



# SAGE Module 2c

## Learner's Self-Study Workbook



# Name:

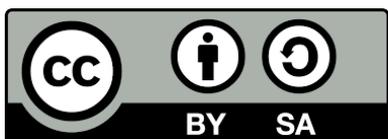
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Welcome to the SAGE Learner's Self-Study Workbook. The activities in this workbook will help you practise at home things you learn in the hub sessions. We hope that you will find learning fun, enjoy each activity and make lots of new friends.

The SAGE project is a collaboration with the Ministry of Primary and Secondary Education of the Government of Zimbabwe.

This material has been funded by UK aid through the UK's Foreign, Commonwealth and Development Office.

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## Important information about safeguarding – Kalanga

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

1. Wose nhu wakalingiligwa kuti akupe mamo 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. Akunanhu 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 zwingakubhate nezila yakanaka.
4. Ape ungabudza umwe we SAGE kene unozwipila nebhatsha kuti awuzosununguka kene nozwiwa wakamanikana ngentha yengina kuko muzwidiyo, SAGE yakafanila kukubhatsha kuti uzwiwhe wakadzibiligwa.

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

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

- Lebeleka nenhingi we SAGE kene unobhadza 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](mailto:child.protection@plan-international.org).
- lidzila Safecall inolobela wofisi whulu ye Plan International pa namba dzinoti +44 1915167774 (kene usina mari panhala uwo, akuna mari inohakika kuti ulidze).

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

*Kose kwawunoleba kogala kwakasumbikiwa.*

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

## Important information about safeguarding – Ndebele

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

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

### **Akula muntu olelungelo lokwenzisa lobayini ongakwenza uzwise ungavikelekanga. Khumbula asimlanduwakho**

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

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

*Nxa utshaya ucingo awukhulumi ibizo lakho uma ungafuni.*

*Konke ozakukhuluma kuyifihlo.*

Njengesifundi 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 ehle 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 zvaka pfuurikidza zvinoitwa vamwe, (semufananidzo wekunzi panopera zvidzidzo uzonzi sara wega vamwe vachienda kumba) kuita zvinokuvadza kana kuitiswa zvinhu zvinogona kukuita kuti usasununguke pane vamwe uye pane zvaunenge uchiita.
4. Kana uchinge wazivisa vashandi veku SAGE kana vanoshandizana neSAGE munharaunda nezvekusasununguka kana kusachengetedzeka kwako/kwenyu, SAGE inovimbisa kukubatsirai kuti muchengetedzwe zvakanaka.

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

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

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

*Pamunochaya runhare hamumanikidzwe kutaura zita kana muchinge musingade.*

*Zvose zvamuchataura zvichachengetedzeka kuti zvisazivikanwa nevakawanda.*

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

## Important information about safeguarding - English

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

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

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

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

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

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

*Everything you say will be private.*

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

# **SAGE Learner's Self-study workbook**

## **Module 2c: My dreams, my future**

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# Unit 1: Let's travel together

## Literacy and Learning English

A. Literacy. Look at the picture. What can you see in the picture?  
What can you guess about the story?



B. Literacy. Now read the story.

*English*

### **Let's travel together**

Vimbai met Thandiwe outside a shop. It was six months after their last SAGE session, but they had spoken to each several times since then. Vimbai pointed at the shop.

“I wanted to buy some seeds,” said Vimbai, “But this shop hasn't got the seeds I want.”

“What seeds do you want?” asked Thandiwe.

“I want to grow fruit and vegetables to sell,” said Vimbai. “I don't want to grow the same things that everybody else here grows. I want to grow

other things. Then people will want to buy my fruit and vegetables because they're different and interesting."

"Where can you get those seeds?" asked Thandiwe.

"I'm going to take the bus into town," said Vimbai. "There are better shops for seeds there."

"I'm taking the bus to town tomorrow morning," said Thandiwe. "I've got an interview in a shop that sells handicrafts. All the things are made by people with disabilities."

"Congratulations! Let's travel together!"

Vimbai and Thandiwe walked to the bus stop. They knew the bus came three or four times a day, but they could not remember when. They saw that some people were waiting for the next bus, so they knew it was coming soon.

After a few minutes, the bus arrived.

Thandiwe spoke to the driver.

"What time is the bus coming tomorrow morning?" she asked.

The bus driver gave her a printed piece of paper.

"All the times are on there," said the driver.

"Thanks, we'll choose a bus time for tomorrow!" said Vimbai.

### Story summaries

#### **English**

Six months after their last SAGE session, Vimbai met Thandiwe outside a shop. Vimbai wanted to buy some seeds, but the shop didn't have what she wanted. She wanted seeds for more interesting fruit and vegetables, and now she wanted to visit a shop in the town. Thandiwe said she had an interview in a shop in the town that sells handicrafts. All the things are made by people with disabilities. They agreed to take the bus together. They went to the bus stop. A bus came, and they asked the driver for the bus times. The driver gave them the times on a piece of paper.

#### **Shona**

Mwedzi mitanhatu mushure memusangano wavo wekupedzesira weSAGE, Vimbai anosangana na Thandiwe panze pechitoro. Vimbai aida kutenga mbeu, asi muchitoro makange musina mbeu dzaaida. Aida mbeu dzemichero nemiriwo inofarirwa, saka akange avekusa kuzodzitsvaka kudhorobha. Thandiwe aivewo adaidzwa kunhaurirano yebasa rekutengesa zvigadzirwa zvemaoko kudhorobha. Izvi zvinogadzirwa nemanhu vaneHurema. Vakatenderana kuenda nebhazi pamwe chete.

Vakabva vaenda pachiteshi vakanobvunza mutyairi nezve nguva dzemabhazi. Mutyairi akavapa bepa rinoratidza nguva dzebhazi ose.

### **Ndebele**

Ngemva kwenyanga eziyisithupha becine izifundo zeSAGE, uVimbai wahlangana loThandiwe ngaphandle kwesitolo. UVimbai wayefuna ukuthenga inhlanyelo kodwa isitolo lesi sasingelayo inhlanyelo ayeyifuna. Wayefuna inhlanyelo yesithelo esithile esimnandi eyezithelo kanye lemibhida etshiyeneyo, ngakho ke wasecabanga ukuya vakatshela isitolo esisedolobheni. UThandiwe wathi yena unxuselwe umhlangano omayelana lomsebenzi esitolo esisedolobheni esithengisa izinto ezibunjwe ngezandla. Zonke lezizinto zenziwa ngabantu abakhubazekileyo. Basebevumelana ke ukugada ibhasi bebonke. Basuka baya esilindweni samabhasi. Ibhasi yafika, basebecela izikhathi zebhasi kumtshayeli. Umtshayeli wabanika izikhathi zebhasi ezazibhalwe ephetshaneni.

### **Kalanga**

Kwake kwapela mwedzi wetjitanhatu tjinga kwezwiyo zweSAGE zwakapela. Vimbai wakahangana naThandiwe kuhhe kwetolo. Vimbai wake ehaka tenga mudzi koga tolo itjetjo tjakatjisina dzake ehaka. Waka ehaka mudzi dzemilibo nemitjelo inohanhisa. Thandiwe wakati unanhangano wenhingo wehola luzibo gugwe mutolo tjimudoropo tjinothama mihingo yemaboko. Kose kwakakuthamiwa nebanhu banotjila nebugoga. Bakabvumilana kuti banotana bose. Bakanda kunomiligwa mabhasi. Bhasi yakaswika, bekakumbila ntjayeli kuti ababhatshe nelubaka gweswika kwebhasi. Ntjayeli wakabapa phepha lakakwagwa lubaka gwebhasi.

## **C. Literacy: Answer the questions**

1. What happened six months ago?
2. Why was Vimbai in the shop?
3. Why does she want to go to the town?
4. Why does Thandiwe want to go to the town?
5. Why did they go to the bus stop?
6. What happened at the bus stop?

# Module 2c

## D. Learning English: Word meanings

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



1. Plants grow from them. \_\_\_\_\_
2. Things that people have made \_\_\_\_\_
3. Problems with people's bodies \_\_\_\_\_
4. Speaking to a boss about a job you want \_\_\_\_\_

## E. Literacy: Thinking and speaking

**Drama:** Vimbai and Thandiwe tell one of their SAGE friends what they are going to do tomorrow. The SAGE friends want to come too. Why does she need to go to the town? When and where will they meet?

## F. Literacy: Writing

Write the conversation from Part E.

## G. Learning English: Same sound, different letters!

Complete the word with the letters: **ay / a / a / eigh / ey / ai**

th\_\_\_\_\_ s\_\_\_\_\_ w\_\_\_\_\_ting

w\_\_\_\_\_ st\_\_\_\_\_tion m\_\_\_\_\_de

Say each word in a sentence. Write the sentence.

## H. Literacy: Bus information

Read the website of a bus company. What do the phrases in **red** mean? Discuss your ideas.

**ZimBus**



Travel between Harare and Bulawayo in style! Our buses are comfortable and have **air conditioning**. All seats have **safety belts** and a **charging port** for your cellphone or laptop. Enjoy entertainment while you travel: we show the latest popular movies for the whole family!

Tickets can be **purchased in advance** from our ticket offices in Harare, Kwekwe and Bulawayo. **Click here** for for where to find them. Tickets can also be purchased from the driver **if space is available**.

**Timetable**

| Depart Harare | Arrive Kwekwe | Depart Kwekwe | Arrive Bulawayo |
|---------------|---------------|---------------|-----------------|
| 06.30         | 10.00         | 10.30         | 13.00           |
| 14.30         | 17.30         | 18.00         | 21.00           |
| 22.30*        | 01.30         | 02.00         | 05.00           |

*\*Night service does not depart on Saturdays.*

Now ask and answer questions about it with a partner.

## I. Learning English: Drama

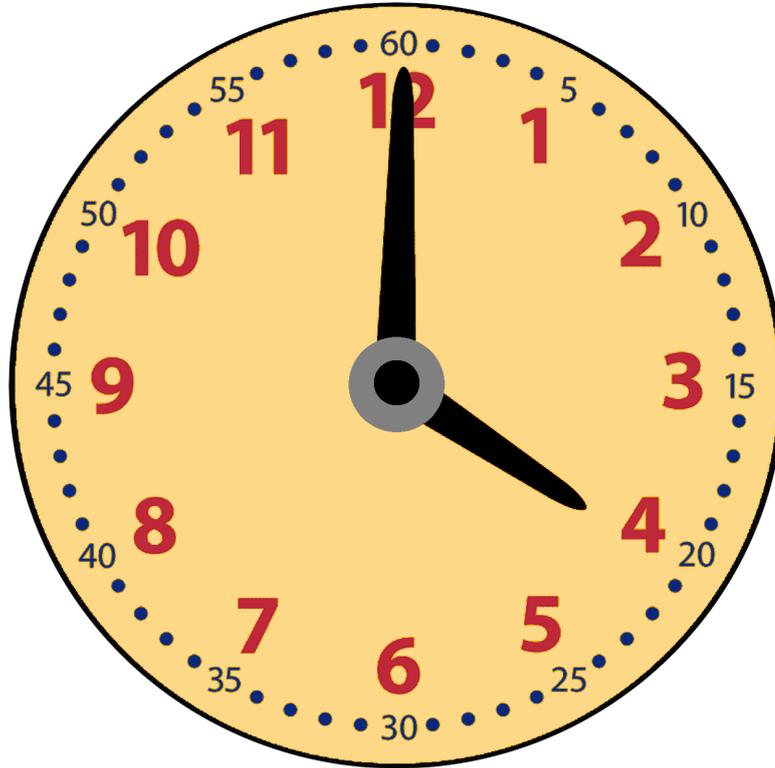
Make a timetable for buses between two other cities in Zimbabwe. Work with another person. One visits the bus company office to ask about times and to buy a ticket.

## J. Literacy: Writing

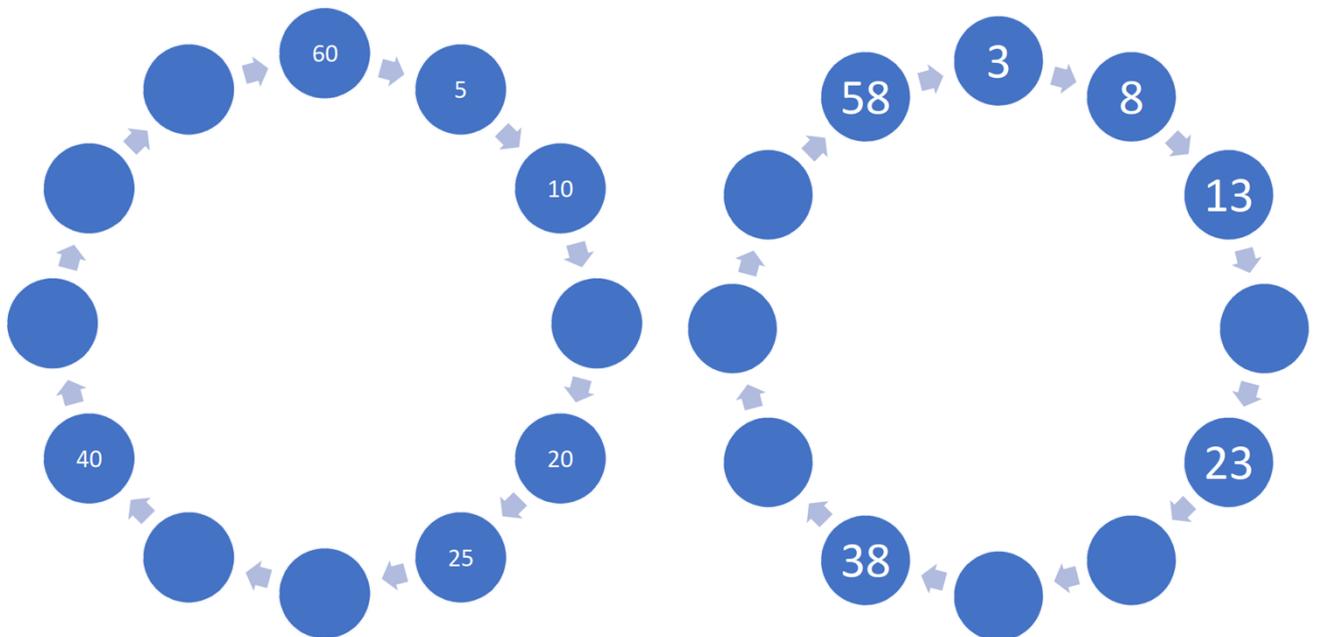
Write the conversation from Part I.

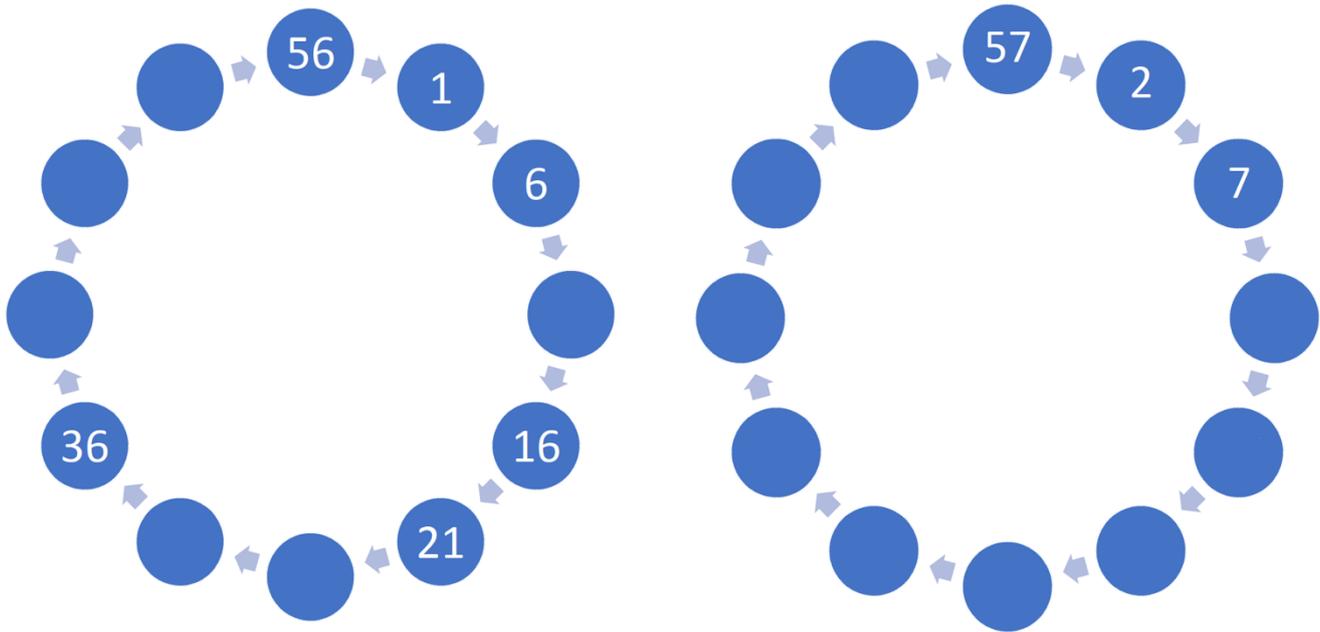
## Numeracy

### 1. Counting in fives around the clock



Fill in the missing numbers in the chains. Use the clock to help you to count.





## 2. Bus timetables

Fill in the missing times on the timetables below.

### 15-minute journey

|               |      |      |      |      |      |
|---------------|------|------|------|------|------|
| <b>Leave</b>  | 7:00 | 8:05 | 9:15 | 9:30 | 3:10 |
| <b>Arrive</b> |      |      |      |      |      |

### 25-minute journey

|               |      |      |      |       |       |      |
|---------------|------|------|------|-------|-------|------|
| <b>Leave</b>  | 7:20 | 8:30 | 9:35 | 11:05 | 12:50 | 6:40 |
| <b>Arrive</b> |      |      |      |       |       |      |

### 15-minute journey

|               |      |       |      |      |      |
|---------------|------|-------|------|------|------|
| <b>Leave</b>  |      |       |      |      |      |
| <b>Arrive</b> | 6:35 | 12:30 | 8:15 | 4:50 | 3:05 |

### 25-minute journey

|               |      |       |      |      |      |
|---------------|------|-------|------|------|------|
| <b>Leave</b>  |      |       |      |      |      |
| <b>Arrive</b> | 8:45 | 11:30 | 4:35 | 7:05 | 8:15 |

## 3. Message to girls

Hello Bridget. I am looking forward to seeing you tomorrow. My bus arrives at 8.30. 😊

## 4. Timetables

|           | Depart Harare | Arrive Kwekwe | Depart Kwekwe | Arrive Bulawayo |
|-----------|---------------|---------------|---------------|-----------------|
| Journey 1 | 06.30         | 10.00         | 10.30         | 13.00           |
| Journey 2 | 14.30         | 17.30         | 18.00         | 21.00           |
| Journey 3 | 22.30*        | 01.30         | 02.00         | 05.00           |

|           | Depart Bulawayo | Arrive Kwekwe | Depart Kwekwe | Arrive Harare |
|-----------|-----------------|---------------|---------------|---------------|
| Journey 4 | 07.00           | 10.00         | 10.30         | 13.30         |
| Journey 5 | 14.00           | 16.00         | 16.30         | 19.30         |
| Journey 6 | 23.00*          | 02.00         | 02.30         | 05.30         |

*\*Night service does not depart on Saturdays.*

Look at the timetables above. Then fill in the tables below.

