Zimbabwe
Ministry of Primary and Secondary Education

Module 2a
Learner’s Self-Study Workbook
Welcome to the MOPSE-SAGE Learner's Self-Study Workbook. The activities in this workbook will help you practise at home things you learn in the hub sessions. We hope that you will find learning fun, enjoy each activity and make lots of new friends.

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Module 2a

Learner’s Self-study workbook

Module 2a: How I can use my new skills

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Module 2a

Unit 1: Glory the cook

Literacy and Learning English

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

B. Literacy. Now read the story.

*English*

**Glory helps in a restaurant**

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

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

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

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

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

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

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

Shona

Glory anobatsira Muchituro Chinobikwa


“Zvakanakiza izvi,” akadaro Glory.


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

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

Ungabatsire chaizvo,” vakadaro tete vaGlory. “Ndicharongedza
midziyo yokugarira kuti panyatsoite nzvimbo yakafaranuka yekushandira”.

Ndebele

UGlory uncedisa endaweni yokudlela


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

“Kuhle loku,” kwatsho uGlory.

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


“Yebo, kuhle lokho,” kwatsho ubabakazi kaGlory.

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

“Kunganginceda lokho kakhulu,” kwatsho ubabakazi kaGlory.

“Ngizazama ukutshedisa impahlwa emkulwini ukuze sihambe hambe kuhle”.

Kalanga

Glory unobhatsha kutolo tjezodliwa


“Mumwedzi unohha, kobe kunha banhu banjinji muntunhu wedu, kuna dobolo whulu,” kujalo bamhadzi baGlory. “Ndogalabgwe kuti kobe
nebatengi banji banohha kutolo tjangu.
Kohanisa,” kujalo Glory.
Lebeswa koga ndogozwa bhika zodliwa zwakafanana newhuku nehadza, nyama yen’ombe nehadza, whobe nehadza, kohakika zodliwa zwitshwa.
Ndohaka babhikila zodliwa zwinozipa zwabasanhu bekatongo dla mubutjilo gwabo.
“Nobewatjidza tjose,’ kujalo bamhadzi. “Ndo kweba matafula nezwitulo mukhitji kutila kuti kube kulelu kuti uyende yende.

Kiri tells Glory about a recipe from Mozambique
C. Literacy. Answer the questions.

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

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

1. A place where you can pay to eat a meal. __________________
2. One part of a town or city. __________________
3. A list of ingredients and instructions for cooking something. __________________
4. Chairs, tables and other big things in a room. __________________
E. Learning English. Listen to the sound. Read and say the word.

<table>
<thead>
<tr>
<th>other</th>
<th>she</th>
<th>child</th>
</tr>
</thead>
<tbody>
<tr>
<td>clock</td>
<td>bring</td>
<td>quiet</td>
</tr>
<tr>
<td>why</td>
<td>thanks</td>
<td>cash</td>
</tr>
<tr>
<td>strong</td>
<td>choose</td>
<td>telephone</td>
</tr>
<tr>
<td>pick up</td>
<td>asking</td>
<td>they</td>
</tr>
</tbody>
</table>

F. Write more words with the sounds.

sh ___________________________
ck ___________________________
ch ___________________________
th ___________________________
ng ___________________________
qu ___________________________
ph ___________________________
wh ___________________________
G. Literacy. Match the pictures with words in the recipe.

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

add          fry          cook          serve

---

**Spicy fish and peanut stew**

_Serves 8_

**Ingredients**

- 2 onions (chopped)
- Cooking oil
- Fish for eight people
- 1 cup of peanuts (chopped)
- 2 tomatoes (chopped)
- 1 tablespoon salt
- ½ teaspoon black pepper
- 1 teaspoon red pepper
- 1 kilo spinach (or other green leaves)

1. Put the onions in a _pan_ with some oil, and __________ them.
2. Put the peanuts and tomatoes into the pan.
3. __________ the fish, salt and pepper. Then __________ the stew for 30 minutes
4. __________ the spinach. Then __________ the stew some more until the spinach is _soft_.
5. __________ the stew with rice.
H. Say a recipe. Then write a shopping list. Ask your Community Educator for the words you need.

__________________________________________________
__________________________________________________
__________________________________________________
__________________________________________________
__________________________________________________
__________________________________________________
__________________________________________________
__________________________________________________

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

__________________________________________________
__________________________________________________
__________________________________________________
__________________________________________________
__________________________________________________
__________________________________________________
__________________________________________________
__________________________________________________
Module 2a

Numeracy

1. Fractions of amounts

1.

2.

3, 4.
Module 2a

2. True or false?

<table>
<thead>
<tr>
<th>Fraction</th>
<th>True / False</th>
<th>Fraction</th>
<th>True / False</th>
<th>Fraction</th>
<th>True / False</th>
<th>Fraction</th>
<th>True / False</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/4 of 12 is 3</td>
<td>True / False</td>
<td>1/6 of 12 is 4</td>
<td>True / False</td>
<td>1/3 of 12 is 6</td>
<td>True / False</td>
<td>3/4 of 12 is 9</td>
<td>True / False</td>
</tr>
<tr>
<td>1/3 of 30 is 12</td>
<td>True / False</td>
<td>1/2 of 18 is 10</td>
<td>True / False</td>
<td>1/5 of 15 is 5</td>
<td>True / False</td>
<td>1/10 of 20 is 2</td>
<td>True / False</td>
</tr>
<tr>
<td>3/4 of 12 is 9</td>
<td>True / False</td>
<td>3/4 of 20 is 15</td>
<td>True / False</td>
<td>3/4 of 40 is 32</td>
<td>True / False</td>
<td>3/4 of 24 is 18</td>
<td>True / False</td>
</tr>
<tr>
<td>2/3 of 30 is 20</td>
<td>True / False</td>
<td>3/10 of 20 is 9</td>
<td>True / False</td>
<td>5/8 of 16 is 12</td>
<td>True / False</td>
<td>3/5 of 10 is 9</td>
<td>True / False</td>
</tr>
<tr>
<td>2/3 of 18 is 12</td>
<td>True / False</td>
<td>3/5 of 18 is 12</td>
<td>False</td>
<td>5/8 of 20 is 15</td>
<td>False</td>
<td>2/3 of 18 is 12</td>
<td>False</td>
</tr>
</tbody>
</table>

