

Life can be difficult sometimes, if you need someone to talk to



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**FIRST ADDITIONAL LANGUAGE - ENGLISH  
GRADE 5 - TERMS 1 - 2**

**ISBN 978-1-4315-0197-7**

**14th Edition  
THIS BOOK MAY NOT BE SOLD.**



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### AU Anthem

Let us all unite and celebrate together  
The victories won for our liberation  
Let us dedicate ourselves to rise together  
To defend our liberty and unity

O Sons and Daughters of Africa  
Flesh of the Sun and Flesh of the Sky  
Let us make Africa the Tree of Life

Let us all unite and sing together  
To uphold the bonds that frame our destiny  
Let us dedicate ourselves to fight together  
For lasting peace and justice on earth

O Sons and Daughters of Africa  
Flesh of the Sun and Flesh of the Sky  
Let us make Africa the Tree of Life

Let us all unite and toil together  
To give the best we have to Africa  
The cradle of mankind and fount of culture  
Our pride and hope at break of dawn

O Sons and Daughters of Africa  
Flesh of the Sun and Flesh of the Sky  
Let us make Africa the Tree of Life

Workbooks available in this series:

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ENGLISH First Additional Language – Grade 5 Book 1

**Revised and  
CAPS aligned**

Grade **5**

**ENGLISH**  
First Additional Language  
Book 1  
Terms 1-2



Name:

Class:



**basic education**

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

ISBN 978-1-4315-0197-7



Mrs Angie Motshekga,  
Minister of Basic Education



Dr Reginah Mhaule,  
Deputy Minister of Basic Education

*This workbook for English First Additional Language (FAL) is the newest addition to the Department of Basic Education's Rainbow Workbook Series.*

*The English First Additional Language books are an important enhancement of the series and support the Department's approach to additive bilingualism.*

*Many children start using their additional language, English, as the Language of Learning and Teaching (LoLT) in Grade 4. The switch from learning in their home language to learning in a second language means that children have to reach a high level of competence in English by the end of Grade 3 so that they are able to read and write well in English in Grade 4. The Rainbow Workbooks, in the eleven official languages from Grade 1 to Grade 6, help develop a strong literacy foundation upon which children can build in acquiring an additional language.*

*The new FAL workbooks start by constructing a sturdy oral foundation in Grade 1 to enable learners to read and write in English in Grades 2 and 3, and thereafter.*

*However, the school curriculum makes particular language demands, requiring learners to use a special style of language for learning purposes – for reading school texts, writing academic texts, listening to teachers and taking notes, doing group work, using charts and graphs, writing exams, and so on. We have attempted therefore to develop the learners' understanding and use of academic language (their Cognitive Academic Language Proficiency) so they are able to use the specialised language they will need when they use English to learn their other subjects.*

*We have built in many methods and techniques to help learners acquire the skills they need in the foundation and intermediate phases. We hope that teachers will use these as a springboard for innovation in their teaching of English. We hope also that the children will have as much joy in working through these workbooks as we had in preparing them.*

*We wish you well as you proceed to develop the language skills of your learners so that they learn English well enough to use it to learn their other subjects.*

## We, the people of South Africa,

Recognise the injustices of our past;

Respect those who have worked to build and develop our country;

Honour those who suffered for justice and freedom in our land;

Believe that South Africa belongs to all who live in it, united in our diversity.

We therefore, through our freely elected representatives, adopt this Constitution as the supreme law of the Republic so as to:

Heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;

Lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law;

Improve the quality of life of all citizens and free the potential of each person; and

Build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.

May God protect our people.

Nkosi Sikelel' iAfrika.  
Morena boloka setjhaba sa heso.  
God seën Suid-Afrika.  
God bless South Africa.  
Mudzimu fhatutshedza Afurika.  
Hosi katekisa Afrika



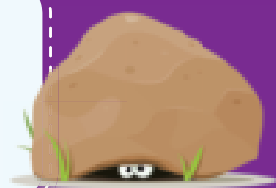
Grade **5**

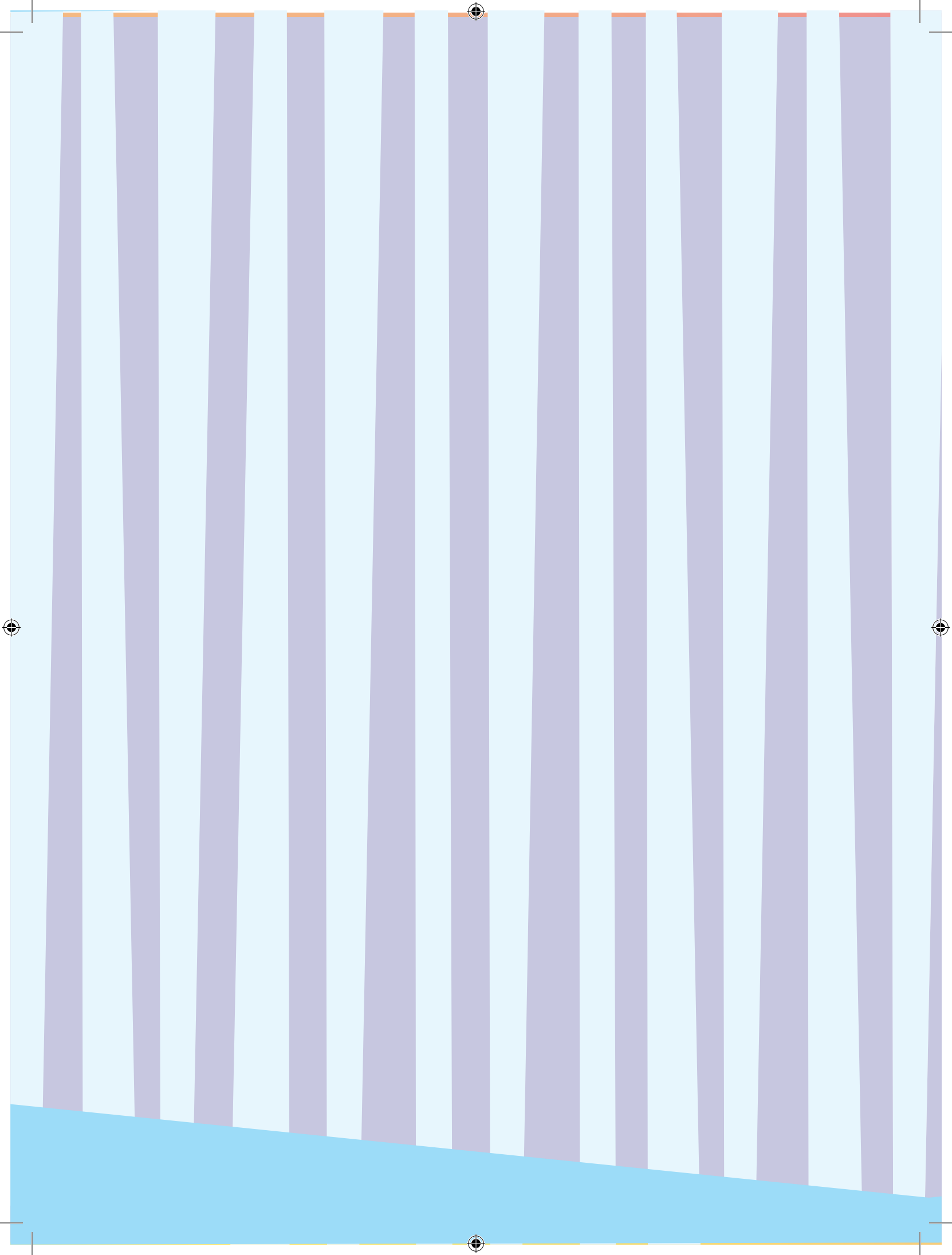
First Additional Language  
**ENGLISH**

Terms 1 & 2



This book belongs to:





# Different kinds of texts

## Theme 1: Different kinds of texts

## Term 1: weeks 1 – 4

### Weeks 1 - 2 Different kinds of texts

#### 1 A story with a moral 2

Talks about a picture relating to the story.  
Tells a story that has a moral.  
Reads a story with a moral.  
Answers specific questions based on the text.  
Determines what the story will be about based on the title, plot, and pictures.  
Expresses an opinion about the story.  
Determines the purpose of using capital letters.  
Matches words with their meanings.

#### 2 The hiss of the snake 4

Writes sentences in the past tense about the story using link words.  
Writes a flow chart.  
Writes sentences expressing an opinion.  
Works with words that have the same sounds but different meanings.  
Writes three sentences to complete a story and illustrates the sentences.  
Uses words in sentences.

#### 3 A blind brave girl 6

Has a group discussion.  
Reads an autobiography.  
Answers questions about the passage.  
Writes down the main ideas of the passage.  
Gives an opinion with a reason.  
Determines genre.  
Matches words with their meanings.

#### 4 A special day 8

Brainstorms a topic.  
Writes a paragraph in the past tense using appropriate punctuation.  
Corrects a paragraph using capital letters for proper nouns.  
Identifies countable nouns and articles.  
Writes sentences using the correct concord.

#### 5 An autobiography 10

Talks about a picture and own life story.  
Reads a story about Mirriam Makeba.  
Answers questions about the story.  
Identifies meanings of phrases.  
Matches words with their meanings.  
Enacts out a song.  
Identifies proper and common nouns.

#### 6 My autobiography 12

Makes a mind map.  
Writes a paragraph.  
Uses phrases in sentences.  
Writes sentences using words that are spelled differently but sound the same.  
Uses and identifies pronouns.

#### 7 A very clever girl 14

Talks about a picture.  
Discusses family habits.  
Reads a story.  
Answers questions about the passage.  
Identifies main and supporting ideas in the passage.  
Determines meanings of words and phrases.  
Gives an opinion.  
Matches words with their meanings.

#### 8 Writing a story about Matilda 16

Writes three lines to describe a character.  
Makes a mind map about someone special.  
Writes a paragraph about the person.  
Completes sentences using commonly confused words.  
Completes a list of words using double consonants.  
Writes sentences.  
Unscrambles words to form names of books.

### Weeks 3 - 4 Reading information texts

#### 9 Fantastic foods 18

Takes part in a familiar conversation about being healthy.  
Reads an information text about healthy foods.  
Answers questions about the text.  
Gives the passage a title.  
Matches words from the text with their meanings.  
Uses "may", "can" and "must" in sentences.

#### 10 More about being healthy 20

Completes a graph.  
Answers questions about the graph.  
Writes instructions using the present tense.  
Uses regular and irregular forms of the verb.  
Uses verbs in the present tense.

#### 11 Meet some African elephants 22

Discusses a picture.  
Reads an informative text about elephants.  
Answers questions about the text.  
Identifies meanings of words taken from the text.

#### 12 Thinking about elephants 24

Writes a paragraph using facts.  
Puts information in the right order under headings.  
Uses adverbs of frequency.  
Writes factual paragraphs about an animal.  
Acts out a poem.

#### 13 Sharks matter 26

Discusses a picture with her/his group.  
Reads an information text about the bull shark.  
Answers questions about the text.  
Reads a graph and answers questions about the graph.  
Matches words with their meanings.

#### 14 More about sharks 28

Edits a paragraph.  
Labels a diagram.  
Identifies topic sentences.  
Writes a summary using the topic sentences.  
Gives the paragraph a heading.  
Looks up meanings of words in a dictionary.  
Writes words and meanings in his/her own dictionary.  
Writes sentences using words from the text.  
Rewrites a paragraph in the present tense.

#### 15 Touring Africa 30

Discusses her/his province and main attractions in the province.  
Reads a map of Africa.  
Reads information texts about places in Africa.  
Reads a chart.  
Identifies countries in Africa.

#### 16 More about Africa 32

Orders information using connectives.  
Writes factual paragraphs about a country.  
Uses the library, book box or internet to find information.  
Orders information and writes a paragraph in the present tense.

# 1 A story with a moral



Let's talk

Look at the picture and talk about what you see.

The Khoisan told stories that taught a lesson. Do you know of any stories that teach a lesson? Tell your group the story. Make sure that when you tell it you speak clearly and loudly enough so that everyone in your group can hear you.



## The Man and Snake



Let's read

A long time ago, a Man saw a Snake that was caught under a large rock.

"Please help me," hissed the Snake. "The rock has fallen on me and I can't get out. If you don't help me, I will die." The Man was kind so he lifted the stone off the Snake. As soon as the stone was removed, the Snake raised his head and said, "Now I'm going to bite you."

"Wait," said the Man. "Let us ask another creature if it is fair for you to bite me."

First the Man asked the Hyena, "Is it fair for the Snake to bite me after I saved his life by lifting a stone off his back?" The Hyena barked, "Man has never been fair to me! So why should the Snake be fair to you?"

The Snake raised his head to strike. But the Man said, "Wait! Let's ask Rabbit."

"Is it fair for Snake to bite me after I lifted a rock off his back?" The Rabbit squeaked, "Man has never helped me before, so why should I help him? It is fair that that Snake bites you."

The Snake again raised his head to bite the Man. "Wait," said the Man. "Let us ask the Jackal."

"Is it right for Snake to bite me, after I saved his life by lifting the Stone off his back?"

The Jackal howled, "I do not believe that Snake could be caught under a stone so he could not get away. Show me where it happened so I can see it."

When they arrived at the place where the Snake had been under the rock Jackal howled, "Snake, let me see how the rock sat on you." The Snake lay down, and the Man covered him with the stone.

The Jackal howled, "Is this how you were when the Man found you?"

"Yes," said the Man and the Snake at the same time. Then the Man started to take the rock off the Snake once again. The Jackal stopped him. "Do not lift the stone off the Snake. He wanted to bite you before. If you lift the rock, he will do it again. Let him make a plan to get out."

Then they both went away and left Snake under the stone.



### Before you read

- Look at the pictures and headings and try to predict what the text will be about.
- Skim the page to see what you will read about.





**Let's write**

Read the questions and then write down your answers.

What animals did the Man ask for advice?

Which animal, do you think, gave him the best advice? Why?

What lesson do you think the man learned?

Where do you think the story took place?

Why do you think the animals' names are spelt with capital letters?

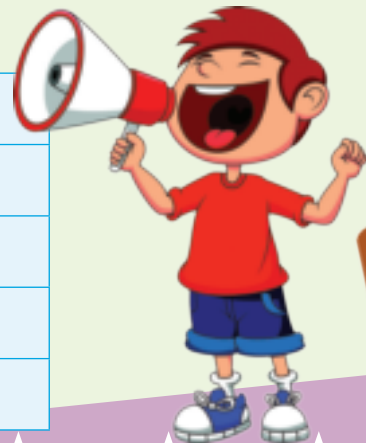


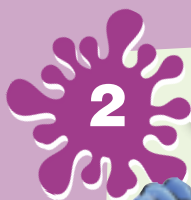
**Let's write**

Match the words in the first column with their meanings in the second column. Write the words in bold in your dictionary.

<b>removed</b>
<b>raised</b>
<b>fair</b>
<b>howled</b>
<b>covered</b>

just
shouted
put on top of
lifted up
took away



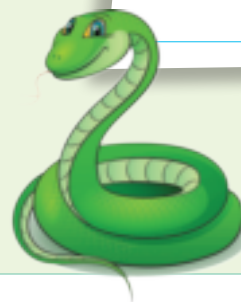


# The hiss of the snake



### Let's write

Write sentences about the story. Start the sentences with these words. Write the sentences in the past tense.



First, the man

Then the snake,

After that

Then

Next the man

Finally



### Let's write

Write a flow chart saying which animals the man spoke to.



Write two sentences saying what you liked about the story.

Now write two sentences saying what you did not like about the story.

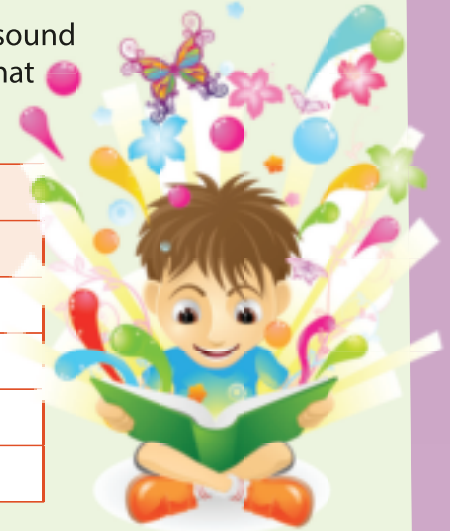



Let's write

Here is an example of two words found in the story that sound the same but mean different things. Write down words that match the next four words that have the 'ee' sound.



read	reed
sea	see
feat	
meat	
beat	
seam	



Let's write

Complete the story. The Jackal told the Man that the Snake would have to make a plan to get out from under the rock. What do you think happened to the Snake? In the left-hand block write three sentences saying what you think happened. In the right-hand blocks draw pictures to illustrate the sentences.

Blank writing area with horizontal lines for writing three sentences.

Blank white area for drawing a picture to illustrate the first sentence.

Blank writing area with horizontal lines for writing three sentences.

Blank white area for drawing a picture to illustrate the second sentence.



Let's write

Use these words in sentences of your own.

feat      beat      meat

Blank writing area with horizontal lines for writing sentences using the words 'feat', 'beat', and 'meat'.

Teacher: \_\_\_\_\_  
Sign: \_\_\_\_\_  
Date: \_\_\_\_\_



# 3 A blind brave girl



Let's talk

Do you know anyone who managed to achieve great things because of their determination? Tell your group about this person.

Do you know anyone who has a disability? Tell your group about this person's determination to succeed.

You will now read a story about Helen Keller who lost her sight and hearing when she was 18 months old. This short part of her life story shows how she developed ways to communicate although she could not see or hear.

## THE STORY OF MY LIFE

One day, while I was playing with my new doll, Miss Sullivan put my big rag doll into my lap also, spelled "d-o-l-l" on my hand and tried to make me understand that "d-o-l-l" **applied to** both. Earlier in the day we had had a struggle over the words "m-u-g" and "w-a-t-e-r". Miss Sullivan had tried to show me that "m-u-g" is mug and that "w-a-t-e-r" is water, but I always mixed up the two. But, however hard she found it, she didn't stop trying. I became **impatient** as she tried again and again and, seizing the new doll, I threw it upon the floor. I was delighted when I felt the pieces of the broken doll at my feet. I did not feel sad. I had not loved the doll. In the still, dark world in which I lived there was no real tenderness. I felt my teacher sweep the pieces to one side of the fireplace, and I felt satisfied that the cause of my **discomfort** was removed. She brought me my hat, and I knew I was going out into the warm sunshine. This thought, if a wordless feeling may be called a thought, made me hop and skip with pleasure.



Let's read



We walked down the path to the well. Someone was **drawing water** and my teacher placed my hand under the spout. As the cool stream gushed over one hand she spelled in the

other hand the word water, first slowly, then rapidly. I stood still, my whole attention fixed upon the movements of her fingers. Suddenly and somehow the mystery of language was shown to me. I knew then that "w-a-t-e-r" meant the wonderful cool something that was flowing over my hand. That living word awakened my soul, gave it light, hope, joy, set it free! There were **barriers** still, it is true, but barriers that could in time be swept away.

I left the well eager to learn. Everything had a name, and each name meant something new to me. As we returned to the house every object which I touched seemed to tremble with life. That was because I saw everything with the strange, new sight that had come to me. On entering the door I remembered the doll I had broken. I felt my way to the fireplace and picked up the pieces. I tried vainly to put them together. Then my eyes filled with tears; for I realized what I had done, and for the first time I felt sorrow.

I learned a great many new words that day. I do not remember what they all were; but I do know that *mother, father, sister, teacher* were among them. It would have been difficult to find a happier child than I was as I lay in my bed at the close of that **eventful** day and thought about the joys it had brought me, and for the first time longed for a new day to come.



### Before you read

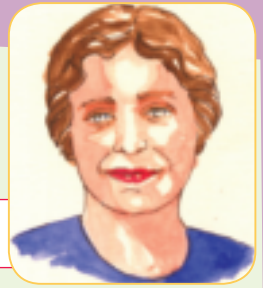
- Look at the pictures and headings and try to predict what the text will be about.
- Skim the page to see what you will read about.



Let's write

Read the questions and then write down the answers.

Look at the title of the passage. When you saw it, what did you think the passage was going to be about?



Read the passage and, with the help of your partner, write down the main points of the passage. Remember, the main idea usually comes at the beginning of a paragraph.

What did you think was the most interesting thing in this story?

Do you think Heller Keller was brave? Say why.

How do you think she felt before she understood what words meant? Choose the best word.

lonely      sad      gloomy      abandoned

What kind of writing do you think this book is?

a biography      a story      a diary entry      an autobiography

How do you think Helen Keller felt after she realised that each thing has a name?



Let's write

Match the words with their meanings.

Write the words in bold in your dictionary.



- applied to**
- impatient**
- drawing water**
- discomfort**
- eventful**
- barriers**

- obstacles
- exciting
- uneasiness
- pumping water
- annoyed
- related to



Teacher: \_\_\_\_\_  
 Sign: \_\_\_\_\_  
 Date: \_\_\_\_\_







Let's write

Underline the countable nouns in blue and circle the articles (a or the) in red.

My trousers need ironing. Have you got the iron?  
Could you go to the baker's and buy a loaf of bread?  
I'd like some information about the train to Pretoria.  
The war ended many years ago.  
Vanessa bought a magazine and read it on the bus.  
Do you know the people in the village?

Countable nouns refer to nouns that can be counted; can be used in the singular and plural; can use a definite number in front of them; can use words such as **several**, **few** and **many** before them to express quantities.

e.g. I ate **one** tomato, my sister ate **two** tomatoes and my brother ate **many** tomatoes.



Let's write

Underline the correct verb.

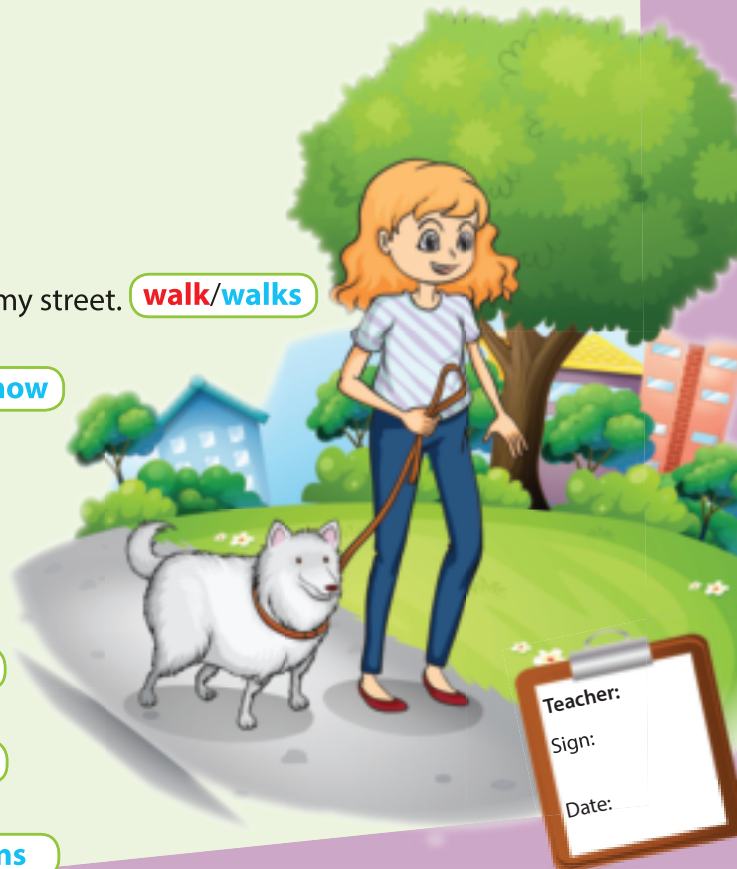
She and her friends are/is at the circus.  
The book or the pen are/is in the drawer.  
He don't/doesn't like it.  
I am/are opening the boxes.  
We are/is excited about our presents.  
The children are/is having a wonderful party.



Let's write

Fill in the correct verb.

The book  boring. are/is  
The woman with all the dogs  down my street. walk/walks  
Everybody  the principal. knows/know  
Your answer  correct. are/is  
The news  on at six. are/is  
Five rand  a lot of money. are/is  
This jersey  made of wool. are/is  
The team  during practice. run/runs



# 5 An autobiography



**Let's talk**

Have you ever told anyone your life story? Tell the class your life story. Tell them what you have done from the time you started school till now.

“Autobiography” is made up of two words: “auto” meaning self and “biography” meaning story. So, autobiography is a story about oneself.



**Let's read**

Read the autobiography of Mirriam Makeba, who died when she was 76.

I was born in Johannesburg. When I was thirteen, I entered a talent show at a missionary school and walked off with the first prize. In 1952

I was chosen to sing with the Manhattan Brothers and toured South Africa with them. Then, in 1956, I wrote and released the song “Pata Pata”.

In 1959 I became the first South African to win a Grammy Award. That was a very special occasion.

One of the saddest days for me was when South Africa banned me from returning home because I appeared in a documentary called “Come Back Africa”. This upset the apartheid government of South Africa. I only returned to South Africa 30 years later.

I toured with great singers such as Paul Simon, Nina Simone, Hugh Masekela and Dizzy Gillespie. Finally I returned to South Africa in December 1990, one of the happiest days of my life. Four years later I started a charity project to raise funds to protect women in South Africa.

Although I have weathered many storms, including car accidents, a plane crash and cancer, I have tried to remain active and serve my fellow South Africans.

**Before you read**

- Look at the pictures and headings and try to predict what the text will be about.
- Skim the page to see what you will read about.



**Let's write**

Read the passage again and then write down answers to these questions.

Mirriam Makeba was very talented. What facts in the first paragraph tell us this?

This passage is called an autobiography. What words show that it is being told by Mirriam Makeba herself?

What was the name of the popular song that made Mirriam Makeba famous?





What was one of the saddest days of her life?

What was one of the happiest days of her life?



Tick the best meaning for the two phrases in bold:

**Let's write**

<b>walked off:</b>	got very angry	received	went on a trip
<b>weathered many storms:</b>	got caught in a gale	went through many difficult times	



**Word work**

Draw a line from each word or phrase on the left to match it with its meaning on the right. Write the words in bold in your dictionary.

<b>talent</b>
<b>missionary school</b>
<b>released</b>
<b>occasion</b>
<b>banned</b>
<b>documentary</b>
<b>toured</b>

travelled around
made available
event
excluded
a factual film
school run by a church
gift; ability



**Let's do**



Do you know the tune 'Pata Pata'? If you don't, ask your teacher to play it for you. Now sing the tune to your group and act it out at the same time.

Teacher: \_\_\_\_\_  
 Sign: \_\_\_\_\_  
 Date: \_\_\_\_\_



# 6 My autobiography



Let's write

You are now going to write your autobiography – the story of your life. Before you write it, you need to complete this mind map. Include some of the following information: your name; where you were born; your brothers and sisters; what you did before you went to school; who looked after you; what you did when you started school; whether you were happy, scared or excited; who your friends were; what your favourite subject was; who your favourite teacher was; what you like doing after school; what your hobbies are; what your likes and dislikes are; what you want to do in the future.

The story of my life



Let's write

Now write the story of your life. Use the information from your mind map.



- Use a mind map to help you to plan your writing.
- Write a rough draft.
- Ask a friend to edit the draft.
- Revise your text and make the necessary corrections.
- Then write it neatly in your book.



Let's write

Use these phrases in sentences of your own.

special occasion

saddest day





Let's write

Write sentences using these words:



quiet	
quite	
desert	
dessert	
weather	
whether	



Let's write

Rewrite each sentence. Change the underlined nouns to one of the pronouns below.

- he
- she
- it
- we
- her
- them
- they
- you

Sarah made dinner for the whole family.

Miriam Makeba toured with Paul Simon and Nona Simone.

Paul Simon played with Miriam Makeba.

The house needs a new coat of paint.



Let's write

Circle the pronouns in the sentences below. Some sentences have more than one pronoun.

She went to the shops with Maria.

My mom's car was tiny but six of us had to fit into it.

Every Saturday, we go with our mom to the shops.

I leave for school before the sun comes up.

I love seeing them perform on stage.



Teacher: \_\_\_\_\_  
 Sign: \_\_\_\_\_  
 Date: \_\_\_\_\_



# 7 A very clever girl



## Let's talk

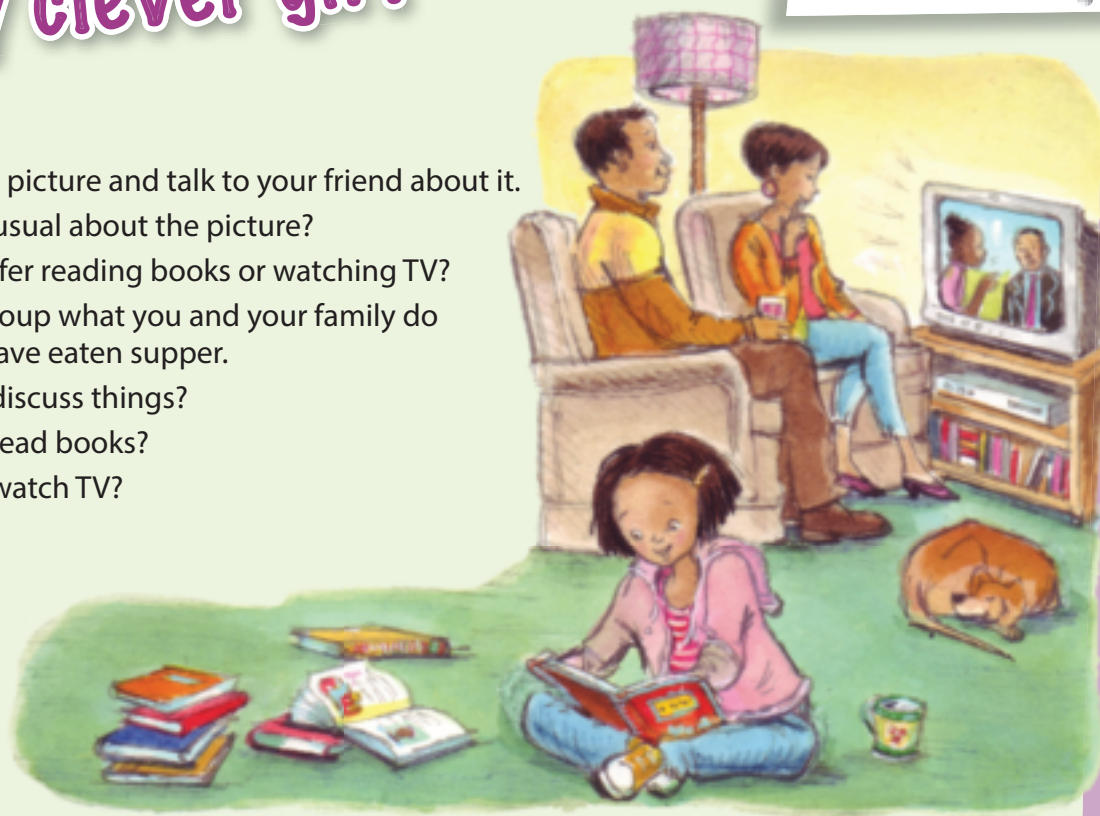
Look at the picture and talk to your friend about it.

