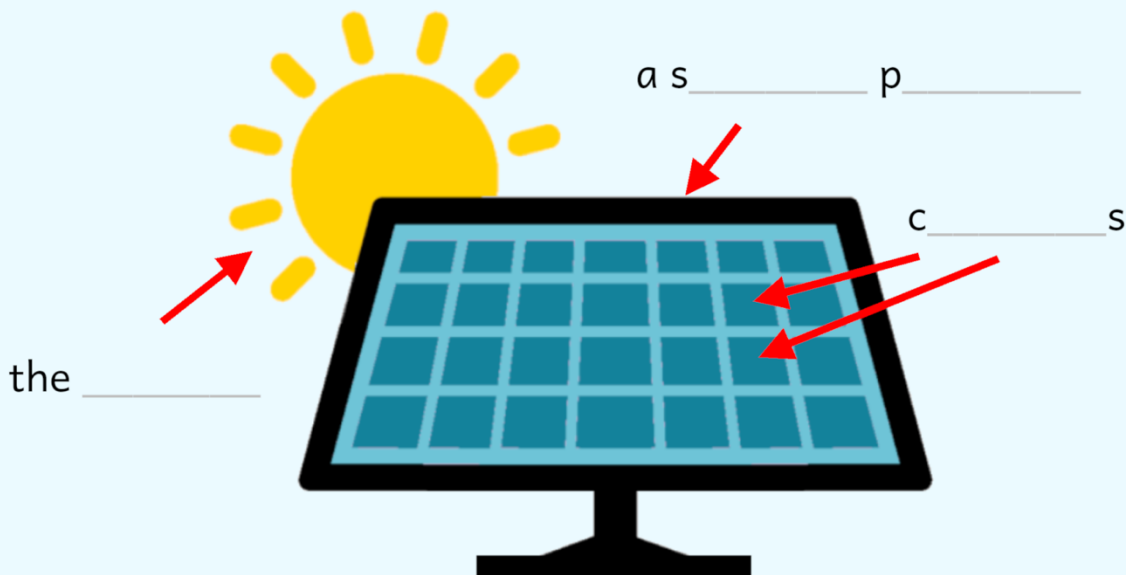
G. Literacy: Read the words in red below. What do they mean?

Read the text. Write the words into the spaces. Then read the text to a friend.

battery **power** **panel** **lights**
charge **sunlight** **wire**

How does solar power work?

Inside each solar _____, there are many small pieces called **cells**. When _____ hits the cells, they change the light into electricity. The electricity from the solar panel goes along a _____ into a _____. The battery stores the electricity, so you can have _____ in the day and in the night. You can use it for _____ and to _____ a phone.





H. Literacy: Choose one of these things

a bicycle • matches • a fridge • paying with a mobile phone • a sewing machine • WhatsApp • something else?

How does it or they work? Discuss your ideas in pairs. Then share your ideas with the group. If you want to, draw a diagram and/or write your ideas here.