How long does it take to get to Bulawayo?

|           | Time to Kwekwe | Break | Time to Bulawayo | Total time |
|-----------|----------------|-------|------------------|------------|
| Journey 1 |                |       |                  |            |
| Journey 2 |                |       |                  |            |
| Journey 3 |                |       |                  |            |

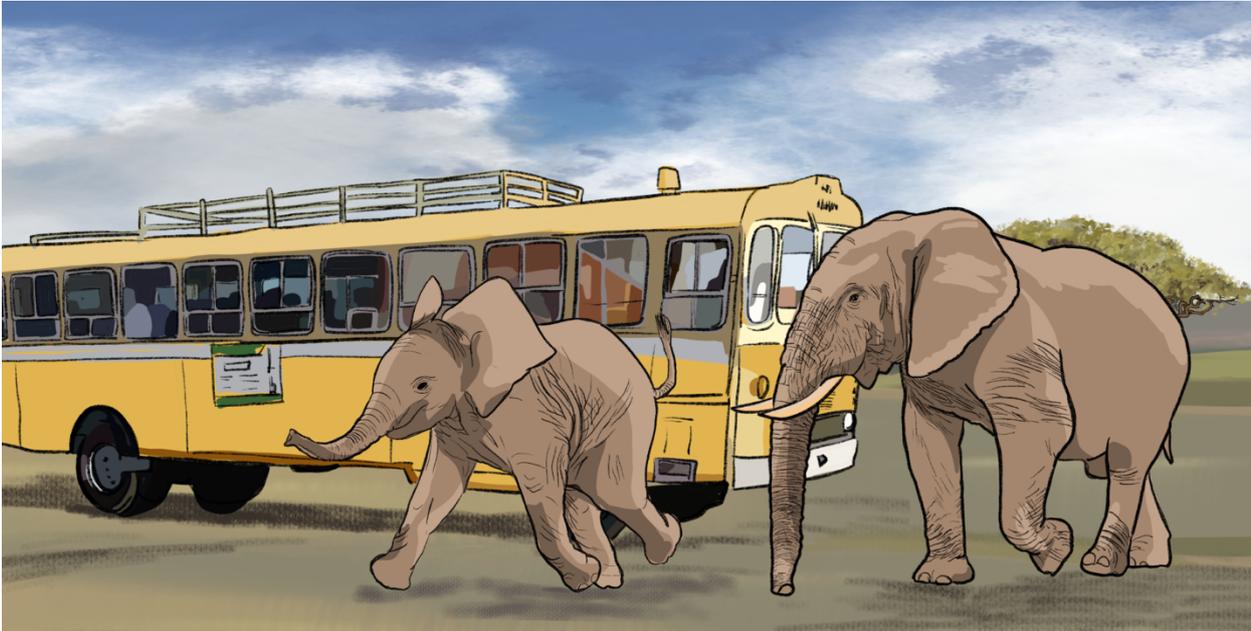
How long does it take to get to Harare?

|           | Time to Kwekwe | Break | Time to Bulawayo | Total time |
|-----------|----------------|-------|------------------|------------|
| Journey 4 |                |       |                  |            |
| Journey 5 |                |       |                  |            |
| Journey 6 |                |       |                  |            |

## Unit 2: Elephants in the road!

### Literacy and Learning English

A. Literacy. Look at the picture. How do you think the people on the bus feel about the elephants? Why?



B. Literacy. Now read the story.

*English*

### **Elephants in the road!**

Thandiwe and Vimbai were sitting on the bus. They were travelling to the nearest town. Thandiwe had an interview in a handicrafts shop, and Vimbai wanted to buy some seeds.

Suddenly, the bus stopped. Thandiwe and Vimbai looked out of the window to see why. There were lots of elephants in the road!

“Oh dear,” said Thandiwe. “I hope the elephants go away soon. I don’t want to be late for my interview.”

“I think there are a lot of elephants around here. That’s because we’re near a game reserve.”

“Do you know how many elephants there are in Zimbabwe?” asked Thandiwe.

“I have no idea,” said Vimbai.

“I know,” said Thandiwe. “I read it in a newspaper. Let’s do it like a quiz! Do you think it’s about 800 elephants, about 8 000 elephants or about 80 000 elephants?”

“I’m sure it’s more than 800,” said Vimbai. “I think it’s about 8 000.”

“It’s about 80 000!” said Thandiwe.

“Why doesn’t the driver sound the horn?” asked Vimbai.

“I don’t think that’s a good idea,” said Thandiwe. “It’s dangerous to make an elephant scared or angry.”

After about ten minutes, one of the elephants started walking off the road and into the bush.

“Great! He’s going!” said Vimbai.

“*She’s* going,” said Thandiwe. “The leader of the herd is usually the oldest female elephant.”

The other elephants soon followed the leader, and the road was clear. “Good! I’m not going to be late for my interview!” said Thandiwe.

## Story summaries

### English

Thandiwe and Vimbai were on the bus. They were travelling to the nearest town. The bus stopped because there were a lot of elephants in the road. Vimbai said it was because they were near a game reserve. Thandiwe said she had read about elephants in a newspaper. She asked Vimbai to guess how many elephants there are in Zimbabwe – 800, 8 000 or 80 000. Vimbai guessed 8 000, but the answer is 80 000.

### Shona

Thandiwe na Vimbai vaive mubhazi. Vaienda kudhorobha riri pedyo. Bhazi rakamira nekuti mumugwagwa makange muzere nzou. Vimbai akati imhosva yekuti vakange vave pedyo nenzvimbo inochengetwa mhuka. Thandiwe akatiwo akamboverenga nezve nzou murimwe bepanhau. Akati Vimbai afembere kuti muZimbabwe mune nzou ngani pakati pemazana masere, zviuru zvisere nezviuru makumi masesre. Mhinduro ndi zviuru makumi masere.

### Ndebele

UThandiwe lo Vimbai babesebhasini. Babesiya edolobheni eliseduzane.

Ibhasi yama ngoba kwakugcwele indlovu ezinengi endleleni. UVimbai wathi kungenxa yokuthi kuse duze lendawo okugcinelwa khona inyamazana zasendle. UThandiwe wathi wake wabala nge ndlovu kumaphephandaba. Wathi uVimbai akaqambe ukuthi zingabe zingaki indlovu elizweni lase Zimbabwe- zingaba ngamakhulu ayisitshiyangalombili(800) loba inkulungwane eziyisitshiyangalombili(8000) kumbe inkulungwane ezingamatshumi ayisitshiyangalombili(80 000). UVimbai wathi zingabazi nkulungwane eziyisitshiyangalombili .(8000), kodwa uThandekile wathi ziyinkulungwane ezingamatshumi ayisitshiyangalombili (80 000).

### **Kalanga**

Thandiwe naVimbai bake balimubhasi. Bake benda mudoropo lipedlo nentunhu wabo. Bhasi yakama ngobe kwake kunahhowu dzinjinji mumumgwaqo. Vimbai wakati kwake kutiwa nekuti bapedlo nekunodzibiligwa mhuka dzhango. Thandiwe wakaleba kuti wakabala nekwehhowu muphepha linobagwa. Wakabhuzwa Vimbai kuti unokumbulila kuti hhowu dzingana muhango yose yeZimbabwe. 800 (makulu alihhanakadzi, kene 8000 (zihhulu hhanakadzi kene 80 000 (zihhulu zwilimakumi hhanakadzi) Vimbai wakakumbulila zihhulu hhanakadzi koga mhindulo yakalulama kuli zihhulu zwilimakumi hhanakadzi.

### **C. Literacy: Answer the questions**

1. Why did the bus stop?
2. Why were there elephants in the road?
3. How did Thandiwe find out about elephants?
4. What question about elephants did Thandiwe ask?
5. What was the correct answer?

### **D. Learning English: Word meanings**

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

1. A game with questions \_\_\_\_\_
2. A place where wild animals can live safely \_\_\_\_\_
3. It makes a noise to warn other drivers \_\_\_\_\_
4. A group of elephants \_\_\_\_\_

## E. Literacy: Thinking and speaking

**Drama:** Vimbai and Thandiwe arrive at the town. They have to go to two different places. How long will they need? Where will they meet? What time will they meet?



## F. Literacy: Writing

Write the conversation from Part E.

## G. Learning English: Same sound, different letters!

1. Complete the word with the letters: **ir** / **ere** / **er** / **ur** / **ear**

w \_\_\_\_\_ sk \_\_\_\_\_ t b \_\_\_\_\_ n  
\_\_\_\_\_ ly p \_\_\_\_\_ son

Say each word in a sentence. Write the sentence.

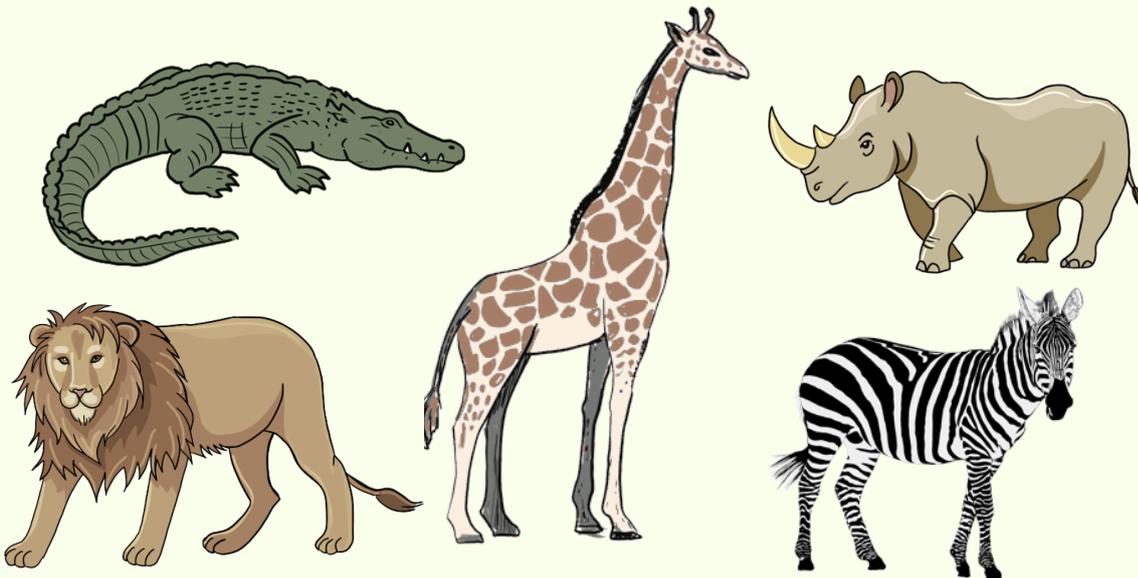
## H. Learning English: Quiz

Ask and answer the quiz questions with a partner.

### Zimbabwe wildlife quiz

Can you guess the answers to these questions?

1. How many different types of wild animal are there in Zimbabwe?  
a) About 350                      b) About 3 500                      c) About 35 000
2. How tall are giraffes?  
a) Up to 3.5 metres              b) Up to 4.5 metres              c) Up to 5.5 metres
3. How many giraffes are there in Zimbabwe?  
a) About 2 000                      b) About 20 000                      c) About 200 000
4. How much do elephants eat each day?  
a) Up to 100 kg                      b) Up to 300 kg                      c) Up to 500 kg
5. How many stripes do Zebras usually have on each side?  
a) 20 - 30                              b) 30 - 40                              c) 40 - 50
6. Which of these wild animals is *not* found in Zimbabwe?  
a) the buffalo    b) the lion    c) the leopard    d) the rhinoceros  
e) the hyena    f) the tiger    g) the crocodile    h) the hippopotamus



## I. Learning English: Drama

Work in pairs. You live in place where there are lots of elephants.

**A:** You like elephants. Why do you like them?

**B:** You don't like elephants. Why don't you like them?

Have a conversation about why you like/don't like elephants. Try to change the other person's mind.

## J. At home: Writing

Make more questions with these facts. Ask people at home!



1. Elephants can weigh up to 6 tonnes.
2. There are about 500 different types of wild bird in Zimbabwe
3. Lions usually live in groups of about 10 to 20. These groups are called 'prides'.
4. Adults leopards usually have about 800 - 1 200 spots
5. Humans have lived on earth for about 200 000 years.
6. Crocodiles have lived on earth for about 100 million years.



## Numeracy

### 1. Fill in the missing numbers.

When you have finished read your numbers out loud to another girl.

|      |      |  |      |       |  |  |        |
|------|------|--|------|-------|--|--|--------|
| 3000 | 4000 |  | 6000 | 7 000 |  |  | 10 000 |
|------|------|--|------|-------|--|--|--------|

|        |        |  |  |        |  |  |        |
|--------|--------|--|--|--------|--|--|--------|
| 12 000 | 13 000 |  |  | 16 000 |  |  | 18 000 |
|--------|--------|--|--|--------|--|--|--------|

|        |        |  |        |  |  |  |        |
|--------|--------|--|--------|--|--|--|--------|
| 30 000 | 40 000 |  | 60 000 |  |  |  | 90 000 |
|--------|--------|--|--------|--|--|--|--------|

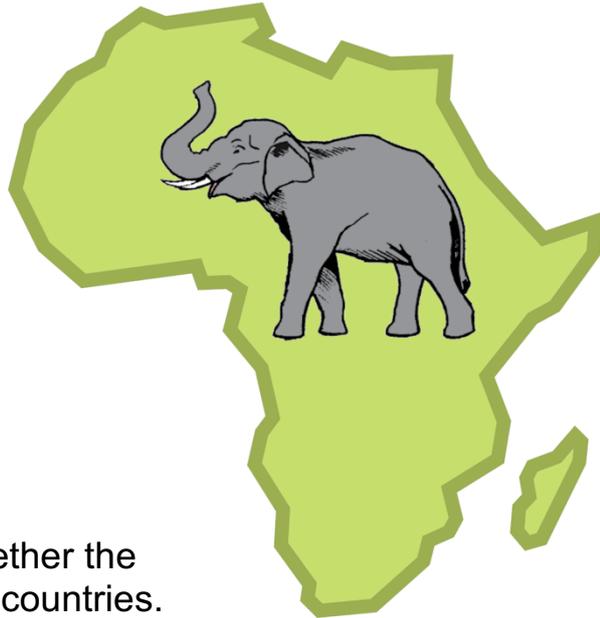
### 2. Write or draw...

Write or draw at least three things that would fit under each heading. For example, you can write 'children in a school' under '100 – 500'.

| Less than 100 | 100 – 500 | 1000 – 5000 | 10 000 or more |
|---------------|-----------|-------------|----------------|
|               |           |             |                |

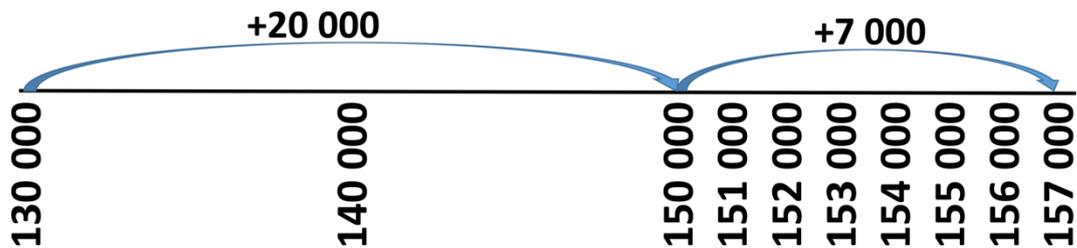
## 3. Elephants in Africa

|                     |         |
|---------------------|---------|
| <b>Zimbabwe</b>     | 80 000  |
| <b>Botswana</b>     | 130 000 |
| <b>Zambia</b>       | 27 000  |
| <b>Mozambique</b>   | 11 000  |
| <b>South Africa</b> | 24 000  |



1. Choose two countries. Add together the number of elephants in the two countries.
2. Choose another two countries. Do the same again.
3. You can find the total of the elephants in all four countries if you like!

Adding the elephants in Botswana and Zambia using a number line:



Adding the elephants in Botswana, Zambia and Zimbabwe using a place value chart:

|   | Hundred Thousands | Ten Thousands | Thousands | Hundreds | Tens     | Ones     |
|---|-------------------|---------------|-----------|----------|----------|----------|
|   | <b>1</b>          | <b>3</b>      | <b>0</b>  | <b>0</b> | <b>0</b> | <b>0</b> |
| + |                   | <b>2</b>      | <b>7</b>  | <b>0</b> | <b>0</b> | <b>0</b> |
|   |                   | <b>8</b>      | <b>0</b>  | <b>0</b> | <b>0</b> | <b>0</b> |
|   |                   |               |           |          |          |          |

# Unit 3: We're really busy at the moment!

## Literacy and Learning English

**A. Literacy.** Look at the picture. This place has been in stories before. Who works there? What do they do?



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

*English*

### **We're really busy at the moment!**

Vimbai bought some seeds. She had two hours to wait before Thandiwe came back from her interview. She decided to visit her friend Chiedza.

Chiedza and some other young women worked together to make clothes. Vimbai walked to Chiedza's workshop. The door was open, and she walked in. There were four young women, all working at sewing machines. Chiedza looked up from her sewing machine.

"Hi Vimbai!" she said. "It's great to see you, but I can't talk for long. We're really busy at the moment!"

“That’s good,” said Vimbai. “Last time I saw you, you didn’t have very much work. You were quite worried.”

“Then we did some advertising,” said Chiedza. “We paid for advertisements in a local newspaper, and on a local website.”

“We also fixed some advertisements to trees and notice boards,” said another young woman sitting behind one of the other sewing machines. “That didn’t cost anything.”