What is unusual about the picture?

Do you prefer reading books or watching TV?

Tell your group what you and your family do after you have eaten supper.

- Do you discuss things?
- Do you read books?
- Do you watch TV?



## Let's read

Read this passage adapted from a book called *Matilda* by Roald Dahl.

Every now and again one comes across parents who show no interest in their children. Mr and Mrs Wormwood were two such parents. They had a son called Michael and a daughter called Matilda, and the parents looked upon Matilda in particular as nothing more than a scab.

It is bad enough when parents treat ordinary children as though they were scabs, but it becomes a lot worse when the child is **extraordinary**, and by that I mean sensitive and brilliant. Matilda was so quick to learn that her ability should have been obvious even to the most half-witted parents. But Mr and Mrs Wormwood were so dull and so wrapped up in their own silly lives that they failed to notice anything unusual about their daughter. To tell the truth, I doubt whether they would have noticed had she crawled into the house with a broken leg.

By the age of *one and a half* Matilda's speech was perfect and she knew as many words as most grown-ups. The parents, instead of telling her how wonderful she was, called her a noisy chatterbox. By the time she was *three*, Matilda had taught herself to read by studying magazines left around the house. At the age of *four* she could read fast and well and she began wanting more and more books. The only book in this household was something called *Easy Cooking* and when she had read this from cover to cover and had learnt all the recipes by heart, she decided she wanted something more interesting.

When she asked her father to buy her some books he screamed, "What's wrong with the telly? We've got a lovely telly and now you come asking for a book! You're getting spoiled my girl!"

Nearly every afternoon Matilda was left alone in the house. Her brother went to school, her father went to work and her mother went to play bingo. One afternoon, Matilda set out all by herself to walk to the public library. When she arrived, she asked the librarian if she might sit a while and read a book. The librarian told her she was very welcome.



### Before you read

- Look at the pictures and headings and try to predict what the text will be about.
- Skim the page to see what you will read about.





Let's write

What is unusual about Matilda?

\_\_\_\_\_

In what way was she very clever? Name three things.

\_\_\_\_\_

\_\_\_\_\_

What do you think is the main idea of this passage?

\_\_\_\_\_

Underline all the supporting ideas in the passage in red.

The parents' surname is Wormwood. What does their name tell you about them as parents?

\_\_\_\_\_

What do you feel about Matilda?

\_\_\_\_\_

What do you feel about her parents?

\_\_\_\_\_

We are told that Matilda loves books and reading. Do you like books and reading? Say why.

\_\_\_\_\_

A scab means both a crust over a sore and someone who is excluded from a group.

Why do you think Matilda's parents called her a scab?

\_\_\_\_\_



Let's write

Match the words with their meanings.

Write the words in bold in your dictionary.

**sensitive**

**brilliant**

**half-witted**

**chatterbox**

**lone**

a stupid person

alone; by yourself

someone who doesn't stop talking

exceptional; talented

thoughtful; profound



Teacher: \_\_\_\_\_  
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Date: \_\_\_\_\_





8

# Writing a story about Matilda



Let's talk

In the story, Matilda and her parents are very different. Write three lines saying in what ways they are different.



Let's write

You are now going to write about someone who you know who you think is very special. Before you write it, you need to complete this mind map. Include some of the following information: the person's name; where she lives; how old she is; what she does that makes her special; why you admire her or him.

A SPECIAL




Let's write

Now write about this special person. Use the information from your mind map.

Large writing area with horizontal lines.





Let's write

Use these commonly confused words to complete the sentences below.

to    too    no    know    of    off

they're

they

their

there

I want  go  the library   
take out books. Will you come  ?

wonder you are hot. Take  your jersey!

It is made  nylon which does not breathe!

I learnt my tables and I  that  $15 \times 10 = 150$ .

My friends are going away.  off tomorrow.

are going with  parents.



Let's write

Add the missing pairs of letters to complete these words.  
Use either **ss**, **ff**, **ll** or **nn**



dre \_\_\_\_\_

fe \_\_\_\_\_

si \_\_\_\_\_ y

co \_\_\_\_\_ ee



ce \_\_\_\_\_

sni \_\_\_\_\_

fu \_\_\_\_\_ y

ca \_\_\_\_\_



Now use three of these words in sentences of your own.

Handwriting practice area with ten horizontal lines.

Clipboard with fields for Teacher, Sign, and Date.



# 9 Fantastic foods



## Let's talk

Do you think you are healthy?  
 What are your favourite foods?  
 Discuss with your group what a balanced diet is.  
 Do you think you have a balanced diet? If not,  
 what foods do you need to add to your diet?  
 Do you do a sport to keep healthy?  
 Tell your group what sport you play and why.



## Let's read

Read this pamphlet and then answer the questions that follow.

Eating the right kind of food and being active, for example by playing a sport, is the best way to stay healthy.



### Before you read

- Look at the pictures and headings and try to predict what the text will be about.
- Skim the page to see what you will read about.

What is a good meal? Remember the five food groups. For a healthy, balanced meal you need to choose something from each group every time you eat. If you have to leave something out, try to have it at another meal that day. These are the groups, with some examples of the foods in them:

**Protein:** chicken, fish, meat, eggs, peanut butter, soya, beans, nuts

**Dairy products:** milk, cheese, yoghurt

**Fruit and vegetables:** oranges, bananas, potatoes, spinach, tomatoes

**Grains:** bread, mealie meal, rice

**Fats and oils:** margarine, butter, oil

You should not eat too much from the fats and oils group, and you should eat plenty of fruit and vegetables.

### Add fibre to your diet

Fibre is important in your diet. It helps your body to digest food. Waste products leave your body faster because fibre helps to break them down. Cereals, whole-wheat bread, carrots, celery, spinach, pumpkin, apples, pears and legumes (beans and peas) all contain fibre.

### Tips on how to add fibre to your diet

- Do not peel fruit such as apples. Eat the skin as well as the fruit because it has fibre in it.
- Do not peel potatoes and sweet potatoes. Scrub them, cook them and eat them with their skins on.
- Eat lots of salads and raw vegetables.
- Eat whole-wheat pasta and brown bread instead of white pasta and white rice.
- Unrefined mealie meal is also full of fibre.





According to the information given in this worksheet, what is the best way to stay healthy?

**Let's write**

Which food groups are important for a healthy meal?

Why is fibre important in your diet? Give two reasons.


Your mother has asked you to pack your lunch box. Fill in the table and say what three foods you will pack and why. Use the information in the pamphlet to help you.

Food type	Reason

In addition to eating a balanced diet, what else should you do to keep healthy?

Give the pamphlet a title.



**Let's write**

Match the words in bold on the left with their meaning on the right.

- balanced**
- fibre**
- digest**
- waste products**
- unrefined**

- absorb
- unprocessed; organic; natural
- roughage
- correctly proportioned
- undigested remainder of food



**Let's write**

Use these words in the sentences below.

may

can

must

**May** is about permission.

**Can** is about ability.

**Must** is about doing something that the speaker thinks is necessary.

I have a chocolate? Okay, but wait until after supper!

I know I  play soccer and tennis well. I  now choose one sport.

I know you don't like spinach but I think you  have some as it has lots of iron.

I am not a good cook but I  make a salad.

Teacher: \_\_\_\_\_  
 Sign: \_\_\_\_\_  
 Date: \_\_\_\_\_



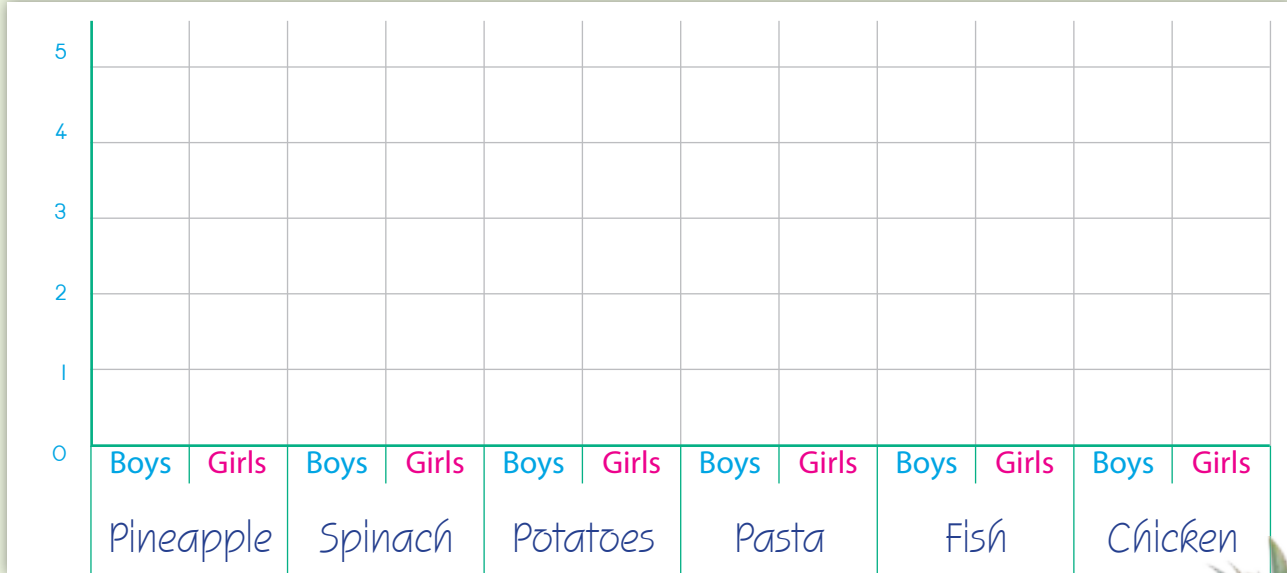
# 10 More about being healthy



Let's write

Complete this graph.

Ask five friends to pick their favourite food from those listed along the bottom of the graph. Then fill in the information on the graph, using different colours for boys and girls.



Let's write

Now answer these questions.

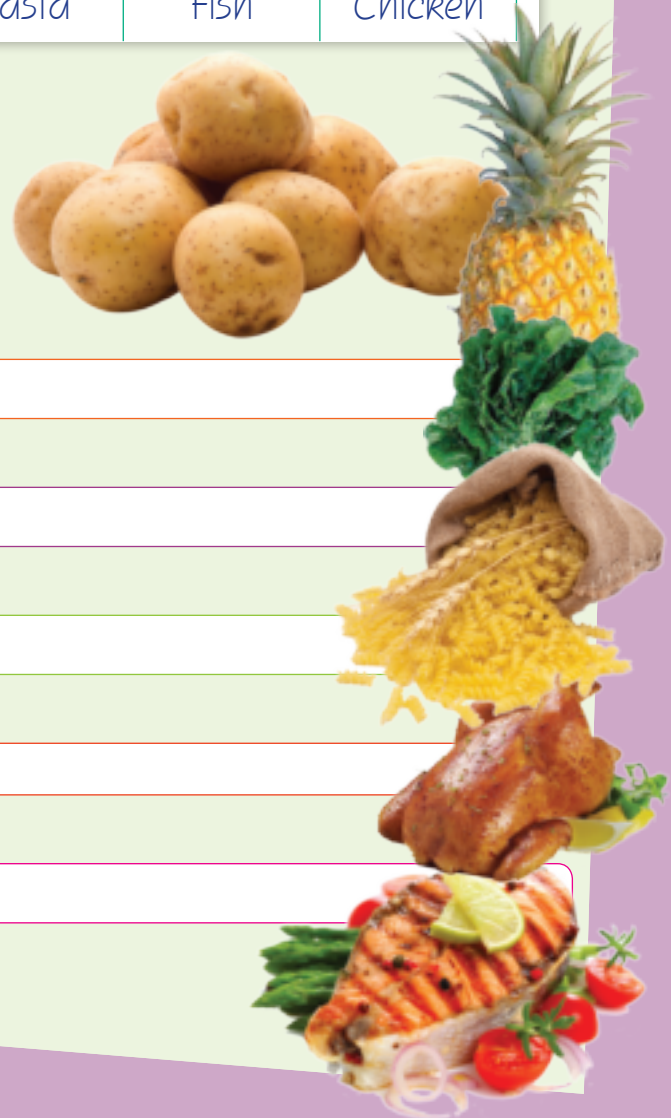
Which foods did the boys like most?

Which foods did the girls like most?

What were the most well-liked foods among boys and girls?

What were the least liked foods among boys and girls?

Do you think these boys and girls eat properly? Say why.





Let's read

Read the list of ingredients that are needed to make a delicious, healthy, whole-wheat sandwich.



Ingredients

- Two slices of whole-wheat bread
- Margarine
- Two slices of chicken
- Cucumber
- Tomato



Let's write

How will you make the sandwich? Think about it, and then write instructions on how to make the sandwich. Remember to number each instruction. We have done the first instruction for you. You must do the rest.

1. Cut two slices of whole-wheat bread.

---



---



---



---



Let's write

Underline the correct form of the verb in these sentences.

Yesterday I bake/baked a loaf of banana bread because I have/had friends for tea.

I eat/ate muesli, fruit and yoghurt for breakfast every day.

Please make/made some chicken for supper; I have/had soup for supper last night.

He walk/walked to school even though it was raining.

I cook/cooked lunch every day.



Complete the sentences using the words below. Make sure that you use the correct form of the verb.

read

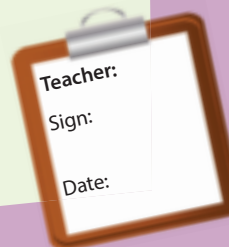
drink

visit

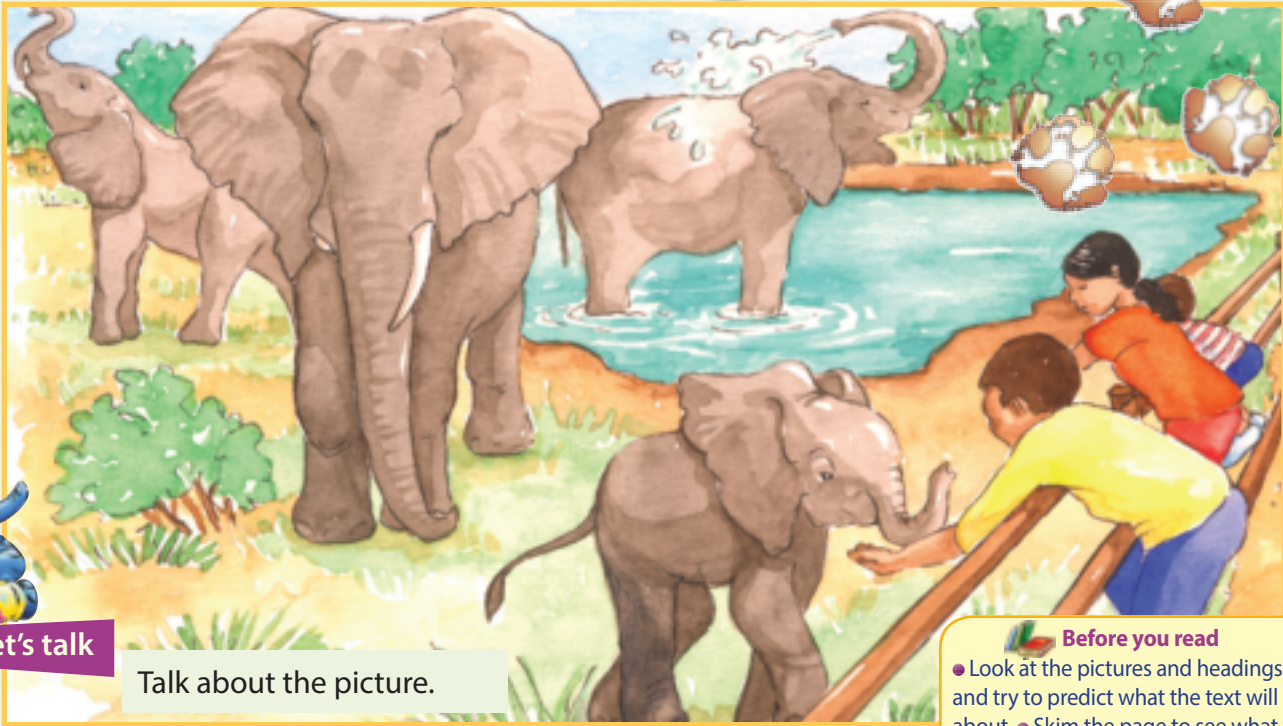
eat

cook

- My father  two newspapers every day.
- I  my best friend every weekend.
- My sister usually  two glasses of orange juice after breakfast.
- My brother always  two eggs every morning.
- I usually  lunch on Saturdays.



# 11 Meet some African elephants



Let's talk

Talk about the picture.



**Before you read**

● Look at the pictures and headings and try to predict what the text will be about. ● Skim the page to see what you will read about.

## Our very own elephants

Have you ever seen an elephant? Have you ever touched an elephant? Has an elephant ever given you a big sloppy kiss with its trunk?

If not, then come and meet some of these very special animals!

### Amarula

He is the oldest bull elephant at the Hartebeespoort Elephant Sanctuary. He spent most of his life in zoos before coming to the sanctuary. He loves being with people. He has only one tusk – his right side tusk was lost many years ago.

### Khumba

Khumba is the matriarch, the “mother” of the herd at the sanctuary. She loves all the attention she gets and always looks after the other elephants. She loves water and spends a lot of time washing and enjoying herself in the water.

### Masadi

Masadi is a little bit bigger than most 15-year-old elephants. She is “second in command” and helps Khumba to keep the family together. She loves being with the other elephants and has a much louder trumpet than they do. She also loves hearing her own voice, so if there is loud trumpeting coming from the enclosure you can be sure it is Masadi “singing”.

### Temba

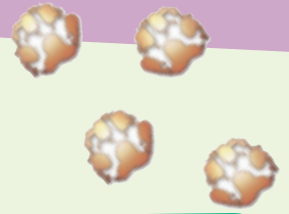
Temba is the “baby” of the herd and she loves the fact that all the other elephants always look after her and give her plenty of love and attention. She loves children and thrives on all the attention she gets from them.





**Let's write**

Write down your answer to these questions in the space provided.



What is a sanctuary?

Why do you think the elephants are in a sanctuary?

Why do you think there are only five elephants in the sanctuary?

Do you think elephants like being together or alone? Why?

Who is the youngest elephant at the sanctuary?

Who is the oldest elephant?

Who trumpets the loudest?

Which elephant do you think is the most spoilt?

Who loves playing in water?



**Let's write**

What do the words in bold mean? Circle the closest meaning in each line.

Write the words in bold in your dictionary.

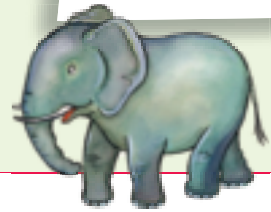


<b>sanctuary</b>	place of safety	asylum	hotel	farm
<b>tusk</b>	tooth	horn	ivory	nail
<b>attention</b>	curiosity	interest	inattention	oddity
<b>enclosure</b>	a space that is fenced off	roofed home	exposed area	bare area
<b>thrive</b>	grow	expand	flourish	increase





# Thinking about elephants



This table gives you some facts about the African elephant. Write a paragraph using these facts.

<b>Let's write</b> Name:	elephant
Weight at birth:	120 kg
Top speed:	40 km/h
How long they live:	80 years
Colour:	grey
Favourite food:	grass, leaves, twigs, bark, fruit and seed pods




**Let's write**

Look at the information about elephants in the right-hand column. Then fill in the information under the right headings, in the right order.

Do elephants live together?

What do elephants eat?

How do elephants cool themselves?

How do elephants talk?

How long do elephants live?

## Elephant Facts

Elephants talk to each other by making a "trumpeting" sound with their trunks.

All the babies and other females follow the leader. Several families live together in a herd.

Because they are such big animals, they need to eat a lot of leaves, but they also eat grass and tree bark – and fruit, when they can get it! They can spend twenty hours a day eating!

Elephants eat plants.

Elephants can live as long as eighty years.

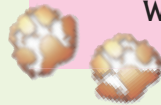
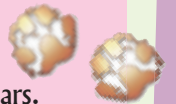
The leader of the herd is usually the oldest female elephant.

Elephants live in families.

They also use their trunks to spray water and dust on their bodies.

When it is hot, elephants like to get into water and mud.

Wrinkles on their skin trap the water and help to cool them.



**Let's write**

Rewrite these sentences using the adverb in brackets to complete the meaning.

The young elephant leaves its mother. (seldom)

---

The mother elephant stands under the shade of the tree. (often)

---

The bull elephant throws water over its wrinkled skin. (occasionally)

---



The baby elephant eats straw. (never)

The elephant sleeps in the afternoon. (sometimes)



**Let's write**

Draw a picture of an animal you like.

Then write four paragraphs about the animal.



- Use a mind map to help you to plan your writing.
- Write a rough draft.
- Ask a friend to edit the draft.
- Revise your text and make the necessary corrections.
- Then write it neatly in your book.

In your first paragraph, say where the animal lives and whether it lives alone or in a group.

---

---

---

---

In your second paragraph, describe your animal: how big is it, and what does it look like?

---

---

---

---

In your third paragraph, explain how your animal communicates: what sounds does it make?

---

---

---

---

Finally, say how long your animal lives and whether or not it is an endangered species.

---

---

---

---

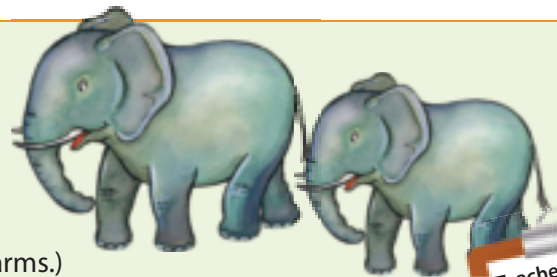


**Fun**

Read this poem and act it out:

The elephant goes  
Like this, like that.  
He's terribly big,  
And he's terribly fat.  
He has no fingers,  
And he has no toes.  
But he waves his trunk  
wherever he goes.

(Move around slowly on all fours, like an elephant.)  
(Stand up, reach up high with your arms.)  
(Stretch your arms out to the sides to show how fat the elephant is.)  
(Make fists, hiding your fingers.)  
(Wiggle your toes.)



Teacher: \_\_\_\_\_  
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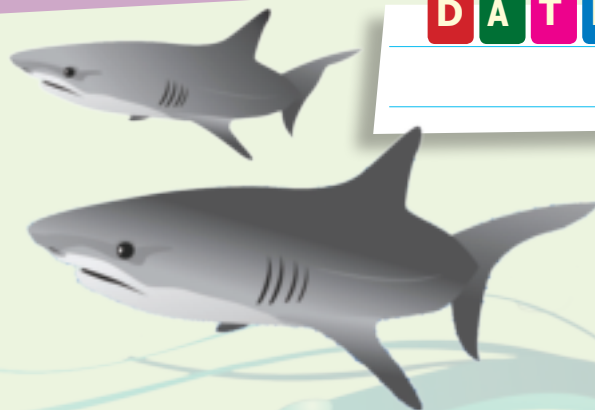
# Sharks matter



**Let's talk**

What do you know about sharks?

Look at the picture of the shark and describe it to your group.



**Let's read**

Bull sharks are thought to be the most dangerous sharks in the world. This is because they tend to hunt in waters where people often swim. Bull sharks live throughout the world, in shallow, warm ocean waters. There have even been cases of these sharks swimming up into freshwater rivers.

People are not part of a bull shark's usual prey. Scientists think that when a bull shark goes after a person it's because it is curious or because it simply mistakes a person for prey. Bull sharks will eat almost anything, but their diet consists mainly of fish. They also sometimes eat dolphins and sea turtles. Bull sharks even eat other sharks.

They hunt during the day and at night. Before the bull shark attacks its prey, it head-butts the animal. This head-butting habit, along with its short, blunt snout and grumpy personality, led to its name of "bull" shark.

Bull sharks are unusual among sharks in their ability to survive in fresh water. Sharks must keep salt in their bodies to survive, and most sharks can live only in salt water. But bull sharks have special kidneys and glands near their tails that help them to keep salt in their bodies even when they're in fresh water. Scientists are still studying these sharks to find out why they developed this unusual ability.

Although bull sharks are not on the endangered species list, people try and catch bull sharks mainly for their fins. Researchers believe that their populations may be shrinking.



**Let's write**

**Before you read**

- Look at the pictures and headings and try to predict what the text will be about.
- Skim the page to see what you will read about.

Why are bull sharks thought to be very dangerous?

What do bull sharks usually eat?

How do bull sharks attack their prey?



In what way are bull sharks different from other sharks?

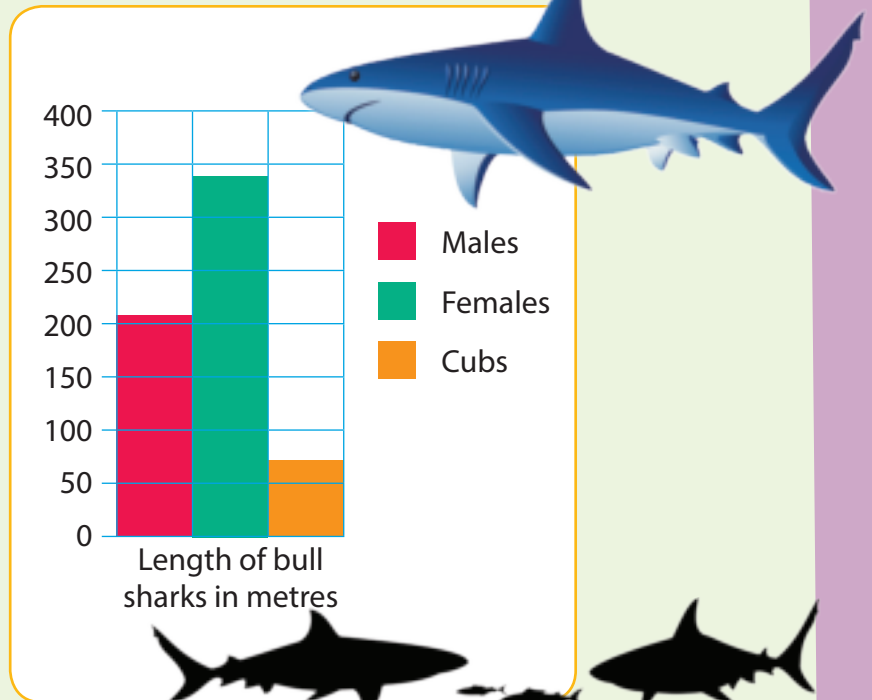
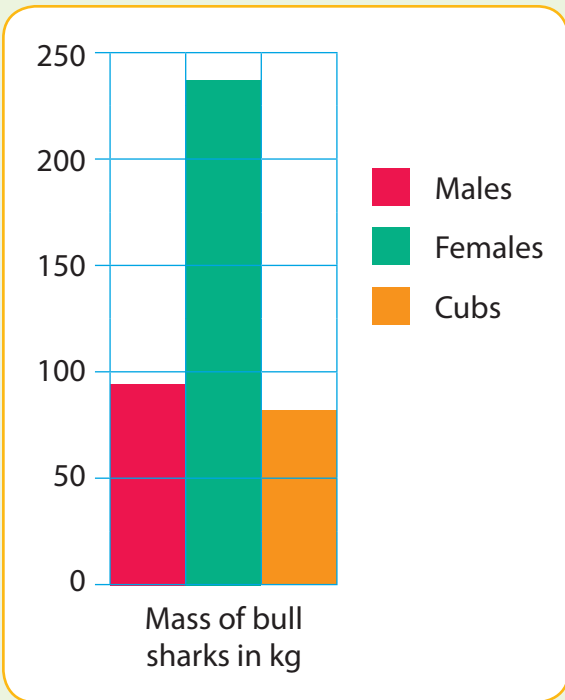
Why is the number of bull sharks decreasing?

When, do you think, is an animal thought to be endangered?

Look at the graphs.

How much do the male, female and cub bull sharks weigh?

How long are the male, female and cub bull sharks?



Let's write

Match the words or phrases on the left with their meaning on the right.

Write the words in bold in your dictionary.