I. At Home: Learning English. Find words in the story that rhyme with these, and write them.

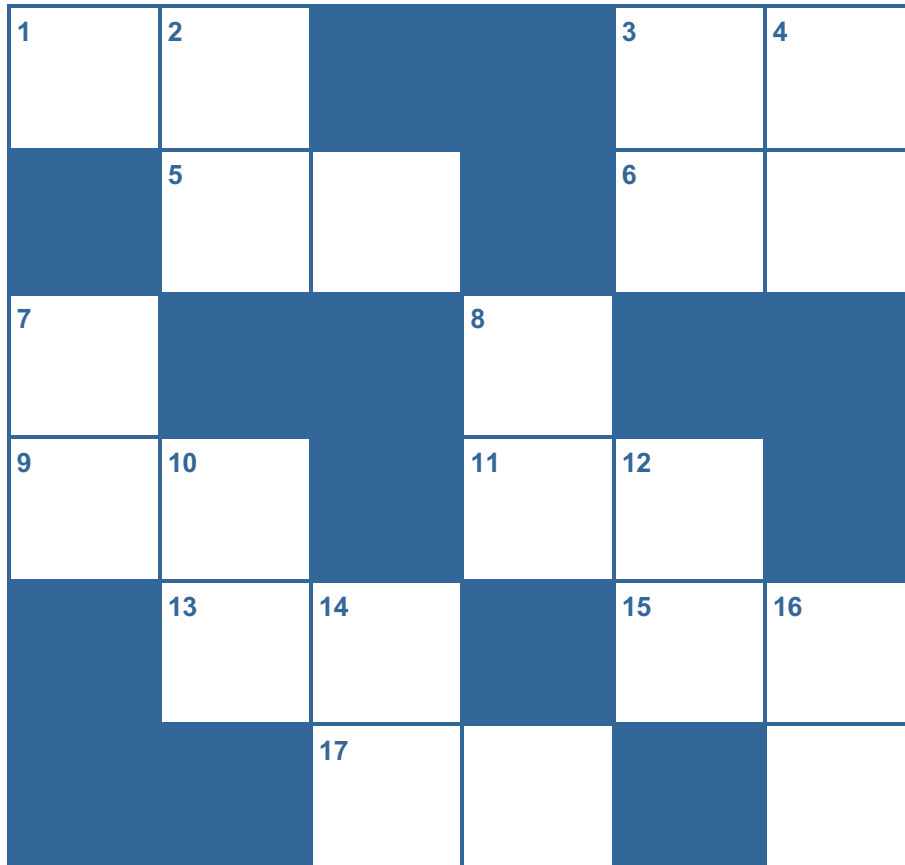
car - a _____ stuff - e _____ horse - c _____ eye - t _____

Numeracy

1. Words and operations

First solve all the Across clues. Then solve the Down clues needed to complete the puzzle.

Solve the rest of the Down clues to help check the answers.



Across

1. The sum of 19 and 24
3. The difference between 81 and 23
5. Add 25 to 46
6. 50% of 60
9. 18 less than 80
11. The total of 19 and 29
13. 4 less than 50
15. 25% of 52
17. $480 \div 10$

Down

2. 15 less than 52
3. The sum of 20 and 33
4. 10% of 800
7. Double 48
8. Multiply 6 by 4
10. $\frac{4}{5}$ of 30
12. 90 subtract 9
14. Add 38 and 26
16. 3.3×10

2. Using diagrams to solve problems

1. Glory's aunt buys a banana for 43c and an orange for 76c. How much does she spend?
2. Chipiwo buys 18 metres of cloth. She uses 14 metres to make a dress. How much material does she have left?
3. Dee buys four apples for her journey. Each apple costs 56c. How much does Dee spend?
4. Chiedza's wants to send money to her family. She shares \$24 equally between four family members. How much do they get each?

Unit 10: Let's share our learning

Literacy and Learning English

A. Literacy. Look at the picture. Can you guess what these women are doing?



B. Literacy. Now read the story.

English

The friends help Vimbai's grandmother

Vimbai, Glory, Bethsaida and Kiri were talking one day after a SAGE session.

“My grandmother and her friends have started collecting marula nuts,” said Vimbai. “They take the kernels from inside the nuts, and sell them.”

“That’s great,” said Bethsaida.

“Well, they don’t get a lot of money from selling the kernels,” said Vimbai. “Marula kernels are used to make oil. My grandmother and her

friends thought, ‘What if we make the oil and sell that? Then maybe we’ll get more money.’”

“That sounds even better,” said Kiri.

“But you need a machine to press the oil out of the kernels,” said Vimbai. “I asked Chiedza to find out about it on the internet. She found that there’s an organisation with an oil press that my grandmother and her friends could use. But it isn’t very near. It’ll cost them money to take their kernels to the machine. Will it be worth it?”

“We know how to find out,” said Glory, “thanks to all the things we’ve learned in our SAGE sessions!”

The girls went to see Vimbai’s grandmother and her friends. They helped them to calculate how much money it would cost to turn their marula nuts into oil, and how much money they could make by selling it. Vimbai’s grandmother and her friends realised that they could make more money by selling the oil.