3. Introducing adding and subtracting fractions

A B

C D E
4. Recipes for drinks

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

Recipe for Mango and Banana Drink

<table>
<thead>
<tr>
<th></th>
<th>1 drink</th>
<th>2 drinks</th>
<th>3 drinks</th>
<th>4 drinks</th>
<th>5 drinks</th>
</tr>
</thead>
<tbody>
<tr>
<td>½ banana</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 ½ cups of chopped mango</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>¾ cup of milk</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>⅓ cup of honey</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Who is correct?
Unit 2: Chiedza the internet user

Literacy and Learning English

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

B. Literacy. Now read the story.

**English**

**Chiedza finds information on the internet**

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

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

“There is going to be heavy rain and strong wind,” said the presenter. “That's bad news for farmers, because this is the time for planting many important crops.”
Chiedza thought about her family and friends who were farmers. She sat down at the computer again. She typed ‘Zimbabwe weather forecast’ into the box for searching for information. She pressed a key. A list of websites with weather forecasts for Zimbabwe appeared on the screen. She chose one, and clicked on it. The website appeared, and she read the weather forecast. She found out that the worst weather wasn’t coming to her area, but there was still a high chance of lots of wind and rain. She went back to the list of websites with weather forecasts, and chose another one. It gave the same information.

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

Shona

Chiedza Anotsvaga Ruzivo Padandemutande


Paive nechivhitivhiti chaiva pamadziro. Mushamarari wemuchivhitivhiti aitaura nezvemamiriro achnge akaita kunze.

“Kuchanaya mvura zhinji uye kuchava nemhepo inesimba,” akadaro mutauri wapachivhitivhiti. “Idzi inhau dzinosuwisa kwazvo kuvarimi nokuti ino inguva yekurima zvirimwa zvakawanda zvakakosha”.


**Ndebele**

*UChiedza uthola ulwazi ebulenjini*


Kwakulomabonakude emdulwini. Umemezeli wayekhuluma ngezomkhathi.


<table>
<thead>
<tr>
<th>Kalanga</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chiedza unowana luzibo paludandi</strong></td>
</tr>
</tbody>
</table>
C. Literacy. Answer the questions.
1. What can you do in an internet café?
2. Why is Chiedza in the internet café?
3. What does Chiedza see on the television?
4. What does she decide to do?

D. Learning English. Find words in the story with these meanings. Write them and say them.
1. A machine for making clothes. ______________
2. To look for something. ______________
3. A few words on paper to help you remember something. ______________
4. Information about the weather in the future. ______________
5. Make words by pressing keys on a keyboard. ______________
6. Plants that farmers grow. ______________

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

I like _____ We like _____

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

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

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

key    keyboard    mouse    screen    website

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

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

A survey of 200 bus journeys

2. Information in charts: Guided work

Monthly Temperature Zimbabwe
### Monthly Rainfall Zimbabwe

<table>
<thead>
<tr>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>Jun</th>
<th>July</th>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
</tr>
</thead>
<tbody>
<tr>
<td>190mm</td>
<td>170mm</td>
<td>100mm</td>
<td>40mm</td>
<td>10mm</td>
<td>2mm</td>
<td>2mm</td>
<td>3mm</td>
<td>7mm</td>
<td>40mm</td>
<td>90mm</td>
<td>180mm</td>
</tr>
</tbody>
</table>
Unit 3: Dee the driver

Literacy and Learning English

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

B. Literacy. Now read the story.

English

Dee the driver

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

Who do you work for?
I work for an organisation called PLAN International. They help children and young people in countries around the world.
What to do you do each day?
I drive a big car which has PLAN in big letters on the side. Sometimes I take people from one place to another, sometimes I take things like furniture and boxes of books, and sometimes I take people and things.

What do you like about your job?
I really enjoying travelling around and seeing different places. I enjoy meeting people too. I've had some very interesting conversations in the car!

Is there anything you don’t like?
I always drive carefully and not too fast. Sometimes a big lorry comes towards me, driving in the middle of the road and going much too fast. That's a bit scary!

What's the longest distance you’ve ever driven?
I once drove from Harare to Kynsna in South Africa. That's about 2,300 kilometres, and it was more than 24 hours of driving each way!

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

*Shona*

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

**Unoshandira ani?**
Ndinoshandira sangano rinonzi PLAN International. Isangano rino batsira vana nevechidiki munyika dzakasiyana-siyana pasi rose
Unoita nezvei zuva nezuva?
Ndinotyaira motokari hombe ine mavara makuru akati PLAN parutivi. Dzimwe nguva ndinoendesa vanhu kunzvimbo dzakasiyana-siyana, dzimwe nguva ndinoendesa midziyo nemabhokisi emabhuku, dzimwewo nguva ndinoendesa vanhu nezvimwewo zvinhu.

Chii chaunofarira pabasa rako?

Pane here zvausingafariri?
Ndinowanzotyaira zvina ungwaru ndisingamhanyi. Dzimwe nguva zirori ziguru rinoita serinouya kwandiri, richityairwa riri pakati pomugwagwa uye richimhanya .Izvi zvinotyisa!

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

Chii Chakaita kuti uve mutyairi?
Ndebele

UDee umtshayeli

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

Usebenzela bani?

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

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

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

Umango omude osewake wawutshayela ngonganani?
Ngake ngatshayela ngisuka eHarare ngisinya eKynsna kwele South Africa. Umango lowu wawungamakhilomitha angu2300, njalo kwadlula amahola angamatshumi amabilili lane ngitshayela.

Kwenzakala njani ukuthi ube ngumtshayeli?
Ngingakasebenzi lapha, ngangitshayela lapho okugcinwa khona inyamazana zendle. Umsebenzi wami kwakuyikutshayela imota
ngitshengisa abavakatshi inyamazana ezitshiyeneyo.
Kwakungumsebenzi ochazayo lowu, kodwa ngithakazelela umsebenzi engiwenzayo kathesi kakhulu. Ngidlala indima yami encane eyokuthuthukusisa impilo zabasakhulayo, ikakhulu amankazana.
Ngithanda ukubancedisa ukuze babone ukuthi akula okungabavimba njalo akula okungenzekiyo.