- prey
- tends to
- personality
- unusual
- blunt

- rounded
- character
- different
- is likely to
- an animal hunted for food



Teacher: \_\_\_\_\_  
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# 14 More about sharks



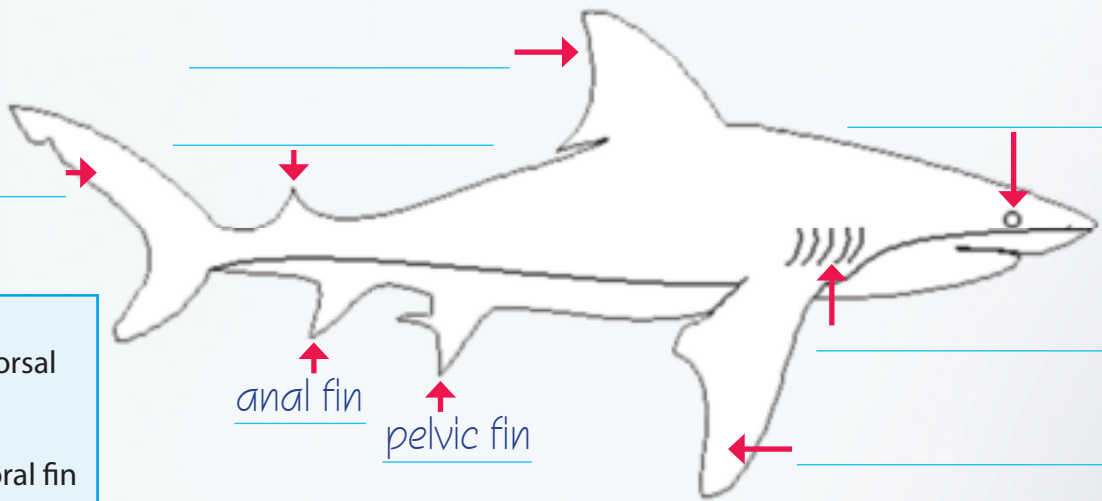
**Let's write**

Your friend has written a paragraph that she wants you to correct. She has also asked you to label the diagram of the bull shark. She wants the paragraph and diagram to be published in your class newspaper.

Edit this paragraph and then label the diagram. Find and correct all the wrongly spelled words and then label the shark using the labels in the box next to the diagram. We have labelled a few parts to help you.

If you are not sure how to spell a word, look it up in your dictionary.

The bull shaak is thout to bee very dangerous and is most famus for its remarkabel ability to life in both saltwater and freshwater. It has a grey, strong body, a wite underside, and a blunt, rounded snowt. The large, triangular first dorsal fin and second smaller dorsal fin as well as the other fins, have dusky tips. Bull sharks have small eyes, showing that site is not the most important sens needed for hunting.



- first dorsal fin
- second smaller dorsal fin
- tail
- paddle-like pectoral fin
- gill slits
- small eyes
- grey skin above



**Let's write**

Look up the meaning of these words in your dictionary. Write the words and their meanings in your dictionary.

Now write sentences of your own using these words.

dangerous

curious

grumpy

ability





**Let's write**

Go back to the article about bull sharks in worksheet 13.  
Underline the topic sentence of each paragraph in blue.

Use the topic sentences to write a paragraph that is a summary of the article.

Large lined writing area for writing a summary paragraph.

Give your paragraph a heading.

Box for writing a heading.



**Let's write**

Rewrite this paragraph in the present tense.



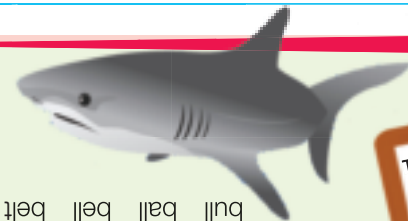
Suddenly a large flash of lightning lit up the scene. Nancy thought she saw something down on the beach behind her house. She looked through her binoculars and saw what seemed to be an overturned boat washed up on the shore. Nancy grabbed her raincoat and ran out into the storm. Down on the beach, what Nancy found was not a boat. It was a black whale, six metres long, lying on the beach. The whale smacked its tail against the sand and called out in whistles that sounded almost like a bird's song. Nancy was frightened by the size of the animal. Then she saw a fishing net over the whale's head and back. "You poor thing," said Nancy. "Don't worry, I'll find someone to help you."

Lined writing area for rewriting the paragraph in the present tense.



**Let's write**

Change **hunt** to **cart** in three moves.  
Change **shark** to **stake** in three moves.  
Change **bull** to **belt** in three moves.



hunt hurt curt cart  
shark share stare stake  
bull ball bell belt

Clipboard with fields for Teacher, Sign, and Date.



# 15 Touring Africa

### Before you read

- Look at the pictures and headings and try to predict what the text will be about.
- Skim the page to see what you will read about.

DATE \_\_\_\_\_



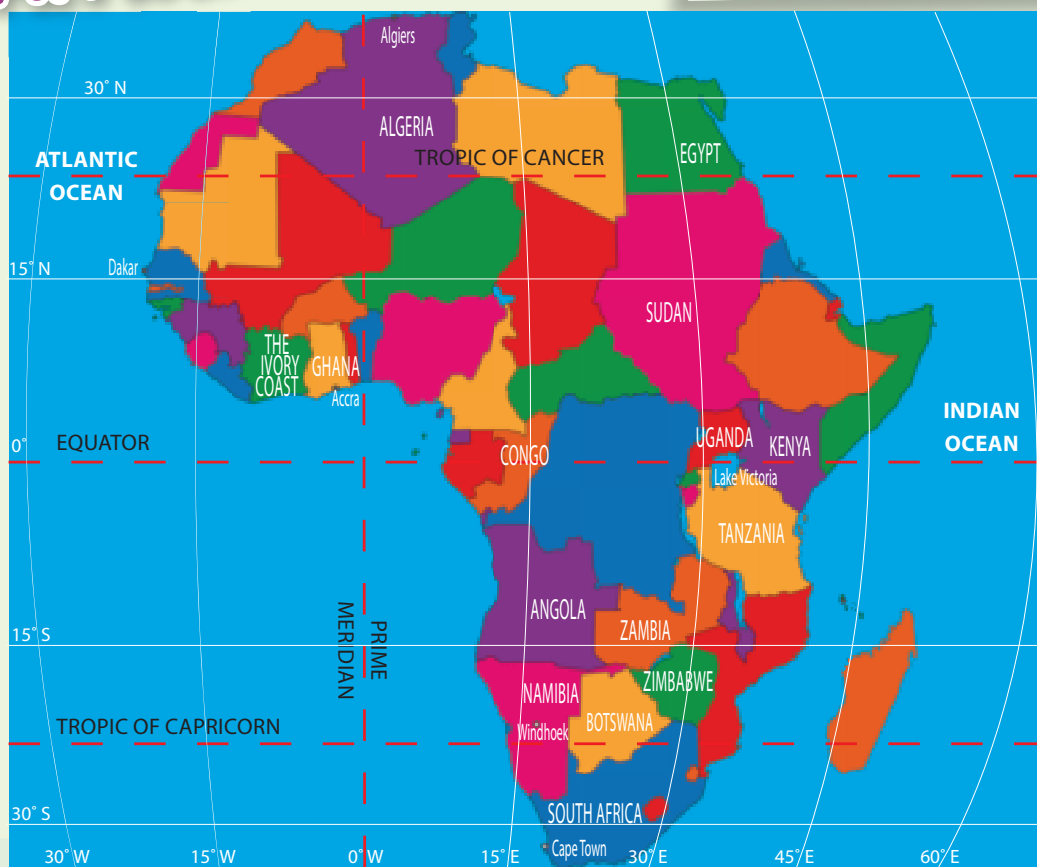
### Let's talk

Look at the map and show your group where you live. Each person in your group should talk about a different aspect of your province: the tourist attractions, the weather, the main sporting activities and directions on how to get to a hotel or a bed and breakfast place.



### Let's read

Read the information about the different countries.



## EGYPT

Without the Nile River, Egypt would be desert. It only has 2.5 cm of rain each year. But each summer, the river rises. Floods cover the river's valleys, leaving a mud-like substance needed for trees, plants and crops to grow. Egypt has many animals and plants, including cheetahs, hyenas, crocodiles and cobras.

Around 3 100 B.C., different parts of Egypt were brought together under a pharaoh (the Egyptian word for a king). These kings built huge pyramids and temples.

Tourism brings money into Egypt. Crowds of visitors go to the country to see ancient monuments like the Great Pyramids and the Sphinx.

Official language: Literary Arabic

## KENYA

Kenya is in East Africa. It is next to the Indian Ocean. Nairobi is the capital. Millions of people visit Kenya each year to see its grasslands, called savanna, and the animals such as elephants, lions, cheetahs and rhinos. Music and storytelling are important parts of Kenyan culture. Official languages: Swahili and English

## PRETORIA

Climate data for Pretoria													
Month	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Year
Record high °C	42	37	35	33	29	25	26	31	34	36	39	37	36
Average high °C	29	28	27	24	22	19	20	22	26	27	27	28	25
Average low °C	18	17	16	12	8	5	5	8	12	14	16	17	12
Record low °C	8	11	6	3	-1	-6	-4	-1	2	4	7	7	-6
Rain mm	154	75	82	51	13	7	3	6	22	71	98	120	703

Source: South African Weather Service



Pretoria is a city in the northern part of Gauteng Province. It is the administrative capital of South Africa. It is known as the Jacaranda City because of the thousands of Jacaranda trees planted in its streets, parks and gardens. Jacarandas have beautiful purple flowers, and in October, when the trees start flowering, they form purple arches across many of the city's streets.

## LIMPOPO

Limpopo is South Africa's most northern province. It is remarkable in that it has bushveld, majestic mountains, indigenous forests and farmland. The province borders the countries of Botswana to the west, Zimbabwe to the north and Mozambique to the east. In the eastern region lies the northern half of the magnificent Kruger National Park. The capital city of Limpopo is Polokwane. Other important Limpopo towns are the major mining centres of Phalaborwa and Thabazimbi, and Tzaneen, which produces tea, forestry products and tropical fruit. Through the centre of the province runs the Great North Road, an important route into Africa that crosses into Zimbabwe at the major border post of Beit Bridge.



### Let's write

You have won a trip through Africa. You are going to fly to a destination and then drive back home through different countries in Africa. Skim through the information to find out where you will be going. If you're not sure, use the map of Africa to help you.

It has little rainfall.

A huge river runs through it.

Its southern neighbour is Sudan.

It has huge pyramids and temples.

The tropic of Cancer runs through it.

It lies between two lines of longitude: approximately 30°E and 35°E.

Where are you?

Its capital is close to the tropic of Capricorn and is close to the 15°E line of longitude.

Its coast is on the Atlantic Ocean.

Its neighbours are Angola, Botswana and South Africa.

Where are you?

Its capital is Nairobi.

It has two official languages.

It has many different animal species.

Its eastern coast is on the Indian Ocean.

It lies on the equator.

Its southern neighbour is Tanzania.

Lake Victoria is on its south western border.

Where are you?

It is the administrative capital of South Africa.

It is known as the Jacaranda City.

Where are you?

It is South Africa's northernmost province.

It borders Botswana to the west, Zimbabwe to the north and Mozambique to the East.

Half of the Kruger Park is in it.

The Great North Road runs through it.

Its northern border is the Limpopo River.

Where are you?

Now look at the chart giving the climate data for Pretoria. Answer the questions and then say which months would be the best to travel through this city.

Which month has the highest average temperature?

Which month has the lowest average temperature?

Which two months have the lowest average temperature?

Which month has the highest recorded temperature?

Which month has the lowest rainfall?

Which month has the highest rainfall?

Its capital is Accra.

The prime meridian runs through it.

Its northern neighbour is Burkina Faso.

Its western neighbour is the Ivory Coast.

Where are you?

Teacher: \_\_\_\_\_

Sign: \_\_\_\_\_

Date: \_\_\_\_\_



# 16 More about Africa



Let's write

Once you have identified the countries you will be visiting, do the following:  
Put the countries that you will be travelling to in a logical order, starting with Egypt and ending with Pretoria.

Write a paragraph about the journey. Use these connectives to write your paragraph.

First

Then

Afterwards

Then

Next

Finally



Let's write

Go to your library and find a book about a country in Africa that you are interested in.

Perhaps there's one in a book box at your school. Or perhaps you are able to use the internet. Find out about this country. Complete this writing frame. Then write your report in your exercise book.

Name of country

Where it is situated

Its tourist attractions

Its culture

Its food

Its sports



- Use a mind map to help you to plan your writing.
- Write a rough draft.
- Ask a friend to edit the draft.
- Revise your text and make the necessary corrections.
- Then write it neatly in your book.





**Let's write**

Your best friend has to present a talk to your class on a book she has read about a place in South Africa. She prepares her points on pieces of paper in case she forgets what she wants to say.

As she is going through them the wind comes up and blows the pieces of paper out of her hand. Help her pick up the pieces and put them in their correct order.

Number each piece of paper.

For Sally, surfing is the best way to enjoy life.

The story is for anyone from age 10 to 100 who appreciates the delights of our natural world.

She and her two dogs live in a cabin near the beach, and when the ocean calls, the trio sets off to enjoy a day at the seaside.

This is truly a magical story about the excitement of living in Cape Town, being in nature, surfing and enjoying the seaside.

Wendy McKeag, the author and illustrator, lives there, sandwiched between mountain and sea on the Cape Peninsula.

Surfing Sally is a story inspired by life at the south-western tip of Africa.



**Let's write**

Now that you have put them in order, write the points as a paragraph. Make sure that you keep the sentences in the present tense.

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Teacher: \_\_\_\_\_  
 Sign: \_\_\_\_\_  
 Date: \_\_\_\_\_



# Checklist



I CAN	😊	😞
read a text		
answer questions based on a text		
match words with their meanings		
talk about a picture		
tell a story that has a moral		
determine what the story will be about based on the title, plot, and pictures		
express an opinion giving a reason		
use capital letters		
write sentences in the past tense using link words		
make a flow chart		
write sentences expressing an opinion		
identify words that have the sound sounds but different meanings		
write sentences		
work in a group		
identify the main and supporting ideas of a passage		
identify genre		
brainstorm a topic		
identify countable nouns and articles		
write sentences using the correct concord		
identify meanings of phrases		
identify and use proper, common and countable nouns, articles, pronouns, regular and irregular verbs and adverbs of frequency.		
use pronouns		
spell words using double consonants		

	😊	😞
take part in a familiar conversation		
give a passage a title		
match words from the text with their meanings		
use "may", "can" and "must" in sentences		
complete a graph		
answer questions about the graph		
write instructions using the present tense		
write a factual paragraph		
put information in the right order under headings		
act out a poem		
edit a paragraph		
label a diagram		
write a summary		
look up meanings of words in a dictionary		
write words and meanings in my dictionary		
write sentences using words from the text		
rewrite a paragraph in the present tense		
talk about my province		
read a map of Africa		
read a chart		
find and order information using connectives		



# 2

# Different kinds of texts



## Theme 2: Different kinds of texts

## Term 1 Weeks 5 – 8

### Weeks 5 - 6 Stories

#### 17 A wonderland party 36

Takes part in a familiar conversation about a birthday party.  
Uses a picture to identify characters in a story.  
Answers questions about the text.  
Identifies genre.  
Uses the heading and picture to indicate what the text is about.  
Relates text to own experiences.  
Finds words from the text that have the same meanings.

#### 18 More about Alice 38

Plans a descriptive paragraph.  
Uses topic and supporting sentences.  
Writes a paragraph about a character using the present tense.  
Uses descriptive adjectives.  
Rewrites a paragraph from direct to indirect speech.  
Writes sentences using prepositions of position.

#### 19 Have you been invited to the party? 40

Talks about a picture.  
Reads an invitation.  
Answers questions on the text.  
Fills in information on the invitation.  
Determines purpose of the text.  
Identifies meanings of words taken from the text.

#### 20 Sending a message 42

Writes a paragraph about a character using descriptive information.  
Writes a message using correct format.  
Uses a mind map to plan paragraphs.  
Writes paragraphs using the future tense.  
Uses link words to link ideas.  
Checks spelling and punctuation.

#### 21 Banding together 44

Discusses a picture with the group.  
Reads a story.  
Answers questions about the text.  
Gives an opinion with a reason.  
Matches words with their meanings.  
Writes words and meanings in their own dictionary.

#### 22 Learning language 46

Changes statements into questions.  
Edits a paragraph using capital letters and full stop.  
Punctuates sentences.  
Identifies and uses uncountable nouns.  
Writes down meanings of phrases taken from the text.

#### 23 Advertising a concert 48

Discusses planning a concert with the group.  
Reads an advertisement about a concert.  
Answers questions based on the text.  
Identifies genre, audience, purpose, main message and features of the advertisement.  
Looks up meanings of words in a dictionary.  
Writes sentences using words from the text.

#### 24 My concert 50

Forms compound words.  
Writes sentences using compound words.  
Uses a mind map to plan a story or an event.  
Writes an essay about a concert.  
Uses the future tense.  
Uses connecting words such as **and**, **then** and **next**.  
Checks spelling and punctuation.

### Weeks 7 - 8 Reading procedural texts

#### 25 Making bread 52

Uses senses to describe what bread looks, feels, tastes like.  
Describes to the group how to make a sandwich.  
Writes a procedural text about making bread.  
Answers questions about the text.  
Identifies genre.  
Explains meanings of phrases used in text.  
Relates text to own experiences.  
Finds words from the text that have the same meanings.

#### 26 More about bread 54

Plans a paragraph about writing an explanation.  
Writes down words and phrases to be used in paragraph.  
Writes an explanation of how to make a sandwich.  
Uses determiners to complete sentences.  
Uses possessive pronouns.  
Uses the apostrophe to show possession.

#### 27 Make something tasty 56

Gives and gets instructions on how to make a sandwich.  
Reads instructions on how to make a banana shake.  
Answers questions about the text.  
Writes down command words.  
Gives an opinion and reasons.  
Rewrites instructions in the form of an explanation.

#### 28 Some more cooking 58

Brainstorms ideas for creating own recipes.  
Uses table to plan the recipe.  
Uses words and phrases to write an explanation of how oatmeal is made.  
Identifies meanings of words.  
Completes a table of adjectives of comparison.  
Identifies correct use of the apostrophe.

#### 29 Fly through the air 60

Gives and gets instructions on how to make a paper hat.  
Reads a text on how to make a paper jet.  
Answers questions about the text.  
Matches pictures with instructions.  
Finds words in text to match meanings.  
Writes words and meanings in own dictionary.

#### 30 More information writing 62

Orders information.  
Uses words such as **first**, **then**, **next**.  
Uses possessive pronouns.  
Writes sentences using words from the text.

#### 31 Growing a plant 64

Discusses planting flowers, vegetables or trees with the group.  
Uses words such as **first**, **then** and **next**.  
Discusses the importance of plants.  
Reads a text on growing a plant.  
Answers questions based on the text.  
Gives an opinion with reasons.  
Uses forms of the verb "to be" in sentences.

#### 32 Puzzle it out 66

Reads and follows rules to play a game.  
Plays a dice game.

# 17 A wonderland party



Let's talk

Have you ever been to a tea party or a birthday party? Did you have a party for your birthday? If you did, tell your group what you did at your party, what you had to eat, who you invited, what games you played and what presents you got.

What is the best party you have ever been to? Tell your group about it.

Now, look at the picture and the heading and say what you think the story is going to be about. Talk about the characters you see in the picture and what they are doing.

DATE



### Before you read

- Look at the pictures and headings and try to predict what the text will be about.
- Skim the page to see what you will read about.

## THE MAD HATTER'S TEA PARTY

There was a table set out under a tree in front of the house, and the March Hare and the Hatter were having tea at it. A Dormouse was sitting between them, fast asleep, and the other two were using it as a cushion, resting their elbows on it, and talking over its head. "Very uncomfortable for the Dormouse," thought Alice; "but as it's asleep, I suppose it doesn't mind."

The table was a large one, but the three were all crowded together at one corner of it: "No room! No room!" they cried out when they saw Alice coming. "There's plenty of room!" said Alice indignantly, and she sat down in a large armchair at one end of the table.

"Have some cool drink," the March Hare said in an encouraging tone.

Alice looked all around the table, but there was nothing on it but tea. "I don't see any cool drink," she remarked.

"There isn't any," said the March Hare.

"Then it wasn't very polite of you to offer it," said Alice angrily.

"It wasn't very polite of you to sit down without being invited," said the March Hare.

"I didn't know it was your table," said Alice; "there's place for many more than three."

"Your hair needs to be cut," said the Hatter. He had been looking at Alice for some time with great curiosity, and this was his first speech.

"You should learn not to make personal remarks," Alice said; "it's very rude."

The Hatter opened his eyes very wide on hearing this; but all he said was, "Why is a raven like a writing-desk?"

"Well, we shall have some fun now!" thought Alice. "I'm glad they've begun asking riddles." Out loud, she said, "I believe I can guess that."

"Do you mean that you think you can work out the answer to it?" said the March Hare.



"Exactly so," said Alice.

"Then you should say what you mean," the March Hare went on.

"I do," Alice hastily replied; "at least—at least I mean what I say—that's the same thing, you know."

"Not the same thing a bit!" said the Hatter. "You might just as well say that 'I see what I eat' is the same thing as 'I eat what I see!'"

*Adapted from Alice in wonderland*



**Let's write**

Read the story and then answer these questions.

What kind of story do you think this is? Tick the right answer.

Fantasy story	<input type="checkbox"/>
Real story	<input type="checkbox"/>
Factual story	<input type="checkbox"/>



Write down the names of all the characters in the story.

Do you think the heading of the story is a good one? Say why.

Why do you think the March Hare told Alice there was no room at the table?

What was served at the Mad Hatter's tea party?

Do you think this is what is usually served at a tea party? Say why.

Was Alice invited to the tea party? How do you know?

Alice felt that the Hatter's remark about cutting her hair was rude. Has anyone been rude to you about your appearance? How did you feel?



**Let's write**

Find words in the passage that have the same meaning as the words in the first column. Then write the words in your dictionary.

unpleasant	<input type="text"/>
reassuring	<input type="text"/>
more than enough	<input type="text"/>
courteous	<input type="text"/>
quickly	<input type="text"/>

Teacher: \_\_\_\_\_  
Sign: \_\_\_\_\_  
Date: \_\_\_\_\_



# 18 More about Alice



Let's write

Use the picture in the previous worksheet and plan a paragraph in which you describe Alice. Use the following outline.



Topic sentence: words and phrases

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Supporting sentences: words and phrases

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Let's write

Use your outline to write a paragraph describing Alice. Use as many descriptive adjectives as possible and write the paragraph in the present tense.

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Let's write

Now write a paragraph describing yourself.

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Let's write

Rewrite the following using reported or indirect speech.

"Have some cool drink," the March Hare said in an encouraging tone. Alice looked all around the table, but there was nothing on it but tea. "I don't see any cool drink," she remarked. "There isn't any," said the March Hare. "Then it wasn't very polite of you to offer it," said Alice angrily. "It wasn't very polite of you to sit down without being invited," said the March Hare.

There are no inverted commas in **reported speech**. Unless the sentence says something that is always true (such as "The sun sets in the west"), the verb changes from the present tense to the past tense. The pronouns change and we use reporting words such as **asked whether**, **exclaimed**, **remarked** and **stated** with **that**.

Blank lined writing area for the reported speech exercise.



Let's write

Write sentences of your own using these prepositions.

- on
- above
- next to
- under
- below
- between



Blank lined writing area for the preposition exercise.



Teacher: \_\_\_\_\_  
 Sign: \_\_\_\_\_  
 Date: \_\_\_\_\_



# 19

## Have you been invited to the party?



Let's talk

Talk about the picture. Now, tell your group about the best party you have ever been to and tell them why it was so special.



Let's read

Read the invitation to the tea party and then answer the questions.

To: **Whoever is reading this**  
From: **The Mad Hatter**

A tea party with cool drink in the Wonder of lands  
Come stand and enjoy with the best of our bands  
The party's at night, so come in the day  
And bring all the presents you find on the way.

Join Hatter and Cat, Dormouse and Rabbit  
And no other guests except for Mac Tavit.  
Our King and Queen will bring all their hearts  
And we'll make sure we eat some of their tarts.

Put on a crazy hat, some rabbit ears, or come as a cat,  
While sipping tea among the roses, we'll do this and that!  
This adventure in Wonderland is sure to be great,  
So don't be late for this very important date!

Date: \_\_\_\_\_  
Time: \_\_\_\_\_  
Address: \_\_\_\_\_  
RSVP: \_\_\_\_\_





Read the invitation again and then answer these questions.

Let's write

Who has been invited to a tea party?

\_\_\_\_\_

Who is holding the tea party?

\_\_\_\_\_

What other guests will be at the party?

\_\_\_\_\_

When is the party going to be held?

\_\_\_\_\_

What kind of entertainment will there be at the party?

\_\_\_\_\_

What will there be at the party to eat and drink?

\_\_\_\_\_

What games will the guests play?

\_\_\_\_\_

Important information has been left out. Fill it in on the invitation.

In what ways is this invitation different from the usual kind of invitation you get when you are invited to a party?

\_\_\_\_\_

What is the purpose of the invitation?

\_\_\_\_\_



Let's write

What do the words in bold mean? Circle the closest meaning in each line. Write the words in bold in your dictionary.

<b>dormouse</b>	rat	rabbit	hamster	rattlesnake
<b>tarts</b>	cakes	sandwiches	crisps	pies
<b>sipping</b>	swallowing	drinking	eating	chewing
<b>adventure</b>	game	fun	exciting experience	car ride
<b>important</b>	main	pompous	high-ranking	valuable



# 20 Sending a message



Let's write

Use these words and phrases to write a paragraph about each of these characters from *Alice in Wonderland*. Write the paragraphs in the present tense. Use conjunctions to link the ideas.

**Mad Hatter:** sells hats, stuck in tea-time, often impolite, confusing to people



**March Hare:** Mad Hatter's friend, crazy, rude



Let's write

Write a message to the Mad Hatter thanking him for his invitation. Use the following outline.



Date \_\_\_\_\_

Dear \_\_\_\_\_

Thank you \_\_\_\_\_

I would love \_\_\_\_\_

Is there anything \_\_\_\_\_

Looking forward \_\_\_\_\_

Name \_\_\_\_\_





# 21 Banding together



Let's talk

Tell your group who your favourite singer is and the name of your favourite song. Look at the picture and talk to your group about it. Would you like to play in a band? What is your favourite instrument? Would you like to perform on stage?



Let's read

"One more time, guys!" Sierra jabbed at her iPod.

Elly groaned as the *thud, thud, thud* of the electronic brass and drums started up again. Much as she loved the hit single, "All Together Now", she'd had enough. Her throat was sore from singing and her legs ached from dancing.

"Oh no, you don't." Tash staggered across the room and collapsed face down on her bed. "You've promised 'one more time' for hours now!"

"I need a break too." Elly sank onto the floor of Tash's bedroom. They'd cleared a big space in the middle to make a dance studio. "My legs and brain have stopped talking to each other."

"Come on, guys!" Sierra flicked her long dark hair over her shoulder. "You're not trying. The singing's good but, Tash, you've got to get the dance steps sorted or we'll never win *Tomorrow's Stars!*"

Tash groaned loudly. She rolled over to look at Sierra. "It's easy for you. Dancing's your thing. I can't help it if I'm good at surfing and sailing but rubbish at dancing."

"Tash, you're not rubbish, you're just tired," Elly cut in, seeing Sierra's face grow stubborn. She knew how much their friend wanted to win the talent contest and appear on stage at Sunday Island's music festival. But she and Tash needed a break. "We've been practising all day, Sierra." Elly bit back a smile as a sneaky but brilliant idea flitted into her head. "I don't know about you, but I'm hungry."

Sierra sniffed. "You're not going to get me with that one. I know I'm a greedy pig, but there are more important things than food. Well, sometimes."

"OK." Elly shrugged. "I'll just have to take Aunt Dina's special spicy gingerbread cookies back home with me and tell her you didn't like them."

Sierra's eyes grew wide. "Gingerbread? The ones that are sort of chewy, but melt in your mouth?" Her stubborn frown faded into a dreamy look as Elly nodded.

From: *The Flip-flop Club: Starstruck* by Ellen Richardson

DATE



### Before you read

- Look at the pictures and headings and try to predict what the text will be about.
- Skim the page to see what you will read about.





Let's write

Read the passage again and then answer these questions.

What do you think Sierra meant by saying, "One more time"?

Do you think she meant it? Say why.

Why did Elly groan?

What was Elly's role in the band?

What was Tash's role in the band? Did she think she was good at what she had to do?

What was Tash good at?

Why were they practising?

Did Sierra enjoy eating the gingerbread cookies? How do you know this?



Let's write

Match the words or phrases on the left with their meaning on the right. Write the words in bold in your dictionary.

- jabbed
- flicked
- sneaky
- shrugged
- stubborn

- sly
- raised and dropped the shoulders
- obstinate, determined
- brushed back
- poked, prodded, punched



Teacher: \_\_\_\_\_  
 Sign: \_\_\_\_\_  
 Date: \_\_\_\_\_







Let's write

Punctuate these sentences. Choose from these punctuation marks:



We can talk about costumes hair and make-up while we eat she said

Sierra gobbled up three cookies then grabbed a copy of *Music Trend*

Wow she sighed Don't they look totally amazing Why can't I ever look like that

Did you know that one of the singers cycled across China to raise money How cool is that



Let's write

Tick the uncountable nouns.



tea	sugar	love	milk
cookie	guitar	singer	concert
dress	drum	iPod	joy

Now write sentences of your own using the uncountable nouns.

Handwriting practice lines for writing sentences.



Let's write

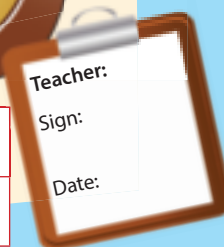
Write down the meaning of these phrases taken from the passage.

need a break

Blank box for writing the meaning of 'need a break'.

to get something sorted

Blank box for writing the meaning of 'to get something sorted'.