“It didn’t change things immediately,” said Chiedza, “But after a while, we started to get more work. And then yesterday, we got a really big order. We’re making uniforms for a hotel.”

“That’s great!” said Vimbai. “I like the colours!”

## Story summaries

### English

Vimbai bought some seeds. While she waited for Thandiwe to come back from her interview, she visited her friend Chiedza at her workshop.

Chiedza said, “We’re really busy at the moment!”

Vimbai said, “Last time I saw you, you didn’t have very much work, and you were worried.”

Chiedza said, “We paid for advertisements in a local newspaper, and on a local website.”

They also fixed some advertisements to trees and notice boards, After while, they started to get more work. Yesterday, they got a big order to make uniforms for a hotel.

### Shona

Vimbai akatenga mbeu. Paaive akamirira kuti Thandiwe adzoke kunhaurirano yebasa, akanoona shamwari yake Chiedza maaitira basa rake. Chiedza akati, “Tine basa rakawanddia mazuva ano.”

Vimbai akati, “Pandakapedzisira kukuona waive nebasa shoma chose uye waishushikana nazvo.”

Chiedza akati, “Takazobhadhara kushambadza basa redu murimwe bepanhau nepadandemutande.”

Vakashambadza zvekare vachiisa pamiti, nepazvidziro vakazowana nekupihwa mabasa ekuita akawanda. Nezuro wacho, vakawana basa guru rekusona mbatya dzevashandi vepahotera.

### Ndebele

UVimbai wathenga inhlanyelo yakhe. Esamelele ukuthi uThandiwe

aphenduke ekudingeni umsebenzi, wavakatshela umngane wakhe uChiedza lapho ayesebenzela khona. UChiedza wathi, “okwakhathesi silomsebenzi omnengi!”. UVimbai wathi, “ekucineni kwami ukukubona, ubungela msebenzi omnengi njalo ubukhathazekile.”

UChiedza wathi, 'sabadalela ukubukisa umsebenzi wethu kuphephandaba lakuleli, lase bulenjini(website)'

Baphinda bafaka ama phepha okwazisa ezihlahleni, lasemdulwini wezaziso, ngokuhamba kwesikhathi, bathola imsebenzi eminengi. Izolo bathole umsebenzi omkhulu okwenza ama yunifomu asehoteleni.

### **Kalanga**

Vimbai wakatenga mudzi. Wakati etjakamilila Thandiwe kuti aswike ebva kun'hangano wehakanhingo, wakanokumba nkwinya uwe Chiedza kutolo tjitje tjanohingila.

Chiedza wakati, “Titjakabhatikana kwangwenu!”

Vimbai wakati, “Pandakakubona, waka usina nhingo kwazo, koga wakabe wakamanikana.”

Chiedza ekoti, “Takalipa mari kuti kusiwe zwizibiso mu phepha linobagwa lose nemuludande gwentunhu wedu.” Bakasa zwizibiso mumiti kose nemuguma lezwizibiso, hule kwayikoko, bakatangisa wana mihingo minjinji. Hhulo, bakapiwa nhingo njinji wethama dzi yunifomu dze wotela.

### **C. Literacy: Answer the questions**

1. Why wasn't Thandiwe with Vimbai?
2. Where did Vimbai and Chiedza meet?
3. Why was Chiedza worried earlier?
4. What did Chiedza and her friends do to fix the problem?
5. What happened because of this?

### **D. Learning English: Word meanings**

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

1. A place where people make things \_\_\_\_\_
2. You can use it to make clothes. \_\_\_\_\_
3. Telling people about your business \_\_\_\_\_
4. Some work a customer asks you to do \_\_\_\_\_

## Module 2c

### E. Literacy: Thinking and speaking

**Drama:** You are Chiedza and her co-workers. What are you going to write in your advertisement? Talk about the best ways to say what work you do, and why people should buy from you.

### F. Literacy: Writing

Write the advertisement based on what you said in Part E.

### G. Learning English: Same sound, different letters!

Complete the word with the letters: **a / oor / aw / or / our**

dr \_\_\_\_\_      f \_\_\_\_\_ ty      p \_\_\_\_\_ some water  
 \_\_\_\_\_ ll      d \_\_\_\_\_

Say each word in a sentence. Write the sentence.

### H. Literacy: Advertising a business

Read the advertisements. What type of business does each advertisement describe? Which words tell you this?

## Local business advertisements

All our cloth comes on 1.5 metre wide rolls. It is priced by the metre, but we will cut it to the nearest 10 centimetres.

Clothes made and repaired. High quality work by experienced dressmakers. We also make wedding dresses, uniforms and hats.

Does your phone need a new battery or screen? We do all types of phone repairs. We also sell second hand phones and supply SIM cards.

Childcare service. Reasonable rates. We can also look after your child in your own home. We can supply references from previous satisfied customers.

Turn your unwanted metal into cash! All types of scrap metal bought and sold.

Friendly hairdressing salon with three experienced stylists. We also offer braids.

Having a party? Organising an event? We can supply high quality meals at reasonable prices. No event too large or small.



## I. Learning English: Drama

Work in pairs.

**A:** Phone one of the advertisers above, and ask for more information. For example, how much does it cost? When times is the business open? Can they help you with something that you need?

**B:** It is your business. Answer the questions. Try to make the caller think that your business is good, and that you can give them what they want.

## J. At home: Writing

Imagine a business that you would like to have. Write an advertisement for it.

## Useful phrases

**A:** Good morning/afternoon.

I'm calling about...

I'd like some information about...

I'd like to know about...

I'm interested in...

Can you tell me...?

**B:** How can I help you?

What can I do for you?

Thank you for your enquiry.

We'll be happy to help you with...

We can offer...

## Numeracy

### 1. Counting in steps

1. Put a circle round the digit that changes.
2. Say out loud the number that is changes for example the tens are changing.
3. Write the next two numbers.

**Example:** 220, 230, 240, 250, 260

1. 3 700, 3 800, 3 900, \_\_\_\_\_, \_\_\_\_\_
2. 25 000, 35 000, 45 000, \_\_\_\_\_, \_\_\_\_\_
3. 41 003, 41 002, 41 001, \_\_\_\_\_, \_\_\_\_\_
4. 120 000, 130 000, 140 000, \_\_\_\_\_, \_\_\_\_\_
5. 198 000, 197 000, 196 000, \_\_\_\_\_, \_\_\_\_\_
6. 220 400, 220 300, 220 200, \_\_\_\_\_, \_\_\_\_\_

### 2. The cost of an advert

Chiedza found out the cost of putting an advert in the newspaper per word (in hub dollars and cents).

#### Prices of adverts

|          | 1 advert       | 4 adverts      |
|----------|----------------|----------------|
| Per word | <b>7 cents</b> | <b>5 cents</b> |

1. Read the adverts.
2. Estimate which advert has the most words  
Estimate which advert has the fewest words.
3. Count the number of words in each advert and note underneath each advert.
4. Choose two adverts.
  - a. Work out the cost of putting the advert in for one week.
  - b. Work out the cost of putting the advert in for four weeks.

**Turn your unwanted metal into cash! All types of scrap metal bought and sold.**

All our cloth comes on 1.5 metre wide rolls. It is priced by the metre, but we will cut it to the nearest 10 centimetres.

Clothes made and repaired. High quality work by experienced dressmakers. We also make wedding dresses, uniforms and hats

Does your phone need a new battery or screen? We do all types of phone repairs. We also sell second-hand phones and supply SIM cards.

Having a party? Organising an event? We can supply high quality meals at reasonable prices. No event too large or small.

**Childcare service. Reasonable rates. We can also look after your child in your own home. We can supply references from previous satisfied customers.**

Friendly hairdressing salon with three experienced stylists. We also offer braids.

### 3. First to 100

Play this game with a partner.

Put your stone or counter on number 10. This the start.

Take it in turns to turn over a card. Decide whether to add or subtract or your number.

**If you land on a multiple of 5 double your number .**

**If you land on a multiple of 9 go back to the beginning.**

**If you land on a multiple of 7 add 10 to your number.**

**The first person to get to 100 is the winner.**

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



## 4. Number patterns

Follow the instructions below to colour the numbers in the 100 chart.

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

# Module 2c

1. Put a line through numbers in the ten times table. What patterns can you see?
2. Put a circle round numbers in the five times table. What do you find out about numbers in the 5 times table?
3. Underline all the numbers in the three times table Put a cross through all the numbers in the six times table. What do you find out?
4. Look at the number square and write down some numbers in the table below.

|  |  |
|--|--|
| Numbers in the 3 and 5 times table         |  |
| Numbers in the 3 and 10 times table        |  |
| Numbers in the 3, 5 and 10 times tables    |  |
| Numbers in the 3, 5, 6 and 10 times tables |  |

## 5. Make 5 Numbers

|    |    |     |   |   |
|----|----|-----|---|---|
| 11 | 33 | 5   | 7 | 9 |
| 0  | 22 | 444 | 6 | 8 |

Each time use all ten cards once.

1. Make 5 2-digit numbers which are all in the two times table.
2. Make 5 2-digit numbers which are all in the three times table.
3. Make 5 2-digit numbers which are all in the six times table.

# Unit 4: A new girl in the playground

## Literacy and Learning English

**A. Literacy. Look at the picture. Where are Rudo and Precious now? What can you remember about them from other stories?**



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

*English*

### **A new girl in the playground**

Rudo walked into the school playground. It was six months since she had returned to school. It was strange and a bit difficult at first, but now it was much easier. She was enjoying the lessons, and she had made some new friends. Her favourite subjects were Maths and English.

She saw a girl sitting on her own on a step. It was Precious. Rudo remembered her from their SAGE sessions. Precious looked a bit lonely and nervous. Rudo walked towards her.

“Hello Precious!” she said. “It’s really nice to see you!”

“Hello Rudo,” said Precious. “I’m very pleased to see you. It’s my first day. I don’t know anybody here.”

“Don’t worry about that,” said Rudo. “You’ll soon make lots of friends. I’ll take you to meet my friends later. You’ll fit in very well. You can play netball with us.”

Precious pointed at her clothes. “I haven’t got a school uniform yet,” she said.

“Remember Chiedza from the SAGE sessions?” Rudo asked. “She made a school uniform for me when I started here, but I’ve grown a lot bigger since then. It’s too small for me now, but it’s about the right size for you. You can have it, if you want.”

“Really?” said Precious with a big smile. She was happier now. “That’s so kind! Thank you very much!”

“That’s what friends are for,” said Rudo.

## Story summaries

### English

Rudo had been back at school for six months, and she was enjoying it. She saw Precious sitting on her own. Rudo recognised her from their SAGE sessions. Rudo greeted her. Precious said it was her first day back at school, and she didn’t know anybody.

Rudo said, “You’ll soon make lots of friends. I’ll take you to meet my friends later.”

Precious said, “I haven’t got a school uniform yet.”

Rudo said, “Chiedza made a school uniform for me, but I’ve grown a lot since then. It’s too small for me now, but it’s about the right size for you. You can have it, if you want.”

### Shona

Rudo akange ave nemwedzi mupfumbamwe adzokera kuchikoro, uye akange arikunakidzwa nacho. Akaona Precious akagara pake ega. Rudo akabva amuziva kubva kuzvidzidzo zveSAGE. Rudo akamukwazisa. Precious akamuti raive zuva rake rekutanga adzoka kuchikoro, uye aisaziva chero munhu.

Rudo akamuti, “Uchave neshamwari dzakawanda. Ndichakusanganisa neshamari dzangu pamberi apo.”

Precious akamuti, “Handisati ndave nembatya dzechikoro.”

Rudo akamuti, “Chiedza akange andisonera mbatya dzechikoro, ndatikurei, dzave diki, asi kwauri dzinogona kukwana. Ndinogona kukupa kana uchidzida.”

### **Ndebele**

Kwasokuyizinyanga eziyisithupha uRudo ephendukile esikolo njalo wayekholisa kakhulu. Wabona uPrecious ehlezi yedwa. URudo wananzelela ukuthi uyamazi njalo umazela kuzifundo zabo zeSAGE. URudo wambingelela. uPrecious wasemtshela ukuthi lilanga lakhe lakuqala esikolo njalo akulamuntu amaziyo.

URudo wasesithi, “Uzabe sulabangani abanengi emaduzaneni , lami ngizakuyakutshengisa abangane bami”

UPrecious wathi, “Angikabi leyunifomu yesikolo.”

URudo wathi, “UChiedza nguye owangithungela iyunifomu yami, kodwa sengikhulile kakhulu. Isincane kimi kathesi, kodwa wena ingakulingana ungayithatha nxa uyifuna.”

### **Kalanga**

Rudo wake atjihanduka kukwele kwapela mwedzi mitanhatu, kakale wake ekuhanila. Wakabona Precious aligele yega. Rudo wakawunkumbula nezwidiyo zweSage bakabedzingina bose. Rudo wakanlebelesa. Precious wakaleba kuti kwake kulihhuba lile lekutanga alimukwele,kakale akuna nhu wanoziba.

Rudo wakati, "kusilini nothama bakhwinya banjinji. Ndokutola ukanohangana nebakhwinya bangu hhule kwelubakanyana".

Precious ekati, Andinu awana yunifomu yekwele."

Rudo ekati, “Chiedza wakandipfumila yunifomu koga ndatjikula kwazo kupinda lubaka gwawakandipfumila. Yatjibe nhukunhu kupinda imi ngwenu,koga inokulizana. Unga yitola ape uyihaka.”

## **C. Literacy: Answer the questions**

1. How long ago did Rudo return to school?
2. Why does she already know Precious?
3. How long ago did Precious return to school?
4. How will Rudo help Precious to make new friends?
5. What is Rudo going to give to Precious?
6. Why doesn't Rudo need it any more?

# Module 2c

## D. Learning English: Word meanings

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

1. A place where children play

\_\_\_\_\_

2. Alone

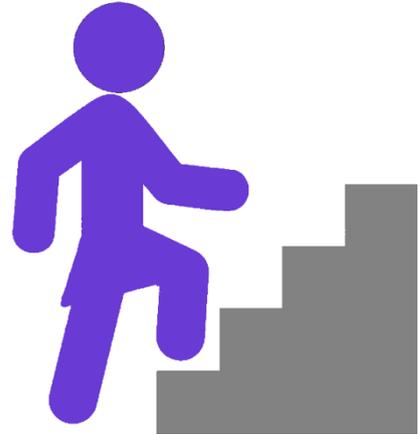
\_\_\_\_\_

3. A type of stair

\_\_\_\_\_

4. How big or small something is

\_\_\_\_\_



## E. Literacy: Thinking and speaking

**Discussion:** How do you think Precious feels about going back to school? Why do you think she decided to go back to school? Would you like to go back to school? Why? / Why not?

## F. Literacy: Writing

Rudo introduces Precious to her school friends. The friends ask Rudo lots of questions about herself. Write the conversation.

## G. Learning English: Same sound, different letters!

Complete the word with the letters: u / o / o

s \_\_\_\_\_ me      m \_\_\_\_\_ ch      m \_\_\_\_\_ nth

Now complete the word with these letters: ow / o / o

g \_\_\_\_\_      l \_\_\_\_\_ nely      gr \_\_\_\_\_ n

Say each word in a sentence. Write the sentence.

## H. Literacy: Netball or football?

Read the article and make questions about it for your partner.

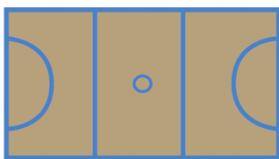
### Netball or football?

Netball is perhaps the most popular sport for women in Zimbabwe. Zimbabwe has a very successful women's netball team (perhaps you remember reading about them in Module 2b). Zimbabwe also has a women's football team. They have played in several international competitions, including the 2016 Olympic games in Brazil.

So what are the main differences between the two sports? The biggest difference of course is that in netball you try throw a ball through a small net, and in football, you try to kick a ball into a big net. Netball has seven players in each team, while football has eleven. A netball court is smaller than a football pitch too:

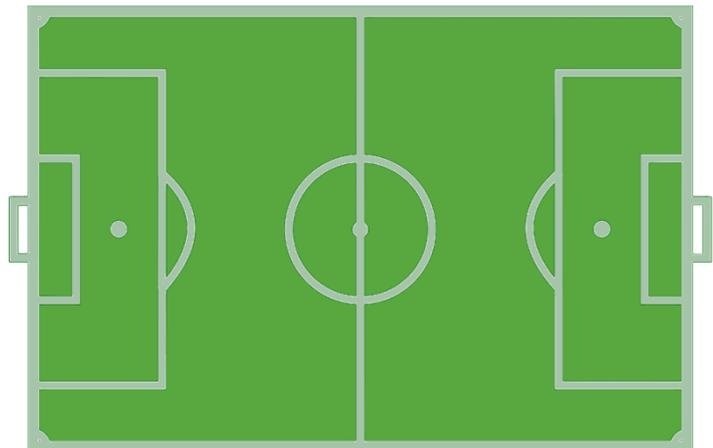
Netball court:

Length 30,5 m, Width 15,25 m



Football pitch:

Length 105 m, Width 68 m



Netball may be more popular than football for women in Zimbabwe, but both sports are a great way to exercise, have fun and meet other people.

**Discussion: ask and answer the questions.**

- Which sports do you like? Why?
- What new sport would you like to try? Why?
- What are the good things about doing sport?

## I. Learning English: words with er and ier.

Find words in the story and the text above that end with **er** and **ier**. How does **er** or **ier** change the 'describing word' (adjective) that it is joined to? Say and write five more words that are a 'describing word' plus **er** or **ier**. (comparative adjectives) Say and write a sentence with each word.

Now and write five more words that are a 'describing word' plus **est** or **iest**. For example, **oldest, biggest, happiest**. Say and write a sentence with each word.

## J. At home: Writing

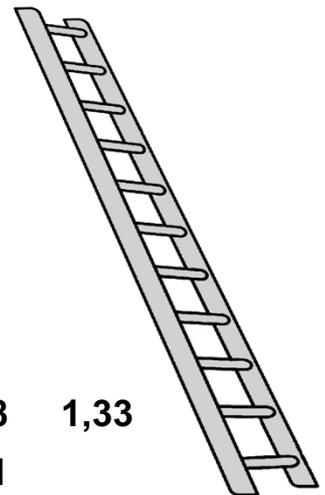
Write a story about a sport match. What was the sport? Who were the teams? What unusual thing happened in the middle of the match? Can you use some words with plus **er, ier, est** and **iest**?

## Numeracy

### 1. Number ladders

Put each set of numbers in order on the ladder.  
(The lowest number goes at the bottom.)