**Module 2a**

<table>
<thead>
<tr>
<th><strong>Kalanga</strong></th>
<th><strong>Dee ntjayeli</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dee untjayeli. Unoda nhingo uwe. Taka umbhuzwa imwe mibhuzo nenhingo uwe.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Uno hingila yani?</strong></td>
<td><strong>Ndohingila imwe organisation inodangwa PLAN International. Banobhatsha bana nebatjakula mudzihango dzinjinji.</strong></td>
</tr>
<tr>
<td><strong>Unothamani huba nehuba?</strong></td>
<td><strong>Ndotjayela mota whuluwhulu yakakwagwa PLAN nemabala makulukulu ntome kwayo. Limwe huba ndotola banhu beba kumimwe mitunhu benda kuna imwe, limwe hhubu ndosenga zwitulo nemabhokisi</strong></td>
</tr>
<tr>
<td><strong>Kuni kwawu noda nenhingo uwo?</strong></td>
<td><strong>Ndohanisiwa nenda ndipoteleka kakale ndibona dzindawo dzakasiyana. Ndohaniswa nehangana nebanhu kakale. Kobe kunadzindebo dzinohanisa mumota!</strong></td>
</tr>
<tr>
<td><strong>Kuna kwawu singahanile kene?</strong></td>
<td><strong>Ndogala nditjayela ndakabinga moyo kakale anditolabuka kwazo. Limwe huba koha maroli makulukulu enda pakati napakati kwezila kakale elabuka. Whoku kohlisa mbijana.</strong></td>
</tr>
<tr>
<td><strong>Waka tjitjayela zila ilefu kungapani?</strong></td>
<td><strong>Ndakatongo tjayela ndibva kuHarare ndinda ku Kynsna kuSouth Africa.</strong></td>
</tr>
</tbody>
</table>
Whoku makhilomitha anoswika 2300, kakale kwakakupinda hhuba lose kutjayela zila ingompela.

Wakabe ntjayeli tjini?

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

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

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

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

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

<table>
<thead>
<tr>
<th>start</th>
<th>look</th>
<th>agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>throat</td>
<td>wait</td>
<td>hurt</td>
</tr>
<tr>
<td>been</td>
<td>storm</td>
<td>loan</td>
</tr>
<tr>
<td>sport</td>
<td>might</td>
<td>grain</td>
</tr>
<tr>
<td>understood</td>
<td>surprise</td>
<td>far away</td>
</tr>
</tbody>
</table>

F. Write more words with the sounds.

ai ____________________________

ee ____________________________

igh __________________________

oa __________________________

oo __________________________

ur __________________________

ar __________________________

or __________________________
G. Literacy. Read about Plan International. What did you already know? What didn’t you know?

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

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

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

1. When did Plan start?

2. What does Plan do?

3. Where does Plan work?

4. Does Plan work in Zimbabwe?

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

Write your answers if you want to.
Numeracy

1. Time in intervals

<table>
<thead>
<tr>
<th>Pick Up</th>
<th>Morning or afternoon?</th>
<th>Length of journey</th>
<th>Time on the clock</th>
</tr>
</thead>
<tbody>
<tr>
<td>o'clock half past</td>
<td></td>
<td>½ hour</td>
<td>o'clock half past</td>
</tr>
<tr>
<td>o'clock half past</td>
<td></td>
<td>30 minutes</td>
<td>o'clock half past</td>
</tr>
<tr>
<td>o'clock half past</td>
<td></td>
<td>20 minutes</td>
<td>o'clock half past</td>
</tr>
<tr>
<td>o'clock half past</td>
<td></td>
<td>40 minutes</td>
<td>o'clock half past</td>
</tr>
</tbody>
</table>

Dee’s day
2. Distance, time and speed

Guided work

Bethsaida

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

Rudo

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

Independent work

<table>
<thead>
<tr>
<th>Transport</th>
<th>Distance</th>
<th>Time</th>
<th>Speed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1</td>
<td>Walk</td>
<td>12km</td>
<td>3 hours</td>
</tr>
<tr>
<td>Group 2</td>
<td>Walk</td>
<td></td>
<td>2 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3 km per hour</td>
</tr>
<tr>
<td>Group 3</td>
<td>Bicycle</td>
<td>20km</td>
<td>10km per hour</td>
</tr>
<tr>
<td>Group 4</td>
<td>Bicycle</td>
<td></td>
<td>7 km per hour</td>
</tr>
<tr>
<td>Group 5</td>
<td>Bus</td>
<td>100km</td>
<td>hours</td>
</tr>
</tbody>
</table>
Module 2a

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

- Harare to Balancing Rocks 20 km
- Balancing Rocks to Mana Pools 400 km
- Mana Pools to Hwanga 800 km
- Hwanga to Victoria Falls 100 km
- Victoria Falls to Harare 840 km
A. Literacy. Look at the picture. What are the people doing?

B. Literacy. Now read the story.

English

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

Chiedza told them about the weather forecast she had seen.

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

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

“I don’t know,” said Bethsaida. “But I’m sure the older people here will know. We’ll ask them.”
“But what are we going to do if they say it’s best to plant the seeds before the bad weather?” asked Bethsaida.

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

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

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

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

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

---

**Shona**

**Shamwari dzinoronga zano**


Chiedza akavataurira nezvemamiriro ekunze aakange aona.


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


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

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

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

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

“Inenge pfungwa yakanaka,” akadaro Kiri.

**Ndebele**

**Abangani bakanda ico**

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

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

"Kumbe kungcono simelele izulu leli liphele ukuze sihlangilele kuhle ? " wabuza uKiri. "njalo ukwenzela ukuti inhlangilele ingasagelezi lamanzi wonalawa."


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

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


"Licebo elihle lelo, " watsho uKiri.
Kalanga

Bakhwinya banothama nlangano


Chiedza wakababudza ne mamo akuhhe.


“Koga totini tingabudziwa kuti tidzwale zwilimwa kusanzu kukatangisina mamo akuhhe akayipa.

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

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


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

1. What does Chiedza tell her friends?
2. What are the girls going to ask the older people about?
3. If they have to plant the seeds in a hurry, what are they going to suggest?
4. What plan do the girls agree?
D. Learning English. Find words in the story with these meanings. Write them and say them.

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

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

I can ____  We can ____

_______________________________________________________
_______________________________________________________
_______________________________________________________
_______________________________________________________
_______________________________________________________
_______________________________________________________
_______________________________________________________
_______________________________________________________

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

_______________________________________________________
_______________________________________________________
_______________________________________________________
_______________________________________________________
_______________________________________________________
_______________________________________________________
_______________________________________________________
_______________________________________________________
_______________________________________________________

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

<table>
<thead>
<tr>
<th>Make <strong>holes</strong> in the <strong>ground</strong>.</th>
<th>The holes must be 25 to 50 cm <strong>apart</strong>.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The holes must be 3 to 5 cm <strong>deep</strong></td>
<td>The <strong>rows</strong> should be about 75 to 90 cm apart.</td>
</tr>
<tr>
<td>Put two <strong>seeds</strong> in each hole.</td>
<td>If two <strong>plants</strong> come up from one hole, <strong>cut one off</strong>.</td>
</tr>
</tbody>
</table>
G. Literacy: Write and draw the instructions for something else. For example:

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

1. Making numbers
Using your ‘number maker’ for these tasks.
• Does anyone in your group have the same number of hundreds as you.
  If not, who is the closest?
• Add your tens to another girl’s tens. How many tens do you have altogether?
• Put yourselves in order from the smallest to the biggest.
• How many people in your group have a number that is less than 1000 bigger or smaller than yours?
If you want to, make some different numbers and do this activity with your friends. Or make more ‘number makers’ from scrap paper and get your family to join in! You could see if you can make up some new questions to answer as well, and could even add your numbers together or find the difference.