# Advertising a concert



Let's talk

Your school has asked you to organise a concert to raise funds for a new library. Discuss with your group how you will go about organising the concert. You need to talk about the venue, cost of tickets, who you are going to invite to play, invitations, seating and refreshments.



Let's read

Read about the concert and then answer the questions.

5TH ANNUAL

# Sunday Island Music Festival



20 BANDS

12 HOURS

of exciting,  
wonderful music

Place:

SUNDAY ISLANDS  
PLAYGROUND  
JANUARY 29TH

Doors open: 19:00

Featuring

Johnny Clegg, Tony Cox, Abdullah Ibrahim, Lebo M, Claire Johnston,  
Freshlyground, Siphos Mabuse, Nothembi and the Siblings,  
Hugh Masekela, Steve Hofmeyer and others.

Organised by  
RADIO 123

Tickets at venue  
R100.00 per ticket

All proceeds  
benefit



Children  
in need

Lead where you are

Sponsored by Light Newspapers





Let's write

Where is the concert being held?

If the concert begins at 19:00 when does it end?

How many times has this concert been held?

Who has organised it?

Who has sponsored the concert?

Who does the concert help?

If you want to go to the concert where must you buy the tickets?

How many bands are playing?

What kind of text is this?

Who is it aimed at?

What is the purpose of this text?

What information is most noticeable? Say why.



Let's write

Look up the meanings of these words in your dictionary and then write sentences that make their meaning clear.

featuring

organised

proceeds

benefit

sponsored

Four sets of horizontal lines for writing sentences.

Teacher:  
Sign:  
Date:



# 24 My concert



Let's write

Put the two smaller words together to make a compound word and then write sentences of your own using three of the compound words.

**Compound words**  
Compound words are made from two smaller words.  
Example:  
**play + ground = playground**

sun + shine = 	
rain + bow = 	
pan + cake = 	
sun + flower = 	
some + thing = 	



Let's write

You have discussed the concert that your school wants you to organise with your group. Use the information to make a mind map.

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The concert

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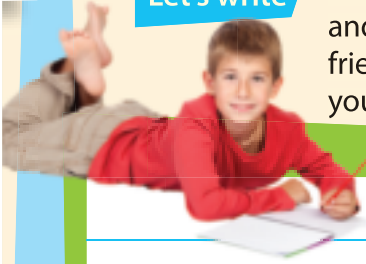


### Let's write

Use your mind map to write about your concert. Write your essay of three paragraphs in the future tense (use "will" with the verb). Don't forget to use connecting words such as **and**, **then**, and **next** to make sure you link one idea to the next. Ask your friend to check your essay to make sure that you have spelled your words correctly and used punctuation properly.



- Use a mind map to help you to plan your writing.
- Write a rough draft.
- Ask a friend to edit the draft.
- Revise your text and make the necessary corrections.
- Then write it neatly in your book.



Lined writing area for the student's essay.

Teacher: \_\_\_\_\_  
Sign: \_\_\_\_\_  
Date: \_\_\_\_\_



# 25 Making bread

DATE



DATE

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Let's talk

Do you eat bread?  
 What kind of bread do you prefer – white bread, brown bread or rye? Tell your group why. Bring a slice of your favourite bread to school. Use your senses to describe the piece of bread. What does it look like? What does it smell like? What does the bread taste like? What does it feel like?



Let's read

Do you bring sandwiches to school? If you do, tell your group how you make your sandwiches and what you put on them.



## How bread is made

We eat bread every day, but how is it made?


First of all, grains such as wheat or rye are grown on farms. The grains are harvested and stored in silos. Later they are taken to a flour mill where they are ground into flour.

The flour is then sent to a large bakery. There it is mixed with water, salt and yeast to form dough.

Next the dough is placed in metal pans. The pans are put into an oven where the temperature is about 180° C. After it is baked for 45 minutes the bread is taken out of the oven to cool.

Some loaves of bread are sliced in a machine and then wrapped in plastic. A "sell-by date" is usually attached to the package.

Finally, the bread is sent to bakeries, shops and supermarkets, where people buy it.

 **Before you read**

- Look at the pictures and headings and try to predict what the text will be about.
- Skim the page to see what you will read about.





Let's write

Read how bread is made again and then answer these questions.



What kind of text do you think this is? Tick the right answer.

Explanation

Instruction

Article

What kinds of grains are grown to make bread?

What happens to the grain at the flour mill?

What is flour used for?

How hot should the oven be for bread to bake?

If you leave the bread in the oven for too short a time, what will happen to the bread?

What do you think happens if the bread is left in the oven for too long?

Name three places that you know where you can buy bread.

Explain the meaning of the phrase "sell-by date". What do you think happens to the bread after the "sell-by date"?



Let's write

Find words in the passage that have the same meaning as the words in the first column. Write them down next to their meaning, and then write them in your dictionary.

grain storage	
fastened	
parcel; packet	
broken up; crushed	
gathered	

Teacher: \_\_\_\_\_  
 Sign: \_\_\_\_\_  
 Date: \_\_\_\_\_



# 26 More about bread



Let's write

Look at the information in the text box about writing an explanation.

Now use this information to brainstorm and plan a piece of writing on **How to make a sandwich**.

Write down words and phrases in the space below that you are going to use in your explanation.

**How bread is made** is an example of an **explanation**. This is what an explanation contains:

A heading: **How bread is made**

Statement or question to be explained in a particular order using time:

**How is bread made?**

Explanation arranged in a particular order using time connectives: **first, then, finally, after**

Passive voice: **are grown, is sent**

Common nouns: **bread, grain, dough**

Exact details: **180 degrees, 45 minutes**

Technical terms: **harvested, silos**

Lined writing area for brainstorming words and phrases.



Let's write

Use the words and phrases that you have brainstormed and the piece of writing on **How bread is made** to write an explanation on **How to make a sandwich**.

Lined writing area for writing an explanation.





Let's write

Complete the sentences using these words.

second

four

first

last

two

I was so happy when I won the bread-baking competition and came .

I was not sure whether to add  or  cups of flour.

I have to follow these steps when making a salad:  I have

to buy the ingredients,  I have to wash the ingredients and

I have to cut the vegetables and put them in a bowl.



Let's write

Rewrite each sentence using a possessive pronoun from the words below in the place of the underlined word.

This is Solly's cheese and tomato sandwich.

*This is his cheese and tomato sandwich.*

This is Hilary's recipe book. She thought she had left it on her desk.

This is my family's special recipe, which I won't give to anyone else.

Look at the turtle's shell.

Does that look like Redi and Ben's car?

A **possessive pronoun** tells us who or what owns something. It takes the place of possessive nouns (nouns that show ownership).



An **apostrophe (')** can be used to show belonging or ownership.

Add an **'s** if there is only one person or owner, for example: The bakery **belongs to Ben**.

This is Ben's bakery.

Add an **'** if the noun is plural and ends in an s, for example: The **recipes of the girls**. The girls' recipes.

Add an **'s** if the noun is plural and does not end in an s, for example: The recipes **of the children**. The children's recipes.



Let's write

How many people or owners do these belong to? Tick the right box.

Ben's bakery

one

more than one

family's recipe

one

more than one

turtle's shell

one

more than one

children's cakes

one

more than one

girls' sandwiches

one

more than one



# 27 Make something tasty

DATE

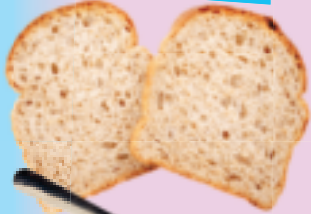


Let's talk

Bring bread, butter (or margarine) and two sandwich fillings to school. Ask your teacher to bring a knife.

Work with a partner. Take turns to give instructions and carry out instructions.

1. First decide what type of filling you would like and check to see if there is some available.
2. Next take two slices of bread and butter each of them on one side only.
3. Put your fillings on one slice of bread, butter side up. You may choose two fillings.
4. Place the other piece of bread, butter side down, on top of the filling.
5. Now cut your sandwich diagonally with a knife.
6. Now sit down and enjoy your sandwich.
7. Finally, clear away the things you have been using.



Let's read



## Difference between explanations and procedures

**Procedures** are instructions, full of commands. You use a procedure to make something.

**Explanations** have passive verbs, such as "is poured" or "are added".

Explanations tell you how something is done or how something works.

How to make a banana shake	Heading (your goal)
<b>Materials</b>	<b>Sub-heading</b>
You will need:	
½ glass of milk	jug
1 banana	bowl
1 egg	fork
2 scoops ice cream	glass
<b>Method</b>	<b>Sub-heading</b> (Each instruction starts on a new line and should be numbered.)
1. Pour the milk into the jug.	Words can be used instead of numbers: first, then, next
2. Carefully break the egg into the milk.	Exact instructions are given: carefully break
3. Peel the banana and mash it with a fork in the bowl.	
4. Add the banana to the milk.	
5. Add the ice cream.	
6. Beat the mixture with a fork until it is smooth.	Commands are used: beat, pour
7. Pour the mixture into the glass.	
8. Clean up the mess.	
9. Drink your banana shake.	





Let's write

Read the recipe again and then answer these questions.

What is the goal of this recipe?

What ingredients will you need?

What utensils will you need?

Write down two exact instructions given in the recipe.

Write down two command words used.

Why do you think you need to break the egg carefully?

Explain why you need to add the ice cream after you have added the banana.

Why do you think it is important to clean up after making the shake?



Let's write

Re-write the first three instructions using **first**, **next** and **then**.  
Leave out the numbers.

1. Pour the milk into the jug.
2. Carefully break the egg into the milk.
3. Peel the banana and mash it with a fork in the bowl.




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Teacher: \_\_\_\_\_  
 Sign: \_\_\_\_\_  
 Date: \_\_\_\_\_



# 28

## Some more cooking



Let's write

Brainstorm ideas with a partner for creating your own recipe. Talk about what you would like to make, what you will need in order to make it, the steps you will use to create your recipe, and how well you think your recipe will work. When you have finished sharing with a partner, write your ideas in this table to help you plan your recipe.

**Heading**

**Purpose**

**Ingredients**

Steps

- 1.
- 2.
- 3.
- 4.
- 5.

(Continue adding as many steps as you need.)

**Conclusion**



Let's write

Now, use these words and phrases to write an explanation of how oatmeal is made. Look back at the instructions on how to write an explanation.



grains milled soon after harvesting; oats moving tray washed; moved to steamer and moist heated; run through blades; hull separated from grain; toasted at 150° 1 hour; containers packed; loaded into cartons for shipment.

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Let's write

Encircle the words that have the same meaning as the words in bold. Circle the closest meaning in each line.

Write the words in bold in your dictionary.

<b>heading</b>	title	caption	banner	slogan
<b>scoop</b>	shovel	ladle	trowel	spoonful
<b>instruction</b>	order	direction	teaching	education
<b>mixture</b>	jumble	combination	blend	assortment
<b>mess</b>	chaos	clutter	tangle	untidiness



Let's write

Complete this table of adjectives.

interesting		
	more beautiful	
		tallest
colourful		
		most wonderful
pretty		



Let's write

Choose the correct word from the words in brackets.

Tick the right form of the word.

(Bens'/Ben's) dog ate the (teachers'/teacher's) sandwich. He then chased the (neighbours'/neighbours) cat, jumped over the fence and dug up the two (sisters'/sister's) potatoes. Next he ran over the road and snatched the (babie's'/babies') nappies from the line. He ran to the house next door and took the (girls'/girl's) stockings and the (boys'/boys) hats and for his final terrible deed he ate the (butcher's'/butchers') bones.

Teacher: \_\_\_\_\_  
 Sign: \_\_\_\_\_  
 Date: \_\_\_\_\_



# 29 Fly through the air



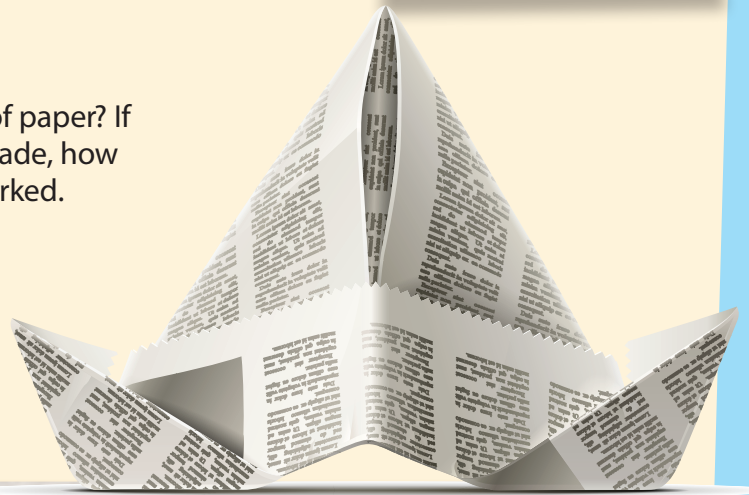
**Let's talk**

Have you ever made something out of paper? If you have, tell your group what you made, how you made it and whether or not it worked.



**Let's do**

Now you and your partner are going to make a paper hat. Take turns. One person gives the instructions to make a paper hat and the other person makes the hat. Then swop.



**How to make a newspaper hat**

1. Fold one newspaper page in half horizontally.
2. With the fold at the top, fold the top corners in to the centre.
3. Tape the points down.
4. Tuck in the corners.
5. Fold up the bottom edges.
6. Tuck in the corner edges and add tape to hold them in place.

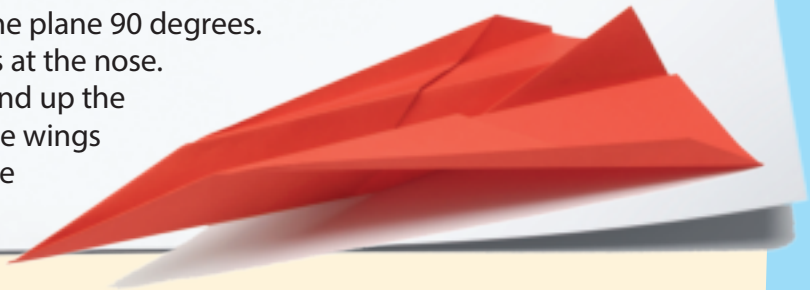


**Let's read**

Read these instructions carefully.

**How to make a paper jet**

1. Use a sheet of A4 paper. Fold the paper in half lengthwise and run your thumbnail along the fold to crease it sharply. Now, unfold the paper.
2. Fold down the top corners to the middle of the paper until both corners meet.
3. Fold the two edges towards the centre line.
4. Make a valley fold in half. Turn the plane 90 degrees.
5. Create a wing crease that begins at the nose.
6. Form a 3-dimensional shape. Bend up the trailing edge (the end part) of the wings for lift if it has a tendency to nose dive.



**Let's write**

What is the purpose of these instructions?

What size paper must you use?



What does it mean to turn the paper 90 degrees?

Why do you need to bend the trailing edge of the wings?

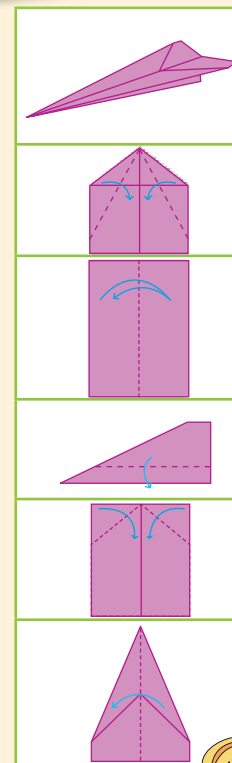
Write down four command words from the text.



Draw lines to match the instructions with the drawings.

**Let's write**

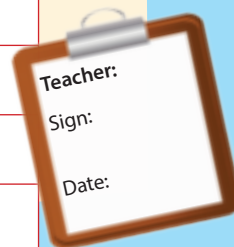
1. Use a sheet of A4 paper. Fold the paper in half lengthwise and run thumbnail along the fold to crease it sharply. Now, unfold the paper.
2. Fold down the top corners to the middle of the paper until both corners meet.
3. Fold the two edges toward the centre line.
4. Make a valley fold in half. Turn the plane 90 degrees.
5. Create a wing crease that begins at the nose.
6. Form a 3-dimensional shape. Bend up the trailing edge of the wings for lift if it has a tendency to nose dive.



Find words in the instructions on making a paper jet that mean the same as the phrases below. Write the words and their meanings in your dictionary.

**Let's write**

having the measurements of height, width and depth	
the way in which something is likely to happen	
fold in paper	
in direction of longest side	
front part of jet that sticks out	



# 30

## More information writing



Let's write

Look at the pictures and then put the information about each picture in the right order. Use words such as first, then, next, afterwards and finally when writing your sentences.

My skin sends a message to my brain.  
A piece of glass slices through my skin.  
This message goes along my nerves, to my spinal cord and then to my brain.  
My brain tells me I have hurt myself.  
I cut my hand.



Blank lined writing area for the first scenario.

My fingers pluck the strings of a violin.  
My hands, muscles and joints work together.  
My eyes and ears send messages to my brain.  
My eyes see the music.  
My ears hear the music.  
My brain sends messages to my fingers.



Blank lined writing area for the second scenario.

The group listens to the story.  
My eyes send messages to my brain.  
I read a story to my group.  
My eyes look at the words and sentences on the pages.



Blank lined writing area for the third scenario.





Let's write

Use some of these possessive pronouns in the sentences below.

**Possessive pronouns** show that something belongs to a person or thing.

**Example:** I label all **my** clothes to show that they are **mine**.

my

yours

his

ours

our

mine

hers

her

your

theirs

their

Andile knew that the scones were  because she had put jam and cream on them.

teacher taught  class how to make paper jets.

This jet is , that is  and these two are .

This is  jersey. Do you know where  is?

Sandile, please put  clothes away. The twins must put

own clothes in the cupboard!



Please come and have a look at the group projects we had to do. This one is .



Let's write

Write sentences of your own using these words taken from the text.

message

crease

slice

pluck

music



# 31 Growing a plant



Let's talk

Discuss these questions in your group.  
Have you ever planted flowers, vegetables or trees?  
If you have, tell your group what you planted, and how you looked after the plant. Use words such as **first**, **then** and **next** in your discussion.  
Now discuss why you think plants are important.  
Make notes, elect a spokesperson from your group and then tell the class what your group's ideas are.



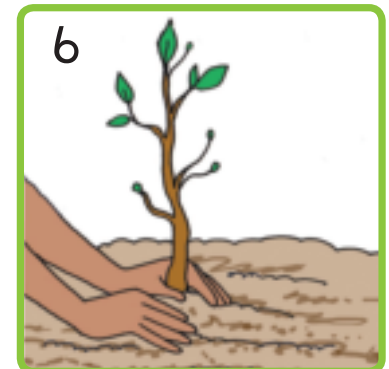
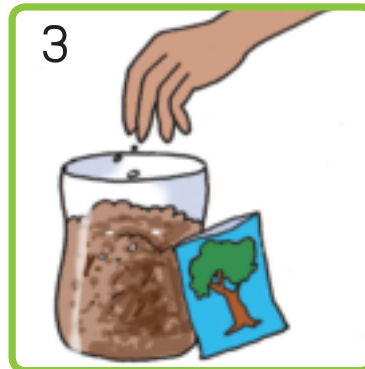
Let's read

Read this text about how to grow a tree.

## How to grow a tree

You need an empty two-litre cold drink bottle, some soil and tree seeds.

1. Cut off the top of the bottle.
2. Put some good soil in the base. Add compost or manure.
3. Plant the tree seeds in the soil.
4. Water lightly once a week. You should keep the seeds moist but not wet.  
After four or five weeks the seedlings will break through the soil.
5. When your seedlings are three weeks old, replant them in plastic bags filled with good soil.
6. When the seedlings are about as long as your arm, plant them in the ground.
7. Keep a chart showing how often you water the plants and how much they grow every month.





Let's write

Re-read the instructions and then answer these questions.



Why is it necessary to add compost to the soil?

How often should you water the seeds?

What should you do when your seedlings are three weeks old?

When should you transplant the seedlings into the ground?

Why do you think you have to put the seedlings into a plastic bag first and only transplant them into the ground when they are much bigger?

What are you asked to observe?



Let's write

Complete these sentences using the words in the box.

am

are

were

is

was

be

been

being

It  hard to tell who is who as the twins look exactly the same.

I  very lucky to have such a special friend.

Where  you going tomorrow?

After we had supper we  very full and went for a walk.

The depth of the lake  25 metres.

What two things  compared?

I have  working on my science project for three days now.

The thief will  caught and punished.



# 32 Puzzle it out

Play this game with your partner and see what you remember!

### Rules

- Play this game with your friend.
- Cut out counters from the back of your workbook.
- You will need a dice.
- Start the game by throwing the dice. The person who throws the highest number starts the game.
- Read and answer the questions on each block. If you can't answer a question, stay on that block until you can answer it.
- Follow the instructions carefully.
- If you land on a blank space, go back two spaces.
- If you land on a picture of a rocket go three spaces forward.
- Get to thirty first and you are the winner!

**START**



1

Which is correct:  
**bird** or **berd**?

2

Which is right:  
**Thamis' hair**  
or  
**Thami's hair**?

3

Name two  
possessive  
pronouns.

4

Spell a word  
that has a  
**double  
consonant**.

5

Give two examples of  
connecting words.

6

**I am sick**  
is written in the  
present tense.  
True or false?

8

Change the  
sentence in block 8  
into the past tense.

9

**First, second  
and third.**  
What are these bold  
words called?

10



15

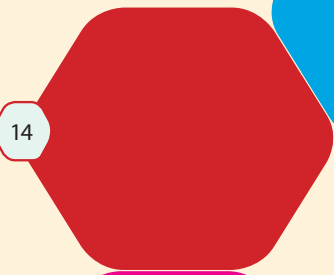


16

We use these words to describe nouns. Give an example.

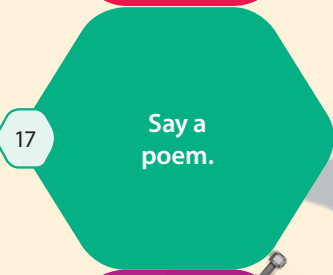


14



17

Say a poem.



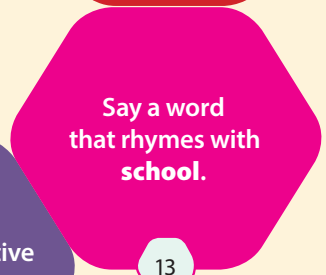
12

The superlative adjective of beautiful is \_\_\_\_\_.



13

Say a word that rhymes with school.



18

Sing a song.



19

The comparative adjective of good is \_\_\_\_\_.

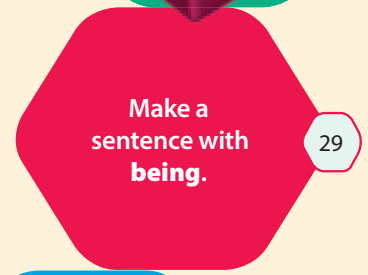


11

30



Make a sentence with being.



21

Give instructions on how to ride a bike.



20



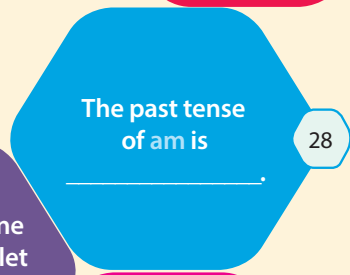
22

Give directions on how to get from your home to school.



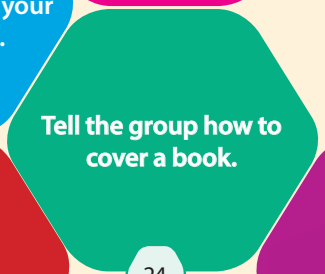
28

The past tense of am is \_\_\_\_\_.



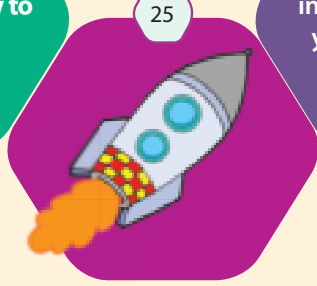
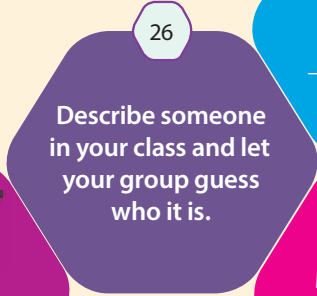
24

Tell the group how to cover a book.

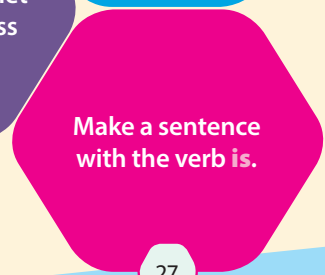


25

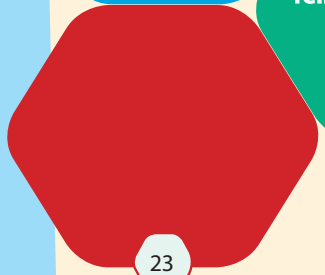
Describe someone in your class and let your group guess who it is.



Make a sentence with the verb is.



23



27

Teacher: \_\_\_\_\_  
 Sign: \_\_\_\_\_  
 Date: \_\_\_\_\_



# Checklist



I CAN	😊	😞
take part in a familiar conversation		
read a text		
answer questions about a text		
use a heading and picture to find out what a text is about		
relate a text to my own experiences		
use topic and supporting sentences		
write paragraphs using the present and future tenses		
use descriptive adjectives		
rewrite a paragraph from direct to indirect speech		
write sentences using prepositions of position		
talk about a picture		
fill in information		
write a message using correct format		
check spelling and punctuation		
give an opinion with a reason		
use my dictionary		
change statements into questions		
edit a paragraph		
punctuate sentences		
identify and use uncountable nouns		
identify genre, audience, purpose, main message and features of a text		
look up meanings of words in a dictionary		
form compound words and write sentences using them		
use connecting and link words		

	😊	😞
use my senses to describe bread		
describe a process		
identify genre		
explain meanings of words and phrases used in text		
plan a paragraph		
write an explanation		
use determiners		
use possessive pronouns		
use the apostrophe		
give and get instructions		
read instructions		
identify command words		
give an opinion and reasons		
rewrite instructions in the form of an explanation		
brainstorm ideas		
use a table to plan a piece of instructional writing		
complete a table of adjectives of comparison		
match pictures with instructions		
order information		
use possessive pronouns		
use forms of the verb "to be" in sentences		
read rules and play a dice game		



# 3

# People, creatures and the weather

## Theme 3: People and other creatures

## Term 2: Weeks 1 – 4

### Weeks 1 - 2 Different kinds of texts

#### 33 Nelson Mandela 70

Tells a story.  
Reads a story.  
Answers specific questions based on the story.  
Expresses an opinion.  
Identifies the learning process.  
Matches words with their meanings.  
Writes words in dictionaries.

#### 34 More about Mandela 72

Writes sentences in the past tense about the story using link words.  
Writes a heading.  
Writes a paragraph expressing an opinion.  
Puts words into alphabetical order.  
Writes paragraphs to complete a story and illustrates the paragraphs.  
Uses nouns that only have plurals.  
Uses adjectives of comparison.

#### 35 Some humorous writing 74

Has a group discussion.  
Reads blurbs (summaries) of books.  
Answers questions about the blurbs.  
Identifies author, title, illustrator, publisher.  
Gives an opinion with a reason.  
Determines genre.  
Matches words with their meanings.  
Writes words into their dictionaries.

#### 36 Writing about a book 76

Identifies differences between fiction and non-fiction.  
Writes a paragraph using conjunctions 'and' and 'but'.  
Writes a review of a book using frame.  
Makes questions about book covers using question words: who, what, when, where and how.  
Completes a table.  
Gives an opinion.

#### 37 Tell a tale 78

Talks about a story.  
Completes a story verbally.  
Reads a story.  
Answers questions about the story.  
Identifies meanings of phrases.  
Matches words with their meanings.

Gives an opinion.  
Identifies and uses collocations.

#### 38 Complete the tale 80

Completes a story.  
Writes and illustrates two paragraphs.  
Uses phrases in sentences of their own.  
Writes sentences using countable and uncountable nouns.

#### 39 Now let's read a fable 82

Talks about a picture.  
Reads a fable.  
Answers questions about the fable.  
Determines meanings of words and phrases.  
Gives an opinion.  
Reads a book review and answers questions on the review.  
Reads a poem.

#### 40 Writing about a fable 84

Matches words with their meanings.  
Writes clear descriptive sentences.  
Writes descriptive paragraphs.  
Identifies nouns and adjectives.  
Writes a story using a story planner.

### Weeks 3 - 4 Informative and descriptive texts

#### 41 The weather forecast 86

Discusses the weather with their group.  
Listens to a weather forecast on the radio.  
Reads a weather map.  
Answers specific questions based on the map.  
Rewrites sentences using the correct verb.  
Completes sentences using using appropriate prepositions.

#### 42 More about the weather 88

Writes a weather report.  
Uses weather symbols.  
Completes a table.  
Rewrites a paragraph using capital letters for proper nouns.  
Identifies antonyms.  
Writes a descriptive paragraph.

#### 43 Sky watching 90

Has a group discussion.  
Reads a text about the night sky.

Completes sentences using words and phrases.

Identifies the difference between a narrative and informative text.  
Identifies main idea of text.  
Identifies sub-headings in text.  
Write questions using question words and question marks.

#### 44 More about the universe 92

Writes a summary.  
Orders information.  
Uses link words.  
Writes a report based on the night sky using a specific frame.  
Completes a mind map.  
Writes sentences using forms of the verb 'to be'.

#### 45 Book Fair 94

Talks about an information text.  
Reads contents page and blurb from a reference book.  
Reads and answer questions about a graph.  
Answers questions about the contents page.  
Writes headings for additional articles.  
Gives an opinion with a reason.  
Identifies the purpose of a blurb.  
Arranges words in alphabetical order.