A few weeks later, Vimbai’s grandmother came to a SAGE session. She talked about how Vimbai and her friends had helped her. At the end, everybody clapped.

Shona

Shamwari dzinobatsira mbuya vavimbai

Rimwe zuva Vimbai, Glory, Bethsaida naKiri vaikurukura zvavo vapedza zvidzidzo zveSAGE.

“Mbuya vangu neshamwari dzavo vakatanga kunhonga michero yeMarula,” akadaro Vimbai. “Vanотора mhodzi dzemukati vodzitengesa.”

“Zvakanaka izvi,” akadaro Bethsaida.

“Zvisinei hazvo havawane mari yakawanda kubva mukutengesa mhodzi idzi,” akadaro Vimbai. “Mhodzi dzeMarula dzinoshandiswa kugadzira mafuta. Mbuya vangu neshamwari dzavo ndizvo zvavakazofunga kuti, “Ko tikagadzira iwo mafuta acho toatengesa? Dzimwe nguwa tingawana mari yakawanda.”

“ Izvozvo zvitori nani,” akadaro Kiri.

“Asi panodiwa muchina wokusvinisa mafuta kubva mumhodzi idzi,”

akadaro Vimbai. “Ndakakumbira Chiedza kuti aite tsvagurudzo yazvo padandemutande. Akaona kuti patori neboka rine muchina wekusvinisa mafuta uyo unokwanisa kushandiswa naMbuya vangu neshamwari dzavo. Asi muchina uyu uri kure zvekuti zvichavadhurira kuti vaendese mhodzi dzavo kumuchina uyu. Zvinozovabatsira here?”

“Tinoziva kuti tichazvitsvagurdza sei.” akadaro Glory. “Tinotenda kune zvese zvatakadzidza muzvidzidzo zveSAGE!”

Vasikana ava vakaenda kunoona mbuya vaVimbai neshamwari dzavo. Vakavabatsira kutsvagurudza kuti zvingaite marii kusvina mafuta kubva mumhodzi dzavo dzeMarula uye kuti vangaite marii kana vakadzitengesa dzakadaro. Mbuya vaVimbai neshamwari dzavo vakaona kuti vaigona kuita mari yakawanda vakatengesa mafuta pane kutengesa mhodzi.

Mumasvondo akatevera Mbuya vaVimbai vakaenda kunodzidzirwa zvidzidzo zveSAGE. Vakanotaura nekubatsirwa kwavakanga waitwa naVimbai neshamwari dzake. Pakupedzisira vanhu vakaomberera maoko.

Ndebele

Abangane bancedisa ugogo kaVimbai

UVimbai, uGlory, uBethsaida kanye loKiri babexoxa ngelinye ilanga ngemva kwezifundo zeSAGE

“Ugogo wami labangane bakhe sebeqalile ukuvuna intanga zamaganu.” Watsho uVimbai. “Bakhupha inkelo entangeni, besebezithengisa.”

“Kuhle lokho.” Kwatsho uVimbai.

“Cha, abazuzi imali enengiekuthengiseni inkelo,” kwatsho uVimbai. “Inkelo zemiganu zisetshenziswa ukwenza amafutha. Ugogo wami labangane bakhe balombono.” Kungabanjani sense amafutha sithengise wona? Mhlawumbe singazuza imali engconywa.”

“Kuzwakala kungconywa lokho.” Watsho uKiri.

“Kodwa kufuneka umtshina owokumunya amafutha kunkelo.” watsho uVimbai.

“Ngicele uChiedza ukuba adingisise ngakho ebulenjini. Uthole ukuthi

kule nhlanganiso elomtshina wamafutha ongasetshenziswa ngugogo kanye labangane bakhe. Kodwa awukho eduze. Kuzabiza imali enengi ukuba bethathe inkelo kulomtshina. Kuzanceda na?”

“Siyakwazi ukuba singabakwazi njani,” kwatsho uGlory,
“Siyazibongela zonke izinto esezifunde kuhlelo lweSAGE!”