- Set 1:** 2,7   2,3   2,0   2,9   2,2   2,6   2,1   2,8
- Set 2:** 3,2   6,8   2,3   8,6   10,1   1,9   3,1   6,5
- Set 3:** 0,98   1,37   1,07   0,08   9,08   8,09   0,18   1,33
- Set 4:** 1,8   17   0,17   0,1   1,76   1,03   10,07   3,1



Ladder 1

Ladder 2

Ladder 1

Ladder 2

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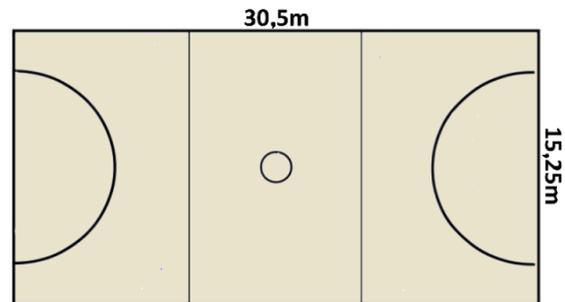
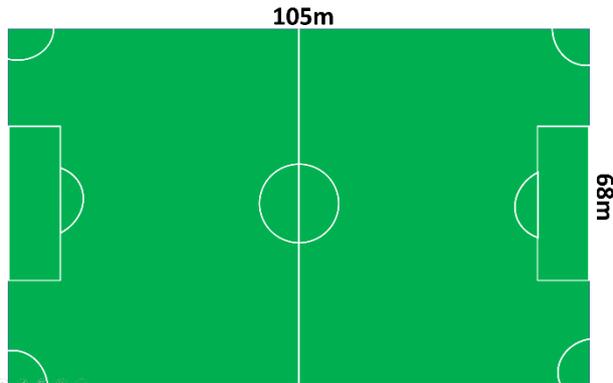
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## 2. Football pitch and netball court

Here is a football pitch and a netball court. What is the same, what is different?



What can you find out by adding some of the numbers together?

## 3. Comparing the games

Zodwa (someone who plays football) and Rose (someone who plays netball) are talking about their games.

- Zodwa says she has to run much further in a game than Rose because the pitch is so much longer.
- Zodwa says she thinks she runs about 200m every ten minutes. Rose says she runs across the netball court (side to side) at least ten times every ten minutes.
- Before the game they each run around the outside of their ground to warm up. Zodwa says it is twice as far around the football pitch as it is around the netball court.

Can you find out who is right?



## Unit 5: Candy cakes

### Literacy and Learning English

A. Literacy. Look at the picture. What are Glory and Kiri making? Have you tried them? Do you like them?



B. Literacy. Now read the story.

*English*

### **Candy cakes**

Glory and her friend Kiri were working in Glory's aunt's restaurant. They planned to open their own restaurant, but first they wanted to learn more about the restaurant business. They also needed to save up some money.

Glory's aunt's restaurant served meals at lunch time and in the evening. In the morning, the kitchen wasn't needed. Glory and Kiri used it to make candy cakes. They sold the cakes in the neighbourhood, and

some people who came to the restaurant also bought the cakes to take home.

One afternoon they were in the kitchen making cakes as usual.

“How are we going to organise it when we start our business?” said Kiri. “Is one person going to be the boss?”

“A business doesn’t have to have a boss,” said Glory. “We’ll work together as equals in a cooperative. “

“That’s good,” said Kiri. “But we need to earn some more money here first.”

“What’s that smell?” asked Glory.

“The cakes are burning!” said Kiri, and she ran to take the cakes from the oven.

Glory looked at the cakes. “They’re cooked a bit too much, but they’re not actually burnt,” she said, “We can eat them and give them to our families, but we can’t sell them.”

“Never mind,” said Kiri. “We’ve got enough ingredients to make some more.”

“Before we start our own restaurant, we also need to learn to watch the oven!” said Glory.

## Story summaries

### English

Glory and her friend Kiri planned to open their own restaurant, but now they were working in Glory’s aunt’s restaurant. Glory and Kiri also used the restaurant’s kitchen to make candy cakes to sell. They wanted to learn more about the restaurant business and to save up some money.

One afternoon they were in the kitchen making cakes. They agreed to work together as equals in a cooperative when they started a restaurant.

Then Glory thought she smelt burning. The cakes were still in the oven! They were cooked too much, but not actually burnt.

### Shona

Glory neshamwari yake Kiri vakaronga kuvhura bhizimusi renzvimbo yekudyira, asi parizvino vanoshanda munzvimbo yekudyira yatete vaGlory. Glory naKiri vanoshandisawo kicheni yemunzvimbo yekudyira kugadzira makeke ekutengesa. Vaida kudzidza zvakawanda nezvebhizimisi renzvimbo yekudyira nekuchengeta mari yavo. Rimwe zuva masikati vaive

mukicheni vachigadzira makeke. Vakatenderana kushanda pamwechete pamubatanidzwa pavachatanga bhizimisi renzvimbo yekudyira. Glory akanzwa mweya wechinhu chaitsva. Makeke akanga achiri muoven. Makeke akanga ave kuda kutsva asi akange asati hawo.

### ***Ndebele***

UGlory lomngane wakhe uKiri bahlela ukuvula indawo yokudlela, kodwa okwakhatesi babesebenzela endaweni yokudlela kababakazi kaGlory. UGlory loKiri basebenzisa umkhulu wendlu yokudlela ukupheka amakhekhe okuthengisa. Babefuna ukufunda okunengi ngebhizimusi lendawo yokudlela lokonga imali. Ngeyinye imini besemkulwini bepheka amakhekhe. Bavumelana ukusebenza bonke ngokulingeneyo benze iqembu nxa bengavula indawo yokudlela. UGlory wacabanga ukuthi kukhona okunuka kusitsha. Amakhekhe ayelokhu eseziko! Ayesevuthwe kakhulu kodwa engatshanga.

### ***Kalanga***

Glory nenkhwinya uwe kiri baka longolosa kuti banohhula tolo tjabo tjezodliwa, koga kwangwenu bake behingila mutolo tjabamhadzi baGlory tjezodliwa. Glory naKiri bakahingisa khitshi letolo tjezodliwa tjabamhadzi baGlory kuti bathame makhekhe etengesa. Bake behaka zwidiya kwazo nekwebhizinesi yetolo tjezodliwa kakale babige imwe mari. Amwe masikati balimukhitshi bethama makhekhe, bakabvumilana kuti banohinga bose sembizi betangisa tolo tjabo tjezodliwa. Kwakajalo Glory wakakumbulila kuti wanhuwa kunotshwa. Makhekhe ake esanu adusiwa atjimu oveni (tjiyenga) yebhaka. Ake atjiyibvisa koga esanhu atshwa.

### **C. Literacy: Answer the questions**

1. What do Glory and Kiri want to do in the future?
2. Where are they working now?
3. What other way do they make money?
4. What do they agree with each other?
5. What happened next in the kitchen?

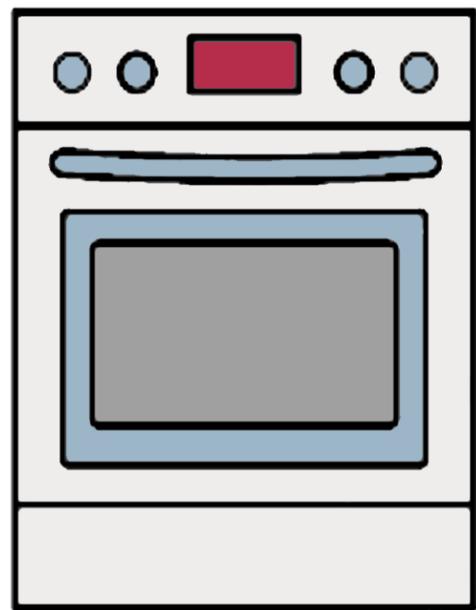
## D. Learning English: Word meanings

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

1. The area around where you live \_\_\_\_\_
2. A way of working together as equals \_\_\_\_\_
3. A machine for baking and roasting \_\_\_\_\_
4. The things you need to make something to eat \_\_\_\_\_

## E. Literacy: Thinking and speaking

**Discussion:** Glory and Kiri decide to write some rules to agree on how to work together as equals. How will they make decisions? How will they organise the money? Talk about the things they will need to agree. Decide their list of rules.



## F. Literacy: Writing

Write the list of rules you decided in Part E.

## G. Learning English: Same sound, different letters!

Complete the word with the letters: **ow / ou / ough**

ab\_\_\_\_\_t                      t\_\_\_\_\_n                      plo\_\_\_\_\_

Say each word in a sentence. Write the sentence.

Complete the word with the letters: **s / ss / c / c**

gla\_\_\_\_\_                      ni\_\_\_\_\_e                      \_\_\_\_\_ity                      it'\_\_\_\_\_

Say each word in a sentence. Write the sentence.

## H. Learning English: A recipe

Read the recipe. Can you write the ingredients into the instructions?

### Candy cakes

Chikenduza, also known as candy cakes, are sweet bread-like cakes from Zimbabwe. The name 'candy cake' comes from the pink glaze on the top.

#### Recipe for 6 cakes

##### Cake

2 teaspoons yeast  
 120 ml warm milk  
 300 grams flour  
 150 grams sugar  
 ¼ teaspoon salt  
 70 grams butter  
 1 egg  
 2 teaspoons vanilla extract



##### Glaze

85 grams powdered sugar  
 red or pink food colouring  
 a little water

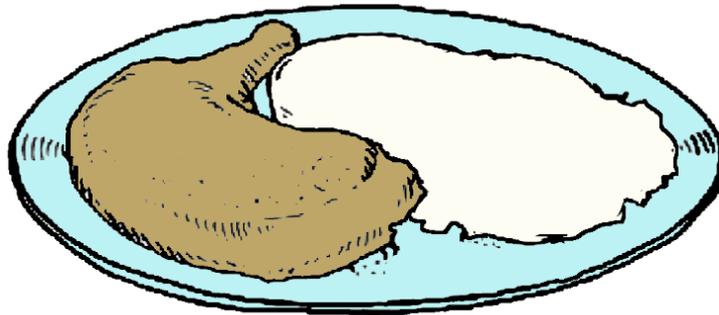
1. Mix the yeast and warm \_\_\_\_\_, and leave it for about 10 minutes.
2. Mix the flour, \_\_\_\_\_ and salt. Then mix in the other cake ingredients. The **mixture** should be quite wet, but not as wet as the mixture for a cake. If it is too dry, add a little more \_\_\_\_\_. If it is too wet, add a little more \_\_\_\_\_.
3. Cover the bowl and leave it for about one hour, until it has **doubled** in size.
4. Put the mixture into six small tins, and leave them to **rise** for about 30 minutes.
5. **Bake** at 340° for 25 to 30 minutes.
6. Make the glaze. Mix the powdered \_\_\_\_\_ with one or two **drops** of \_\_\_\_\_ and enough water to make a thick glaze.
7. When the cakes are cool, pour a little glaze on top of each one.

What do the words in **red** mean? Discuss your ideas.

### I. Learning English: Discussion

Do you agree or disagree with these sentences? Discuss your ideas, and give your reasons.

- Opening a restaurant is an easy way to make money.
- Having your own restaurant would be fun.
- All restaurant customers want simple, familiar food like chicken and sadza.



### J. At home: Writing

1. Find five more words in the text above that you don't know. Guess the meaning from what you know already about making cakes.
2. Write the recipe for another type of food that you know.

## Numeracy

### 1. Double Machines

Fill in the empty boxes.

3 → →       23 → →

5 → →       25 → →

6 → →       46 → →

4 **Double** →

14 **Double** →

28 **Half** →

48 **Half** →

**Double** → 16

**Half** → 8

8 **Double** →

18 **Double** →

36 **Half** →

26 **Double** →

**Double** → 54

56 **Half** →



## 2. Recipe for 6 Candy Cakes

### Cake

- 2 teaspoons yeast
- 120 ml warm milk
- 300 grams flour
- 150 grams sugar
- ¼ teaspoon salt
- 70 grams butter
- 1 egg
- 2 teaspoons vanilla extract

### Glaze

- 85 grams powdered sugar
- red or pink food colouring
- a little water

### Ingredients List for Candy Cakes

Copy the amount of each ingredient that is needed for 6 cakes.

Work out how much of each ingredient is needed for other sets of cakes.

|                 | 6 cakes | 12 cakes | 24 cakes | 60 cakes | 30 cakes | 15 cakes |
|-----------------|---------|----------|----------|----------|----------|----------|
| yeast           |         |          |          |          |          |          |
| milk            |         |          |          |          |          |          |
| flour           |         |          |          |          |          |          |
| sugar           |         |          |          |          |          |          |
| salt            |         |          |          |          |          |          |
| butter          |         |          |          |          |          |          |
| egg             |         |          |          |          |          |          |
| vanilla extract |         |          |          |          |          |          |
| powdered sugar  |         |          |          |          |          |          |

# Module 2c

## 3. More or Less?

Will the answer to the question be more or less than the amount?

| Question      | 50% of 18 | 50% of 1.7 | 50% of 113 | 50% of 99.8 | 50% of 18.4 | 50% of 34.25 |
|---------------|-----------|------------|------------|-------------|-------------|--------------|
| Amount        | 10        | 1          | 55         | 50          | 9           | 17.5         |
| more or less? | less      |            |            |             |             |              |

## 4. Sharing the profits equally

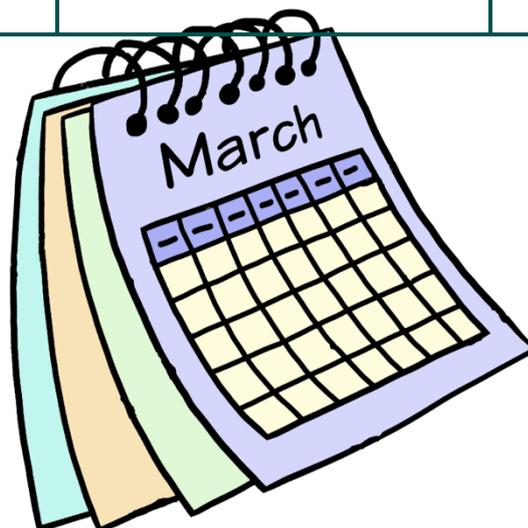
Glory and Kiri plan round the profits to the nearest dollar, and then share them equally between the two of them. Who is right?



## 5. Monthly profits

Round the profit to the nearest dollar and then find 50%.

|           | Profit in hub dollars | Rounded to the nearest hub dollar | 50% of rounded amount |
|-----------|-----------------------|-----------------------------------|-----------------------|
| January   | 33,68                 |                                   |                       |
| February  | 41,56                 |                                   |                       |
| March     | 35,50                 |                                   |                       |
| April     | 123,56                |                                   |                       |
| May       | 44,95                 |                                   |                       |
| June      | 85,15                 |                                   |                       |
| July      | 96,55                 |                                   |                       |
| August    | 98,76                 |                                   |                       |
| September | 124,35                |                                   |                       |
| October   | 147,32                |                                   |                       |
| November  | 248,58                |                                   |                       |
| December  | 383,85                |                                   |                       |



## Unit 6: Asking for advice

### Literacy and Learning English

A. Literacy. Look at the picture. Who is the girl on the right? What can you remember about her from other stories?



B. Literacy. Now read the story.

*English*

### **Asking for advice**

Glory and Kiri went to visit Bethsaida at her home. Bethsaida's family had a scrap metal business. After finishing the SAGE sessions six months ago, Bethsaida had been helping to organise the money for her family's business, and for other people's small businesses in her neighbourhood. She hoped to work in a bank in the future.

"We've come to ask your advice," said Glory. "You're clever with money."

“Thanks,” said Bethsaida. “How can I help?”

“We want to start our own restaurant,” said Glory excitedly.

“We’ve worked out how much it will cost to start our business, and we’ve got just enough money for that,” said Kiri, and showed Bethsaida a piece of paper.

“Somebody we know has agreed to rent us a place for a really good price,” said Glory. “If we wait, we’ll lose it.”

“But we know we can’t expect to have lots of customers immediately,” said Kiri. “We need some extra money to keep going until people know about our restaurant, and we slowly build up our regular customers.”

“I can see the problem,” said Bethsaida. “Have you thought about cutting your costs?”

“You mean use cheaper ingredients?” asked Glory.

“No, not that!” said Bethsaida. “It’s very important that people like what you’re selling.”

Bethsaida looked at the piece of paper.

“This is quite a lot of money for chairs and tables,” she said. “Could you borrow some chairs and tables, just to start. And then buy some later, when you’ve made some more money?”

“That a great idea,” said Glory. “I knew it was a good idea to ask you.”

“I think we can lend you a table and a couple of chairs,” said Bethsaida.

## Story summaries

### *English*

Glory and Kiri went to visit Bethsaida at her family’s scrap metal business. She helps organise the money for the business. Glory and Kiri wanted some advice. They want to start their own restaurant. They don’t have quite enough money, but somebody has agreed to rent them a place for the restaurant at a very good price. They wanted to know how to reduce their costs. Bethsaida suggested that they could borrow chairs and tables instead of buying them, and then buy chairs and tables later.

### *Shona*

Glory naKiri vakaenda kundoshanyira Bethsaida kubhizinesi resimbi dzakamboshanda remhuri yavo. Iye anobatisira kuronga mabasa emari

ebhizinesi ravo. Glory naKiri vaida zano rekutangawo imba yavo yekudyira. Ivo Havana mari yakakwana, asi mumwe munhu abvuma kuvabhadhariria nzvimbo yekudyira nemutengo wakanaka kwazvo. Ivo vaida kuziva nzira dzekidzikisa mitengo yekutanga bhizinesi kuti vazosare vainewo mari muhomwe. Betsaida akatsanangura kuti vanogona kukwereta macheya nematafura pane kuzvitenga, uye vozotenga zvigaro nematafure gare gare.

### ***Ndebele***

UGlory loKiri bavakatshela uBethsaida kubhizimusi langakibo elithengisa iziqephu zensimbi. UBethsaida nguyeye ohlela ukusetshenziswa kwemali kulelobhizimusi. UGlory loKiri babefuna ukucetshiswa. Bafuna ukuvula indawo yokudlela. Abalayo imali enengi kodwa omunye umuntu usevumile ukubaboleka indawo yokudlela ngentengo enhle. Sebefuna ukubakwazi ukuthi bengehlisa njani intengo yokusebenza kubhizimusi labo. UBethsaida wabakhuthaza ukuthi bangaboleka izitulo lamatafula kulokuthenga, besekuthenga ngemva kwesikhathi.