2. Strategies for estimation
Three girls estimate that the answer to $252 + 66$ is approximately 300 because $250 + 50 = 300$.
But when they do the calculation they get very different answers. Who is right, and why? Where did the other girls go wrong?

3. Working with centimetres and metres
How many rows each?
Three girls decide to work together to sow their seeds. Their fields are 3m, 6m and 9m long. How many rows will they each need to sow for the work to be shared out equally? How do you know? Can you check your answer by doing it another way?
A. Literacy. Look at the picture. Where is it? What are the people doing?

B. Literacy. Now read the story.

_English_

**We need some help**

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

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

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

“I know, but it’s still a lot of numbers to think about,” said Chipiwo. “I’m a dressmaker, not an accountant! We mustn’t make mistakes with the money. I think we need some help.”
“We can’t afford to pay another person to work with us,” said Chiedza. "Not all the time, no,” said Chipiwo, “But maybe we can pay an accountant to work one day a month.”

“Do we know any accountants?” asked Musa?

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

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

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

---

**Shona**

**Tinoda Rubatsiro**

Chiedza aitaura neumwe wake waanoshanda naye muchitoro chavo.


“Asi mari yatakashandisa iyi yakabva kuboka rinobatsira vanhu vakaita sesu kuti titenge midziyo yekushandisa," akadaro umwe vevasikanana anonzi Musa. “Hatisi kufanira kuidzosera nokukasika”.


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

“Hatina watinoziva, asi tinogona kubvunza vanhu vatinoziva kuti
vatibatsire kutsvaga,” akapindura Chipo

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

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

**Ndebele**

**Sidinga uncedo**


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

"Ngiyathungu hatshi okwenombolo! Akumelanga siphambanise ngemali leyo, ngibona engani sizadinga ongasincedisa "

"Asenelisi ukubhadala omunye umuntu ukuthi esincedise," kwatsho uChiedza

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

“Siyabazi na abasebenza ngezinombolo?” kwabuza uMusa.

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

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

**Kalanga**

**Tohaka Lubhatsho**


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


“Tingabhadala n’hingi unoziba nekwemari kan’ompela nemwedzi. Muna n’hingi wamunoziba kene?” kubhuzwa Musa.

“Hayi koga tingabhuzwa mubamwe batinoziba.” Kujalo Chipiwo.

“Tingahaka muludandi bo.” Kujalo Chiedza.

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

Hule kwemahhuba mahomanana Rose wakabvuma bhatsha Chiedza nebakhwinya babe kulinga whalo dzabo dzemari.
C. Literacy. Are these sentences true or false?

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

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

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

Chiedza, her co-workers and Rose, their new accountant
E. Learning English. Listen to the **sound**. Read and say the word.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>plate</strong></td>
<td><strong>hers</strong></td>
<td><strong>wife</strong></td>
</tr>
<tr>
<td><strong>reach</strong></td>
<td><strong>soil</strong></td>
<td><strong>brown</strong></td>
</tr>
<tr>
<td><strong>crocodile</strong></td>
<td><strong>spoon</strong></td>
<td><strong>spoke</strong></td>
</tr>
<tr>
<td><strong>voice</strong></td>
<td><strong>farmer</strong></td>
<td><strong>steal</strong></td>
</tr>
<tr>
<td><strong>tools</strong></td>
<td><strong>allow</strong></td>
<td><strong>the same</strong></td>
</tr>
</tbody>
</table>

F. Write more words with the sounds.

- oo  
- ow  
- ea  
- oi  
- er  
- a-e  
- i-e  
- o-e
G. Literacy. Read the job advertisements. Then answer the questions.

| Job offer | A restaurant needs an **experienced** cook.  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>Click here for more details.</em></td>
</tr>
</tbody>
</table>

| Job offer | A dressmaking co-operative needs a **part-time** accountant for one day each month.  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>Click here for more details.</em></td>
</tr>
</tbody>
</table>

| Job offer | An accountant needs an **assistant**.  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>Click here for more details.</em></td>
</tr>
</tbody>
</table>

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

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

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

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

funny - m_____    seen - m_____    too - d______    hair - t_____
Module 2a

Numeracy

1. Decimals and fractions – tens, ones and tenths

Example:

Cotton lace costs $2.64 per metre. The girls are trying to find out how much 10 metres will cost. Who is right and where did the other girls go wrong?
Unit 6: Glory the designer

Literacy and Learning English

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

B. Literacy. Now read the story.

*English*

**Glory designs a house**

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

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

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

“We need more space. The round huts look nice, but they’re a bit small inside. The new building is going to be square. It will be built with bricks, and it will have a metal roof.”
“Wow! How big is it going to be?” asked Vimbai.
“We’ll have to decide a size we think we can afford, and find out how much it will cost. If it’s cheaper than we expected, maybe the new building can be a bit bigger. If it’s more expensive than we expected, the new building will have to be a bit smaller.”
“And you’re going to help with that?”
“Yes, I am” said Glory. “You know I’m good with measurements and numbers. I’ve already drawn a simple plan for the new building. What do you think?” She showed it to Vimbai.
“That looks great!”
“Shhh!” said Zendaya from the next table. “The session’s going to start now.”

Shona
Glory Anogadzira Purani Yemba
Pakasvika Glory kuchidzidzo cheSAGE, aive nemufaro mukuru.
Akataura naVimbai chidzidzo chisati chatanga.
“Ndichabatsira kugadzira purani yemba!” akadaro Vimbai.
“Chokwadi? Asi musha wenyu une dzimba nhatu kare.”
“Hoo! Ichange yakakura zvakadini?” akabvunza Vimbai.
“Ticharonga kukura kwayo zwichienderana nekukwanisa kwedu, zvakare tichiona kuti zvingade marii.”
“Kana zvakareruka pane zvatakatarisira tinogona kuivaka iri hombe. Zvikati dhurei tinenge totovaka imba diki.”
“Saka uchatibatsira pabasa iri here?”
“Yakanaka chose!”
“Shhh!” akadaro Zendaya aive patafura yepedyo. “Chidzidzo chave kuda kutanga izvozvi.”
### Ndebele

**UGlory wenza imidwebo yendlu**

UGlory wafika ezufundweni zeSAGE ethabe kakhulu. WakhulumalioVimbai bengakaqalikuufunda.