Amantombazana la ahamba ukuyabona ugogo kaVimbai kanye labangane bakhe. Babancedisa ukuthi babone imali eyayidingakala ukuba inkelo zabo zibe ngamafutha lokubana babezathola malini ekuthengiseni lawa mafutha. Ugogo kaVimbai labangane bakunanzelela ukubana babezakwenza imali enengi ngokuthengisa la mafutha.

Ngemva kwamaviki abalwa, ugogo kaVimbai wavakatshela ezifundweni zeSAGE. Wakhuluma ngokubana uVimbai labangane babemncedise njani. Ekucineni wonke umuntu waqakeza izand

Kalanga

Bakhwinya banobhatsha kuku baVimbai

Vimbai, Glory, Bethsaida na Kiri bake belebeleka hule kwehhuba lingompela kwapela zwiديو zweSage.

“Kuku bangu nebakhwinya babo batjatangisa nhunga mipfula,” kuleba Vimbai. Banotola homu mukati kwemipfula beko tengesa.”

“Kwakanaka,” kuleba Bethsaida.

“Kojalo, abatowana mari nji netengesa mipfula, “ Homu dzohingisiwa thama mafuta. Kuku bangu nebakhwinya babo bakakumbula kuti, kungabe tjini bethame mafuta betengese? Pamwe benga wana mari nji.”

“kowakala kulindebo mbuya,” kuleba Kiri.

“Koga kohakika mtjina unopobedza mafuta uwadusa muhomu,” kuleba Vimbai.

“Ndakumbila Chiedza kuti ahakisisa nako paludandi. Wawana kuna nhanganyile inako kwepobedza mafuta unghingisiwa nakuku bangu nabakhwinya babo. Koga akute pedlo. Kobadana dzimari kuti bendise homu kumutjina”.

“Toziba kuti tingahakisisa tjini, “kuleba Glory, Toboka kose kwataka diyiwa muzwiديو zweSage!”

Basikana bakanda benobona kuku baVimbai nebakhwinya babo. Bakaba bhatsha bulunga kuti bekahingisa mari ingapani kuti bethame

homu dzibe mafuta, kakale nekuti bengawana marini bekatengesa mafuta. Kuku baVimbai bakabona kuti beka thama mari nji betengesa mafuta.

Maviki mahomanana apela, Kuku ba Vimbai baka hha muzwidiyo zweSage. Bakathalusa kuti Vimbai nebakhwinya babe bakaba bhatsha tjini, banhu bose bakaloba maboko.



Taking out the marula kernels

C. Literacy. Answer the questions

1. What do Vimbai's grandmother and her friends do with the marula nuts?



2. What happens to marula kernels?

3. What idea did Vimbai's grandmother and her friends have?

4. What did Chiedza find out on the internet?

5. What did the girls help the older women to work out?

6. Why did Vimbai's grandmother come to a SAGE session?

D. Learning English. Find words in the story with these meanings. Write them and say them.

1. The inside of a nut or seed. _____
2. A machine for getting oil from kernels. _____
3. Put your hands together to make a noise. _____

E. Literacy. Answer the questions.

Read this advertisement. Where does it come from?


- a. a Zimbabwean newspaper
- b. an international website which sells food from around the world
- c. a notice in a shop window

How did you decide your answer?

Marula Oil


Marula oil is one of the world's finest oils. It can be used in cooking, and adds a delicious flavour to many dishes. It is also excellent for putting on your face and hair.

Our marula oil comes from small producers in Zimbabwe.



100ml **\$12.95**

Buy now



250ml **\$24.95**

Buy now

Answer the questions.

1. What can you use marula oil for?
2. Who produces this marula oil?



Module 2a

**F. Learning English. What things would you like to do in the future?
Write sentences with...**

I would like to _____

G. Literacy. Making a speech.

Make notes about what you would like to do in the future. You can write in your home language or English.