### ***Kalanga***

Glory naKiri bakakumba Bethsaida kutolo tjabo pabanotengesela tshipi dzinolahiwa nebanhu. Unobhatsha nekubunganya mari yetolo. Glory na Kiri bakabenohaka mano. Banohaka tangisa tjabo tolo panotengesewa zodliwa zwakabhikiwa. Kwangwenu abana mari yakakwana koga kuna umwe wabvuma kuti abahakile pabanoba batengesela zodliwa zwabo zwakabhikiwa bebhada mari isingana .Banohaka ziba kuti bengatjini kuti basihingise mari njisa. Bethsaida wakaba nenkumbulo wokuthi bahhadzime zwitulo nematafula kunakuti batenge, kose woku banopela bakakutenga.

## **C. Literacy: Answer the questions**

1. Where did Glory and Kiri go to visit Bethsaida?
2. What work is Bethsaida doing now?
3. Why do Glory and Kiri want to speak to Bethsaida?
4. What problem do they have?
5. What does Bethsaida suggest?

## D. Learning English: Word meanings

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

1. Old things that people don't want any more \_\_\_\_\_
2. A suggestion about what to do \_\_\_\_\_
3. People who often buy from your business \_\_\_\_\_
4. Two \_\_\_\_\_

## E. Literacy. Thinking and speaking

**Drama:** Glory and Kiri ask Bethsaida questions about what she has been doing for the last six months, since finishing SAGE sessions? What work has she been doing? What other things has she been doing? Bethsaida asks Glory and Kiri about what they have been doing too. Act their conversation.

## F. Literacy. Writing

Write the conversation from Part E.

## G. Learning English: Same sound, different letters!

1. Complete the word with the letters: e / ee / ea / ey / ie

n\_\_\_\_\_d                  ch\_\_\_\_\_p                  p\_\_\_\_\_ce  
mon\_\_\_\_\_                  sh\_\_\_\_\_

Find the words in the story. Say each word in a new sentence. Write the sentence.

## H. Literacy. Read the article on the next, and answer the questions.

1. Read the article quickly. What do the words and phrases in **red** mean? Discuss your ideas.
2. Now read the article more slowly. Make questions about it for your partner.

## Discussion: Ask and answer the questions.

- Do you know any local businesses which make money from recycling?
- Which ideas for recycling above could work best in your area?



**Rubbish is worth money! Recycling can be a good business, and it is open to all, because little or no money is needed to started doing it.**

Scrap metal is perhaps the most **profitable** type of **recycling**. Old metal can easily be **melted down** and reused again and again, and there is often lots of metal junk available that could be recycled. It just needs somebody to collect it. Of course, you don't need to melt it down yourself. Scrap metal businesses will usually pay good money for the more **valuable** metals.

Of course, scrap metal is not the only **business opportunity** from recycling. Paper, glass and plastic can all be recycled, and can be worth something. People have started businesses collecting rubbish from homes, school and offices. Then they **sort** the rubbish, and sell the things which can be recycled.

Even old food can be recycled. Food that is no longer fresh enough for people to eat can be collected for free or bought very cheaply from markets, restaurants and hotels. Then it can be sold to farmers to feed animals. It can also be made into **fertiliser** and **gas** for cooking.

## I. Learning English: Words that end with **ly**

Find words in the story and the text above that are **ly** after a 'describing word' (adjective). How does **ly** change the adjective that it is joined to? Say and write five more words that are a 'describing word' plus **ly**. Say and write a sentence with each word with **ly**. (adverbs)

## J. At home: Writing

Think of another way that you know for making money. Write about it for somebody who doesn't know about it.

## Numeracy

### 1. Counting in decimal steps

Write the next two numbers in the sequences.

|   |      |      |      |  |  |
|---|------|------|------|--|--|
| 1 | 3,4  | 3,6  | 3,8  |  |  |
| 2 | 23,6 | 23,4 | 23,2 |  |  |
| 3 | 1,5  | 2,0  | 2,5  |  |  |
| 4 | 3,7  | 4,2  | 4,7  |  |  |
| 5 | 5,9  | 5,4  | 4,9  |  |  |
| 6 | 2,02 | 2,04 | 2,06 |  |  |
| 7 | 3,71 | 3,69 | 3,67 |  |  |

### 2. Different ways of subtracting

For subtractions like  $5000 - 99$ , I'll **round** 99 to 100.  $5000 - 100$  is 4900. But 100 is one more than 99, so I need to **adjust** my answer by one. I'll add another one on, that's 4901!

If there is a small difference between the two numbers, like  $725 - 714$ , it is easiest to **count up** to find the difference. You can count one to ten 714 to 724, then add another one to get to 725.  $725 - 714 = 11$ .

Sometimes the subtraction is quite complicated, like  $4930 - 2748$ . Then I find it easier to use a **written method**.

If there is a big difference between the two numbers, like  $843 - 30$ , it's easiest to **count back**. Start off at 843. Count back 10, that's 833, count back another 10, that's 823, and another 10, that's 813.



| Calculation   | Count up | Count back | Round and adjust | Written method |
|---------------|----------|------------|------------------|----------------|
| 385 – 30      |          |            |                  |                |
| 6 389 – 2 497 |          |            |                  |                |
| 572 – 541     |          |            |                  |                |
| 2000 – 299    |          |            |                  |                |
| 6000 – 698    |          |            |                  |                |
| 27,5 – 6,3    |          |            |                  |                |
| 45,75 – 42,75 |          |            |                  |                |
| 50 – 39,95    |          |            |                  |                |

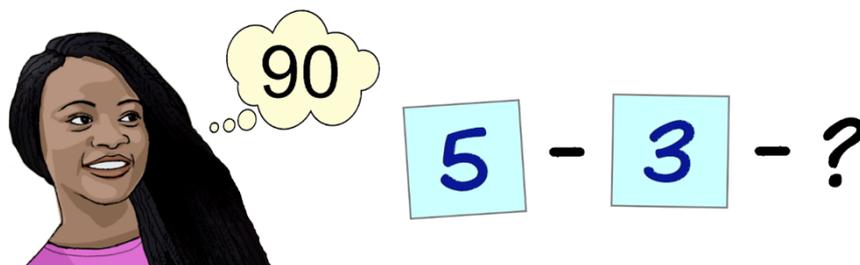
1. Which of Bethsaida's methods would you use for these subtractions?  
Put a tick in the right box.
2. Why did you make those choices? \_\_\_\_\_
3. Choose one of each and try using the method you chose. \_\_\_\_\_

### 3. Take it away game

You will need 2 sets of 1-9 number cards.

You can play this game on your own or you can have a competition with a friend. If someone at home has a smart phone you can time yourself.

1. Mix your cards and place them face down in front of you.
2. Turn over the first card and subtract the number from 90.
3. Turn over the next card. Subtract that from the amount you have left.  
For example, first, you turn over 5.  $90 - 5$  is 85. Next, you turn over 3.  
 $85 - 3$  is 82.
4. Keep turning cards over and subtracting the number. When you have no cards left you should reach 0. If you do not, something has gone wrong and you need to start again!



## 4 Glory and Kiri's list

Here are some of the things that Glory and Kiri have on their list, in hub dollars.

3 tables and 18 chairs –  
\$125.50 per set (table and 6 chairs)

3 Pans – \$11.25 each

24 Plates – \$14.25 for 12

1. How much do they plan to spend on these items altogether?
2. How much will they save if they can borrow:
  - a. 2 tables and 12 chairs.
  - b. 2 pans and 12 plates.
  - c. Both a and b
3. They have \$500. The rent is \$200. Will they have enough money to buy the rest of the things on the list if they borrow the items in question 2a, b or c?



## Unit 7: Lunch for 90

### Literacy and Learning English

**A. Literacy. Look at the picture. Why do you think the title of this story is 'Lunch for 90'? Can you guess what the story is about?**



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

*English*

### **Lunch for 90**

A mining company had asked Glory's aunt to do the lunches for a training course. They wanted 90 lunches.

"This is good," said Glory's aunt. "We'll make quite a lot of money, but it won't be easy. It's much more than we usually cook in one day."

"We'll have to buy a lot of food," said Glory. "But we don't want to buy too much. If we don't use it all of it, some of it will be wasted."

"And we'll need the money to buy it. It won't be cheap!" said Glory's aunt.

Vimbai was visiting her friends Glory and Kiri at the restaurant.

"If you're buying a lot of food, you can get a discount," she said.

"What do you mean?" asked Kiri.

"If you want to buy a lot of something, it's good for the person who is selling it to you. They'll want to make sure you buy it from them, and not somebody else. So they may sell it to you a little cheaper than their usual prices."

“That’s true,” said Glory’s aunt. “The mining company are paying less for each meal than we charge somebody who only wants to buy one meal.”

“I’ll come and help if you like,” said Vimbai. “I’m good at bargaining!”

“OK! Thanks!” said Glory’s aunt.

## Story summaries

### English

A mining company asked Glory’s aunt to make 90 lunches for a training course. That meant that they needed to buy a lot of food. Vimbai was visiting her friends Glory and Kiri at the restaurant.

“If you’re buying a lot of food, you can get a discount,” she said.

Vimbai offered to go with them to buy the food to help them to get a good discount.

### Shona

Imwe kambani yekumigodhi yakakumbira tete vaGlory kuti vagadzire kudya kwemasikati kwevanhu makumi mapfumbamwe sezvo vaive nezvididzo. Izvi zvaireva kuti vaifanira kutenga chikafu chakawanda. Vimbai akashanyira shamwari dzake Glory naKiri kubhizinesi ravo rekubika zvidyiwa. “Kana iwe ukutenga chikafu chakawanda, unogona kudzikisirwa mitengo mowana dhisikaundi,” akadaro. Vimbai akazvipira kuenda navo kunotenga chikafu nekuvabatsira kuti wawane dhisikaundi.

### Ndebele

Inkamapani yezenjiwayo yacela ubabakazi kaGlory ukuthi apheke ukudla kwabantu abangamatshumi ayisitshiya galolunye ababeqeqetshwa umsebenzi othile. Lokhu kwakusitsho ukuthi kumele bathenge ukudla okunengi. UVimbai wavakatshela abangane bakhe uGlory loKiri endaweni yabo yokudlela. “Nxa lithenga ukudla okunengi lingakuthenga ngentengo ephansi” kutsho uGlory. UVimbai wabaphelekezela ukuyathenga ukudla lokubancedisa ukuthi bathenge ngentengo ephansi.

### Kalanaga

Kampani yetsha zwiwanikwa zwapasi yakakumbila bamhadzi ba Glory kuti bababhikile zodliwa zwemasikati zwebanhu balimakumi alihhananlume banozwidiya n’hingo. Ndizo kwakakubva kuti bakamila tenga zodliwa zwinjinji. Vimbai wake ekumba bakhwinya babe Glory na Kiri kutolo tjabo tjinotengesa zodliwa zwakabhikiwa.

“Hapa utenga zodliwa zwinjinji tokudusila imwe mari,” ejalo.  
 Vimbai wakazwipila kuti unobapeleka kutila kuti abatjidze badusigwe mari yakwako.

### C. Literacy: Answer the questions

1. What has Glory’s aunt been asked to do?
2. Who has asked her to do this?
3. What does Vimbai say about buying lots of food?
4. What does Vimbai offer to do?

### D. Learning English: Word meanings

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

1. Digging to get valuable things \_\_\_\_\_
2. Not used, and thrown away \_\_\_\_\_
3. A lower price than usual \_\_\_\_\_
4. To ask customers to pay a price \_\_\_\_\_

### E. Literacy: Thinking and speaking

**Discussion:** The mining company wants 90 meals. They want three different choices for the main course, and two different desserts. You are Glory, her aunt and Kiri. Decide the dishes for the menu. One of them must use chicken.

### F. Literacy: Writing

Write the menu for the big lunch.

### G. Learning English: Same sound, different letters!

Complete the word with the letters: o / ew / oo / ough / ou / ue

f \_\_\_\_\_ d                      y \_\_\_\_\_                      wh \_\_\_\_\_  
 tr \_\_\_\_\_                      gr \_\_\_\_\_                      thr \_\_\_\_\_

Some of the words above are in the story. Can you find them?

Say each word in a new sentence. Write the sentence.

## H. Literacy: A newspaper article

Read the article quickly. What do the words and phrases in **red** mean? Discuss your ideas.

### Africa's first all-female mine

Zimbaqua **mine** is in the north of Zimbabwe, near the border with Zambia. It is the first mine in Africa which **employs** only female workers. It was started to **empower** women in an industry which is **dominated** by men. Many women work independently in **small-scale** mining, but mining companies mostly employ only men. Some people thought that a mining company where all the jobs are done by women would not be successful, but they were wrong!



Many of the women at Zimbaqua are **single mothers** who have been **struggling to support** their families. Most of them start with no **previous experience** of mining, but they learn quickly. They mine aquamarine, which is a blue/green **gemstone** that is used in jewellery. They are also being trained to cut and polish the stones they mine. This **increases the value** of the gemstones when they sell them. The money they earn means they can build a better future for themselves and their children.

For more information, visit [www.zimbaqua.com](http://www.zimbaqua.com).



Z I M B A Q U A

Now read the article more slowly. Make questions about it for your partner.

## I. Learning English: Giving a talk

Choose a job which is usually done by men. Give a one-minute talk explaining why women can do this job just as well as men, and maybe better!

## J. At home: Writing

1. Write the talk you gave in Part I.
2. Write a shorter version of the article in no more than 80 words.

# Module 2c

## Numeracy

### 1. Yes or No?

Fill in the table with either **Yes** or **No**.

|              |                     |                      |                      |                         |                    |                       |                    |                     |
|--------------|---------------------|----------------------|----------------------|-------------------------|--------------------|-----------------------|--------------------|---------------------|
|              | 255<br>5 x<br>table | 1342<br>2 x<br>table | 345<br>10 x<br>table | 45 000<br>10 x<br>table | 72<br>9 x<br>table | 12345<br>2 x<br>table | 35<br>9 x<br>table | 341<br>5 x<br>table |
| Yes or<br>No |                     |                      |                      |                         |                    |                       |                    |                     |

### Numbers in the 2, 5 and 10 times tables

Put three numbers in each box.

|            | 2-digit number | 3-digit number | 4-digit number |
|------------|----------------|----------------|----------------|
| 10 x table |                |                |                |
| 2 x table  |                |                |                |
| 5 x table  |                |                |                |

### 2. Handshake Problem

The miners sit in tables of 6 at the lunch.

Glory wondered how many handshakes there would be if everyone at the table shook hands with everyone else once.

The first miner shakes hands with all the other miners. (5 handshakes)

The second miner shakes hands with all the other miners he has not already shaken hands with. (4 miners)

The third miner shakes hands with all the miners she has not already shaken hands with. (3 miners)

And so on.

For 6 miners there will be  $5 + 4 + 3 + 2 + 1 = 15$  handshakes.

Vimbai, Glory and Kiri wondered how many handshakes there would be if twelve miners all shook hands with each other.



I think there will be 30 handshakes.



Vimbai

I think there will be 66 handshakes.



Glory

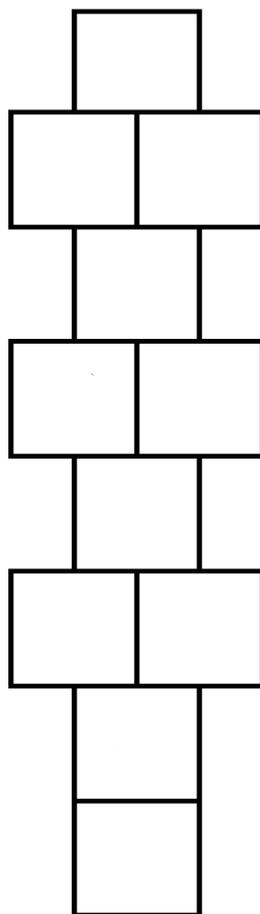
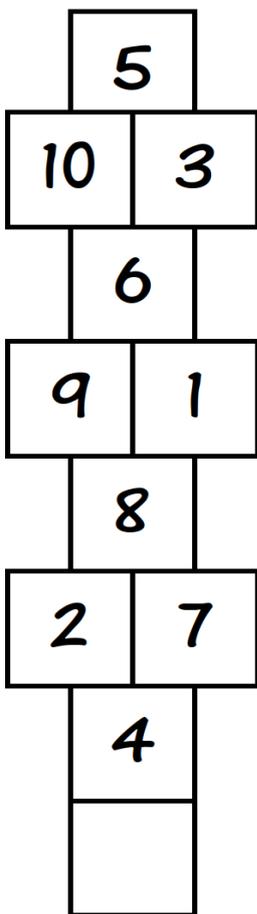
I think there will be more than 100 handshakes.