"Mina ngizancedisa ukwaka indlu ngexhaya ! "watsho etshela uVimbai
"Yebo? Kodwa kini kuvela kulezindlu ezintathu."
"Sidinga indawo enkululelzikhona zincane . Leyi indlu izayakwa ngezithina njalo izabe ilophahla lwamazenze. "
"Izabe inkulu okungakanani? " wabuza uVimbai
"Wena uzancedisa yini lapho? "
"Inhle kakhulu! "
"Shhhh! " watsho uZendaya ehlezi etafuleni eseceleni kwabo. "
Izifundo seziqalisa."

### Kalanga

**Glory unobulunga n’umba**

Glory wakaswika muzwidiyo zweSage, akahana kwazo. Waka lebelekanavimbai zwidiyo zwisanzu zwikatangisa.

“Ndohaka nobhatsha mubulunga n’umba!” wakabudza Vimbai.
“Eya? Koga nzi wenyu watjibe nedzin’umbana dzebuhwa dzinhatu.”
“Manake! Inobe whulu kungapani?” kubhuzwa Vimbai.
“Takafanila sunga buku gwayo gwatinobona kuti tingagutubula, tihakisise kuti ingadana bungana. Ape kwakatjipa kupinda kwaka
takalingilia, pamwe n’umba ntshwa ingabe whuluwhulu. Ape idana mari nji n’umba ntshwa ingabe ntukununu.’
“Kakale unobhatsha nawhoko kene?”
Unoyibona tjini?” waka lakidza Vimbai
“Inolingika yakanaka kwazo!”
“Nyalala! Kujalo Zendaya mutafula inotobela. ‘zwidiyo zotangisa ngwenu.”

Glory’s design

C. Literacy. Answer the questions.

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

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

1. Draw a plan for something. _____________________
2. Modern houses are built with these. _____________________
3. It goes on top of a house. _____________________
4. What you get from measuring things. _____________________
E. Learning English. What things have you done? Write sentences with...

I have ____  We have ____

____________________________________________________
____________________________________________________
____________________________________________________
____________________________________________________
____________________________________________________
____________________________________________________

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

door   flower   roof   tree   wall   window

What is the house made of?
The walls are made of ________________________________
The roof ________________________________
The doors ________________________________

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

fine - d_____  there - s_____  plate - g_____  red - s_____
Numeracy

1. Area and perimeter

Independent work

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

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

Perimeter:        Area:        Perimeter:        Area:

Write or draw here how you found the perimeter and the area of each shape.
2. The cost of building
How many bricks are needed?

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

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

**TOTAL:**
Let’s make a business plan

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

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

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

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

“How much do I owe you?”

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

“You often say that, but I don’t think it’s a good idea. This is your
Aneni hadn’t thought about growing the business. She realised that she didn’t really have a plan for her business. She always just hoped everything would be OK.

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

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

Shona

Ngatigadzurei Purani Yebhisinesi


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

“Ndinofunga ndave kuda imwe kombiyuta,” Aneni akafunga ari ega.

“Ndave kurasikirwa nemari pese panoramwa munhu amirisa.”

Chiedza apedza nekombiyuta, akanotaura naAneni.

“Ndine marii yako?”

“Hauna. Waita maminetsi gumi chete, uye uri shamwari yangu.”

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

Aneni akange asina kumbofunga nezvekukudza bhizimisi rake. Akabva ayeuka kuti akanga asina urongwa hwebhizimisi rake.

Aingofunga hake kuti zvinhu zvaizongofamba mushe.

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

“Zvakanaka,” akadaro Chiedza. “Chekutanga, tinofanirwa kuongorora
**Ndebele**

**Ayisenze isinqumo sebhizimusi**

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

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

“Uxolo angisenelisi ukulinda” kwatsho umunye umama ephuma.

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

UChiedza waqeda waya kuAneni. “Ngikhokha malini?”

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

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

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

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


**Kalanga**

**Atithame nlangano webhizinesi**

iye. Bamwe banha bake bakalindila.

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

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

Chiedza wakapedza mukhomputa iye, ekahanduka kolebeleka naAneni.

‘Ndokukweleda bungana?”

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

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

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


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

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

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

1. It happens often  r____________________
2. Another person  s___________ e___________
3. For more time  a___________ l___________
4. A person who buys something  c____________________
5. To calculate  w___________ o___________
### Module 2a

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

<table>
<thead>
<tr>
<th>thirsty</th>
<th>grow</th>
<th>repair</th>
</tr>
</thead>
<tbody>
<tr>
<td>about</td>
<td>midday</td>
<td>dawn</td>
</tr>
<tr>
<td>annoying</td>
<td>clear</td>
<td>skirt</td>
</tr>
<tr>
<td>chair</td>
<td>window</td>
<td>clouds</td>
</tr>
<tr>
<td>awful</td>
<td>soya beans</td>
<td>maybe</td>
</tr>
</tbody>
</table>

**F. Write more words with the sounds.**

- ay
- ir
- air
- ear
- aw
- oy
- ow
- ou
G. Literacy. Read Aneni’s notes. Are there words you don’t know? Ask other girls and your Community Educator.

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

H. Literacy: Imagine you want to do one of these things.

travel to Harare  ●  get a mobile phone  ●  plant some maize seeds
start a kiosk  ●  keep bees and make honey  ●  something else?

What will you need to do? What will you have to find out? Discuss your ideas and make notes.

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

fun - o_____  he - t_____  go - o_____  door - y_____  no - g_____
**Module 2a**

**Numeracy**

1. Tenths and hundredths

Example:

<table>
<thead>
<tr>
<th>Ones</th>
<th>Tenths</th>
<th>Hundredths</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

One whole shape. $\frac{1}{1} = 1.0$

One part of ten parts = $\frac{1}{10} = 0.1$

One part of one hundred parts = $\frac{1}{100} = 0.01$
Module 2a

2. Fractions, decimals and percentages

Blue squares: \[ \frac{50}{100} = \frac{5}{10} = 0.5 \]
Grey squares: \[ \frac{10}{100} = \frac{1}{10} = 0.1 \]
Yellow square: \[ \frac{1}{100} = 0.01 \]
Brown squares: ______________

3. Start-up and operational costs

Chiedza’s accounts

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

4. Money matters

What cost might there be for Aleni’s Internet café business? Write a list of all the costs you can think of, then decide which are start-up costs and which are operational costs.
Unit 8: Bethsaida the toy maker

Literacy and Learning English

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

B. Literacy. Now read the story.

English

Bethsaida makes a toy car

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

Bethsaida wanted to learn how to make the cars. She went to see her grandfather. He was the expert on making them.
“It’s doesn’t bring in a lot of money,” he said. “People like them, but they don’t want to pay a lot of money for them.”