H. At Home: Learning English. Find words in the story that rhyme with these, and write them.

sort - t _____ shoes - u _____ say - t _____ you - f _____

Numeracy

1. Solving multi-step problems using diagrams

- Dee buys four apples and two oranges for her journey. Each apple costs 56c and each orange costs 76c. How much does she spend?
- Aneni compares the area of two different solar panels. The first panel is 1500 cm x 100cm. The second panel is 1000cm by 200cm. What is the difference in the area?
- Bethsaida collected 100 bottle tops. She made four cars and twelve trucks. Each car used four bottle tops and each truck used 6 bottle tops. How many bottle tops has she got left?

2. Using 'try and improve' to solve problems

Problem 1: Counting Cakes



Glory's aunt has between 30 and 50 cakes in her café.

She counted the cakes in fours.
There were two left over.

She counted them in fives. There
was one left over.

How many cakes did she have?

Do your calculation in the space below.

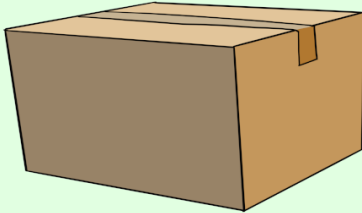
Problem 2: Putting numbers in order



Put the number cards in a row
using these clues

- The total of the first three cards is 27
- The total of the last three cards is 31
- The last card is double the value of the first card

Problem 3: Parcels



Chipiwo has three parcels
Each has a different weight.
The first and the second weigh 7kg
altogether.
The second and the third weigh
8kg altogether.
The first and second weight 11 kg
altogether.
What is the weight of each parcel?

Problem 4: Bunches of Flowers



Aneni has 15 flowers.
She wants to put the flowers in two
bunches so that one bunch has
twice as many flowers as the
other. How many flowers will there
be in each bunch?

3. Solving Problems with lots of possible answers

Problem 1

Chico's cards are all different.

There is a number 1-8 on each card.

Chico has chosen four cards that add up to 20.

What could they be?

There are seven different possibilities.

Try and find them all.

What if Chico has three cards that add up to 16?

Problem 2

Vimbai has written a list of different whole numbers.

The digits of each number add up to 5.

None of the digits is zero.

Here is one of her numbers:

23

How many different numbers can Vimbai make?

4. Progress assessment problems

Problem 1: Using diagrams

Creating a diagram can help mathematicians to picture the problem and find the solution.

For example:

The total number of bricks is 18.

I used 15 bricks to build a tower.

How many bricks are left?

Draw diagram here to help you solve this problem:

Problem 2: Try and improve

Some problems can be solved by thinking of any solution that might work and then testing your guess.

For example:

Place a different digit in each box.

This makes two 2-digit numbers reading across and two reading down (24, 35, 23 and 45).

The aim is to make the total of the four numbers equal 100.

The total for 'Try 1' is $24 + 35 + 23 + 45 = 127$.

This is too big. What will you try next?

Try three more examples and write them here:

Try 1:

2	4
3	5

Try 2:

Try 3:

Try 4:

Problem 3: Working systematically

This strategy is important when a problem has lots of solutions. This means that you change the numbers in a problem in order.

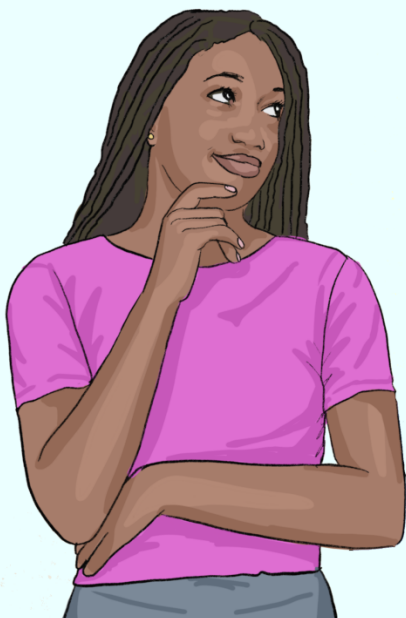
For example:

1 2 4 8

Pick different pairs of numbers from the list. Add them together.

How many different answers can you get?