#### 46 More about books 96

Makes a bar graph.  
Puts information into the future tense.  
Uses a frame to write a descriptive paragraph.

#### 47 Spinning a web 98

Talks about spiders.  
Reads an information text on spiders.  
Answers questions about the text.  
Explains phrases in their own words.  
Gives an opinion with reasons.  
Matches words with their meanings.  
Uses prefixes to change words into antonyms.  
Use suffixes to make different parts of speech.

#### 48 More about spiders 100

Writes an information text about spiders using specific headings.  
Completes a diagram with labels.  
Follows instructions to draw a spider.  
Plays a word game.  
Reads a poem

# 33 Nelson Mandela



Let's talk

Look at the pictures and talk about what you see.

Tell the class what you used to do before you went to school and the kinds of games you used to play.

Have you ever been embarrassed by something you did? Tell the class what happened.

You will now read a section taken from Nelson Mandela's autobiography. In this section he describes his childhood.



Let's read



DATE

When I was about five, I learned how to knock birds out of the sky with a slingshot, to gather wild honey and fruits and **edible** roots, to drink warm, sweet milk straight from the udder of a cow, to swim in the clear, cold streams, and to catch fish with **twine** and sharpened bits of wire.

As boys, we played with toys we made ourselves. Nature was our playground. The hills above Qunu were dotted with large smooth rocks which we **transformed** into our own roller coaster. We sat on flat stones and slid down the face of the large rocks. We did this until our backsides were so sore we could hardly sit down. I learned to ride by sitting on top of weaned calves – after being thrown to the ground several times, one got the hang of it.

I learned my lesson one day from an **unruly** donkey. We had been taking turns climbing up and down its back and when my chance came I jumped on and the donkey bolted into a nearby thorn bush. It bent its head, trying to unseat me, which it did, but not before the thorns had pricked and scratched my face, embarrassing me in front of my friends. I had lost face among my friends. Even though it was a donkey that unseated me, I learned that to **humiliate** another person is to make him suffer an unnecessarily cruel fate. Even as a young boy of six, I defeated my opponents without dishonouring them.

In the evening, I would return to my mother's kraal where she was preparing supper. Whereas my father once told stories of battles and brave Xhosa warriors, my mother would charm us with Xhosa legends and fables that had come down from numberless generations.

Like all Xhosa children, I gained knowledge mainly through looking at things. We were meant to learn through imitation not through questions. My life was shaped by custom and ritual. Men followed the path laid out for them by their fathers; women led the same lives as their mothers had before them.

One day, George Mbekela, a friend of ours, paid a visit to my mother. "Your son is a clever young fellow," he said. "He should go to school." She told my father, who despite--or perhaps because of--his own lack of education immediately decided that his youngest son should go to school.

The schoolhouse was a single room, on the other side of the hill from Qunu. I was seven years old, and on the day before I was to begin, my father took me aside and told me that I must be dressed properly for school. Until that time, I, like all the other boys in Qunu, had worn only a blanket, which was wrapped around one shoulder and pinned at the waist. My father took a pair of his trousers and cut them at the knee. He told me to put them on, which I did, and they were roughly the correct length, although the waist was far too large. My father then took a piece of string and tied the trousers at the waist. I must have been a comical sight, but I have never owned a suit I was prouder to wear than my father's cut-off pants.



### Before you read

- Look at the pictures and headings and try to predict what the text will be about.
- Skim the page to see what you will read about.





Let's write

Read the questions and then write down your answers.

Write down three things Mandela did in the fields before he went to school.

Blank writing box with a yellow border.

Was Mandela happy at Qunu? Say why.

Blank writing box with a red border.

What lesson did he learn when he was thrown off the donkey?

Blank writing box with a blue border.

How did his mother's stories differ from his father's stories? Whose do you think he preferred?

Blank writing box with a green border.

How do Xhosa children learn things?

Blank writing box with a purple border.

How do you learn about things? By looking at things, by being told things or by asking questions about things? Or all of them? Write down an example.

Blank writing box with a pink border.

Blank writing box with a pink border.

What stories would you prefer to listen to? Stories about warriors or stories about fables? Say why.

Blank writing box with a teal border.

Blank writing box with a teal border.



Let's write

Match the words in the first column with their meanings in the second column. We have done one for you. Write the words in bold in your dictionary.

<b>edible</b>
<b>twine</b>
<b>transformed</b>
<b>unruly</b>
<b>humiliate</b>

rope
changed/alterd
wild/uncontrollable
embarrass/shame
can be eaten



Teacher: \_\_\_\_\_  
 Sign: \_\_\_\_\_  
 Date: \_\_\_\_\_



# 34 More about Mandela



Let's write

Write sentences about Mandela. Start the sentences with these words.

Write the sentences in the past tense.

First, when I was five,

Then, when I was six,

Even then, I was

In the evenings, I

Finally, I went



Let's write

Write a heading for the extract.



Let's write

Mandela went to school when he was seven. Do you think he liked school? What do you think he learnt at school? Do you think he did well at school? Did he make lots of friends at school? Write a paragraph saying what you think.

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---

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---

---

---

---

---

---

---



Let's write

Put these words into alphabetical order and then write the words in your dictionary.

shirt	pants	dress	shoes	trousers	shorts
socks	jeans	blouse	jacket	jersey	jumper





Let's write

Complete the story. What do you think happened to Mandela when he left school? Write the outlines for two paragraphs in the left-hand blocks. In the right-hand blocks draw pictures to illustrate the outlines.




Let's write

Use these words in sentences of your own.

trousers

jeans

shorts

pyjamas

scissors

What do you notice about these nouns?




Let's write

Complete this table. We have done the first one for you.



small	smaller	smallest
	prouder	
young		
		oldest
large		
	wiser	

Teacher: \_\_\_\_\_  
 Sign: \_\_\_\_\_  
 Date: \_\_\_\_\_



## Some humorous writing



Let's talk

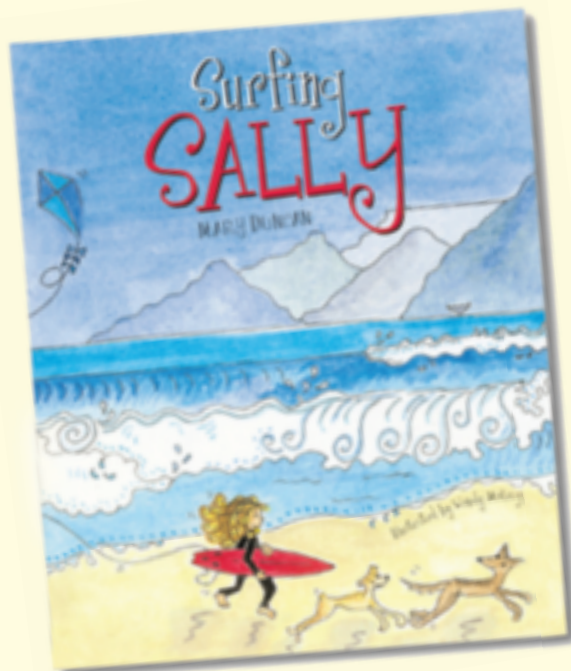
Look at the covers of these books.

What do you think they are about?

Which one would you prefer to read? Say why.



Let's read



*Silly Mr Harper* is a **collection** of three short stories about Mr Harper and the trouble he has with his hair (Mr Harper is going bald), going on a picnic (he just can't seem to find the right spot) and baking a cake (needless to say, more than one attempt was needed). But thanks to some clever and **attentive** children who come up with bright **solutions**, Mr Harper's problems are solved. The stories are bound to have your child laughing out loud and they are written in rhyme, which makes reading for young ones so much fun. Email [bwp@webmail.co.za](mailto:bwp@webmail.co.za) for orders.

By Nikki Jacobs, Published by Brainwave Projects (R45)

*Surfing Sally* is a story **inspired** by life at the south-western tip of Africa. Both the author and **illustrator**, Wendy McKeag, live there, **sandwiched** between mountain and sea on the Cape Peninsula. This story is for anyone from age two to 100 who appreciates the delights of our natural world. For Sally, surfing is the best way to enjoy life. She and her two salty dogs live in a cabin near the beach, and when the ocean calls, the trio sets off to enjoy a day at the seaside. This is truly a magical story about the excitement of being in nature and surfing.

By Mary Duncan, Published by Milkwood Media (R83)





Let's write

Read the questions and then write down the answers.



Which book will appeal to everybody who loves nature?

Blank writing box with a yellow border.

Which book will appeal to someone who has a sense of humour?

Blank writing box with a pink border.

What three things happen to Mr Harper?

Blank writing box with a green border.

Blank writing box with a green border.

Who solves Mr Harper's problems?

Blank writing box with a yellow border.

Who published Surfing Sally?

Blank writing box with a pink border.

Which book can you order via e-mail? How do you think you would pay for a book ordered via the internet?

Blank writing box with a purple border.

What does an illustrator of a book do?

Blank writing box with a purple border.



Let's write

Match the words with their meanings.

Write the words in bold in your dictionary.

<b>inspired</b>
<b>illustrated</b>
<b>sandwiched</b>
<b>featured</b>
<b>diagnosed</b>
<b>fantastic</b>

drew
put in between
fanciful
identified
contained
encouraged



# 36 Writing about a book



Let's write

What books do you like to read? Stories or books that give you information?

Write a paragraph of four lines saying why. Use *and* and *but* to join your sentences.

---

---

---

---



Let's write

Write a review of a book you have read. Use the information below to write your review.

## Paragraph 1

Name of book: \_\_\_\_\_

Author: \_\_\_\_\_

## Paragraphs 2 and 3

How does the book begin? \_\_\_\_\_

\_\_\_\_\_

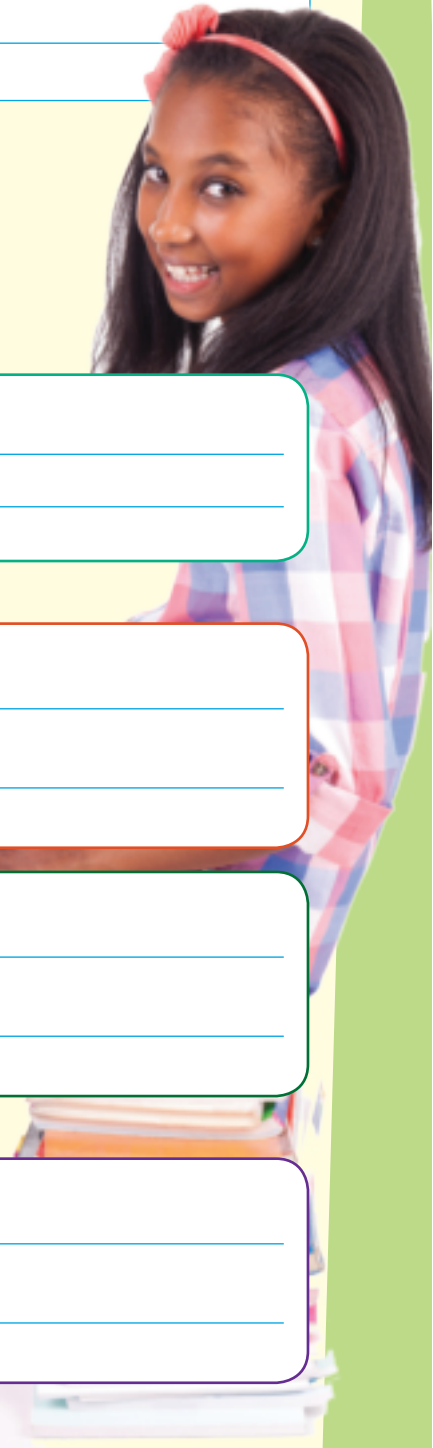
How does it end? \_\_\_\_\_

\_\_\_\_\_

## Paragraph 4

Do you think other children will enjoy the book? Why? \_\_\_\_\_

\_\_\_\_\_

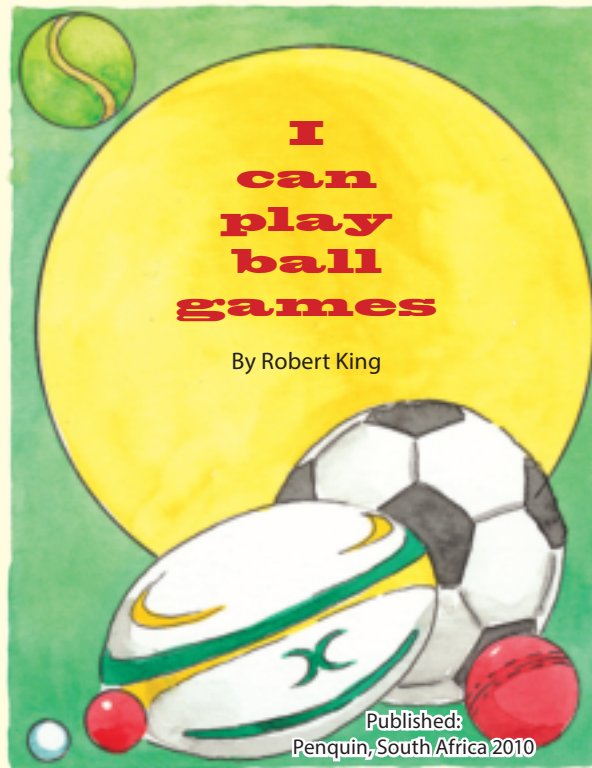
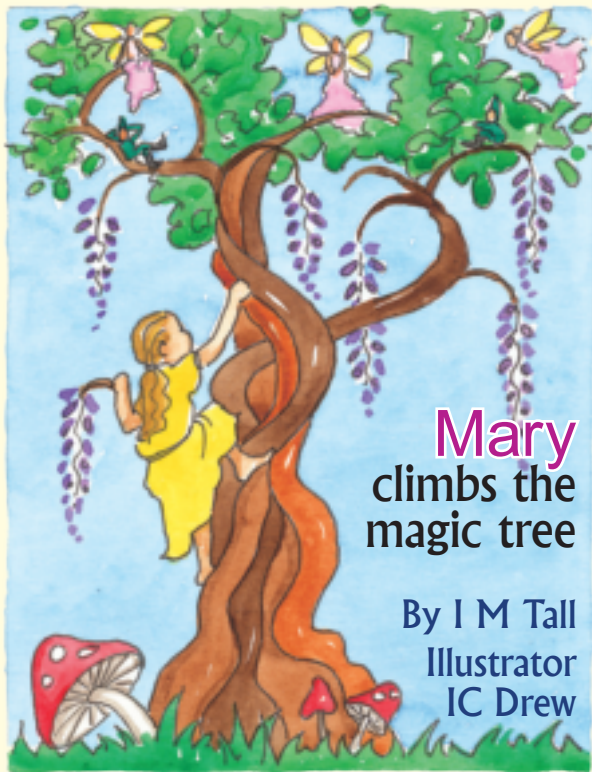




Look at these book covers

Let's write

Use question words who, what, when, where and how to make questions about them.



Five horizontal lines for writing.



Let's write

Fill in this table. Ask five friends to tick which three things they feel are the most important. Count all the ticks.

Things that I think are important about story books	Tick to show if your 5 friends think these rights are important					Number
Exciting story						
Bright, clear drawings						
Clear writing						
Price						
Teaches a lesson						

What do you and your friends think are most important?

Empty rounded rectangular box for writing.

What do you think are least important?

Empty rounded rectangular box for writing.



# 37 Tell a tale



Let's talk

What is your favourite story?

Tell part of your story to the class. Now ask someone to complete the story.



DATE



Let's read

"Masechaba!" Ms Ngoma snapped. "You're going to jail with the rest of us, and that's final." "But . . ." I argued. "But why can't we go skating for the last day of school?" I asked. "Or bungee jumping? Or something fun?"

Ms Ngoma ignored me. "Now, class, as you know, the jail was built by convicts. Who can tell me when it was built?"

Merriam's hand shot up, of course. I glared at her. Merriam is my twin. The good twin. The responsible twin. That's why Ms Ngoma made us sit together for the whole year. So I would pay attention.

Paying attention is not my strong point. I have an overactive imagination and an underactive **ability to concentrate**. That's what it says on my school reports.

"What's the matter, you scared?" came a voice from behind me. Jacob.

"Shhhh," Merriam hissed.

"Yeah," I said. "Shhh."

Merriam almost smiled at me. The only time Merriam and I don't hate each other is when we are **loathing** Jacob. Which, come to think of it, is fairly often. He's the kind of kid who puts chewing gum in your hair and thumb tacks on your seat, and he never sits still, even for a minute.

"And make sure you stay together!" Ms Ngoma was saying as we went through the limestone **arch**. "Leave your bags over there and follow me. We'll go and have a look at the cells. Hang on to the rails as you go up."

That was when I saw Jacob run over to the pile of bags and snatch one. Mine. With my brand new Nintendo DS in it. Then he grinned at me and **dashed** up a half-hidden old stairway — one that didn't look like it had been used for years.

"Jacob!" I yelled. "Come back!"

And without a second thought, I followed him.



Let's write

Match the words with their meanings. Write the words in bold in your dictionary.

<b>ability</b>
<b>concentrate</b>
<b>loathing</b>
<b>arch</b>
<b>dashed</b>

disliking; hating
rushed
doorway
focus
skill to do something





Let's write

Read the questions and then write down the answers.

What is the usual meaning of "you are going to jail"?

---

What does the teacher mean when she tells the student they are going to jail?

---

In what ways are the twins different?

---

What would Masechaba prefer doing?

---

Why do the twins dislike Jacob?

---

What do you think happened to Masechaba's bag?

---

---



Let's write

Match the words in the left-hand column with the words in the right-hand column.

happy
fish and
zero
bread and
catch a

chips
tolerance
butter
cold
birthday



Now make sentences using these words that go together.

good luck	
drive me mad	
make your bed	

Teacher: \_\_\_\_\_

Sign: \_\_\_\_\_

Date: \_\_\_\_\_



# 38 Complete the tale



Let's write

Complete the story. What do you think happened in the story about Masechaba? Write the outlines for two paragraphs in the right-hand blocks. In the left hand blocks draw a picture to illustrate the outlines.

DATE



- Use a mind map to help you to plan your writing.
- Write a rough draft.
- Ask a friend to edit the draft.
- Revise your text and make the necessary corrections.
- Then write it neatly in your book.

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Let's write

Use these uncountable nouns in sentences.

wind	
noise	
grass	
water	
snow	

You will remember that **uncountable nouns** are thought of as a whole that we can't divide into separate things.

e.g. milk (we can't count milk) we can only count bottles of milk.





Let's read

Read the book review and then answer the questions.

All the stories **featured** in *A Magical Day for Dreaming* are based on the real life experiences of Reach for a Dream's incredible dream children. The organisation fulfils the dreams of children who have been **diagnosed** with life-threatening illnesses. Jay Jay the magic clown is no ordinary character – he knows how to make even the most **fantastic** dreams come true. Whether it's a puppy of your own or a bicycle, being a princess for a day or becoming a real fire fighter, Jay Jay knows just how to turn wishes into realities.

By Lara Rosmaring and Sandy Lightley,  
Published by Penguin Books South Africa  
(R75)



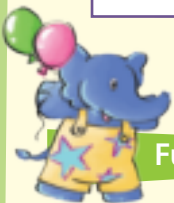
Let's write

Who are the authors of *A Magical Day for Dreaming*?

Blank white box for writing the authors' names.

What does the organisation *Reach for A Dream* do?

Blank white box for writing the organization's purpose.



Fun

Say the poem out loud.

We all showed off our talents  
at the school's last talent show,  
Each person's good at different things—  
as if you didn't know.  
Teresa read a funny poem,  
and Tommy played the drums,

Rosita's good at magic tricks  
and Mei-Mei really hums.  
And as for me, I talk a lot—  
now that's a real fact.  
So I was the announcer who  
announced each person's act!

Betsy Franco



Clipboard with fields for Teacher, Sign, and Date.



39

## Now let's read a fable



## Let's talk

Look at the picture and talk to your friend about it.

- Do you prefer day time or night time? Tell the class why.
- Explain to the class how you think day and night came about.



## Let's read

A long time ago, the sun and the moon shared a home deep in a cave. Because they were hidden away, the only light that shone from the sky came from the twinkling stars.

After a while, the sun and the moon grew tired of living together in the small cave. The sun, whose **fiery personality** made him **impatient** and sometimes **bossy**, said, "I need to live by myself in this cave. Go find a new home for yourself."

The moon, who was gentle and patient, said, "Where can I possibly go?"

"Just go in the sky," said the sun. "There's plenty of space there."



The moon felt a bit sad and scared as she left the cave, but she bravely set out to live in the sky. Being only a thin, silver moon, she shyly hid behind some clouds. Slowly, little by little, she showed more of her face each day. Before long, her whole bright face lit the sky. Everyone began talking about how beautiful she was and how much they enjoyed her soft light.

When the sun heard this he became very jealous. He ran out of the cave and jumped into the sky. When the moon saw the sun coming up into the blue sky, she ran away. She kept looking back at the sun. After a while, nobody could see the moon any longer. Now the sun had the whole sky to himself. He proudly sent his bright sunlight in all directions. The sun warmed the cold earth

and helped the green plants and beautiful flowers grow. People began to praise the sun and he became very **boastful**.

But soon he became very lonely with no one to talk to. So the sun decided to look for the moon. The moon felt it was safe to hide in the cave. As the sun came near the cave, the moon ran out. She leaped into the sky.

"Oh, moon," shouted the sun. "Please wait. I'm sorry."

The moon did not trust the sun. He had been unkind to her. When the sun came into the sky, the moon hid in the cave.

Even now, the sun cannot catch up with the moon. The moon hides in the cave when the sun is up in the sky. She jumps back into the sky only after the sun returns to the cave.





Let's write

Read the passage again and then tick the right answers or write down the answers to these questions.

If you wanted to know more about why the moon appears to change its shape throughout a month, which would be the best question to ask?

- A How close is the moon to the earth?
- B Why are parts of the moon dark at times?
- C When did people first travel to the moon?
- D Why can you sometimes see the moon during the day?

If you want to understand how the moon feels at the beginning of the story, you should think about

- A how it feels when someone else is boastful and bossy
- B why the sun warms the earth and helps the plants to grow
- C why the shape of the moon changes
- D how it feels when someone is lonely

According to the story, the sun could best be compared to a

- A proud peacock
- B timid mouse
- C fierce lion
- D busy bee

What do these sentences describe about the moon?

Being only a thin, silver moon, she shyly hid behind some clouds. Slowly, little by little, she showed more of her face each day. Before long, her whole bright face lit the sky.

- A The colour of the moon
- B The distance of the moon from the earth
- C The changes of the moon over a month
- D The beauty of the moon

What words at the beginning of the story tell us that the sun is not very nice?

\_\_\_\_\_

Why did the sun jump into the sky?

\_\_\_\_\_

What does this story try to explain?

\_\_\_\_\_



# 40 Writing about a fable



Let's write

Draw a line from each word on the left to its meaning on the right. Write the words in bold in your dictionary.

<b>fiery</b>
<b>personality</b>
<b>impatient</b>
<b>bossy</b>
<b>boastful</b>

make-up; temperament; character
intolerant; not patient; restless
domineering
vain; big-headed
flaming; hot



Let's write

In the story, the sun and the moon have different personalities. Write two lines saying what kind of personality the sun has.

Now write two lines saying what kind of personality the moon has.



Let's write

Describe the moon and a person in your life who is like the moon.

Now describe the sun and a person in your life who is like the sun.



Let's write

Underline the adjective in each of these sentences.

Circle the noun it tells you more about.

The brown dog ran into the warm room.

The small child hugged the little rabbit.

What a beautiful day it is!



My mom bought me a new computer.

My old granny tells me exciting folk tales.





Let's write

Write your own story. What are you going to write about?  
Plan your story on this page before you write it.

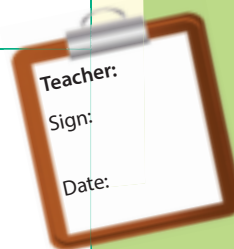


- Use a mind map to help you to plan your writing.
- Write a rough draft.
- Ask a friend to edit the draft.
- Revise your text and make the necessary corrections.
- Then write it neatly in your book.



## My story planner

The characters and the setting	Who is in your story? What are the characters' names?
	Where does the story happen?
	When does the story happen?
The beginning	What happens at the start of the story?
The middle	What happens in the middle of the story?
The end	How does the story end?



# 41 The weather forecast



**Let's talk**

What is the weather like in your province?

Is it hot or cold?

What is the temperature?

Is the weather the same in all the provinces?

Listen to the weather on the radio and then give your own weather broadcast. Talk about maximum and minimum temperature, whether it is rainy, cloudy or sunny, the speed of the wind, the sea temperature.



**Let's read**

Today you are going to read a map, instead of a story or some other piece of writing.

It's a weather map.

Key for weather symbols			
Wind		Partly cloudy	
Temperature	20 °C 31 °C	Rain	
Lightning and thunderstorms		Sunny	
Cloudy		Mist	



**Let's write**

Talk to your partner about the weather map and then write down the answers.

What does it say about the weather in your province?

Is the weather really like that today?

Talk about the weather in the other provinces.

What clothes will the people in the Eastern Cape wear in this kind of weather?



Where is the weather the best? Where is it the worst?

\_\_\_\_\_

Is the weather going to be very hot over the next few days? Explain why you say this.

\_\_\_\_\_

Is the weather suitable for indoor or outdoor activities? Say why.

\_\_\_\_\_

What is the coastal belt?

\_\_\_\_\_

Why do you think we are told about the weather along the coast?

\_\_\_\_\_

There is a compass at the bottom of the weather map. Say why.

\_\_\_\_\_



Rewrite the sentences using the correct verb.

Let's write

The sun <b>sets/sat</b> in the West	_____
The sun <b>rose/rises</b> in the East.	_____
The earth <b>was/is</b> round.	_____
The earth <b>goes/went</b> round the sun.	_____
Water <b>boils/boiled</b> at 100° C.	_____



Fill in the correct preposition.

Let's write

We stayed inside  the thunderstorm.

They go  the beach  the summer.

I play  my garden  sunny days.

We drove  the coast,  the mountain just

sun set.

I must work hard if I want to cope  my school work and after-school activities.



Teacher: \_\_\_\_\_  
 Sign: \_\_\_\_\_  
 Date: \_\_\_\_\_



# More about the weather



Let's write

Imagine that you are going to present the weather forecast on TV using the map in worksheet 41.

Write down what you will say for each province. Decide where you will start on the map – at the top or at the bottom? In what order will you say the names of the provinces? In what order will you say the weather details?

Handwriting practice area with five horizontal lines.

Use these symbols to record the weather over the next five days.

Copy the symbols onto the chart below. Write the day of the week under each symbol you draw.



Recording of weather for the week

Monday	Tuesday	Wednesday	Thursday	Friday



Let's write

Use the information from your weather map to complete the table below.

Province	Rain	Temperature	Weather conditions
Limpopo			
North West			
Mpumalanga			
Gauteng			
Free State			
KwaZulu-Natal			
Northern Cape			
Eastern Cape			
Western Cape			





# 43 Sky watching



Let's talk

Discuss these questions with your partner.

Are you interested in the world around you? What are your interests?

Have you ever done any sky watching at night? If you have, tell your group what you saw.

Use this acrostic to help you remember the names of the planets.

**M**y **v**ery **e**nergetic **m**other **j**ust **s**erved **u**s **n**oodles.

(**M**ercury, **V**enus, **E**arth, **M**ars, **J**upiter, **S**aturn, **U**ranus, **N**eptune)

Say the names of the planets with your partner.



Let's read

It doesn't matter what night you choose. It doesn't matter what season it is. You don't have to go on an enormous journey to find the darkest spot on earth. Sky watching is about getting outside at night and seeing for yourself what's up there. Here are some **pointers**:

### Where to set up

- Start out in your garden or your yard. Any open space will do, even if you live in a city.
- The best time to sky watch is on a clear night with not much moonlight. A spot away from lights and other houses is helpful. Too much light makes the sky too bright and makes most of the stars **invisible**.
- If you do live in a big city, or the moon is full, don't worry. Yes, you'll only see the brightest stars (and perhaps some planets); however, this can make it easier to find major **constellations**. In other words, if you're just starting to sky watch, a bit of light pollution might actually make the sky look less **confusing**.



### What to bring

- Bring a telescope or binoculars if you have, but they are not essential.
- Dress warmly if it is a cold night. Bring an extra jersey.
- Bring a blanket to sit on. You could be outside for a long time if you are watching the sky.
- Bring something to eat. Make sure it is not greasy if you are using a telescope or binoculars.
- Get **permission** from your parents to ask some friends to sky watch with you. Lie down so your heads form a circle. This makes it easier to talk and point out things to each other.

(Adapted from *Out-of-this-world Astronomy* by J Rhatigan & R Newcomb)





Let's write

Complete these sentences. Use some of these words or phrases to help you.

concealed from sight

consent or approval

puzzling, bewildering

patterns or groups

advice

When a teacher gives you pointers about something, he \_\_\_\_\_.

Getting **permission** from your parents means \_\_\_\_\_.

When a star is **invisible**, it is \_\_\_\_\_.

The **constellations** of stars in the sky are \_\_\_\_\_.

Something is **confusing** when \_\_\_\_\_.



Let's write

The text about sky watching is an informative text. It gives you information. How is an informative text different from a passage that tells a story?

What is this text about?

The text has some sub-headings. Write them down here.

Why are they written in bold?

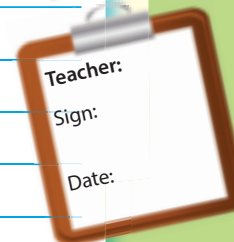
Write a sentence saying what information is written under the first sub-heading.