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

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

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

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

Then they both laughed about her terrible first car.

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

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

---

**Shona**

**Bethsaida anogadzira motokari yekutambisa**


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

“Hazviunzi mari yakawanda hazvo,” vakadaro sekuru.

“Vanhu vanodzifaira asi havadi kubhadhara mari yakawanda pakudzitenga.”

“Ndinozviziva, asi zvakanaka kungodzidzawo humwe hunyanzvi hutsva.”

Sekuru vaBethsaida vakamupa mifananidzo yemota dzekutambisa dzakasayana siyana vakamuudza kuti achigadzira yake mota yekutambisa achisarudza kabva pamifananidzo yaakange apiwa. Bethsaida akaedza kugadzirawo mota yake yekutambisa. Pakupedzisira
akaisa zvivharo zvemabhodhoro ezvinwiwa zvina kuita mavhiri. Mota yake yekutambisa haina kutaridzika zvakanaka. Haana kufara nazvo akabva agumbuka.

"Zvakaoma chaizvo pane zvandaifungu", akadaro Bethsaida.

"Ndinofunga handichadi kuzviita ini."


Vakaseka vose mota yekutambisa yaakanga agadzira yakanga yakahata.

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


Text

Ndebele

UBethsaida wenza imota yokudlalisa


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

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

“Ngiyakwazi kodwa kuhle ukufunda izinto ezintsha”


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

Kalanga

Bethsaida unobakanya mota yezanisa
“Akuto bhadala mari nji, baka leba. “Banhu banodzida koga abatohaka dzibhadalila mari nji.”
“Ndoziba, koga kwakanaka kuti uzibe kumwe kutshwa.”
“Kotola lubaka kuti nhu ezibe kose,” kujalo batategulu babe. Wakafanila ba nemoyo nlefu. Lika kakale.”
Bose bakaseka nekwe mota iye isakanaka yekutanga.
Bethsaida wakabakanya imwe mota. Kwebubili wakalika bakanya yengcono.
“Nobona,” kuleba batategulu babe. “Saku webakanya kwakati tja.”
C. Literacy. Answer the questions.

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

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

1. When metal gets very hot it... m______________
2. With many colours. c______________
3. A person who knows a lot about something. e______________
4. Things you know how to do. s______________
5. Good at waiting for things. p______________
6. Awful t______________
E. Learning English. What things do you want to learn how to do?
Write sentences with...

I want to learn how to ____

____________________________________________________
____________________________________________________
____________________________________________________
____________________________________________________
____________________________________________________
____________________________________________________

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

Make the cans flat
Bend the pieces
Put on the wheels
Cut the shapes
Choose some nice tin cans
Put the pieces together
G. Literacy: Choose one of these things, find information on the internet • build a house • make a stew
make beads from paper • make a dress • something else?

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

1. How much interest?
Aneni wants to buy a computer that costs $8960.
If she takes out a loan with 10% interest, how much will the interest be?
How much will she pay altogether?

<table>
<thead>
<tr>
<th>thousands</th>
<th>hundreds</th>
<th>tens</th>
<th>ones</th>
<th>tenths</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Affording repayments
If Aneni pays the loan back (rounded to $9900) over one year, how much will each instalment be?
At home, perhaps try to find out how much interest would be paid on a $3000 loan, and how much the monthly repayments would be over a year.
## Module 2a

### 3. Profit and loss

#### Month: July

<table>
<thead>
<tr>
<th>Item</th>
<th>Income (h$)</th>
<th>Expenditure (h$)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loan repayment</td>
<td></td>
<td>$15</td>
</tr>
<tr>
<td>Rent</td>
<td></td>
<td>$10</td>
</tr>
<tr>
<td>Materials (fabric, thread etc.)</td>
<td></td>
<td>$40</td>
</tr>
<tr>
<td>Wages</td>
<td></td>
<td>$15</td>
</tr>
<tr>
<td>Dresses</td>
<td></td>
<td>$20</td>
</tr>
<tr>
<td>Shirts</td>
<td></td>
<td>$25</td>
</tr>
<tr>
<td>Skirts</td>
<td></td>
<td>$15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Month: August

<table>
<thead>
<tr>
<th>Item</th>
<th>Income (h$)</th>
<th>Expenditure (h$)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loan repayment</td>
<td></td>
<td>$15</td>
</tr>
<tr>
<td>Rent</td>
<td></td>
<td>$10</td>
</tr>
<tr>
<td>Materials (fabric, thread etc.)</td>
<td></td>
<td>$45</td>
</tr>
<tr>
<td>Wages</td>
<td></td>
<td>$15</td>
</tr>
<tr>
<td>Dresses</td>
<td></td>
<td>$45</td>
</tr>
<tr>
<td>Shirts</td>
<td></td>
<td>$25</td>
</tr>
<tr>
<td>Skirts</td>
<td></td>
<td>$20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Negative numbers (loss) | Positive numbers (profit)
English

Electricity from the sun

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

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

“Maybe there are some organisations that help with solar power in
“How can we find out about them?” asked Aneni.
“We can try looking on the internet,” Chiedza replied. “This is an internet café!”
“Yes, of course! What shall we search for?”
“Let’s start with ‘solar power Zimbabwe’ and see what we find. That might be helpful, or we might have to try some different words.”
“OK, we’ll start with that” said Aneni.
“The English I learned in MOPSE-SAGE sessions is going to be really useful for this!” said Chiedza with a smile.

-Shona-

Magetsi Anobva Muzuva


“Pamwe pane masangano anobatsira nezve simba remoto rinobva muzuva munharawnda dzakaita sedzino dzisina magetsi,” anodaro Chiedza.

“Tingaziva sei nezvawo?” akabvunza Aneni.
“Ngatiyedzei kutarisa padandemutande,” Chiedza akapindura.” Chino chitoro chedandemutande!”