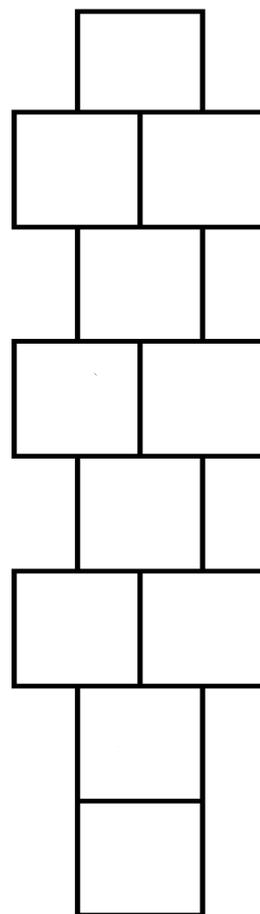
Kiri

### 3. Pada Game

Fill in the numbers that you would say if you were playing 'Pada x 20' and 'Pada x 30'



Pada x 20



Pada x 30

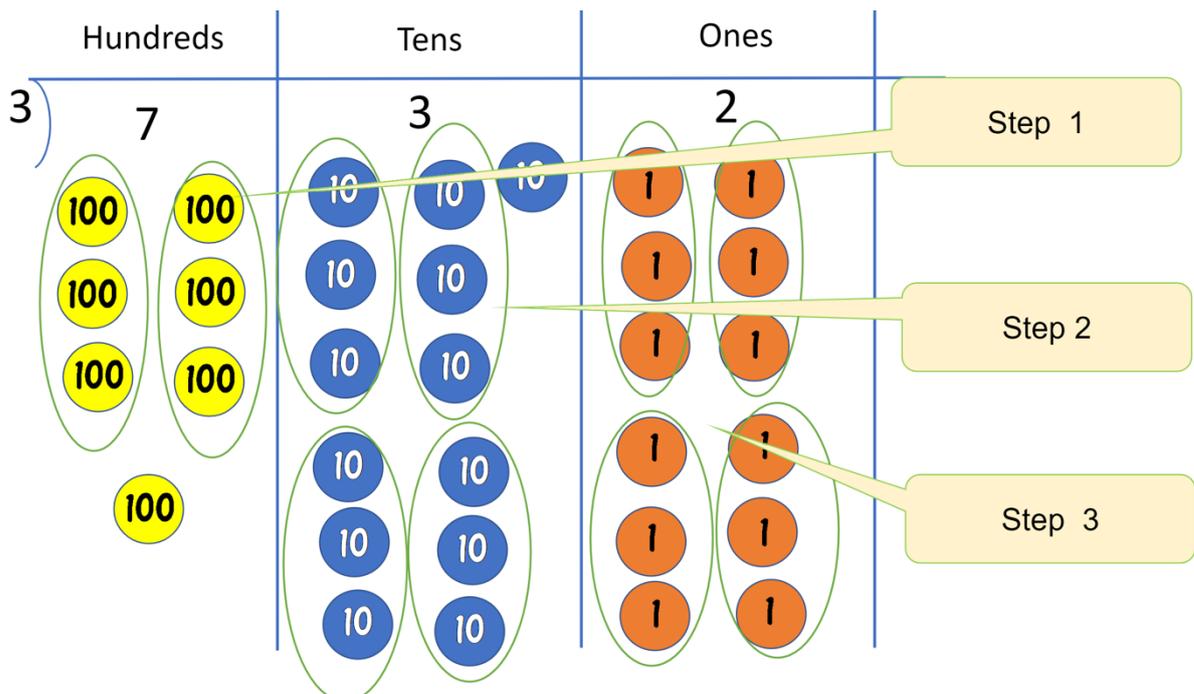
# Module 2c

## 4. Making predictions

|              |              |              |              |
|--------------|--------------|--------------|--------------|
| $732 \div 3$ | $512 \div 4$ | $267 \div 4$ | $876 \div 6$ |
|--------------|--------------|--------------|--------------|

- Put a circle round the question which you think will have the biggest answer.
- Underline the question you think will have the smallest answer.
- Put a star next to questions you think will have an answer bigger than 100.

## Working Out



## 5. Odd One Out

In each set of three, two questions have the same answer and one is different.

- Predict the odd one out.
- Work out the answers and see if you were right.

|                |                |                |
|----------------|----------------|----------------|
| $732 \div 6 =$ | $570 \div 5 =$ | $366 \div 3 =$ |
|----------------|----------------|----------------|

|                |              |              |
|----------------|--------------|--------------|
| $468 \div 2 =$ | $702 \div 3$ | $848 \div 4$ |
|----------------|--------------|--------------|

|              |               |               |
|--------------|---------------|---------------|
| $216 \div 9$ | $242 \div 11$ | $288 \div 12$ |
|--------------|---------------|---------------|

# Unit 8: Getting a discount

## Literacy and Learning English

A. Literacy. Look at the picture. Where are Glory and Vimbai? Why do you think they are there?



B. Literacy. Now read the story.

*English*

### Getting a discount

Glory's aunt had to stay at the restaurant to cook lunch for the customers. Kiri was helping her. Glory and Vimbai went to see a chicken farmer to buy chicken for the mining company lunch.

"We usually get our chickens from this guy," said Glory. "But we only buy three or four at a time. Now we need 20."

They went to the farmer's stall in the market.

"Hello, Glory," he said. "Three chickens today, or four?"

"We want 20 today," said Glory. "Have you got 20?"

"Yes, I've got 20," said the man.

"How much will it cost?" asked Glory.

"Well, the normal price for one, multiplied by 20," said the man.

“Can we have 10% discount?” asked Glory. “It’s a lot more than we usually buy.”

The man frowned. “No, I’m sorry. I can’t do that,” he said. “You see, it costs a lot of money to feed the chickens.”

“OK, I understand,” said Glory, and started to take out her phone to pay.

“No!” said Vimbai. “I’m sure another chicken farmer will give us a discount for 20. Come on Glory, let’s go.” They turned and started to move away.

“OK!” the man called after them. “I’ll give you the discount.”

## Story summaries

### English

Glory’s aunt and Kiri stayed at the restaurant to cook lunch. Glory and Vimbai went to the restaurant’s usual chicken farmer to buy meat for the mining company lunch. They wanted 20 chickens. Glory asked for a 10% discount because it was lot more than they usually bought. At first the chicken farmer said no. Vimbai said, “I’m sure another chicken farmer will give us a discount for 20.” and they started to walk away. Then the farmer agreed to give them the discount.

### Shona

Tete vaGlory naKiri vakasara kuresitorendi kuti vabike kudya kwemasikati. Glory naVimbai vakaenda masakati uko kwaigara murimi wehuku kunotenga nyama yekubikira kambani yemigodhi. Vaida huku makumi maviri. Glory akakumbira kubvisirwa chidimbu guni kubva muzana chedhisikaundi nekuti yaive yakawanda kudarika zvavaiwanzotenga. Pakutanga murimi wehuku akati kwete. Vimbai akati, “Ndine chokwadi chekuti mumwe murimi wehuku achatipa dhisikaundi makumi maviri.” ndokubva vatanga kufamba vachienda. Ipapo murimi akabvuma kuvapa mutero.

### Ndebele

Ubabakazi kaGlory loKiri basala ekhefa ukuze bapheke ukudla kwemini. UGlory loVimbai baya kumuntu ofuya inkukhu lapha abajayele ukuthenga khona abekhefa ukuze bathenge inyama yokupheka ukudla kwemini kwenkampani le. Babefuna inkukhu ezingamatshumi amabili. UGlory wasecela ukuthi bebephulele intengo ngetshumi ekhulwini(10%) ngoba intengo ibiphezulu ukwedlula le abajayele ukuthenga ngayo. Ekuqaleni , umfuyi wayala. UVimbai wasesithi “Ngilethemba omunye umfuyi engasephulela intengo yenkukhu ezingamatshumi amabili.”. Basebeqala ukuhamba bephuma, umfuyi uth eabona sebephuma wasebayehlisela intengo njengoba kade becelile.

### Kalanga

Bamhadzi baGlory naKiri bakasala kutolo tjezodliwa bebhika zodliwa zwemasikati.

Glory naVimbai bakanda kunlimi unopfuwa whuku kwabagala betenga whuku dzetolo tjezodliwa benotenga nyama yezodliwa zwemasikati zwe kampani inotsha zwiwanikwa zwapasi. Bakabehaka whuku dzili makumi mabili. Glory wakakumbila kuti bejitisigwe mari ne 10% ngobe bakabetenga whuku njinji pana dza banosotenga. Nlimi unopfuwa whuku wakatanga alamba. Vimbai wakati, “Ndina lebeswa kuti umwe nlimi unopfuwa whuku angatijitisila nemakumi mabili,” bejalo betangisa yenda. Nlimi unopfuwa whuku wakabva abvuma bajitisila ntengo.

### C. Literacy: Answer the questions

1. Who went to buy meat?
2. Where did they go to buy the meat?
3. What did they want to buy?
4. What did Glory ask for?
5. Why did she ask for this?
6. What did the farmer say?
7. What did Vimbai say?
8. How did the story end?

### D. Learning English: Word meanings

Find words in the story **that you can swap** with these words. Write them and say them.

1. normally \_\_\_\_\_
2. man \_\_\_\_\_
3. times \_\_\_\_\_
4. certain \_\_\_\_\_

### E. Literacy. Thinking and speaking

**Discussion:** In what other situations is it normal to ask for a discount? What are good ways to get a discount?

**Drama:** Imagine that have a business selling something. What is it? A customer wants to buy a large amount from you, but wants a discount. Act the conversation. One partner is the seller, the other partner is the buyer.

### F. Literacy. Writing

Write your conversation from **Part E, Drama**, or imagine a new one for the situation.

### G. Learning English: Same sound, different letters!

Complete these words with the letters: **sh / s / ch / c / t / ss**

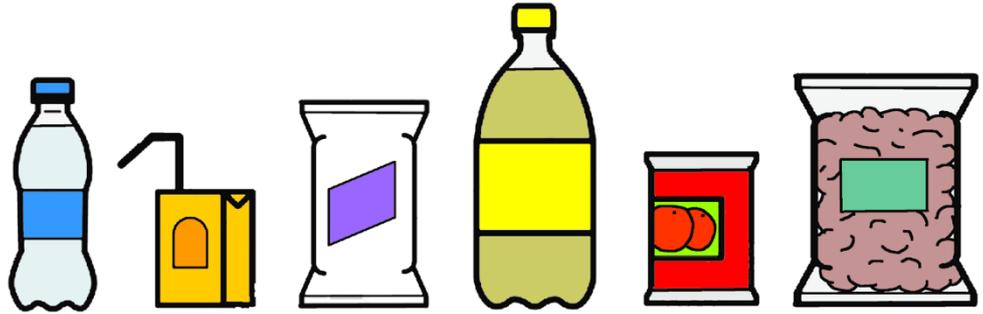
\_\_\_\_\_ure      wi\_\_\_\_\_      profe\_\_\_\_\_ional  
 sta\_\_\_\_\_ion      ma\_\_\_\_\_ine      electri\_\_\_\_\_ian

Say each word in a new sentence. Write the sentence.

# Module 2c

## H. Literacy/numeracy: Thinking about prices

Here is a list of prices from a big supermarket. Decide the prices. Remember, it's usually cheaper to buy in bulk.



|                               | Price |   | Price |
|-------------------------------|-------|---|-------|
| 500 ml bottle of water        |       | A pack of 24 500 ml bottle of water       |       |
| 250 ml carton of fruit juice  |       | A pack of 6 250 ml cartons of fruit juice |       |
| 1 kg bag salt                 |       | 10 kg sack of salt                        |       |
| 2 litre bottle of cooking oil |       | Box of 12 2 litre bottles of cooking oil  |       |
| 1 can of tomatoes             |       | Pack of 12 cans of tomatoes               |       |
| 1 egg                         |       | Crate of 30 eggs                          |       |
| 500g packet of sugar beans    |       | Pack of 20 500g packets of sugar beans    |       |
| 4 rolls of toilet tissue      |       | Packet of 50 rolls of toilet tissue       |       |
| 1 bar of soap                 |       | Box of 50 bars of soap                    |       |
| 1 pen                         |       | Pack of 20 pens                           |       |

## I. Learning English: Discussion

- Can you think of any business opportunities from the price difference between buy one and buying in bulk? Discuss your ideas.
- What other things are cheaper to buy in bulk and could be easy to sell?
- What do you need to do so that people can pay you money easily?
- Are there other places you can buy things in bulk cheaply?

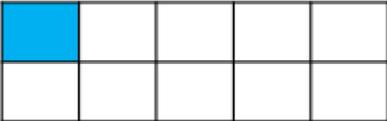
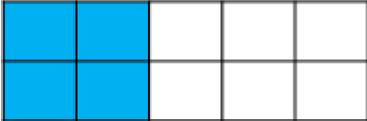
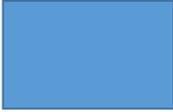
## J. At home: Writing

Write your answers to the questions above.

## Numeracy

### 1. Fractions and percentages

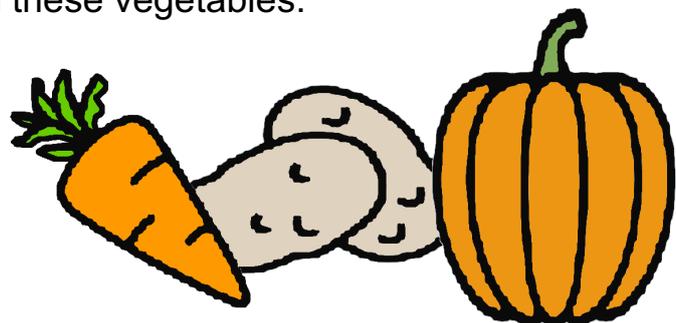
Draw lines to connect the fraction, percentage and image. The first one has been done for you.

|                |   |      |
|----------------|---|------|
| $\frac{1}{10}$ |    | 100% |
| $\frac{3}{4}$  |    | 50%  |
| $1\frac{1}{4}$ |    | 40%  |
| 1              |   | 125% |
| $\frac{1}{4}$  |  | 10%  |
| $\frac{1}{2}$  |  | 25%  |
| $\frac{4}{10}$ |  | 75%  |

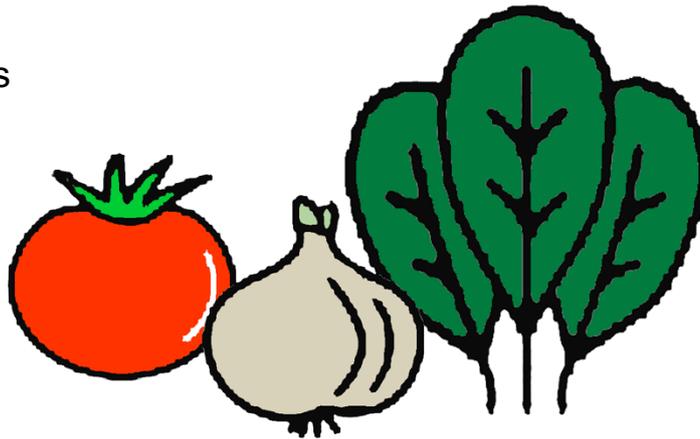
### 2. Free eggs!

- The egg supplier says she will give 10% discount on 90 eggs. How many eggs will be free?
- Vimbai will give 20% discount on these vegetables. How many of each will be free?

- 20 bags of carrots
- 30 kg of potatoes
- 25 butternut



- Vimbai will give 25% discount on these vegetables.
  1. 60 chomolia plants
  2. 20 onions
  3. 40 tomatoes



- Vimbai finds she has too many tomatoes and cannot sell them all! She says if Glory's aunt will buy 60 tomatoes, she can have another 20 free. What percentage discount is that?
- If Glory's Aunt usually charges 12 hub dollars for a meal and she gives a 10% discount for 90, How much will each meal cost? How much will the mining company save?

### 3. Buying in bulk

How much will you save if you buy in bulk?

- Look at the prices you wrote down in the table on page 67. Choose three items from the list.
- Find out how much you will save by buying those items in bulk. Here is how to do it.
  - Round the prices to the nearest dollar.
  - Multiply the price for one item by the number of the bulk buy.  
For example, multiply the price for 1 pen by 20, or the price of 1 egg by 30.
  - Now take the bulk price away from your answer. That is how much you will save!

You can find the answer any way you like. Here is a reminder about how to use place value charts on a grid to help you multiply.

## How to use place value counters

|  | X | 20 | 4 |
|--|---|----|---|
|  | 8 |    |   |

24 is 20 (2 tens) and 4 ones

8 x 2 tens, that's 16 tens; 160

8 x 4, that's 32

160 + 32 = 192

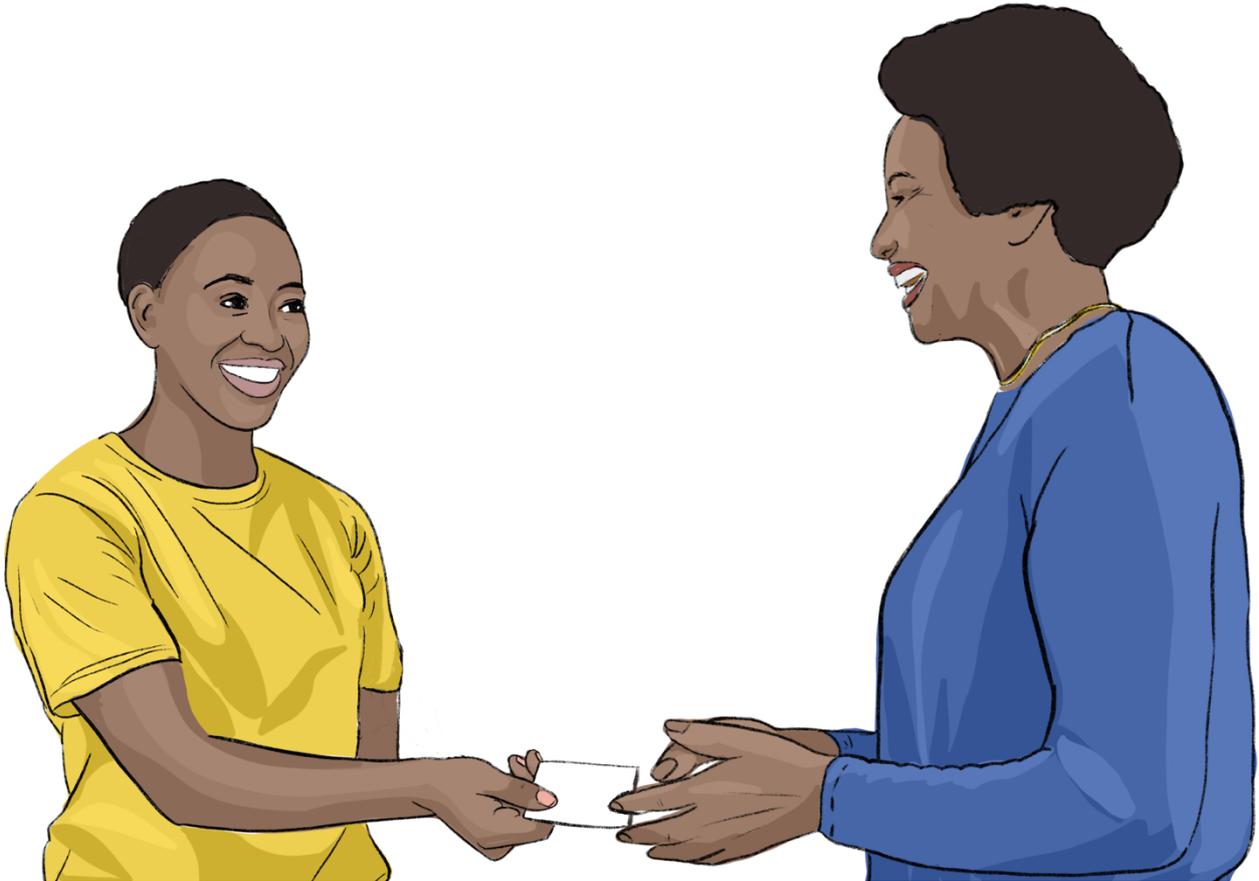
## How to write down what you have done

|        | Hundreds | Tens | Ones |
|--------|----------|------|------|
|        |          | 2    | 4    |
| x      |          |      | 8    |
| 20 x 8 | 1        | 6    | 0    |
| 4 x 8  |          | 3    | 2    |
| Total  | 1        | 9    | 2    |

## Unit 9: A celebration

### Literacy and Learning English

A. Literacy. Look at the picture. What is Vimbai giving to the other woman? Why do you think she has these?



B. Literacy. Now read the story.

*English*

### **A celebration**

The lunch for the mining company was a big success. Everybody enjoyed the food. After the meal, Vimbai helped Glory's aunt, Glory and Kiri to clear up.