The information under the second sub-heading is about

- Telescopes and binoculars
- The weather
- Friends and family
- General requirements



Make up five questions that you would like to ask your partner about the universe. Write them down here. Number them, and don't forget the question marks.





# 44 More about the universe



Let's write

Write a summary of the information given under the first sub-heading, "Where to set up", in about 40 words. When you write your summary, use your own words as far as possible.

Use these words to make sure that you put the information in the right order.

first	next	then	after that	lastly
-------	------	------	------------	--------

Handwriting practice area with several horizontal lines for writing a summary.



Let's write

Ask your parents or guardians if you can spend an hour outside on a clear night. Write down what you see. Use this plan.

Date	Time
Place	Viewing instrument used
Weather	
Object observed	
Details observed	
Sketch/drawing	





Let's write

Complete the mind map. Use information from the text in worksheet 43 and then write a rough essay and final version in your exercise book.



- Use a mind map to help you to plan your writing.
- Write a rough draft.
- Ask a friend to edit the draft.
- Revise your text and make the necessary corrections.
- Then write it neatly in your book.

Blank lined area for writing.

Blank lined area for writing.

Blank lined area for writing.

Blank lined area for writing.

The night sky



Let's write

Complete the sentences using these words:

- been    being    am    be    are    is

No human should \_\_\_\_\_ alone!

We'll leave Marni in charge for the time \_\_\_\_\_.

I will always \_\_\_\_\_ there for you as you \_\_\_\_\_ my best friend.

I \_\_\_\_\_ going to \_\_\_\_\_ 12 years old next week!

I \_\_\_\_\_ exhausted as I have \_\_\_\_\_ on a five kilometre run!

Do you think I will \_\_\_\_\_ worried if I cheat in an exam? Of course you will \_\_\_\_\_!

It \_\_\_\_\_ really important to learn hard as no-one likes \_\_\_\_\_ ignorant!

Has your lunch \_\_\_\_\_ reheated?

It has \_\_\_\_\_ a very hot day today.

I \_\_\_\_\_ going to study English this evening. What \_\_\_\_\_ you going to \_\_\_\_\_ doing?



Teacher: \_\_\_\_\_  
Sign: \_\_\_\_\_  
Date: \_\_\_\_\_



# 45 Book Fair

DATE



Text 1



Let's read

Read the following list, which comes out of a reference book.



Let's talk

Tell the class about a book that you have read that gives you information.



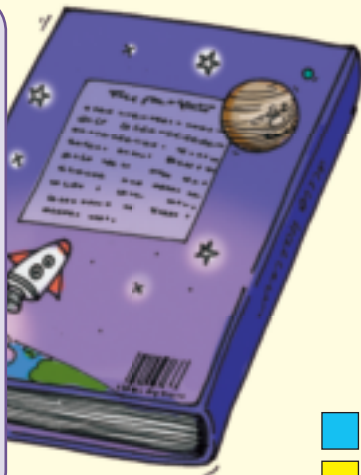
Say whether you thought the book gave you too much or too little information.

Say whether you think your group should read the book and why.

## Text 2

Now read what is in the box below. It comes from the back cover of this book.

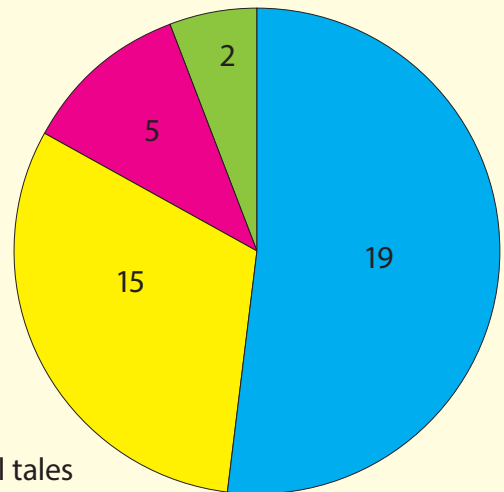
Blast off into space with these 50 awesome activities. Travel on a day trip to the sun. Look for oceans on the moon. Find out how old you are on Jupiter. Check out where the stars hang out. Track dirty snowballs in space. Here's your chance to have an adventure in outer space you'll never forget.



<b>Chapter 1: THE VIEW FROM HERE</b> .....	10
Sky watching .....	14
Which way is up? .....	16
Flat-out? Wrong! .....	17
<b>Chapter 2: THE MOON</b> .....	30
Moon facts .....	32
More on gravity .....	34
Go to the moon .....	35
<b>Chapter 3: THE SUN</b> .....	48
Sun facts .....	50
Anatomy of the sun .....	51
A day trip to the sun .....	52
<b>Chapter 4: THE SOLAR SYSTEM</b> .....	68
Solar system facts .....	70
How the solar system formed: a theory .....	71
The wanderers .....	72
<b>Chapter 5: THE STARS AND BEYOND</b> .....	96
Star facts .....	98
Way far away .....	99
A star is born .....	100

## Text 3

Books 20 Grade 5 kids like to read.



■   
■ Animal tales   
■ Fables   
■





Let's write

### See Text 1

What kind of book is a reference book?

Give the list of chapters in the book a heading.

Read what is in each chapter. What do you think the book is about?

1
2
3
4
5

What are the numbers for?

Write the headings of three more articles that could go under Chapters 2 and 3. Don't forget to provide page numbers for each article.


Now write a sentence saying why you chose the titles you did.


### See Text 2

The passage in the box is called a blurb. What is its purpose? What does it tell us?


### See Text 3

What are the most popular books?

What are the least popular books?

How do you know that some children like more than one kind of book?

Arrange these words in alphabetical order:

- moon, moan, main, mine, mind, mend
- star, start, sort, stare, stain, Sunday
- planet, Pluto, plenty, plane, plain, purl
- night, nice, Nile, nail, nick, nought



Let's write

Teacher: \_\_\_\_\_  
 Sign: \_\_\_\_\_  
 Date: \_\_\_\_\_



# 46 More about books

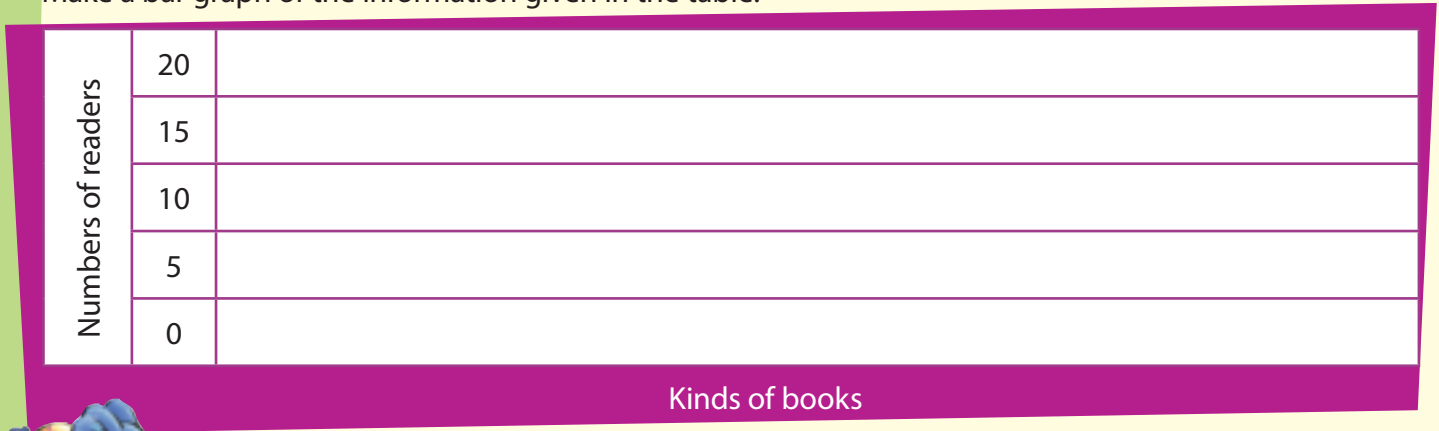


The table shows what books children like reading the most.

Let's write

Kind of book	fables	encyclopaedias	animal tales	adventures
Number of readers	5	2	15	19

Make a bar graph of the information given in the table.



Let's write

Put this announcement into the future tense.

Finuala Dowling and Gus Ferguson spoke at the Franschoek Book Festival last night. The audience paid a lot of money to listen to them. There was great excitement as this was the first time that these authors had spoken about their work after a long break. The listeners were treated to many of their favourite poems. Delicious five star restaurant food was served. No smoking was allowed inside the auditorium.

A large area of white paper with a torn edge, containing ten horizontal blue lines for writing.





# DESCRIPTIVE PARAGRAPH FRAME

Let's write

WHERE

WHAT HAPPENED

<b>TOPIC SENTENCE</b>	Outside	There was a storm.
<b>SUPPORTING SENTENCE</b>	dark clouds thunder lightning streaking	Lightning came from the dark clouds. The sound of thunder was loud.
<b>SUPPORTING SENTENCE</b>	rain on roof trees swaying wind whirling	The rain fell on the tin roof. Trees moved as the wind blew.
<b>SUPPORTING SENTENCE</b>	field horses neighing wet	Horses neighed as they walked on the wet cold field.
<b>CONCLUDING SENTENCE</b>	storm frightening	The storm was one of the most frightening I had ever seen.

- Use a mind map to help you to plan your writing.
- Write a rough draft.
- Ask a friend to edit the draft.
- Revise your text and make the necessary corrections.
- Then write it neatly in your book.

Read this description of Muizenberg and its beach and then write a descriptive paragraph of a place you know.

Use the paragraph frame to plan your paragraph.

**Muizenberg Beach**, situated in the corner where the rather wild northern shore meets the rocky but well-populated eastern side of the peninsula, is a long family-friendly beach where almost every Cape Town surfer learned to surf. In the summer, the beaches are crowded with laughing children, sunbathers, surfers and walkers. There are showers, coffee shops and restaurants close by. For those who want to keep fit, there is a walkway from Muizenberg to St James, on the seaward side of the railway line. Muizenberg is one of the most racially integrated of Cape Town's beaches, with a good sample of everybody from our rainbow nation.

TOPIC SENTENCE	
SUPPORTING SENTENCE	
SUPPORTING SENTENCE	
SUPPORTING SENTENCE	
CONCLUDING SENTENCE	

---

---

---

---

---

---

---

---

Teacher: \_\_\_\_\_  
 Sign: \_\_\_\_\_  
 Date: \_\_\_\_\_



# 47 Spinning a web



**Let's talk**

Are you scared of spiders? Tell your group why.  
 Even if you are scared of them do you find them interesting? Say why.  
 Where do spiders live?  
 What do spiders eat? If you don't know, have a look for a spider's web and see what kind of things the spider eats.  
 Do you think spiders are important to the environment? Say why.



**Let's read**

The word "spider" comes from the word *spinnan*, meaning "to spin". There are both big and small spiders. They have two body parts and eight legs. Each leg has seven **segments**, and on the tip of the legs are two tiny claws.



They have a hard outer body shell, called an exoskeleton. Their muscles are **attached** to an inner skeleton. Spiders have two **structures** on their feet. They use them to handle their **prey**.

Spiders have eight simple eyes, but they really sense movement through **vibration**. All spiders' activities – eating, laying eggs, mating – take place on their webs.

Spiders digest their food outside their bodies. After their prey is captured, they spit enzymes onto their victim. The **enzymes** break down the body of the prey and turn it into a liquid which the spider then sucks up. By repeating this process many times, spiders **digest** the whole prey.



One of the most interesting things about spiders is their ability to spin silk. The silk is so strong that it can withstand the speed of fast-flying insects. Some spiders spin silk that is stronger than steel piano wire.

Most spiders are harmless to humans. However, some spiders are poisonous, so don't try to examine a spider on your own. That's something you should only do in your school laboratory, or when there's an expert who can tell you which spiders to leave alone.



**Let's write**

Where do spiders get their name from?

---



---

Explain in your own words how spiders eat and digest their prey.

---



---



---



The writer makes it clear that not all spiders are dangerous. Do you agree? Say why.

---



---

How should you go about examining a spider? Say why.

---



---

Do you agree or disagree with this sentence? Say why.

*Spiders' webs are beautiful and should not be destroyed.*

---

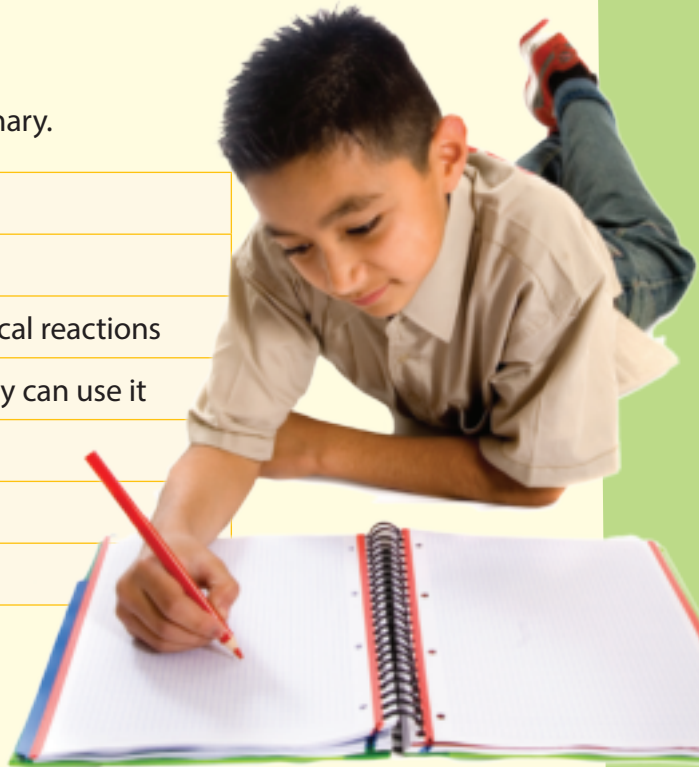


Let's write

Match the words with their meanings.  
Then write the words in bold in your dictionary.

<b>segments</b>
<b>attached</b>
<b>structure</b>
<b>vibration</b>
<b>enzyme</b>
<b>digest</b>
<b>prey</b>

fastened to something
shaking, tremor
a protein that speeds up chemical reactions
to convert food so that the body can use it
form
victim
sections



Let's write

Use these prefixes to change the words into words of opposite meaning (antonyms).

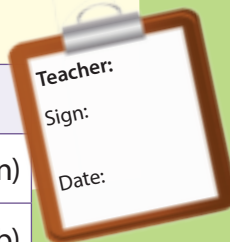
im	dis	un	non
like _____		bearable _____	
possible _____		sense _____	



Let's write

Use these suffixes to make a different part of speech.

ly	ness	ful	en
regular (adjective) _____ (adverb)		kind (adj) _____ (noun)	
beauty (noun) _____ (adj)		sweet (adj) _____ (verb)	



# More about spiders



Let's write

Go to your library and find a book about spiders. Perhaps there's one in a book box at your school. Or perhaps you are able to use the internet? Find out about spiders. Choose one kind of spider. Write a paragraph of a day in the life of that spider. Use this frame to write your paragraph.

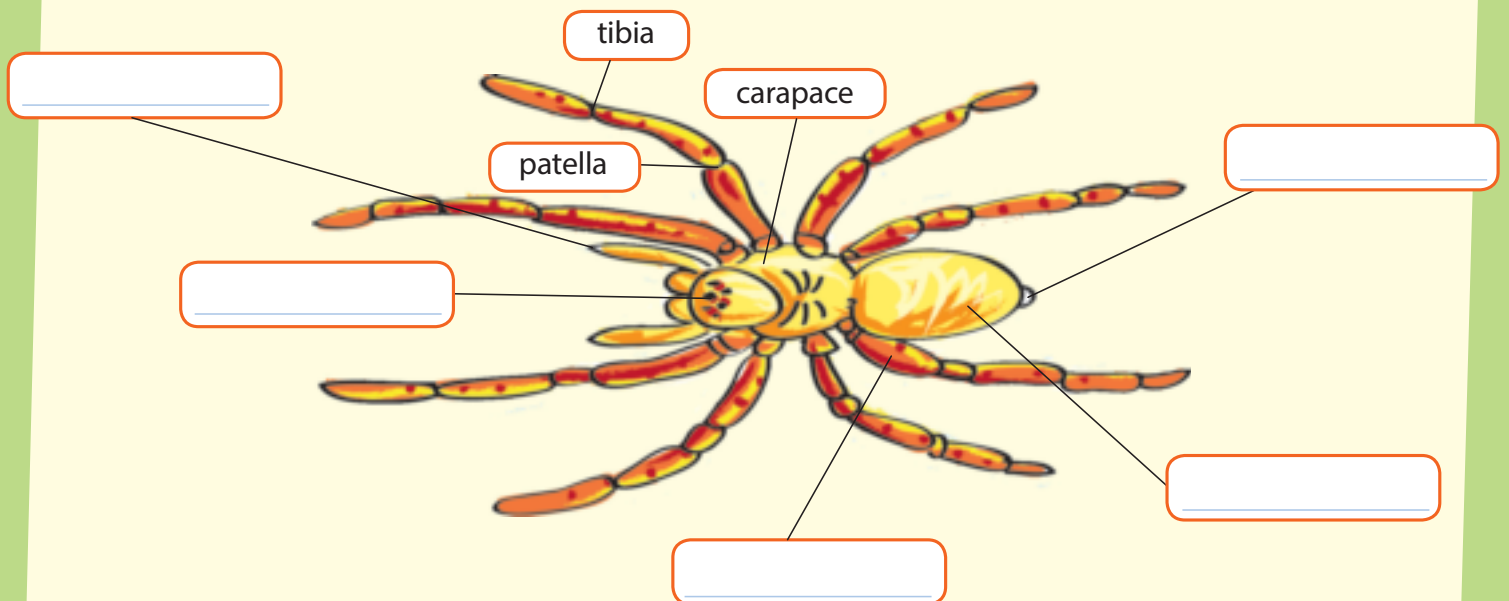
Name of spider	
What it looks like	
Where it lives	
Food it eats	
Special qualities	
Facts	
Activities	



Let's write

Complete this diagram of a spider to add to your paragraph. Use the words in the box.

- eyes
- pedipalps
- spinnarets
- abdomen
- femur





Follow these instructions to draw the spider.

**Let's write**

Draw a small circle at the bottom of the square for the head.

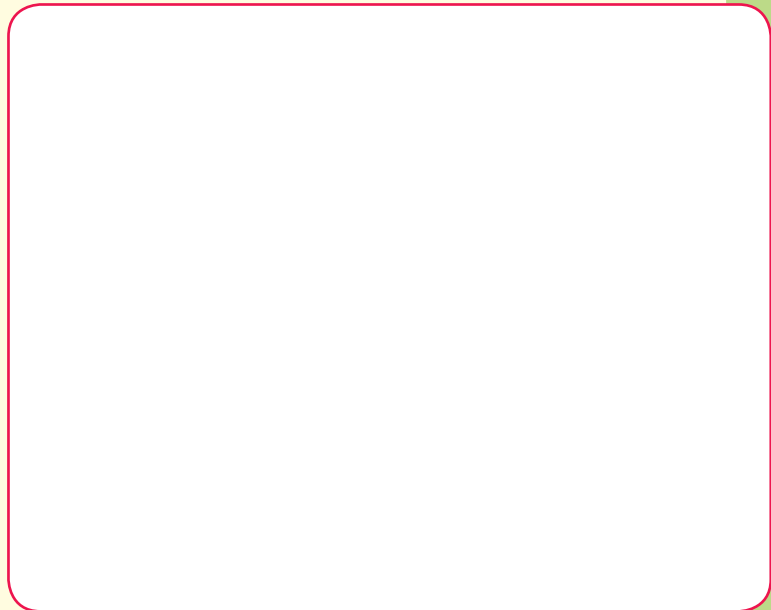
Add a bigger circle on top of the small circle for the body.

Draw two oblongs in front of the head for the pedipalps.

Draw four zig-zag lines on both sides of the big circle for its legs.

Draw two small circles in the head for its eyes.

Make the spider hairy by drawing short small strokes on half its body and the top of the head.



Finish these word chains by changing one letter at a time in the word on the left until you get the word on the right. You must make real words when you change the letter.

**Let's write**

Turn mean into best in three moves.

mean			best
------	--	--	------

Turn pest into part in three moves.

pest			part
------	--	--	------

Turn pack into cart in three moves.

pack			cart
------	--	--	------

Answers:  
mean bean beat best  
pest post port part  
pack park part cart



**Spiders**

Baby spiders hatch from eggs.  
 Each one has eight tiny legs.  
 A spider has more eyes than you.  
 Most have eight, and you have two.  
 A spider has two body parts.  
 Across its web it quickly darts.  
 From a spider's spinnerets  
 Sticky spider's silk do jets.  
 Spiders feel the frantic tugs,  
 Of their favourite food; it's bugs!

Janet Bruno

Read the poem out loud.

**Fun**



Teacher: \_\_\_\_\_  
 Sign: \_\_\_\_\_  
 Date: \_\_\_\_\_



# Checklist



I can



- |  |  |  |
|--|--|--|
| tell a story   |  |  |
| read different texts                                 |  |  |
| answer specific questions                            |  |  |
| talk about how I learn                               |  |  |
| write words in my dictionary                         |  |  |
| write words in dictionaries                          |  |  |
| write sentences in the past tense                    |  |  |
| use link words                                       |  |  |
| write a heading                                      |  |  |
| write a paragraph expressing an opinion              |  |  |
| put sentences into alphabetical order                |  |  |
| write and illustrate paragraphs to complete a story  |  |  |
| use nouns that only have plurals                     |  |  |
| use adjectives of comparison                         |  |  |
| discuss information with my group                    |  |  |
| identify the author, title, illustrator, publisher   |  |  |
| determine genre                                      |  |  |
| identify differences between fiction and non-fiction |  |  |
| write a paragraph using conjunctions 'and' and 'but' |  |  |
| write a review of a book using a frame               |  |  |
| make questions using question words                  |  |  |
| complete a table                                     |  |  |
| complete a story verbally                            |  |  |
| identify meanings of phrases                         |  |  |
| identify and use collocations                        |  |  |
| use phrases in sentences                             |  |  |
| use countable and uncountable nouns                  |  |  |
| read a poem  |  |  |
| talk about a picture                                 |  |  |
| write descriptive sentences and paragraphs           |  |  |
| identify nouns and adjectives                        |  |  |
| write a story using a story planner                  |  |  |
| unscramble words to form names of books              |  |  |
| discuss the weather                                  |  |  |
| listen to a weather forecast                         |  |  |
| identify antonyms                                    |  |  |
| rewrite sentences using the correct verb             |  |  |
| complete sentences using the appropriate preposition |  |  |
| write a weather report                               |  |  |
| use weather symbols                                  |  |  |
| complete a table                                     |  |  |



# 4

# Fact and fiction

## Theme 4: Other kinds of writing

## Term 2: Weeks 5 – 8

### Weeks 5 - 6 Other kinds of writing

#### 49 Me and others 104

Talks about a picture relating to the story.  
Considers and discusses relationships with others.  
Reads a story.  
Answers specific questions based on the text.  
Identifies an appropriate heading for the story.  
Expresses an opinion about the story.  
Answers questions using question words.  
Matches words with their meanings.

#### 50 Things I wish for 106

Writes sentences in the past tense about the story using link words.  
Writes a paragraph.  
Breaks up words into syllables.  
Writes two paragraphs to complete a story and illustrates the paragraphs.  
Identifies adjectives.  
Uses adjectives in sentences.

#### 51 You can fly 108

Discusses a folktale with their group.  
Talks about an important event in their lives.  
Reads a folktale.  
Answers questions about the folktale.  
Gives an opinion about the folktale.  
Identifies what we can learn from the folktale.  
Matches words with their meanings.  
Writes words in their dictionaries.  
Identifies verbs in sentences.  
Uses verbs in sentences of their own.

#### 52 More about the eagle 110

Uses comparisons.  
Labels a diagram.  
Completes sentences using 'if ... then.'  
Understands how to use conditional sentences.  
Uses descriptive adjectives.  
Writes paragraphs using descriptive adjectives.

#### 53 Some humorous writing 112

Discusses why one would keep a diary or a journal.  
Reads an extract from a diary.  
Answers questions about the diary entry.  
Discusses the effectiveness of the heading.  
Matches words with their meanings.  
Completes sentences using **must** and **have to**.

#### 54 More about the Wimpy Kid 114

Makes a storyboard.  
Identifies past and present tense verbs.  
Reads a poem and acts it out.

#### 55 Choosing a leader 116

Talks about a picture.  
Discusses the election of a class leader and the qualities a class leader should have.  
Reads a story.  
Answers questions about the story.  
Identifies lesson learnt.  
Gives an opinion.

#### 56 More about leadership 118

Matches words with their meanings.  
Writes words in their dictionaries.  
Makes a mind map.  
Writes notes and completes a story using a frame.

### Weeks 7 - 8 Procedural and instructional texts

#### 57 Going from place to place 120

Gives and gets directions.  
Reads information to give directions.  
Uses a compass to give directions.  
Changes statements into questions using question words.

#### 58 More about Bheki 122

Reads a map.  
Uses direction words north, south, east and west.  
Writes information using a frame.

#### 59 Let's make porcupines 124

Talks about a recipe and tells group how to make it.  
Reads a recipe.  
Follows instructions and makes a drawing to reinforce instructions.  
Gives an opinion.  
Identifies adverbs of place and degree.  
Rewrites using adverbs appropriately.

#### 60 Making something tasty 126

Writes a recipe under headings.  
Orders information.  
Uses link words.  
Rewrites a recipe in correct order.  
Uses conjunctions.

#### 61 Exam butterflies 128

Discusses importance of instructions on an exam paper.  
Reads instructions on an exam paper.  
Answers specific questions.  
Uses the 'ge', 'gy' and 'gi' sounds.  
Makes sentences with words having specific sounds.  
Rewrites sentences using punctuation marks.

#### 62 Communicating with others 130

Reads notes.  
Reads instructions based on notes.  
Writes notes for a set of instructions.  
Write instructions.  
Follows instructions to write an e-mail.  
Reads instructions and sends an sms.

#### 63 Following instructions 132

Talks about road signs.  
Reads a map and completes instructions.  
Uses past, imperative and future tenses.  
Follows instructions to make a pattern.

#### 64 My own instructions 134

Follows verbal instructions.  
Writes instructions using a frame for making something.  
Uses key imperative verbs.

## 49 Me and others

DATE



Let's talk

Look at the pictures and talk about what you see.



- Why do you think the girl is standing alone?
- Do you think she is happy or sad?
- Why do you think children are sometimes cruel to other children?
- What advice would you give her?
- What occasion do you think the boy is celebrating?
- Is he happy? How do you know?
- Do you think people like him? Why do you say so?



Let's read

Bheki's parents had just moved to Thohoyandou from Johannesburg. They had been waiting for a long time to get away from the **pollution**, noise, traffic and fast - paced life. They thought Bheki, being only six years old would **adjust** with ease to life in a small town. But Bheki was far from pleased. He didn't like the children in his school from the first day. His friends in Johannesburg had been so smart. Here everybody wore unsmart clothes, spoke Venda and brought pap to school. He decided that he wasn't going to like this place at all.

Bheki looked so **unapproachable** that no child dared to come and talk to him. As a result even after a week in the new school, he had no friends. Bheki was not used to games. He couldn't run as fast as the others in his class. He did not know how to ride a bicycle. His brother, Daniel, could even ride an adult cycle. All this made Bheki hate the place even more.

Bheki had made himself quite unpopular with his behaviour. The other children in his class had a good time laughing at him. Some children were jealous of his expensive things and would **insult** him because he wouldn't share anything.

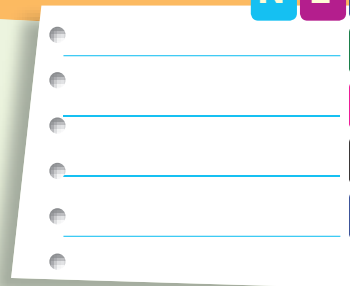
Bheki was quite miserable. He wanted to teach them all a lesson. One evening at home, he was crying and talking to himself. "I wish I was smarter than everybody else in my class. I wish I could recite any poem in the world and count up to a thousand without stopping. I wish I could run faster than everybody else. I wish I could ride a bicycle. I wish... I wish..." he said wringing his hands in **despair**.





**Let's write**

Read the questions and then write down your answers.



Where did Bheki's parents move to?

In what province is Thohoyandou?

Was Bheki happy in Thohoyandou? Say why.


What grade do you think Bheki was in? Say why.

Why didn't the children in his school like Bheki?


Bheki made five wishes. He wanted to make another two. What two wishes do you think he wanted to make?

1.

2.

What do you think Bheki should do at school?

Bheki should

What do you think the best title for the passage is? Say why.

Things I wish for

The town and the country

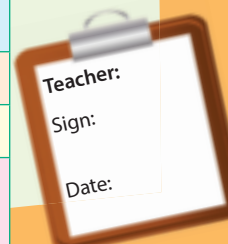
My miserable life



**Let's write**

Match the words in the first column with their meanings in the second column. We have done one for you. Write the words in bold in your dictionary.

<b>pollution</b>	misery
<b>adjust</b>	unfriendly
<b>unapproachable</b>	say nasty things
<b>insult</b>	Fit in
<b>despair</b>	<b>litter that makes the environment dirty</b>



# 50 Things I wish for



Let's write

Write 3 sentences about Bheki. Start the sentences with these words. Write the sentences in the past tense.

First, when I was five,

Then, when I was six,

At the beginning, I was

I then made

Finally, I wished



Let's write

Bheki wished for many things. He wished he could ride a bike, was very smart, could recite any poem in the world, could count up to a thousand without stopping and could run faster than everybody else.