“Ichokwadi! Totsvaga tichitii?”
“Nggitangei nekuti ‘simba remoto rinobva muzuva muZimbabwe’ tione zvatingawane. Zvingangobatsira, kana kuti toshandisa mamewo
manzwi akasiyana.”
“Ehe, ngatitangei neizvozvo,” akadaro Aneni.
“Chirungu chandakadzidza kuMOPSE-SAGE chichatibatsira chaizvo kuita izvi!” akadaro Chiedza achinyemwerera.

Ndbele
Amandla kagetsi avela elangeni
UCHiedza wayencedisa uAneni ngamacebo okukhulisa ibhizimusi lendawo yokuxhumana ebulenjini. Babekhuluma ngomlilo welanga. UAneni echasisela uChiedza ngohlelo lwakhe.
“Mhlawumbe kungaba lenhlanganiso ezingancedisa ngomlilo welanga eziqithini ezinje lapo okungela mandla kagetsi,” watsho uChiedza
“Singathola njani ulwazi ngabo?” wabuza uAneni
“Singazama ukukhangela ebulenjini” waphendula uChiedza. Hanti lapha kusendaweni yokuxhumana ebulenjini!”
“Yebo! sidinge sithini?”
“Asiqale ngokuthi umandla kagetsi elanga kwele Zimbabwe” sibone ukuthi siyazatholani kumbe sizame ukusebenzisa amanye amabala.”
“Kulungile, sizaqala ngakhonokho” watsho uAneni.
“Isikhiwa esengisifunde kuhlelo lweMOPSE-SAGE sizanceda kakhu kulokhu!” watsho uChiedza ebobotheka.

Kalanga
Magetshi anobva kuhhuba
Chiedza wake ebhatsha Aneni nenlangano wekulisa bhizinesi yetolo
tjitje tseludandi. Bake belebeleka nemagetshi ehhuba. Aneni waka thalusa zila yohinga kwetjinu tjitje kunaChiedza.


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

Tingahakisira tjini ndekwabo?’ kubhuzwa Aneni.
‘tingalika hakisisa paludandi,” Chiedza ehandula. Hetji itolo tseludandi.

“Eh kwakajalo tjose! Totangisa nehakisisa neni?”

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

“kwakalulama, totangisa ndelawaleba” kujalo Aneni.

Tjikhuwa tjandakadiyiwa muMOPSE-Sage tjondibhatsha kwazo kunayikoku! Kujalo Chiedza emwemwetela.
C. Literacy. Are the sentences true or false?

1. All the electricity in Aneni’s internet café comes from solar power.  TRUE / FALSE

2. The internet café already has enough power.    TRUE / FALSE

3. If she gets another computer, Aneni also needs to get another mobile phone. TRUE / FALSE

4. Other people in the village want solar power too. TRUE / FALSE

5. Aneni and Chiedza already know a lot about an organisation that helps with solar power. TRUE / FALSE

6. They are going to search for useful information on the internet. TRUE / FALSE

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

1. A thing which stores electricity.  ________________

2. Put power into a battery. ________________

3. The way something works. s ________________

4. Joined together. c ________________
E. Learning English. Listen to the sound. Read and say the word.

<table>
<thead>
<tr>
<th>money</th>
<th>rice</th>
<th>knee</th>
</tr>
</thead>
<tbody>
<tr>
<td>grew</td>
<td>catch</td>
<td>goes</td>
</tr>
<tr>
<td>imagine</td>
<td>true</td>
<td>head</td>
</tr>
<tr>
<td>edge</td>
<td>mangoes</td>
<td>space</td>
</tr>
<tr>
<td>nephew</td>
<td>continue</td>
<td>kitchen</td>
</tr>
</tbody>
</table>

F. Write more words with the sounds.

tch  
kn  
ea  
oe  
g  
dge  
ey  
ue  
How does solar power work?

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

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

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

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

- car - a_____
- stuff - e_____
- horse - c_____
- eye - t_____

86
Numeracy

1. Words and operations

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

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

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

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

2. Using diagrams to solve problems

1. Glory’s aunt buys a banana for 43c and an orange for 76c. How much does she spend?

2. Chipiwo buys 18 metres of cloth. She uses 14 metres to make a dress. How much material does she have left?

3. Dee buys four apples for her journey. Each apple costs 56c. How much does Dee spend?

4. Chiedza’s wants to send money to her family. She shares $24 equally between four family members. How much do they get each?
A. Literacy. Look at the picture. Can you guess what these women are doing?

B. Literacy. Now read the story.

**English**

**The friends help Vimbai’s grandmother**

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

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

“That’s great,” said Bethsaida.

“Well, they don’t get a lot of money from selling the kernels,” said Vimbai. “Marula kernels are used to make oil. My grandmother and her
friends thought, ‘What if we make the oil and sell that? Then maybe we’ll get more money.’”

“That sounds even better,” said Kiri.

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

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

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

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

Shona
Shamwari dzinobatsira mbuya vavimbai
Rimwe zuva Vimbai, Glory, Bethsaida na Kiri vaikurukura zvavo vapedza zvidzidzo zveMOPSE-SAGE.


“Zvakanaka izvi,” akadaro Bethsaida.


“Izvozvo zvitori nani,” akadaro Kiri.

“Asi panodiwa muchina wokusvinisa mafuta kubva mumhodzi idzi,”


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

Mumasvondo akatevera Mbuya vaVimbai vakaenda kunodzidzirwa zvidzidzo zveMOPSE-SAGE. Vakanotaura nekubatsirwa kwavakanga vaitwa naVimbai neshamwari dzake. Pakupedzisira vanhu vakaomberera maoko.

Ndebele

Abangane bancedisa ugogo kaVimbai

UVimbai, uGlory, uBethsaida kanye loKiri babexoxa ngelinye ilanga ngemva kwezifundo zeMOPSE-SAGE


“Kuhle lokho.” Kwatsho uVimbai.

“Cha, abazuzi imali enengiekuthengiseni inkelo,” kwatsho uVimbai.


“Kuzwakala kungconywana lokho.” Watsho uKiri.