The boss of the mining company came over to pay for the meal.

"That was great," she said. "And the vegetables were amazing! They were so fresh! Where did you get them?"

"I grew them," said Vimbai. "That's my business."

“Tell me where you live, and I’ll come and buy my vegetables from you,” said the woman. “I love really fresh vegetables!”

Vimbai had some business cards with her name and telephone number. She gave one to the boss.

“That’s good news,” said Glory’s aunt when the boss had gone. “I think you’ve got a new regular customer!”

“Kiri and I have got some good news too,” said Glory. “We’re going to open our own restaurant next week.”

“It’s a very small, very simple place,” said Kiri.

“That’s how I started,” said Glory’s aunt. “I’m sure it’s going to be amazing.”

“The day before we open, we’re going to do special lunch to celebrate starting our business,” said Glory. “We’re going to invite all our SAGE friends. We can also celebrate all the things we’ve done together.”

“That’s a wonderful idea!” said Vimbai. “I’ll really look forward to that!”

## Story summaries

### English

The lunch for the mining company was a big success. When the boss of the mining company came to pay for the meal, she asked where the vegetables came from. Vimbai said that she grew them. “I’ll come and buy my vegetables from you,” said the woman. Vimbai gave the boss a business card with her name and telephone number.

After the boss had gone, Glory said, “Kiri and I are going to open our own restaurant next week. The day before we open, we’re going to do a special lunch to celebrate starting our business, and we’re going to invite all our SAGE friends. We can also celebrate all the things we’ve done together.”

## Vimbai’s Vegetables

Fresh fruit and vegetables  
grown with love and care

Tel. **0745 380936**

### **Shona**

Kudya kwemasikati kwekambani yemigodhi kwakabudirira zvikuru. Pakasvika mukuru wekambani yemigodhi kuzobhadhara chikafu, akabvunza kuti iyo miriwo yaibvepi. Vimbai akati ndiye anorima. “Ndichauya ndotenga muriwo wangu kwauri,” akadaro mukadzi uya. Vimbai akapa shefu bhizinesi kadhi rine zita rake nenhamba yefoni. Mushure mekunge shefu vaenda, Glory akati, “Ini naKiri tiri kuzovhura resitorendi yedu svondo rinouya. Zuva remumashure tisati tavhura, tichaita kudya kwemasikati kwakakosha kupemberera kutanga bhizinesi redu, uye tichakoka shamwari dzedu dzese dzeSAGE. Tinogona zvakare kupemberera zvinhu zvese zvatakaita pamwe chete.”

### **Ndebele**

Ukudla kwasemini kwabantu benkampani yezenjiwayo kwaba yimpumelelo enkulu kakhulu. Umkhulu wenkampani yezenjiwayo wathi ezobhadalela ukudla, wabuza ukuthi imibhida babeyithethe ngaphi. UVimbai wathi nguye oyilimayo. “Ngizabuya ngizothenga kuwe imibhida, “Kwatsho owesifazane. UVimbai wanika umkhulu wenkampani iphepha lakhe lebhizimusi elalilebizo lakhe lenombolo zakhe zocingo. Esehambile umkhulu wenkampani yezenjiwayo UGlory wathi, “Mina loKiri sizavula indawo yethu yokudlela iviki elizayo. Ngelanga elandulela ukuvula indawo yethu yokudlela, sizapheka ukudla kwasemini okuqakathekileyo sithakazelela ukuqala ibhizimusi lethu, sizanxusa bonke abangane bethu abeSAGE. Sizathakazelela zonke izinto esizenze sonke.”

### **Kalanga**

Zodliwa zwemasikati zwe kampani inotsha zwiwanikwa zwapasi zwaka bhudilila tjose. Nkulu we kampani wakahha ewolipa mari yezodliwa, wakabhuzwa kuti zwilimwa zwengadi zwabvayi. Vimbai wakati ndiye unozwilima. “Ndoohha ndiwotenga zwilimwa zwengadi kukuli,” kujalo nkulu we kampani inotsha zwiwanikwa zwapasi. Vimbai wakawumpa khadi lebhizinesi iye ina zina lile nenamba dzidze dzen’hala. Nkulu we kampani iyeyo wakati atjiyenda, Glory ebe eti, “Imi naKiri tohhula tjedu tolo tjezodliwa muviki inohha. Kusanu kukaswika hhuba lehhula tothama zodliwa zwemasikati tihanhila simulula kwe bhizinesi yedu kakale tokoka bakwinya bedu bose beSAGE. Tobe tihanhila zwinhu zwose zwatakahinga tilitose.”

## C. Literacy: Answer the questions

1. How well did the big lunch go?
2. What did the mining company boss ask?
3. What did she say to Vimbai?
4. What did Vimbai give to the boss?
5. What did Glory tell her aunt and Vimbai?
6. Who are they going to invite?
7. What is the purpose of this event?

## D. Learning English: Word meanings

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

1. Take away the mess \_\_\_\_\_
2. The leader of a company \_\_\_\_\_
3. An event to show that something is important \_\_\_\_\_

## E. Literacy: Thinking and speaking

**Discussion:** What other reasons are there to have a celebration? What things do you need for a good a celebration.

**Decide a type of celebration.** Make plans for the celebration. Who will you invite? What will you eat and drink? What other things will you do?

## F. Literacy: Writing

You went to the celebration you talked about in **Part E**. Write a description of what happened.

## G. Learning English: Same sound, different letters!

Complete the word with the letters: **uy / y / i / i / igh**

\_\_\_\_\_dea                      tr\_\_\_\_\_                      h\_\_\_\_\_

b\_\_\_\_\_                      f\_\_\_\_\_ve

Say each word in a new sentence. Write the sentence.

### H. Literacy: International Day of the Girl

Read the article quickly. What happens on International Day of the Girl?

## International Day of the Girl



Each year, 11th October is the International Day of the Girl. The first one was organised in 2011. It celebrates the power of girls, and it also **draws attention to** the problems **faced** by girls around the world. Since then, it has happened every year.

**According to** the website for the International Day of the Girl, **adolescent** girls have **the right** to be safe, to be **educated** and to live a healthy life – when they are young and also in the future when they are adult women. It says that today's adolescent girls are tomorrow's "workers, mothers, **entrepreneurs, mentors**, household heads, and political leaders". It calls for an end to all **violence** and **discrimination** against women, and says that women must be equal partners in solving the problems the world faces.

On this day around the world, people come together and share **inspiring** stories of amazing things that adolescent girls have **achieved**.

For more details, search online for 'International Day of the Girl'.

### I. Learning English: Learning the meanings of new words

What do the words and phrases in **red** mean? Discuss your ideas. Can you write **definitions** and/or **translations** for them?

### J. At home: Writing

Write a poem or a short story about an amazing thing that an adolescent girl has achieved. It can be real or something you imagine.

## Numeracy

### 1. Choose a game

- Do you remember playing some of these games? Which one did you like best?
- Choose one game to play with a friend. Then play the game your friend chose.
- Talk about how you will teach your family to play the game.

#### Game 1: Quick call!

Mix your cards and place them face down in front of you.

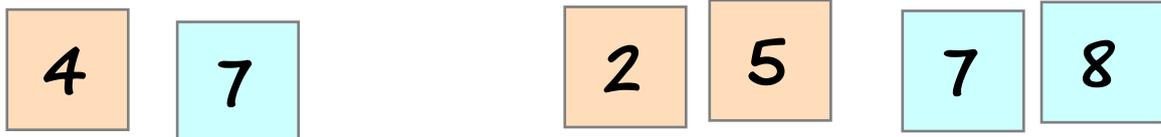
Both turn a card over at the same time.

The first one to say the total of both numbers gets a point.

After you have played all the cards, each divide your cards into two piles.

Now turn a card from each pile over so each of you makes a two digit number.

The first one to say the total gets a point.



#### Game 2: Take it away

Take turns to play while the other player counts 'one elephant, two elephants, three elephants'...etc quietly. You can try to beat your own time – and your partner's time too!

- Mix your cards and place them face down in front of you.
- Turn over the first card and subtract the number from 90.
- Turn over the next card. Subtract that from the amount you have left.

For example, first, you turn over 5.  $90 - 5$  is 85. Next, you turn over 3.  $85 - 3$  is 82.

Keep turning cards over and subtracting the number. When you have no cards left you should reach 0. If you do not, something has gone wrong and you need to start again!

## Game 3: Greatest quotient (answer)

Draw a table like this:



Take turns to turn over a card.

Place the card in any box.

Repeat until all the boxes are filled. (think carefully about where you place each digit!)

Work out the answer.

The player with the greatest answer (quotient) wins a point.

## Game 4: Greater than, less than

Draw five boxes like this:



Mix your cards and place them face down in front of you.

Take turns to pick a card from your pile and decide which box to put it in.

When both of you have filled all your boxes, read your number to each other.

Write a sentence to compare your number and your partner's number using  $<$ ,  $>$  or  $=$ .

For example: 25 893  $>$  14 398

Play five games where the girl with the bigger number gets a point.

Play another five games where the girl with the smaller number gets the point.

## **2. Make up a game!**

Make up a game to play with number cards.

Write the instructions.

Play the game to check the instructions work!

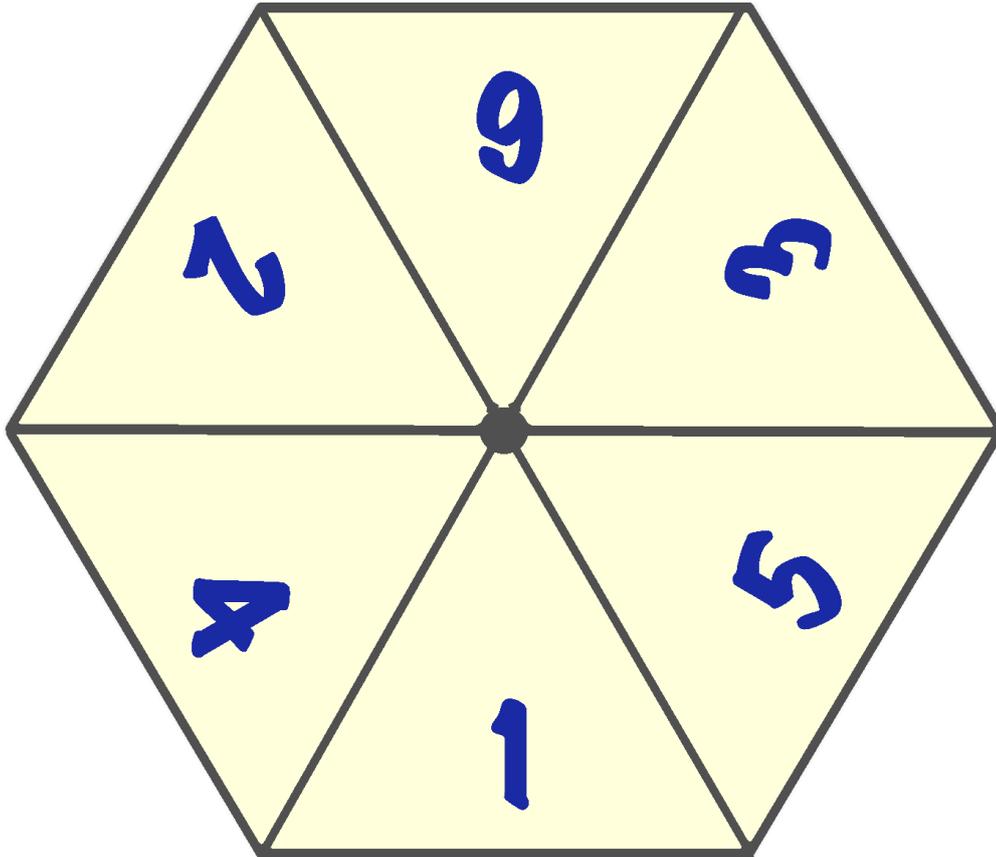
What does this game help you to learn/remember?

## 3. Hundred Square games

Play in pairs. Each person needs two stones. You need this hundred square and the spinner on the next page.

### 100 SQUARE

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



### Game 1: Remainder Race

Put one of your stones on number one.

Take it in turns to throw another stone on the spinner.

Move forward that number of places.

**You can divide the number you land on by four or five.**

**You score is what is left over when you divide by 4 or 5.**

Keep going until one of you reaches 100.

The winner is the girls with the most points.

### Game 2: First to 100

Put one of your stones on number one.

Take it in turns to throw another stone on the spinner.

Move forward that number of places.

**If you land on a number in the 5x table score one point.**

**If you land on a number in the 10x table score one point.**

**If you land on a number in the five- and ten-times tables score 2 points.**

Keep going until one of you reaches 100.

The winner is girl who has the most points.

## Game 3: 100 Points Wins

Choose a number from 0 – 10. Put your stone on your number (not both on the same number)

Take it in turns to move to a new number that is next to the number you are on. You can move, up, down, left, right or diagonally.

Each time you move on to another number add on your number.

**For example, put your stone on 7**

**Move to 17 (  $17 + 7 = 24$  )**

**Move to 28 (  $24 + 28 = 52$  )**

The first player to score one hundred is the winner.

## Game 4: Jumping forwards

Put your stone on number 10.

Throw the other stone on the spinner.

Move your stone to the next number which is in that x table.

**If your stone lands on 5, move forward to 15 because this is the next number in the 5x table.**

First player to get to 50 is the winner.

Play again.

The first player to get to 100 is the winner.

## Make up a game

Make up a game to play on a 100 square.

Write the instructions.

Play the game to check the instructions work

What does this game help you to learn/remember?

## Unit 10: Let's keep in touch!

### Literacy and Learning English

A. Literacy. Can you remember the names of these girls from the stories? What do you think they will do in the future?



B. Literacy. Now read the messages.

*English*

### Let's keep in touch!

The SAGE friends had a wonderful time together at Glory and Kiri's new restaurant on the day before it opened. They agreed to keep in touch with each other. Sometimes they send messages to the whole group. Here are some of their messages from six months into the future. Can you match the message with the person?

**Remember last year I didn't get onto a horticulture course? I applied again, and this time I was accepted!**

**I'm helping to organise the money for the restaurant. Glory and Kiri are good at cooking and I'm good at adding and subtracting. Together, we make a good team!**

I've learnt a lot since I went back to school six months ago. I got a good grade in my exam – even better than Rudo's grade!

Now my aunt and I both have places to cook, it's easier to do big lunches for training courses. We do that quite often now.

Today a big group of tourists came into the shop and bought lots of wooden bowls, statues, baskets and other things.

Glory and I have now bought our own chairs and tables. Thank you very much to everybody who lent us their chairs and tables. We couldn't have started our business without you!

My sister has asked me to look after her fruit and vegetables while she's doing her horticulture course. It'll be fun! Maybe I'll join her in the business when I finish school.

We're getting lots of work now, and another dressmaker has joined us in the workshop.

### C. Literacy: Whose message?

Match the girls in the pictures with their messages.

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

1. Growing fruit and vegetables \_\_\_\_\_
2. A time when you learn something \_\_\_\_\_
3. People who visit a place for pleasure \_\_\_\_\_
4. Made of wood \_\_\_\_\_

### E. At home: Writing

Imagine yourself six months in the future. Write messages to the SAGE girls in this book about what you are doing.

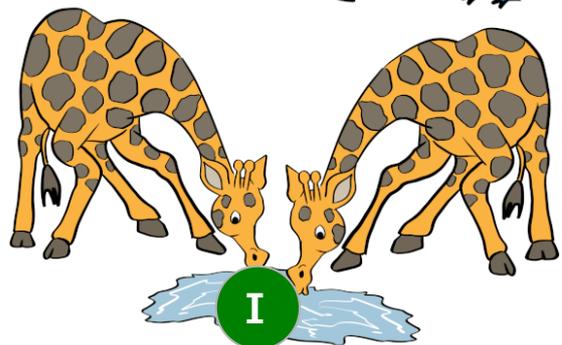
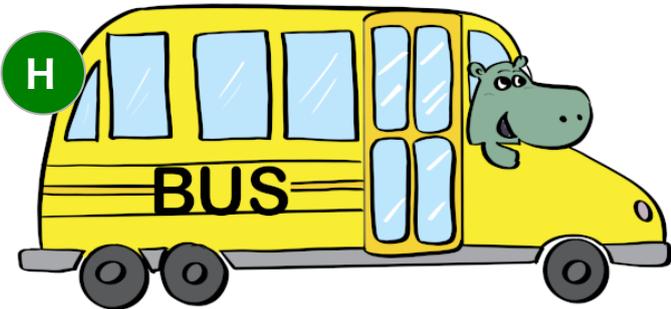
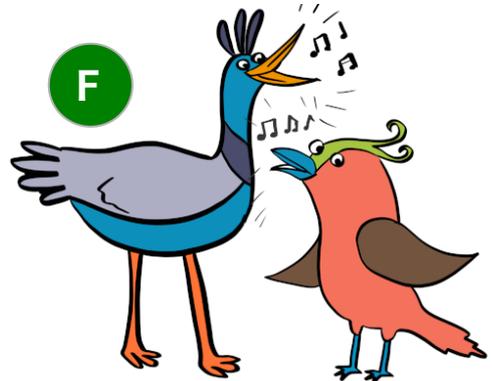
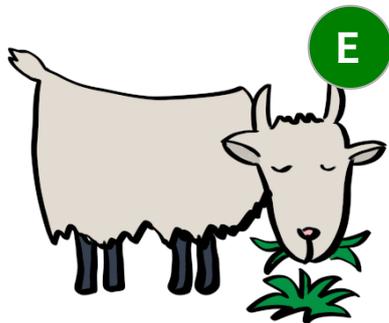
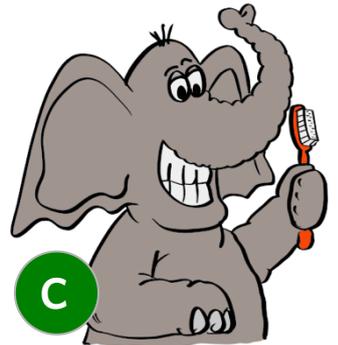
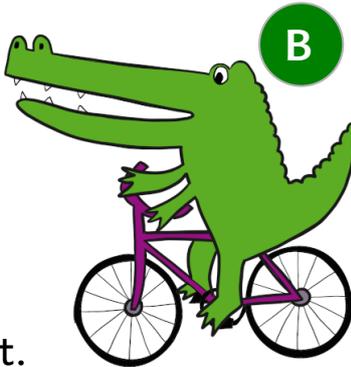
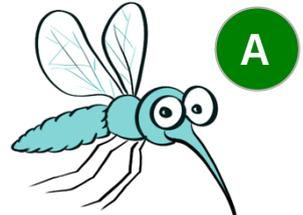
# Appendix 1: Reading simple texts