However, he wanted more than this. What do you think he really wanted? Write a paragraph saying what you think Bheki really wanted more than anything else.

Five horizontal lines for writing a paragraph.



Let's write

Break up these words into syllables or parts. Indicate the syllables by drawing a line between each syllable.

Example: some/time.

miserable

province

unapproachable

pollution

Blank line for syllable division of 'miserable'.

Blank line for syllable division of 'province'.

Blank line for syllable division of 'unapproachable'.

Blank line for syllable division of 'pollution'.



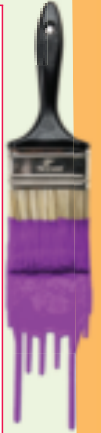


Let's write

Complete the story. What do you think happened to Bheki? Write the outlines for two paragraphs in the left-hand blocks. In the right-hand blocks draw pictures to illustrate the outlines.



<p>Blank writing area for the first paragraph outline.</p>	<p>Blank drawing area for the first paragraph illustration.</p>
<p>Blank writing area for the second paragraph outline.</p>	<p>Blank drawing area for the second paragraph illustration.</p>



Let's write

Underline the adjectives in these sentences.

Bheki had an old, wooden cupboard in his bedroom.

His mother arranged flowers in a glass vase.

Bheki has a young mother and father.

Thohoyandou has a hot summer and a cool winter.

Bheki is six.

**Adjectives** are describing words. They tell you more about nouns.



Let's write

Use these words as adjectives in sentences of your own.

old	
glass	
cold	
young	
six	

Teacher: \_\_\_\_\_  
 Sign: \_\_\_\_\_  
 Date: \_\_\_\_\_



# 51 You can fly



## Let's talk

A folktale is a story that perhaps your granny told you and was told to her by her granny. Do you know any stories that your mother or granny has told you? Tell your group the story.

Does the story teach you a lesson? What lesson does it teach you? Have you ever felt that you weren't able to do something but, when someone encouraged you, you found that you could do it? Tell your group what happened.



## Let's read

A certain man went through a forest looking for any interesting bird that he could find. He caught a young eagle, brought it home and put it among his fowls and ducks and turkey, and gave it chicken food to eat even though it was an eagle, the king of the birds.

Five years later, a **biologist** came to see him, and after passing through his garden, said: 'That bird is an eagle, not a chicken.'

'Yes,' said its owner, 'but I have trained it to be a chicken. It is no longer an eagle; it is a chicken even though it measures four and a half metres from wingtip to wingtip.'

'No,' said the biologist, it is an eagle still: it has the heart of an eagle and I will make it fly high up in the sky.'

'That's impossible,' said the owner, 'it is a chicken and it will never fly.'

They agreed to test it. The biologist picked up the eagle, held it up and said, 'Eagle, you are an eagle; you belong to the sky and not to the earth. Stretch your wings and fly.'

The eagle turned this way and that, and then, looking down, saw the chickens eating their food, and down it jumped.

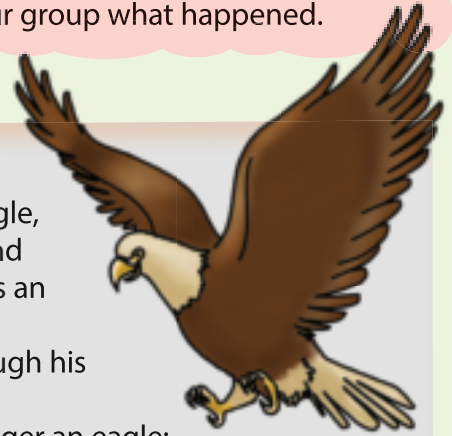
The owner said, 'I told you it was a chicken.'

'I still disagree,' said the biologist, it is an eagle. Give it another chance tomorrow.'

The next morning he rose early and took the eagle away from the city to the foot of a high mountain. He picked up the eagle and said, 'You are an eagle; you belong to the sky and not to this earth. Stretch your wings and fly.'

The eagle looked around and trembled as if new life were flowing into it. It stretched its wings and flapped them a few times. Suddenly with a screech of an eagle, it lifted itself into the air.

At first it was **clumsy**, and it **wobbled** as it flew. But soon it became more **graceful** and **confident**. It flew higher and higher into the sky until it was just a tiny dot in the distance. It never returned. It was an eagle, though it had been kept as a chicken.



## Before you read

- Look at the pictures and headings and try to predict what the text will be about.
- Skim the page to see what you will read about.





Let's write

Why do you think the eagle behaved like a chicken?

Empty rounded rectangular box for writing.

Do you think it would have behaved the same way if it had been older? Say why.

Empty rounded rectangular box for writing.

Why couldn't the eagle fly?

Empty rounded rectangular box for writing.

How do you think the eagle felt when it behaved like a chicken?

Empty rounded rectangular box for writing.

How do you think it felt when it was set free?

Empty rounded rectangular box for writing.

Why do you think this story was told?

Empty rounded rectangular box for writing.

What can we learn from the story?

Empty rounded rectangular box for writing.

What would you have done if you had seen the eagle?

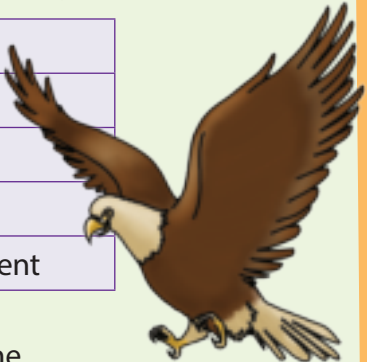
Empty rounded rectangular box for writing.



Let's write

Match the words in the first column with their meanings in the second column. We have done one for you. Write the words in bold in your dictionary.

<b>biologist</b>	awkward
<b>clumsy</b>	elegant
<b>graceful</b>	trembled
<b>wobbled</b>	self-assured; poised
<b>confident</b>	someone who is interested in the environment



Let's write

Underline the verbs in the sentences in the left-hand column. In the right-hand column write your own sentences using these verbs.

The eagle stretched its wings.	
It jumped here and there.	
It trembled with excitement.	
It soared into the sky.	
It flew away.	



Teacher:  
Sign:  
Date:

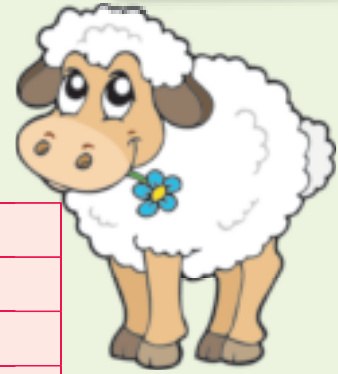


# More about the eagle



Let's write

We use comparisons to make our writing more exciting. Match the comparisons with their meanings.



The young girl is a mouse
She is a lamb
She is an owl
He is an eagle in flight
He is a bull

very gentle
very strong
free and fast
very wise
very timid



Let's write

- dark brown wings
- white feathers on head
- brown feather on body
- white tail feathers
- yellow bill
- grey talons
- golden eyes

The lines on this drawing of the eagle are there so you can label it. Write the right word on each line. Use the words in the list to label the drawing. Then colour the eagle according to the instructions given.








**Conditional sentences** are used to show that the action in the main clause (without if) can only take place if a certain condition (in the clause with if) happens.



Let's write

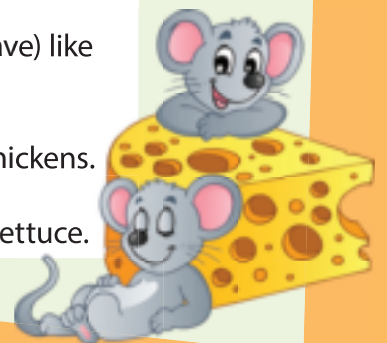
Complete these sentences by using the correct form of the verb.

If you \_\_\_\_\_ (let) the eagle go, then it \_\_\_\_\_ (fly) away.

If you \_\_\_\_\_ (treat) us like mice, then we \_\_\_\_\_ (behave) like mice.

If Paul \_\_\_\_\_ (buy) the food, then I \_\_\_\_\_ (feed) the chickens.

If Thandi \_\_\_\_\_ (cut) the onions, then Mojo \_\_\_\_\_ (wash) the lettuce.





Let's write

Fill in the adjectives that describe the eagle. Choose from some of these.

- noble timid swift clever
- mighty royal soaring commanding
- impressive proud dignified ugly shy
- untamed majestic imposing small tiny
- dependent bold faithful powerful
- independent



Let's write

Use the adjectives you chose to write two paragraphs about the eagle.



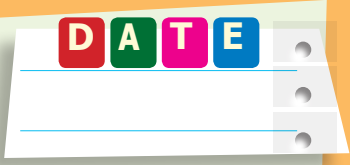
Handwriting practice area with blue horizontal lines for writing two paragraphs.

Teacher: \_\_\_\_\_  
 Sign: \_\_\_\_\_  
 Date: \_\_\_\_\_





# Some humorous writing



Why would someone keep a diary?  
 Do you keep a diary? If you do, tell your group the kinds of things you write in your diary.  
 Do you keep a journal? What kinds of things do you write in your journal?



Let's write



Let's read

Read this extract from a book called *DIARY of a Wimpy Kid* written by a child called Greg.

First of all, let me get something straight: This is a JOURNAL, not a diary. I know what it says on the cover, but when Mom went out to buy this thing I **SPECIFICALLY** told her to get one that didn't say "diary" on it. Great. All I need is for some 'silly idiot' to catch me carrying this book around and get the wrong idea.

The only reason I agreed to do this at all is because I figure later on when I'm rich and famous, I'll have better things to do than answer people's stupid questions all day long. So this book is going to come in handy.

Like I said, I'll be famous one day, but for now I'm stuck in middle school with a bunch of **morons**.

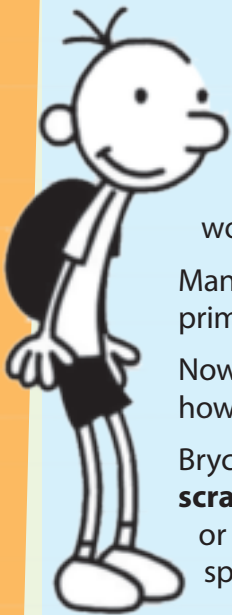
Let me just say for the record that I think middle school is the dumbest idea ever invented. You have got kids like me who haven't started growing yet mixed in with huge boys who need to shave twice a day.

And then they wonder why bullying is such a big problem in middle school. If it was up to me, grade levels would be based on height, not age. But then again, I guess that would mean kids like Chirag Gupta would still be in the first grade.

Man, I don't know what is up with girls these days. It used to be a whole lot simpler back in primary school. The deal was, if you were the fastest runner in your class, you got all the girls.

Nowadays, it's a whole lot more **complicated**. Now it's about the kind of clothes you wear or how rich you are.

Bryce Anderson is the most popular kid in our grade, so that leaves all the rest of us guys **scrambling** for the other spots. I think that I'm somewhere around 52nd or 53rd most popular this year. But the good news is that I'm about to move up one spot because Charlie Davies is above me, and he's getting his **braces** next week.



Let's write

Do you think the title of the book is an eye-catching one? Say why.

---

What do you think a wimp looks like? Write down at least two things.

---



---

Where does the story take place?

---



Whose idea was it that Greg should keep a diary?

\_\_\_\_\_

Why is Greg writing in his "diary"?

\_\_\_\_\_

Why does he call it a "journal", not a "diary"?

\_\_\_\_\_

Why does Greg believe middle school is the "dumbest idea ever invented"?

\_\_\_\_\_

Why did Greg think it was unfair that Bryce was now so popular with the girls in his grade?

\_\_\_\_\_

Why did girls like boys when they were younger?

\_\_\_\_\_

Now that they are older, why do girls like boys?

\_\_\_\_\_

What does Greg believe grade levels should be based on? Tick the right answer.

A	Test Marks	<input type="checkbox"/>
B	Height	<input type="checkbox"/>
C	Weight	<input type="checkbox"/>
D	Age	<input type="checkbox"/>

Match the words in the first column with their meanings in the second column. We have done one for you. Write the words in bold in your dictionary.

<b>specifically</b>	appliance to straighten teeth
<b>scrambling</b>	difficult
<b>moron</b>	pushing
<b>complicated</b>	stupid person
<b>braces</b>	definitely



**must** is used when the speaker thinks an action is necessary: e.g. I **must** do my homework first. **have to** is used when someone else thinks the action is necessary: The principal says I **have to** wear my school uniform.



**Let's write** Complete these sentences. Use **must** or **have to**.

I  go home because it is time for supper.

In South Africa we  drive on the left-hand side of the road.

I  look after my pets.

The principal told us we  be at school in time for assembly.

Teacher: \_\_\_\_\_  
 Sign: \_\_\_\_\_  
 Date: \_\_\_\_\_





# More about the Wimpy Kid Storyboard

DATE



- Use a mind map to help you to plan your writing.
- Write a rough draft.
- Ask a friend to edit the draft.
- Revise your text and make the necessary corrections.
- Then write it neatly in your book.

A storyboard is a series of pictures that tell about an important event in a story. A storyboard can tell the story of only one scene – or the entire novel. Complete the storyboard below showing the events described in the extract from *DIARY of a Wimpy Kid*. Then write up your draft story and final story in your exercise book.






Let's write

Underline the **past tense verbs** in blue.  
Then, rewrite the passage in the present tense.

Sarah went to London to take part in the Olympic Games. She competed in the long distance running, which was just over 15 kilometres long. She had a team of runners to help her. The goal was to win the gold medal. She did her best at all times as she was the best in the world.

Handwriting practice lines for rewriting the passage in the present tense.



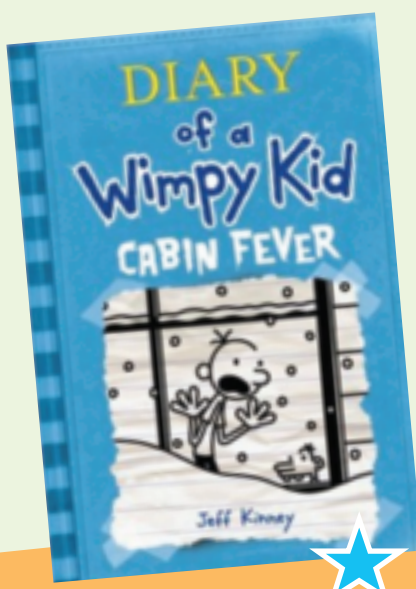
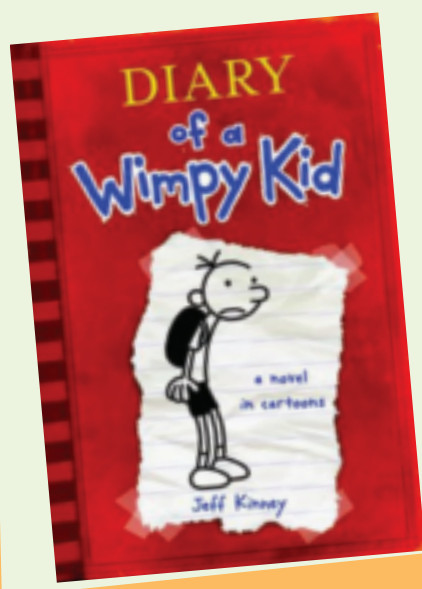
Let's write

Underline the **present tense verbs** in red.  
Now, rewrite the passage in the past tense.

Nowadays, it's a whole lot more complicated. Now it's about the kind of clothes you wear or how rich you are. Bryce Anderson is the most popular kid in our grade, so that leaves all the rest of us guys scrambling for the other spots. I think that I'm somewhere around 52nd or 53rd most popular this year. But the good news is that I'm about to move up one spot because Charlie Davies is above me, and he's getting his braces next week.

Handwriting practice lines for rewriting the passage in the past tense.

Remember when you write something in the past tense, other words also change:  
eg: nowadays: then  
this: that  
next: previous



Teacher clipboard with fields for Sign: and Date:



# 55 Choosing a leader



## Let's talk

Which person would you vote for?  
Say why.

Do you have a class leader?

What does the class leader do?

Is the class leader elected by the  
rest of the class?

If yes, what qualities do you look  
for when you elect a class leader?



## Let's read

Mpho couldn't wait to hear Ms Mathe's big **announcement**. She had a feeling that it had something to do with a class **contest**. Mpho loved contests. She didn't care what the prize was. She just liked to **compete** and more than that she liked to win.

"Okay, everyone," Ms Mathe said, "starting from today we will elect a class leader for each month. The person **elected** will help me pass out papers, **distribute** materials and write on the blackboard. He or she will also get to decide on the theme for the class project for that month."

Mpho could barely sit still. It was a contest. She had to win.

Ms Mathe held up a gold star badge. "The class leader will wear this badge during school hours."

Mpho's eyes widened. A shiny, gold badge! Everyone would know she was a winner if she wore that badge.

"This is a lot of responsibility," Ms Mathe said. "So I only want students to **nominate** themselves if they truly feel they are up to the task."

Mpho was barely listening anymore. She was picturing herself wearing the gold badge. Chalk scraped on the blackboard and Mpho turned to see Ms Mathe writing down a list of names.

"Does anyone else want to be nominated class leader for this month?" asked Ms Mathe.

Mpho's hand shot up in the air. "I want to be nominated," she said.

Ms Mathe added Mpho to the list.

Mpho scanned the names. Tembi's name was on it too. Mpho looked at her best friend sitting next to her.

"Good luck," Tembi said. "I would love to choose the class theme for the month. I have such a good idea for it!"

## Before you read

- Look at the pictures and headings and try to predict what the text will be about.
- Skim the page to see what you will read about.



Mpho suddenly felt funny. Tembi didn't just want to win; she wanted to help the class.

"Would anyone like to tell the class why they want to be this month's class leader?" Ms Mathe asked.

Mpho raised her hand. "I think everyone should vote for Tembi. She has a great idea for the class project and she always helps Ms Mathe hand out the papers. She'd make a great class leader."

Everyone nodded.

"Thanks," said Tembi. "But I thought you wanted to be the class leader."

Mpho shrugged. "There's always next month."



**Let's write**

Read the questions and then write down the answers.

Why was Ms Mathe electing a class leader?

How did the class elect the class leader?

Why did Mpho want to become the class leader?

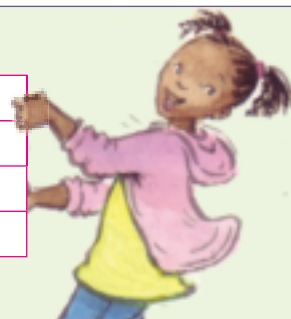
Do you think her reasons were good reasons? Say why.

Why did Tembi want to become class leader?

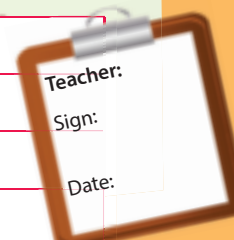
Do you think her reasons were good reasons? Say why.

What lesson did Mpho learn? Tick the right answer.

A	It is more important to win than keep your friends.	<input type="checkbox"/>
B	Friendship is more important than winning a contest.	<input type="checkbox"/>
C	Being class leader is a big responsibility	<input type="checkbox"/>
D	One should always offer to do new activities.	<input type="checkbox"/>



What would you have done if you were Mpho? Say why.



**Paragraph 1 – Opening Paragraph**

Introduces the characters, sets the scene

---

---

---

---

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**Paragraph 2 – Build Up**

There are hints that something is about to take place.

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**Paragraph 3 – Main Event**

The main character has to solve a problem. Use descriptive words and talk about feelings.

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---

**Paragraph 4 – Resolution**

The character(s) find a solution to the problem in last paragraph.

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---

---

---

---

---

---

---

**Paragraph 5 – Ending**

All the ends of the story are tied together

---

---

---

---

---

---

---

---

Teacher: \_\_\_\_\_  
Sign: \_\_\_\_\_  
Date: \_\_\_\_\_



# 57 Going from place to place



Let's talk

Have you ever had to give someone directions?  
 Tell your group what happened.  
 Did you find it easy to give directions?  
 Did the person you were giving the directions to understand your instructions clearly or did she have to ask a lot of questions to make things clear?



Let's read

Look at this picture, which shows where Bheki lives. Bheki's cousin, Vusi, is visiting Bheki and does not know where to go. Help him.



Read the directions that Vusi must follow. Fill in the different places in the spaces provided. Walk out the front gate, turn left and enter the building on the corner that has a green roof.

Vusi is going to .

After school, turn left into Selby Road and enter the first building on your left hand side.

Vusi

Vusi has to go to the clinic. Write down the directions he has to take.

Vusi is going to visit Bheki's teacher. Where must he go?

Tell Vusi how to get to the playground.

How does Vusi get home after going to Church?





Let's write

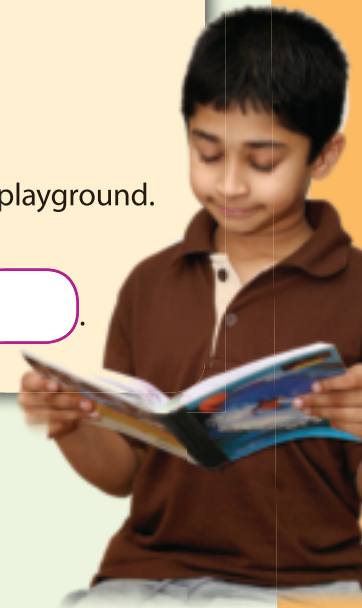
Look at where Vusi is standing. Complete these sentences. Use the directions on the compass, like north, south, east and west.

Next to the street map is a compass. The compass shows another kind of direction: instead of using words like left and right, you can use words like north and south to show direction.

Vusi is facing .

He needs to walk  if he wants to go to the playground.

If Vusi wants to go to the post office he must go .



Let's write

Write questions for these statements. Use the words in brackets.

Bheki is going to school on Monday. (Where)

Bheki is going to school on Monday. (When)

Bheki has to go to the clinic for an injection. (Why)

Vusi bought stamps at the post office. (What)

Vusi came to visit Bheki. (Who)

Teacher: \_\_\_\_\_  
 Sign: \_\_\_\_\_  
 Date: \_\_\_\_\_



# 58 More about Bheki



Let's write

In the previous worksheet, you practised finding directions in the street where Bheki lives. Now you are going to look at a map of some of the places in South Africa.



See if you can give someone directions using words like north, south, east and west.

If you live in Mthatha, which direction must you go to get to Durban?

Which towns are to the east of Bloemfontein?  and

From which town do you have to travel west to get to all the other towns on the map?

From Windhoek, which direction must you travel to get to Johannesburg?

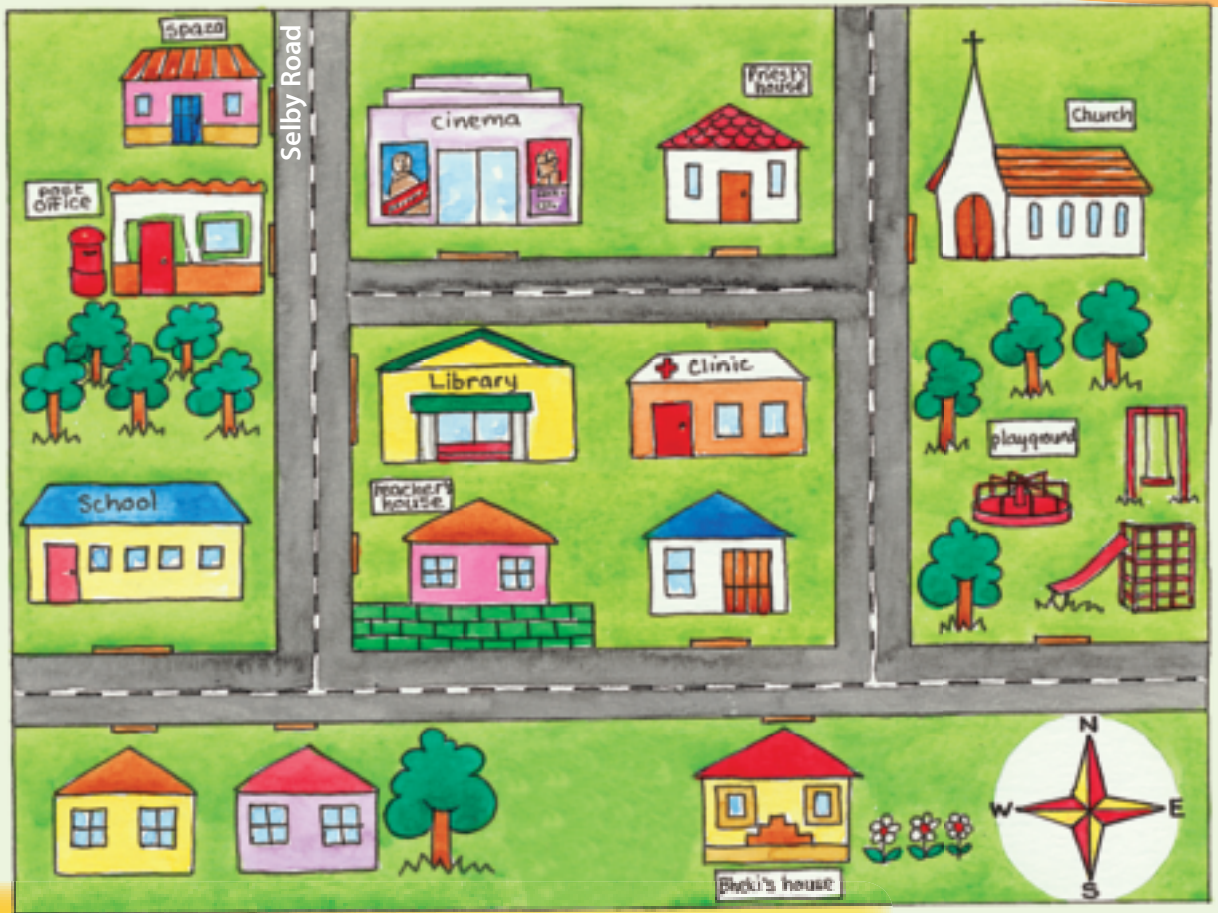
Work out what direction you will have to take to get from Colesberg to:

Cape Town  Mthatha  Windhoek





Let's talk



Work in pairs.

Learner 1: Cover your map.

Learner 2: Give learner 1 clear directions for riding her bike from one place to another place on the map.

Learner 1: When learner 2 has given the instructions, uncover your map, repeat the directions and show the route on the map.

### Inventing an appliance

You ask a friend to help you think of something you can invent to help you with your tasks at home. She tells you to write down a list of all the things you have to do each day like making your bed, setting the table, cleaning your room or making breakfast. She then tells you to think of the parts of the job you don't like doing and to replace those parts with interesting things.

Do what your friend has told you to do.

Example:

Task	What I find horrible	How I can make the task more interesting
Washing dishes	Scraping bits off the plates	Make a mechanical arm that does it for me

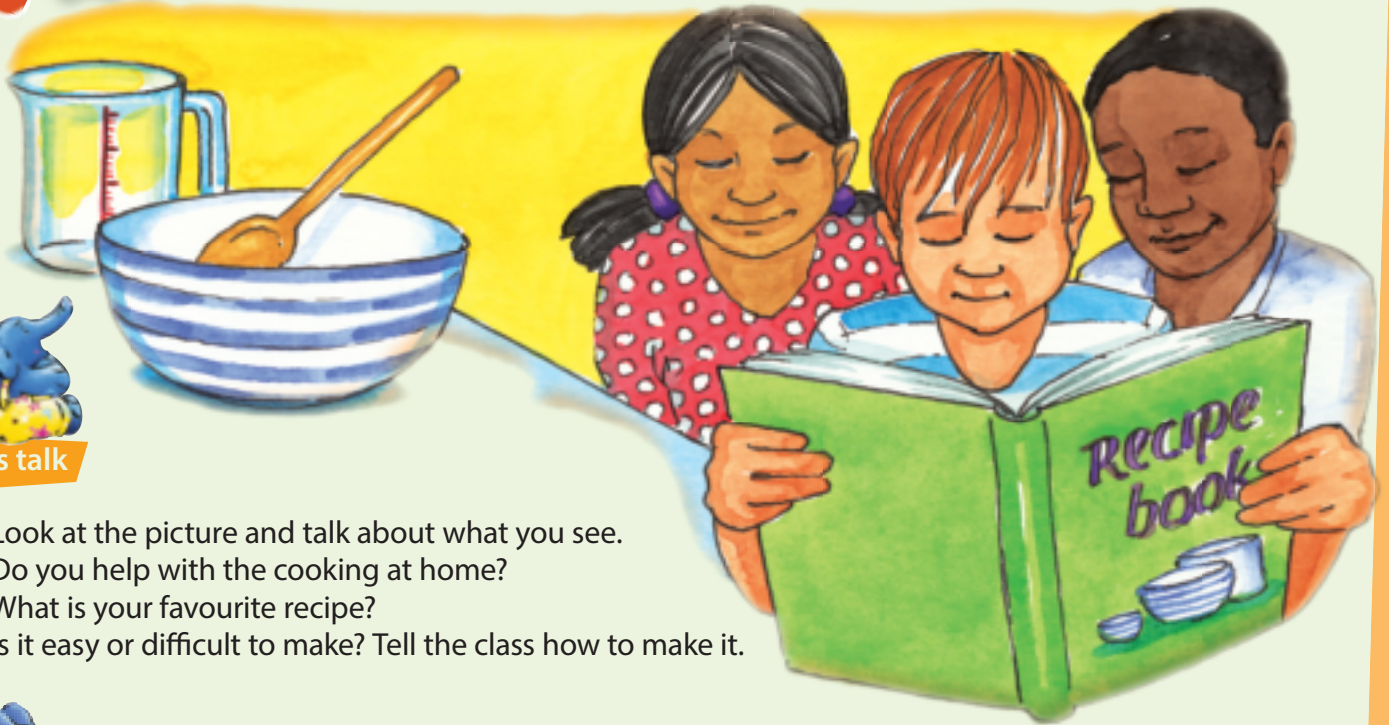


Let's write

Teacher: \_\_\_\_\_  
 Sign: \_\_\_\_\_  
 Date: \_\_\_\_\_



# 59 Let's make porcupines



## Let's talk

Look at the picture and talk about what you see.  
Do you help with the cooking at home?  
What is your favourite recipe?  
Is it easy or difficult to make? Tell the class how to make it.