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

“Ngicele uChiedza ukuba adingisise ngakho ebulenjini.Uthole ukuthi
“Siyakwazi ukuba singabakwazi njani,” kwatsho uGlory, “Siyazibongela zonke izinto esezifunde kuhlelo lweMOPSE-SAGE!”
Ngemva kwamaviki abalwa, uogo kaVimbai wvakatshela ezifundweni zeMOPSE-SAGE. Wakhuluma ngokubana uVimbai labangane babemncedise njani. Ekucineni wonke umuntu waqakeza izand

Kalanga

Bakhwinya banobhatsha kuku baVimbai
Vimbai, Glory, Bethsaida na Kiri bake belebeleka hule kwehhuba lingompela kwapela zwidiyo zweMOPSE-Sage.
“Kuku bangu nebakhwinya babo batjitangisa nhunga mipfula,” kuleba Vimbai. Banotola homu mukati kwemipfula beko tengesa.”
“Kwakanaka,” kuleba Bethsaida.
“kowakala kulindebo mbuya,” kuleba Kiri.
“Koga kohakika mtjina unopobedza mafuta uwadusa muhomu,” kuleba Vimbai.
“Toziba kuti tingahakisisa tjini, “kuleba Glory, Toboka kose kwataka diyiwa muzwidyo zweMOPSE-Sage!”
Basikana bakanda benobona kuku baVimbai nebakhwinya babo.
Bakaba bhatsha bulunga kuti bekahingisa mari ingapani kuti bethame
Module 2a

Taking out the marula kernels

C. Literacy. Answer the questions

1. What do Vimbai’s grandmother and her friends do with the marula nuts?
2. What happens to marula kernels?
3. What idea did Vimbai’s grandmother and her friends have?
4. What did Chiedza find out on the internet?
5. What did the girls help the older women to work out?
6. Why did Vimbai’s grandmother come to a MOPSE-SAGE session?
D. Learning English. Find words in the story with these meanings. 
Write them and say them.

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

E. Literacy. Answer the questions.

Read this advertisement. Where does it come from?
   a. a Zimbabwean newspaper
   b. an international website which sells food from around the world
   c. a notice in a shop window

How did you decide your answer?

**Marula Oil**

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

Our marula oil comes from small producers in Zimbabwe.

100ml $12.95  
250ml $24.95

Buy now

Answer the questions.

1. What can you use marula oil for?
2. Who produces this marula oil?
F. Learning English. What things would you like to do in the future?
Write sentences with...

I would like to ____

_______________________________________________________
_______________________________________________________
_______________________________________________________
_______________________________________________________
_______________________________________________________
_______________________________________________________
_______________________________________________________
_______________________________________________________

G. Literacy. Making a speech.

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

_______________________________________________________
_______________________________________________________
_______________________________________________________
_______________________________________________________
_______________________________________________________
_______________________________________________________
_______________________________________________________
_______________________________________________________
_______________________________________________________
_______________________________________________________

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

sort - t_____
shoes - u_____
say - t_____ 
you - f_____
Numeracy

1. Solving multi-step problems using diagrams

- Dee buys four apples and two oranges for her journey. Each apple costs 56c and each orange costs 76c. How much does she spend?

- Aneni compares the area of two different solar panels. The first panel is 1500 cm x 100 cm. The second panel is 1000 cm by 200 cm. What is the difference in the area?

- Bethsaida collected 100 bottle tops. She made four cars and twelve trucks. Each car used four bottle tops and each truck used 6 bottle tops. How many bottle tops has she got left?
Module 2a

2. Using ‘try and improve’ to solve problems

**Problem 1: Counting Cakes**

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

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

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

How many cakes did she have?

*Do your calculation in the space below.*

**Problem 2: Putting numbers in order**

Put the number cards in a row using these clues

- The total of the first three cards is 27
- The total of the last three cards is 31
- The last card is double the value of the first card
**Problem 3: Parcels**

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

**Problem 4: Bunches of Flowers**

Aneni has 15 flowers.
She wants to put the flowers in two bunches so that one bunch has twice as many flowers as the other. How many flowers will there be in each bunch?
## 3. Solving Problems with lots of possible answers

<table>
<thead>
<tr>
<th>Problem 1</th>
<th>Problem 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chico’s cards are all different. There is a number 1-8 on each card. Chico has chosen four cards that add up to 20. What could they be? There are seven different possibilities. Try and find them all. What if Chico has three cards that add up to 16?</td>
<td>Vimbai has written a list of different whole numbers. The digits of each number add up to 5. None of the digits is zero. Here is one of her numbers: 23 How many different numbers can Vimbai make?</td>
</tr>
</tbody>
</table>
4. Progress assessment problems

**Problem 1: Using diagrams**
Creating a diagram can help mathematicians to picture the problem and find the solution.

For example:
- The total number of bricks is 18.
- I used 15 bricks to build a tower.
- How many bricks are left?

**Draw diagram here to help you solve this problem:**

---

**Problem 2: Try and improve**
Some problems can be solved by thinking of any solution that might work and then testing your guess.

For example:
- Place a different digit in each box.
- This makes two 2-digit numbers reading across and two reading down (24, 35, 23 and 45).
- The aim is to make the total of the four numbers equal 100.

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

This is too big. What will you try next?

**Try three more examples and write them here:**

<table>
<thead>
<tr>
<th>Try 1:</th>
<th>Try 2:</th>
<th>Try 3:</th>
<th>Try 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Problem 3: Working systematically

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

For example:

1  2  4  8

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

How many different answers can you get?

Write all the possible answers systematically here:
Appendix 1: Reading simple texts
Read the story. Match the story with the picture on this page. Then answer the questions.

What do the words in yellow mean? If you don’t know, ask your friends or Community Educator.
Three sisters learn to cook

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

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

Goat footprints

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

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

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

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

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

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

Twins

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

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

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

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

The big baobab tree

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

- Where was the baobab tree?
- How much fruit did it give?
- What looked as though it was upside down?
- What did Zodwa’s grandmother remember?
- What did Zodwa’s grandmother tell the children about the tree?
Calculating space
Calculating space
MOPSE-SAGE super challenge!

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

Do it a different way/using a different strategy.
For example: I will do it using a number line this time.

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

If you know this, what else do you know?
For example: I know that 18 + 17 = 35. I know that 35 − 18 = 17. I know that 35 − 17 = 18.
I know that 180 + 170 = 350; and 1800 + 1700 = 3500.
I know that 1,8 + 1,7 = 3,5.
I know that 20 + 15 = 35; I know that 8 + 27 = 35.

Make some 'missing number' sentences for a friend to solve.
For example: 18 + ∆ = 35; 35 − ∆ = 17; 35 = ∆ + 17; ∆ − 18 = 17

Think of something you do in your week where this would be useful.
For example: If I am selling tomatoes and avocados by the road, the tomatoes are $17 and the avocados are $18, I would need to add these together quickly.

Make up three more calculations, two that are right and one that is wrong – see if your friend can spot the one that is wrong!
For example: 19 + 17 = 36
16 + 18 = 35
15 + 19 = 34

Think of some other questions that might have the same answer.
For example: 27 + 8 = 35  28 + 7 = 35
15 + 20 = 35  45 − 10 = 35
STORY COMPETITION

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

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

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