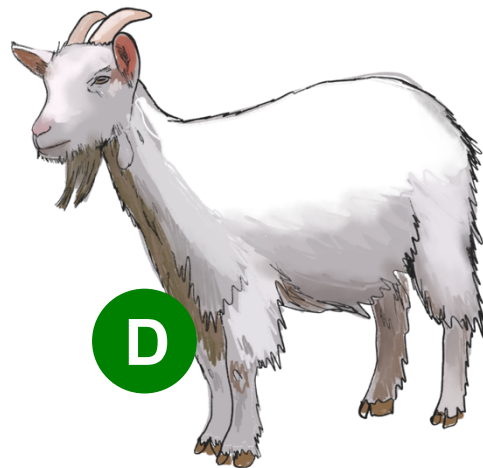
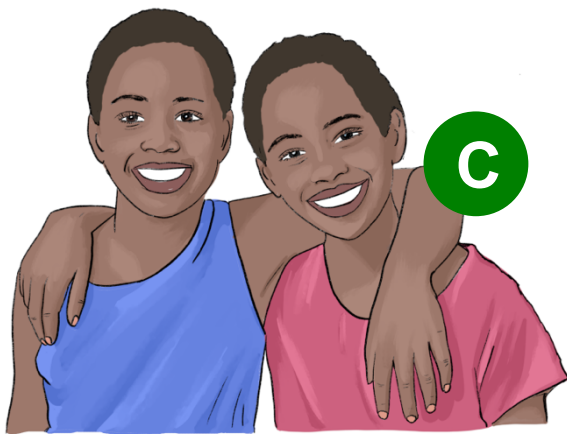
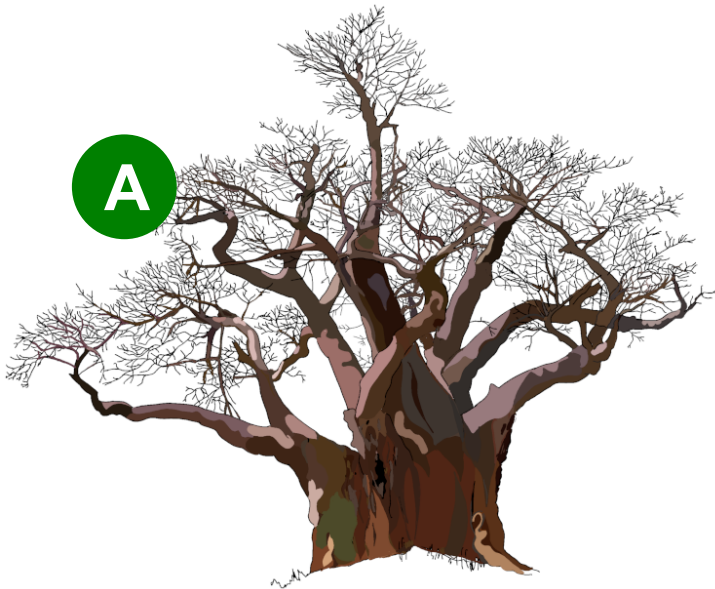
Write all the possible answers systematically here:



Appendix 1: Reading simple texts

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

What do the words in **yellow** mean? If you don't know, ask your friends or Community Educator.



Three sisters learn to cook

Kudzai and her sisters Chido and Rukudzo lived with their grandmother. Their grandmother was a very good cook. The girls often helped their grandmother in the kitchen. They learned to cook too. When they were older, they opened a restaurant. Many people said, “This is the best food I’ve ever tasted!”

- Who did Kudzai live with?
- What was Kudzai’s grandmother good at doing?
- What did Kudzai and her sister often do?
- What did they learn?
- What did they do when they were older?
- What did people say about the restaurant?

Goat footprints

Tsitsi and her little brother Mufaro often took their family’s goats away from their home. One day, They were a long way from home. Tsitsi couldn’t remember how to get back.

“I’m hungry,” said Mufaro, and he started to cry.

Then Tsitsi saw the goat’s footprints on the ground. She followed the footprints back home.