## Let's write

Let's make a porcupine sandwich.  
It's not really made from porcupines so don't worry!  
When you have finished your porcupine, make a drawing of it in the blank space.

### What you need

- 3 slices of bread
- Margarine
- Peanut butter
- 6 raisins
- 20 thin carrot sticks

### What you must do

1. Shape the slices of bread into a ball.
2. Roll the ball of bread in margarine.
3. Next, roll the ball of bread in peanut butter.
4. Use two of the raisins for the eyes, one raisin for the nose and three raisins for the mouth.
5. Stick the thin carrot sticks into the bread ball.
6. You have just made a porcupine sandwich!

**Eat and enjoy!**

## My porcupine sandwich





Let's write

How much bread did you use to make a porcupine sandwich?

What did you cover the bread with?

What did you use to make the nose, eyes and mouth?

What did you use to make the quills?

What shape is your porcupine?

Did you enjoy your porcupine sandwich? Say why.



Let's write

Put these adverbs in the right columns

really

almost

too

a lot

here

somewhere

there

everywhere

very

quite

Adverbs of place	Adverbs of degree



Let's write

Rewrite the sentences putting the adverb in the right place.



My jersey was expensive. (very)

I enjoy it. (a lot)

My shoes are comfortable. (quite)

Tebogo does her homework. (every day)

She got a good result on her English test. (quite)



Teacher:  
Sign:  
Date:



# 60 Making something tasty



Let's write

Write a recipe for something that you can make.



Recipe for

What I need

What I must do



Let's write

Tell your friend how to make porcupine sandwiches. Then write down what you have to do. Write your sentences in the correct order.

First you

Then you

Next you

Then you

Lastly, you





## Delicious dates

Let's write

My friend wrote down the recipe for date sweets. Look at how she wrote it down.

### Date balls

#### Ingredients

- (1) 2 cups corn flakes
- (2)  $\frac{3}{4}$  cups chilled dates
- (3)  $\frac{1}{2}$  cup pecan nuts
- (4) 2 tablespoons honey
- (5) 1 tablespoon butter
- (6) 2 teaspoons orange juice
- (7) icing sugar
- (8) pecan halves
- (9) bowl

#### Method

- Grind 1, 2 and 3 till fine  
 Add 4, 5 and 6  
 Stir mixture in 9  
 Shape into 1.5 cm balls  
 Roll in 7  
 Top with 8



Underline all the verbs in blue.

My mother wants to make the date balls for me but can't follow the recipe. Write a paragraph, using your friend's recipe to explain to your mother what to do.

---



---



---



---



---



Let's write

Use the conjunctions to join these sentences.

I want to go to a film. I haven't done my homework. (but)

---

I wash my hands. There are many germs. (because)

---

I go to gym. I will get fit. (so that)

---

Germany is in Europe. Egypt is in Africa. (but)

---

I sometimes make chicken with ginger. I love spicy food. (because)

---

You use **but** to combine two different pieces of information

e.g., It's nice, but short.

You use **so that** to say that the second piece of information is the result of the first piece.

e.g. I do my homework so that I can do well at school

You use **because** to tell the reason of something.

e.g. We are staying at home because the weather is cold.

Teacher:

Sign:

Date:



# 61 Exam butterflies



Let's talk

Discuss in your group.  
Have you ever written an exam?  
How did you feel? Did it feel like you had butterflies in your stomach?  
What do you do when you get your exam paper?  
Do you think the instructions on the front page are important? Say why.



Let's read

Read the instructions on this exam paper and then answer the questions.

### Gauteng Department of Education

English First Additional Language: Grade 5

November 2012

Marks: **100**      Time: **3 hours**      This question paper has 13 pages.

### Instructions and Information

This question paper consists of **four** sections:

- SECTION A:            Comprehension (30)
- SECTION B:            Summary (10)
- SECTION C:            Language (30)
- SECTION D:            Writing (30)

- Answer each section on a new page.
- Leave a line after each answer.
- Number your answers correctly.
- Write neatly and clearly.
- Pay special attention to spelling and your sentences.



Let's write

For what Grade is this paper?

What subject is being examined?

How many hours do the learners have to write it?

You are told there are 13 pages. Why do you think this information is included?



How many instructions are there?

What do you have to pay special attention to?

Do you think spelling and grammar is important? Say why.



Let's write

You have used some words that have the 'ge', 'gy' and 'gi' sounds. Now use these words in sentences of your own.

gentle

generous

giant

gypsy

gigantic

Blank writing lines for using the words in sentences.



Let's write

Rewrite this paragraph using the correct punctuation marks. . , ! ?

'Look  A sandwich that looks like a porcupine

'Have you ever eaten something so funny

'No  but I am sure it's tasty

'Do you think so  I think it must be very spiky



Blank writing lines for rewriting the paragraph with punctuation.

Teacher: \_\_\_\_\_  
Sign: \_\_\_\_\_  
Date: \_\_\_\_\_



# 62 Communicating with others



Let's write

Look at these notes on how to use a DVD player.  
Switch on – press power button – press open/close button – put in DVD – press open/close button – tune TV – press play

**Writing instructions** should be clear and simple to follow. It is a good idea to make rough notes before writing the instructions.

## Instructions based on notes

### How to use a DVD player

1. Press the power button on the DVD.  
A green light will come on.
2. Press the open/close button.
3. Place a DVD in the slot.
4. Press the play button.
5. The DVD will begin to play.



Now write a set of instructions for **setting the date and time on a digital watch**. First make notes.

Notes

Instructions

Lined area for taking notes.



Lined area for writing instructions.





### Let's write

You wish to write an e-mail to your teacher asking her to help you write instructions for ludo. You copy your e-mail to your best friend. Follow these instructions and then write the e-mail.

New Message ✕

Cc Bcc

Subject

Send **A** + ▼

**New Message** or **New Mail** and type the recipient's address in the "To" or "Send" slot.

Type the subject on the "Subject" line. What would you put in your subject line?

Type the full address of any other people getting the e-mail on the "cc" line.

Type your e-mail message, and then send it.



### Let's write

Read the instructions and then send your friend an sms. Go to your phone's "messages" menu.

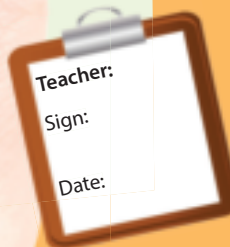
Select "Send SMS", "Send Text Message", "Send"

Type the key that matches each letter repeatedly and quickly until the desired letter appears.

To type a space use the right or down arrow key.

To type a special character (symbol), use the "menu" button: the phone should then let you select a symbol. Press "ok" when done.

Once your SMS message is typed, use the "menu" button. The phone should tell you to enter a phone number.

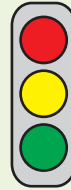
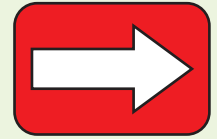
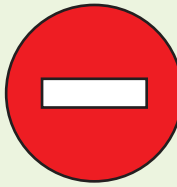


# 63 Following instructions



Let's talk

Talk to your group about these signs.



Let's read

## Understanding Driving Directions

Complete the story below with the missing words in the box.

one way

yield

left

stopped

turned

right

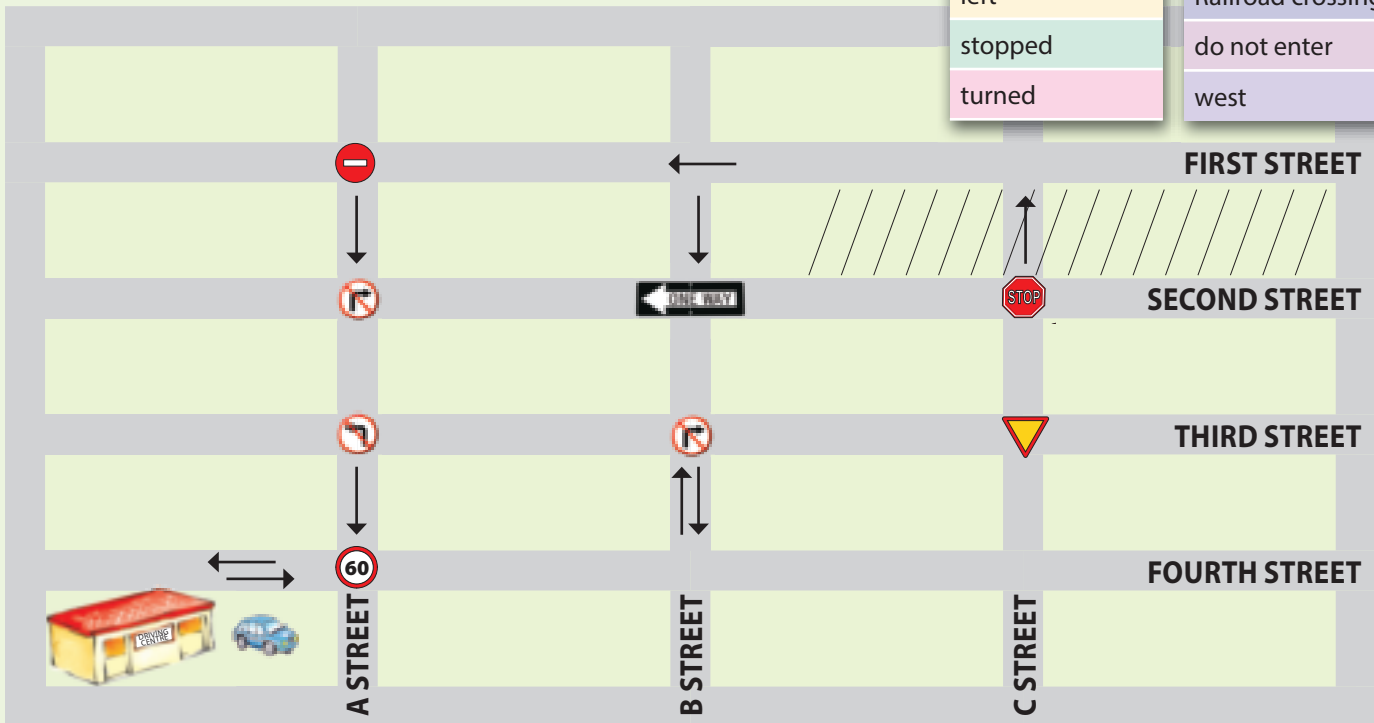
25

Second and a

Railroad crossing

do not enter

west



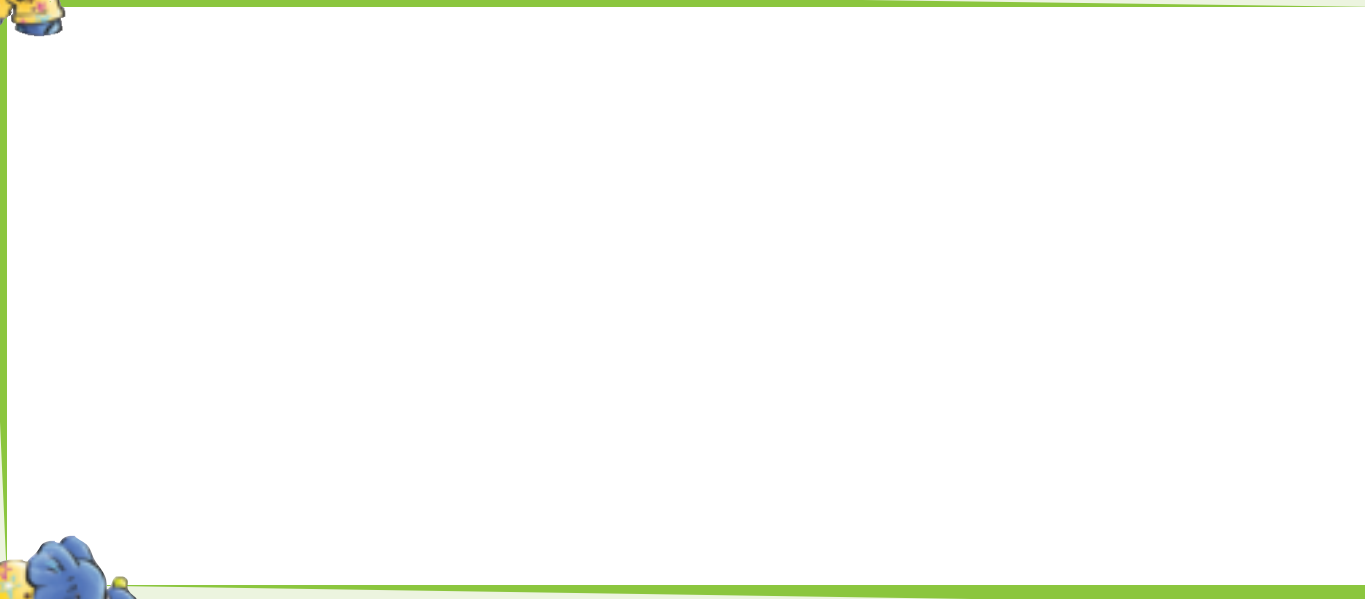
My sister passed her driving test! She did very well. Let me tell you all about it. She began at the Driving Centre at the corner of 4th and A Streets. The sign at the corner said that the speed limit was (1)  kilometres per hour. She drove east to 4th and B Streets and turned (2) . She went one block and turned (3)  on 3rd Street. She drove one block. She saw a sign at the corner of 3rd and C Streets. It said (4) , so she drove slowly. Then, she (5)  north. She (6)  at the corner of 2nd and C Streets. After she turned west, she crossed a (7) . She drove to 1st and B Streets. She saw another sign there. It said (8) , so she didn't continue on 1st Street. She turned south, went one block and turned west on 2nd Street because it's a (9)  street. She drove one block, then turned south at (10)  Streets. She drove past 3rd Street and turned (11)  at 4th and A Streets. She arrived back at the Driving Centre safely.





Let's do

Draw a map to your school from a place nearby.



Let's write

Write instructions to accompany your map. Use the words in the circles.

Turn

Begin

Stop

Drive

Cross

Go



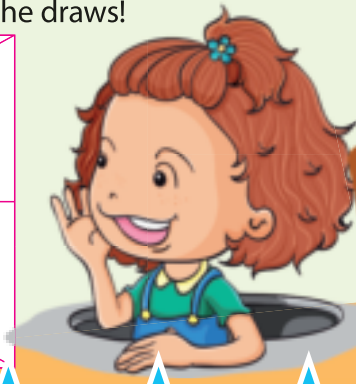
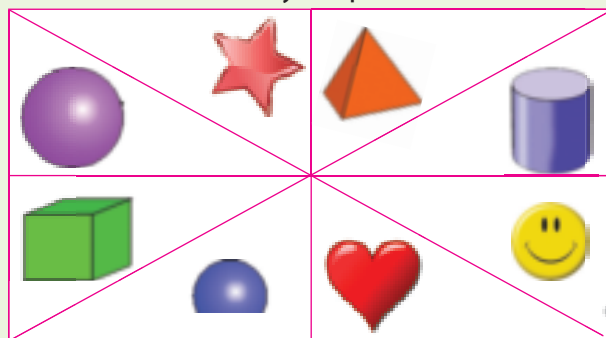
Let's talk

Now tell a friend how you will get to the place from your school. Use the future tense. Start: At my school I **will** turn...

Make this simple pattern. Measure it very carefully. Write clear instructions which will allow your partner, who has not seen the pattern, to make an exact copy. Give the instructions to your partner. See what she draws!



Fun



Teacher:  
Sign:  
Date:



# 64 My own instructions



Let's write

1. Write your first name on the last line of the paper at the left-hand margin.
2. On the first line on the paper write the numbers 1 to 9. Start at the left and print the numbers. Leave a space between each number.
3. Circle the number 6.
4. Draw a star in the upper left-hand corner of the page.
5. Fold your paper in half the long way.
6. Open up your paper, then fold it the opposite way.
7. Use the tip of your pencil to poke a hole in the centre of the paper (the place where the two folds meet).
8. Draw a heart around the hole you made in your paper.
9. Write the first initial of your last name in the upper right-hand corner of the page.
10. On the last line on the page, write the word done near the right margin.

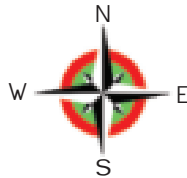


Let's write

**Directions:**

1. Turn your paper so that the N on your compass is facing NORTH.
2. Draw symbols of the closest things around you in the classroom on the NORTH, SOUTH, EAST and WEST.
3. Draw symbols of the farthest things away from you in the classroom on the NORTH, SOUTH, EAST, AND WEST.
4. Put samples of the symbols in the key.

Map Key:



Draw things farthest away.

Draw things closest to you.

Your Desk





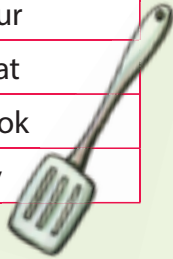
### Let's write

Use this table to write instructions for one of the following:

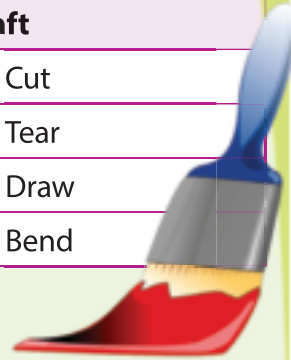
- A favourite recipe
- How to make a kite
- Directions to take for your 25 km school walk
- An exercise to strengthen your legs.

**Remember: Instructional Verbs are imperative verbs.**

Cooking	
Stir	Mix
Add	Pour
Whisk	Beat
Spoon	Cook
Bake	Fry
Boil	

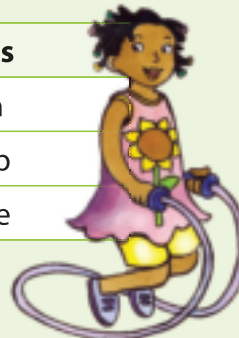


Craft	
Fold	Cut
Score	Tear
Turn	Draw
Colour	Bend
Paint	



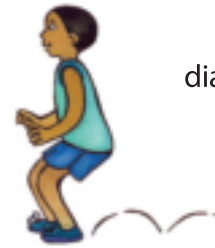
Exercise	
Run	Walk
Bend	Stretch
Relax	Move
Turn	Jump
Skip	Hop

Directions	
Walk	Run
Turn	Step
Rotate	Take
Face	



### Key Words

How to...  
 ingredients  
 You will need...  
 first  
 firstly  
 last  
 lastly  
 next  
 then  
 diagram  
 label  
 right  
 left  
 straight on  
 continue  
 finally



### Checklist

Have your instructions got ...

- A clear main heading
- Numbered stages
- Sub-headings
- A 'you will need' section
- Bullet points
- Useful diagrams, illustrations or photographs
- More than one instruction for each sub-heading

### Writing-frame for Instructional Writing

TITLE: \_\_\_\_\_

AIM: \_\_\_\_\_

REQUIREMENTS:

What is needed?

METHOD:

What must you do?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

Were aims achieved?



# Checklist



I CAN	😊	😞
talk about a picture		
read a story		
answer specific questions based on the story		
identify and discuss effectiveness of a heading		
express an opinion about the story and identify lesson learnt		
match words with their meanings and write words in my dictionary		
write sentences in the past tense		
order and write information using a frame and link words		
write and illustrate a paragraph		
break up words into syllables		
identify and use adjectives, adverbs and verbs		
use comparisons		
label a diagram		
complete sentences using 'if ... then.'		
complete sentences using <b>must</b> and <b>have to</b>		
make a storyboard		
identify and use the past, present, future and imperative		
read a poem and act it out		
make a mind map		
write notes and use a frame to write a story		
give and get directions		
read information and use a compass to give directions		
change statements into questions using question words		
read a map and use direction words		
talk about, read and write a recipe		
give an opinion		
use conjunctions		
discuss, read, follow and write instructions		
identify words with specific sounds and make sentences using these words		
rewrite sentences using punctuation marks		
read and write notes		
talk about road signs		
follow verbal instructions		



# My dictionary



A

a





B

b





C

c





D

d





# My dictionary



E

e

Blank lined writing area for the letter E.

Blank lined writing area for the letter E.



F

f

Blank lined writing area for the letter F.

Blank lined writing area for the letter F.



G

g

Blank lined writing area for the letter G.

Blank lined writing area for the letter G.



H

h

Blank lined writing area for the letter H.

Blank lined writing area for the letter H.



# My dictionary



I

i





J

j





K

k





L

l





# My dictionary



M  
m





N  
n





O  
o





P  
p





# My dictionary



Q

q





R

r





S

s





T

t





# My dictionary



U  
u

Blank lined writing area for the letter U.

Blank lined writing area for the letter Y.

Y  
y



V  
v

Blank lined writing area for the letter V.

Blank lined writing area for the letter Z.

Z  
z



W  
w

Blank lined writing area for the letter W.

Blank lined writing area for the letter X.

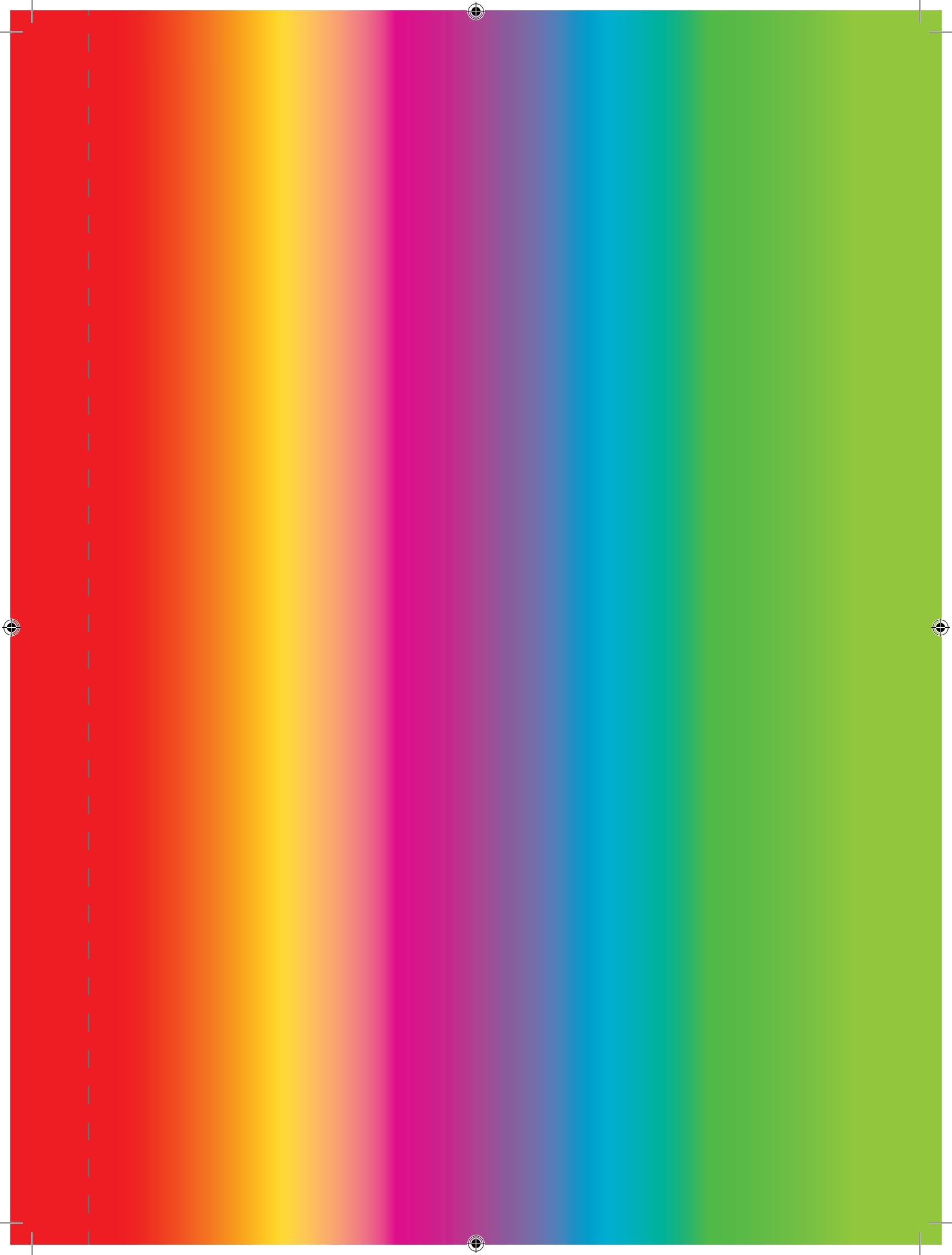


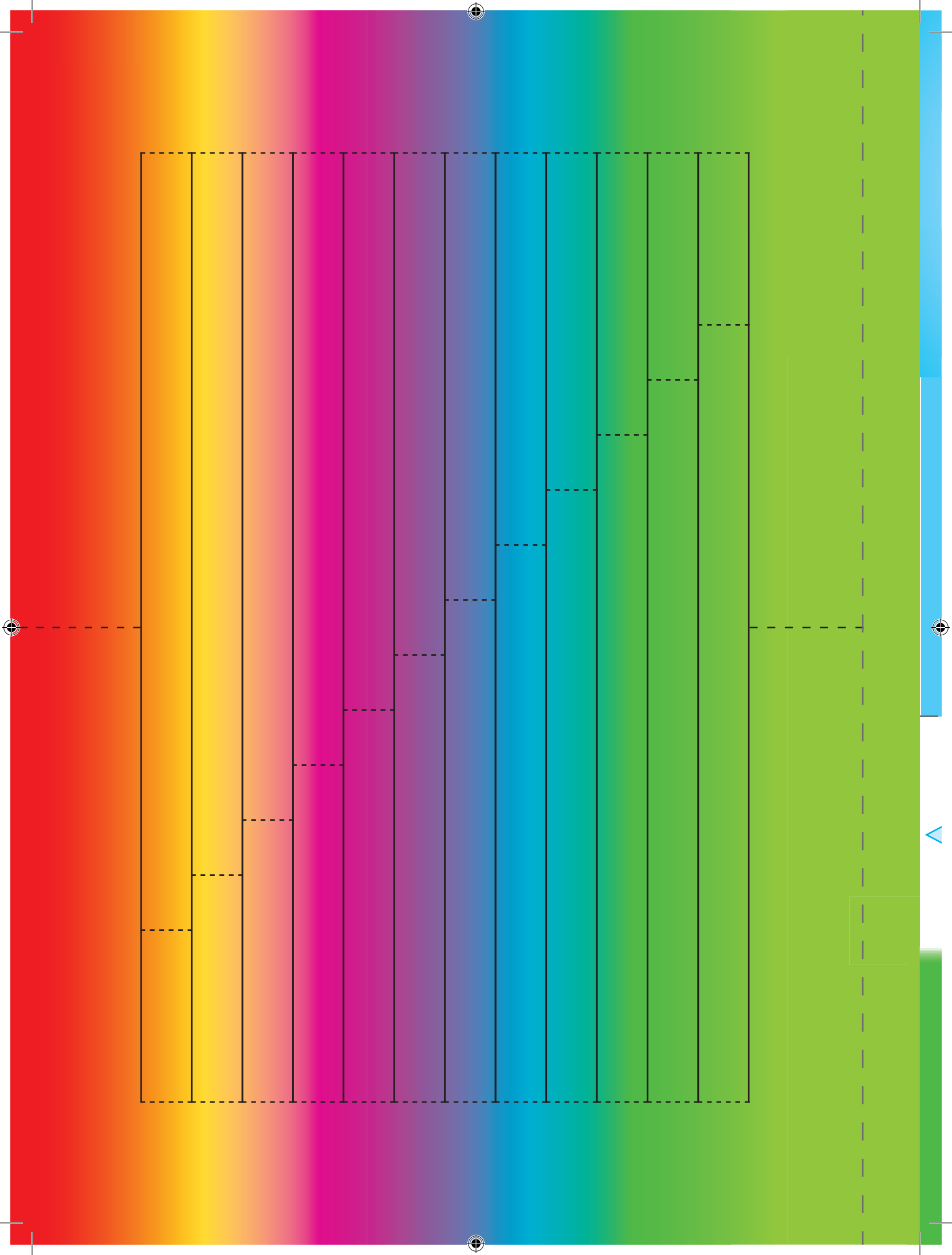
X  
x

Blank lined writing area for the letter X.

Blank lined writing area for the letter X.





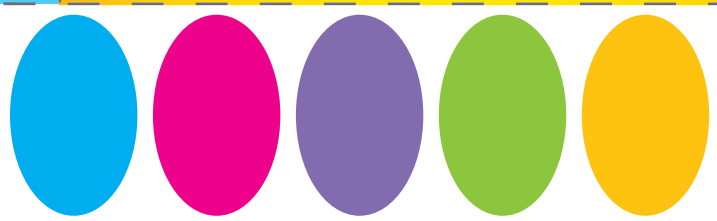
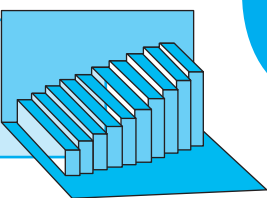


Happy Birthday!



**Abstract pop-up:**

Cut on all the solid lines.  
Fold on the dotted lines.  
Fold the card in half. When you open.



Cut out markers for games.

**Bookmark**  
Cut out the bookmark. Write down the titles of the books you read. When you find words you do not know, write them on the back.



BOOK 7:

BOOK 6:

BOOK 5:

BOOK 4:

BOOK 3:

BOOK 1:

**BOOK LIST!**