## 1. What are they doing?

Match the words with the pictures and complete the *ing* words.

clean    drink    drive (no e with *ing*)    eat    fly  
 read    ride (no e with *ing*)    sing    sleep

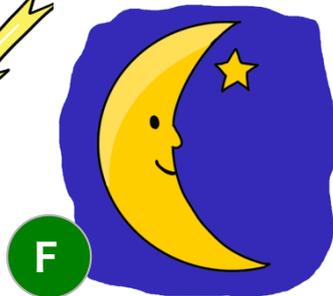
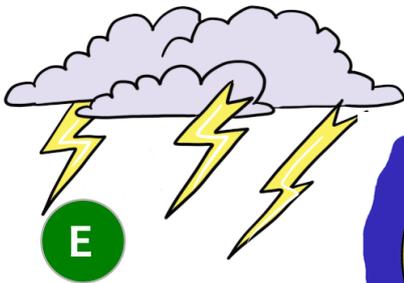
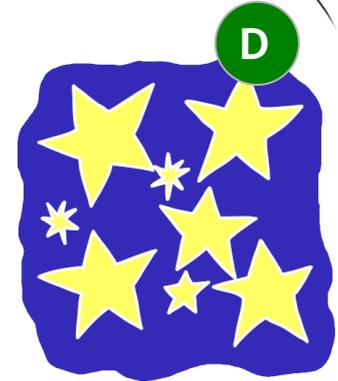
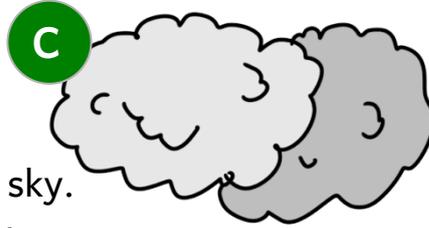
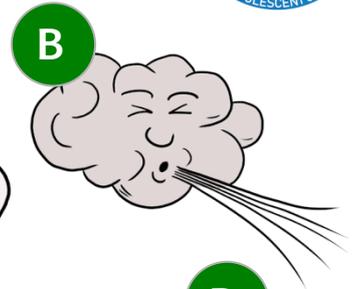
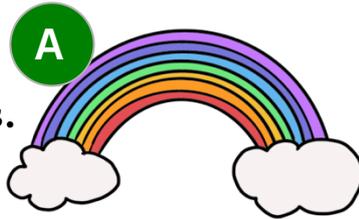
- The dogs are \_\_\_\_\_ing.
- The mosquito is \_\_\_\_\_ing.
- The birds are \_\_\_\_\_ing.
- The giraffes are \_\_\_\_\_ing.
- The goat is \_\_\_\_\_ing a plant.
- The tortoise is \_\_\_\_\_ing a book.
- The hippopotamus is \_\_\_\_\_ing a bus.
- The elephant is \_\_\_\_\_ing her teeth.
- The crocodile is \_\_\_\_\_ing a bicycle.



## 2. Weather riddles

Match the words with the pictures.

1. The sun is shining.
2. It's windy today.
3. It's cloudy today.
4. It's raining.
5. There's a rainbow in the sky.
6. I can see the moon tonight.
7. I can hear thunder and I can see lightning.
8. The stars are out tonight.



Read the riddles. Can you guess the answers?

I bring life to your rivers.  
I wake the sleeping seeds.  
My water drops  
On all the crops.  
I'm what the farmer needs.  
**I am the \_\_\_\_\_**

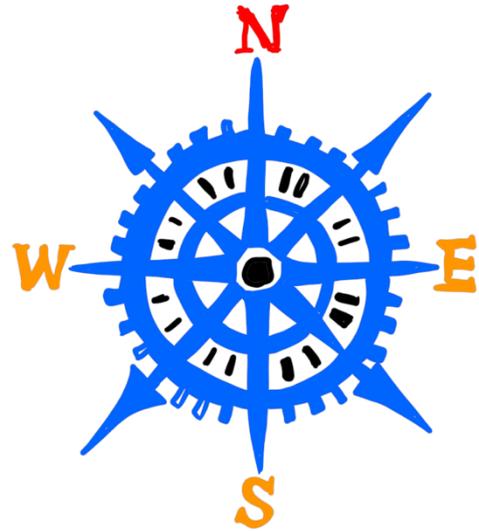
I'm not as strong as sunshine,  
But I help you find your way.  
My silver light  
Shines in the night  
I stay in bed all day.  
**I am the \_\_\_\_\_**

We're mostly made of water.  
You can't hold us in your hand.  
We float on by  
Across the sky,  
And rain down on the land.  
**We are the \_\_\_\_\_**

We make the darkness brighter  
On clear and cloudless nights.  
Look up high,  
Into the sky  
And see our tiny lights.  
**We are the \_\_\_\_\_**

## 3. More weather riddles

Stand up and look around you.  
Can you point to the **north**, the **south**,  
the **east** and the **west**?



Read the riddles.  
Can you guess the answers?

|  |  |
|--|--|
| <p>I'm here with every colour,<br/>Red, orange, green and blue.<br/>With sun and rain<br/>I'm here again,<br/>Stretching over you.<br/><b>I am a</b> _____</p>                 | <p>I blow to the east and I blow to<br/>the west<br/>Clouds dance when I'm nearby.<br/>I blow to the north and I blow to<br/>the south.<br/>I blow your washing dry.<br/><b>I am the</b> _____</p> |
| <p>I make the dogs start barking<br/>With a flash, a crash, a rumble!<br/>From all around<br/>You hear my sound.<br/>I wake you with my grumble.<br/><b>I am the</b> _____</p> | <p>I'm bright and gold and fine.<br/>Wherever I am, I'll shine.<br/>Without my light<br/>It would be night.<br/>There's no power as great as<br/>mine.<br/><b>I am the</b> _____</p>               |

How is the weather today? Write about it here.

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## 4. How to play Tsoro

Read the story and answer the questions.



Nosipho and Thuba wanted to play Tsoro. They collected some small stones, and they made holes in the ground. Then they put two stones in each hole.

“What do we do now?” Nosipho asked.

“I don’t know,” said Thuba. “I thought you knew the rules.”

“We can ask my grandmother,” said Nosipho. “She knows how to play this game. She’s very good at it.”

Nosipho went to get her grandmother. They came back a few minutes later. Grandma explained the rules.

“This is a difficult game,” said Thuba.

“Yes,” said Grandma. “But it’s worth learning it. Then you can enjoy playing this game for the rest of your life!”

1. What did they do to make the game?
2. Why did Nosipho bring her grandmother?
3. What did Thuba say about the game?
4. What did Grandma say about the game?

### 5. A place to study

- Where do you do your SAGE homework?
- Do you have a quiet place to work?
- Read the story and answer the questions.



Grace needs a quiet place to study. She takes her book out to the mango tree. The goat is by the mango tree. The goat tries to eat her book.

“Oh no, bad goat! That’s my book! I can’t work here”, says Grace.

Next she goes to the pumpkin patch to find a quiet place, but her little brother, Jacob is there. He is watering the pumpkins. The water almost splashes her book.

“Oh no, Jacob! That’s too wet. I can’t work here”, says Grace.

Next she goes to the chicken house.

“Can I work here?” She asks the chickens, but the chickens lay an egg and make a big noise.

“Oh no, chickens! That’s too noisy. I can’t work here,” says Grace.

Next she sees the fig tree.

She climbs up the fig tree with her book. She climbs first one branch and then the next.

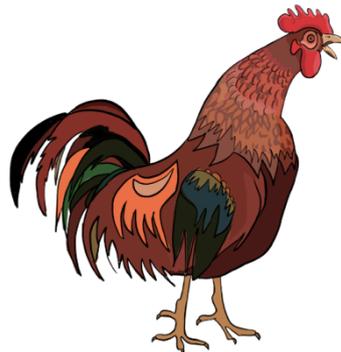
When she is near the top, she leans against a branch.

“Oh, yes. This is a quiet place. I can work here,” says Grace.

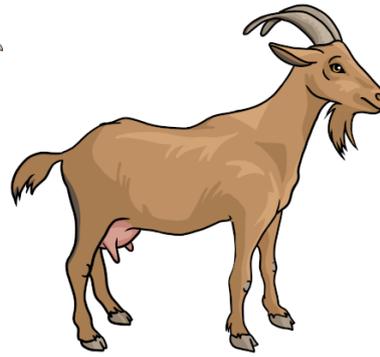
**Number the pictures in the right order.**



Number \_\_\_



Number \_\_\_



Number \_\_\_



Number \_\_\_

**Where are they? Match the animals and people with the places.**

- |                 |                             |
|-----------------|-----------------------------|
| 1. Jacob...     | a) is up the mango tree.    |
| 2. The chickens | b) is by the fig tree       |
| 3. The goat     | c) are in the chicken house |
| 4. Grace        | d) is in the pumpkin patch. |

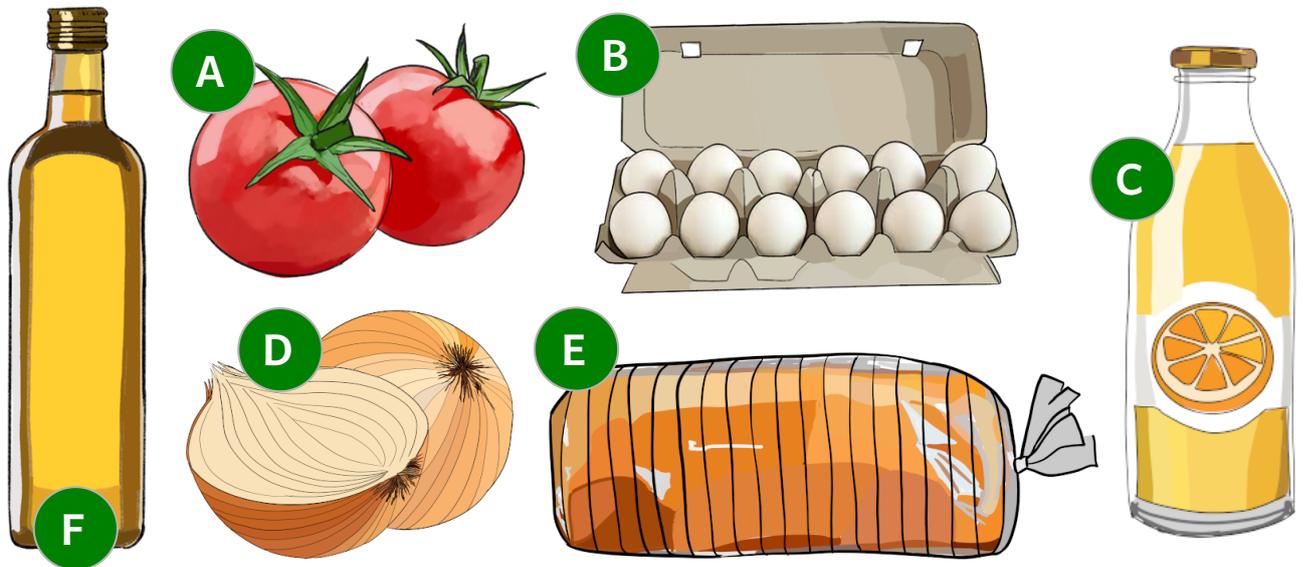
**What do they do? Match the animals and people with the actions.**

- |                    |                                       |
|--------------------|---------------------------------------|
| 1. The goat...     | a) make a lot of noise.               |
| 2. Jacob...        | b) studies for her test.              |
| 3. The chickens... | c) almost splashes water on the book. |
| 4. Grace...        | d) tries to eat the book.             |

## 6. Going shopping

Match the words with the pictures.

bread    tomatoes    eggs    onions    oil    orange juice



Patience is in the shop. She is buying food for her family.

“What would you like to buy?” asks the shopkeeper.

“I’d like some bread and some orange juice, please,” says Patience.

“Yes, of course,” says the shopkeeper. “Would you like anything else?”

“Yes, please. Can I have some onions and some oil, please?”

The shopkeeper takes the food from the shelf. She puts it on the table.

“Here you are,” says the shopkeeper.

“Thank you very much. How much is that?” asks Patience.

“One moment. I am adding it up,” says the shopkeeper. She writes some numbers on a piece of paper.

“That’s \_\_\_\_\_, please,” says the shopkeeper.

“OK,” says Patience, and then she pays with her phone.

**How much do you think Patience’s shopping costs? Guess a number for the space.**

## Answer the questions

1. Who is Patience buying food for?  
a. herself                      b. her family                      c. her friend
2. What drink does she buy?  
a. orange juice                b. apple juice                      c. milk
3. How many things does Patience buy?  
a. three                              b. four                              c. five
4. Where does the shopkeeper put the food?  
a. in a bag                              b. on the shelf                      c. on the table
5. How does Patience pay for her food?  
a. with her phone                b. with notes                      c. with coins

## Looking at words

Choose the right word to complete the sentences.

*take like put add ask buy*

1. Would you \_\_\_\_\_ anything else?
2. Can you \_\_\_\_\_ up these numbers?
3. Please \_\_\_\_\_ your book out of your bag.
4. You can \_\_\_\_\_ food in this shop.
5. \_\_\_\_\_ the bag on the table, please.
6. You can \_\_\_\_\_ the teacher to help.

Put the words in the right order to make sentences.

1. anything you would like else ?
2. bread like I'd some
3. that how is much ?
4. much thank very you
5. some I have can tomatoes ?
6. please eleven dollars, that's



## Appendix 2: Numeracy resources

### Place value chart

| Thousands (Th) | Hundreds (H) | Tens (T) | Ones or Units (U) | tenths (t) | hundredths (h) | thousandths (th) |
|----------------|--------------|----------|-------------------|------------|----------------|------------------|
|                |              |          |                   |            |                |                  |
|                |              |          |                   |            |                |                  |

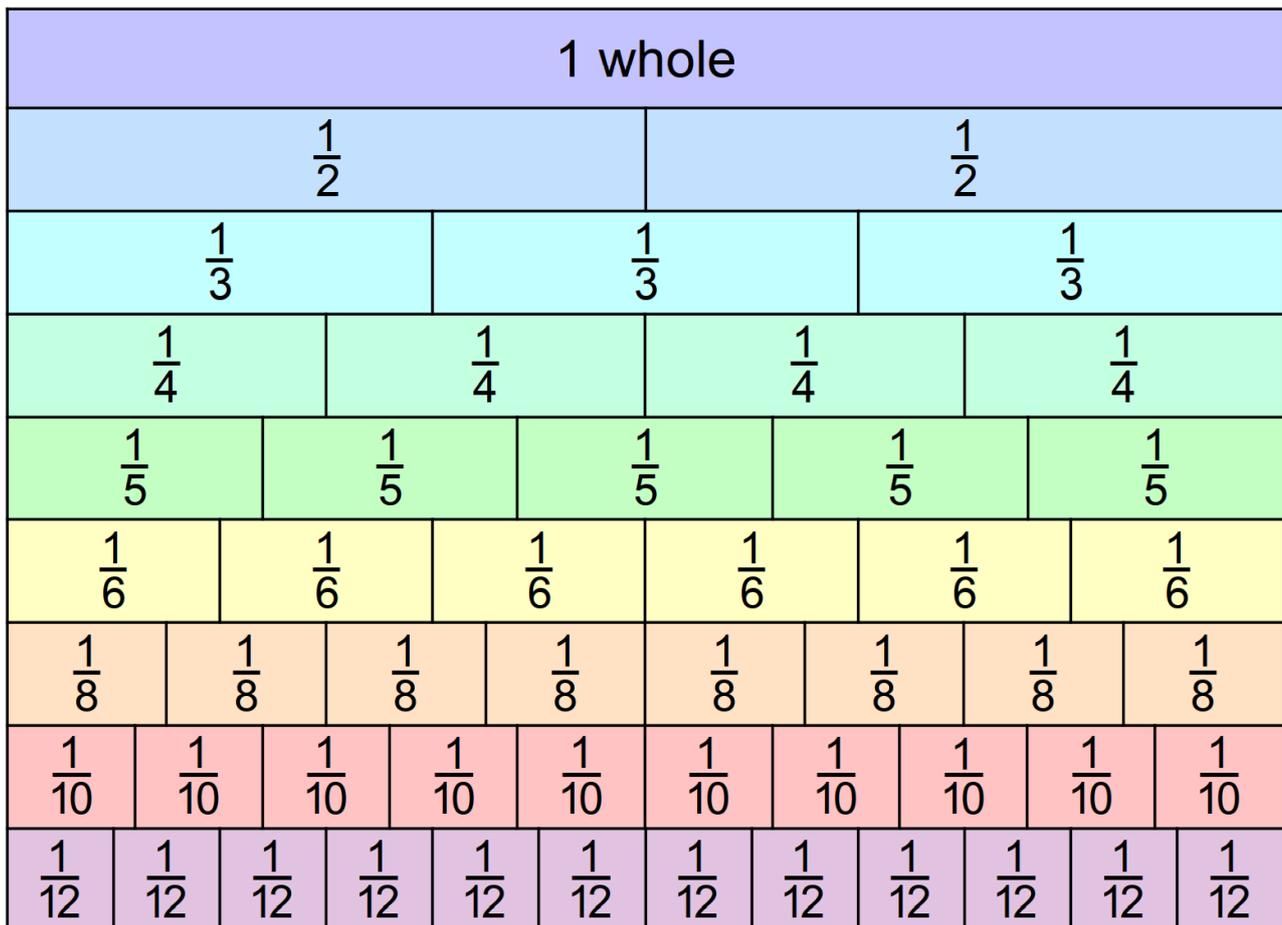
### Division chart

| Hundreds | Tens | Ones |
|----------|------|------|
|          |      |      |

## Multiplication grid

| X |  |  |  | Total |
|---|--|--|--|-------|
|   |  |  |  |       |

## Fractions wall

















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