- Why did Tsitsi and her brother take the goats away from their home?
- What couldn’t Tsitis remember?
- Why did Mufaro start to cry?
- What did Tsitsi see on the ground?
- How did she find the way back home?

A dancing game

Some friends were playing a game together. They stood in a big **circle**. Three people danced in the middle. The others **clapped** their hands and sang. The song finished, and the people in the middle **pointed at** the next dancers. The game was lots of fun.

- What game were the friends playing?
- What shape did they make in the game?
- What did the people in the middle of the circle do?
- What did the other people do?
- Who chose the next people to dance in the circle?

Twins

There were two sisters called Nosipho and Nobuhle. They were **twins**. When people saw them, they didn't know which was Nosipho and which was Nobuhle. But they were different in one way. Nosipho liked talking a lot. Nobuhle was **quieter** and didn't speak so much. They both liked reading stories **together**.

- Why didn't people know which was Nosipho and which was Nobuhle?
- What did Nosipho like doing?
- How was Nosipho different to Nobuhle?
- What did they both like doing together?

The mbira players

Idai loved **music**. She always sang when she walked. Everybody called her 'the singing girl'. One day, she went to a **wedding party**. There were some **mbira** players there. They showed her how to play some simple songs. It was difficult, but Idai learned quickly. Now she wants to be a mbira player when she is older!

- What did Idai love?
- What did she do when she walked?
- What did everyone call her?
- Where did she go one day?
- What did the mbira players show her how to do?
- What does Idai want to be when she is older?

The big baobab tree

Near Zodwa's home there is a very big **baobab tree**. It gives a lot of **fruit** every year. The **trunk** of the tree is very wide. It seems that the whole tree is **upside down**. Zodwa's grandmother remembered playing there when she was very young. Zodwa's grandmother sometimes told the children a story about the tree. She said that a **giant threw** the tree from the **sky**. Then the tree grew with its **branches under the ground** and its **roots** in the air.

- Where was the baobab tree?
- How much fruit did it give?
- What looked as though it was upside down?
- What did Zodwa's grandmother remember?
- What did Zodwa's grandmother tell the children about the tree?

SAGE super challenge!

Write a sentence or two to explain how you did it.

For example: $17 + 18 = ?$ I added the ones first ($7 + 8$) and that came to 15. I changed that into 1 ten and wrote 5 in the ones column. Then I added the tens, including the ten I had exchanged which made 3 tens. My total is 3 tens and 5 ones which is 35.

Do it a different way/using a different strategy.

For example: I will do it using a number line this time.

Prove it to someone who thinks you are wrong.

For example: I can prove this is right by taking away 18 from 35 ... it leaves 17! Or... I will use the place value counters to show you...

If you know this, what else do you know?

For example: I know that $18 + 17 = 35$. I know that $35 - 18 = 17$. I know that $35 - 17 = 18$.

I know that $180 + 170 = 350$; and $1800 + 1700 = 3500$.

I know that $1,8 + 1,7 = 3,5$.

I know that $20 + 15 = 35$; I know that $8 + 27 = 35$.

Make some 'missing number' sentences for a friend to solve.

For example: $18 + \Delta = 35$; $35 - \Delta = 17$; $35 = \Delta + 17$; $\Delta - 18 = 17$

Think of something you do in your week where this would be useful.

For example: If I am selling tomatoes and avocados by the road, the tomatoes are \$17 and the avocados are \$18, I would need to add these together quickly.

Make up three more calculations, two that are right and one that is wrong – see if your friend can spot the one that is wrong!

For example: $19 + 17 = 36$

$16 + 18 = 35$

$15 + 19 = 34$

Think of some other questions that might have the same answer.

For example: $27 + 8 = 35$

$28 + 7 = 35$

$15 + 20 = 35$

$45 - 10 = 35$

STORY COMPETITION

Write a story. It can be about the girls in this book, or anything else. You can write in English or any other language.

The best 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

Illustration on p.56 based on a drawing by one girl from a hub in Mutare.



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