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**FIRST ADDITIONAL LANGUAGE - ENGLISH
GRADE 6 - TERMS 1 - 2**

ISBN 978-1-4315-0203-5

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



9 781431 502035

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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- First Additional Language Grades 4-6 (In English)

ENGLISH First Additional Language – Grade 6 Book 1



Grade 6

ENGLISH
First Additional Language
Book 1
Terms 1-2



Name:

Class:



ISBN 978-1-4315-0203-5



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



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 **6**

First Additional Language

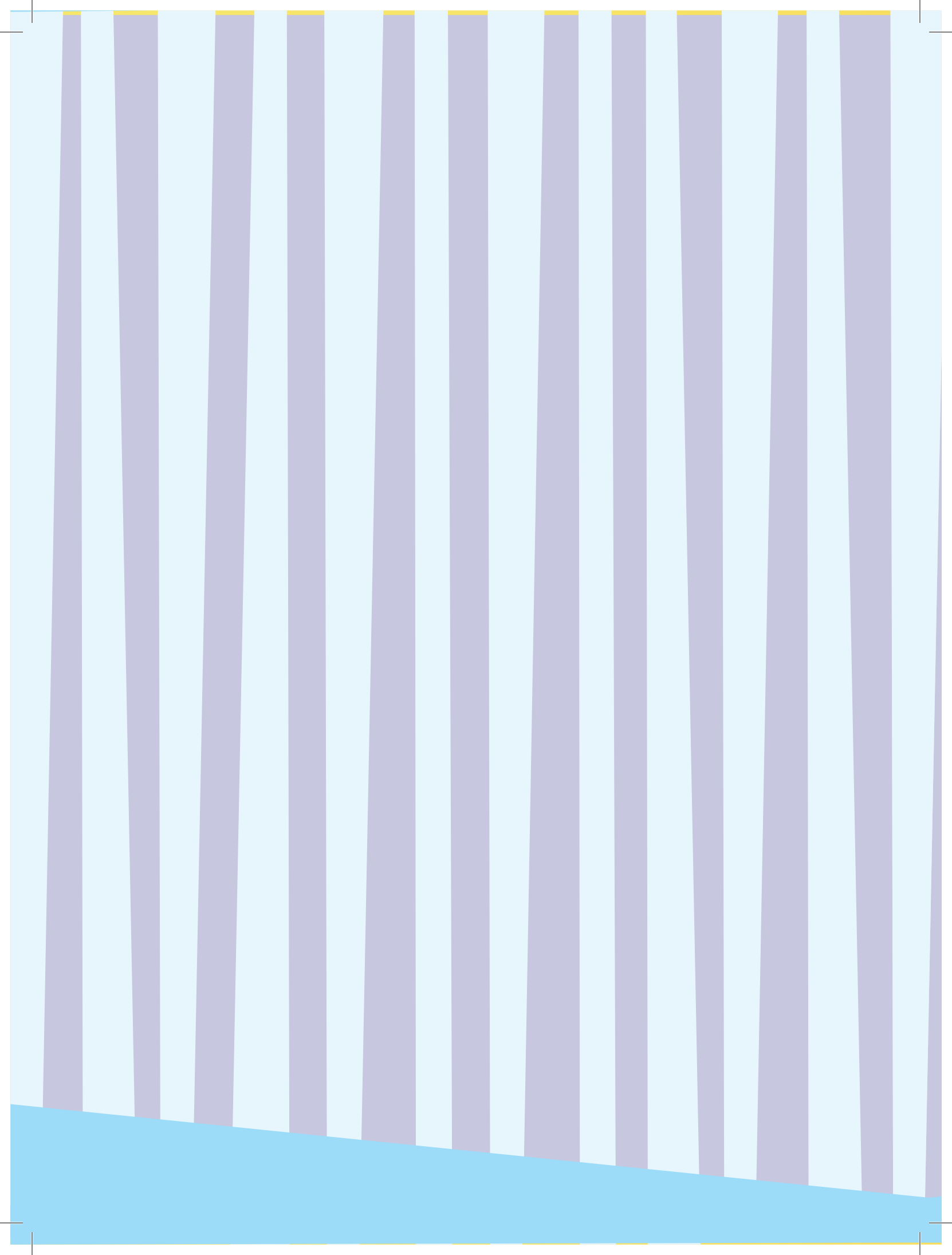
ENGLISH

Terms 1 & 2



This book belongs to:





The things we do

Theme 1: The things we do

Term 1: Weeks 1 – 4

Weeks 1 - 2 The things we do

1 Joe plays soccer after all 2

Predicts a story based on illustrations and headings.
Reads a contemporary story.
Comprehension based on text.
Retells the story in sequence.
Language: prepositions.

2 Thinking about the game 4

Discusses the story focusing on characters and plot.
Role plays the story.
Writes a diary entry summarising the story.
Language: common nouns.

3 Writing a story 6

Plans to write a story using a mind map and pictures.
Writes the story.

4 Getting it right 8

Language: introduction to countable and uncountable nouns.
Oral practice using How many? How much?
Revises common nouns.
Personal pronouns.

5 Our vegetable garden 10

Predicts a story based on illustrations and headings.
Reads a contemporary story.
Comprehension based on text.
Retells the story in sequence.

6 Puzzles and poems 12

Completes a crossword puzzle.
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Forms sentences using pairs of past and present tense verbs.
Punctuation and spelling.
Breaks compound words into parts.

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Comprehension exercise based on the newspaper articles.

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Uses a mind map to plan a newspaper article.
Writes the article in the template.
Illustrates the article.

11 The food we eat 22

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Comprehension based on pamphlet.
Interviews a friend and classifies information obtained.
Uses a table to classify information.

12 More about language 24

Introduction to definite and indefinite articles.
Fills in the correct article in these sentences.
Uses **some** or **much** to complete sentences.
Uses modals can or may.

13 News from the sea 26

Reads a letter.
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14 Making unsafe places safe 28

Predicts newspaper articles based on headlines and pictures.
Reads a sequence of newspaper articles

15 Thinking about safety 30

Categorises information from the newspapers articles under headings.
Language: revision of definite and indefinite articles.

16 Play the Tense Game 32

Plays a board game to revise the past continuous and present progressive tenses.
Uses adverbs of time.



1 Joe plays soccer after all



Let's talk

Look at the title of this story and the pictures. Discuss with your partner what this story might be about.



Let's read

"Joe, get off the field!" the referee shouted across the soccer field. "You know the safety regulations at New Town School. No soccer boots, no play!" the referee said sharply.

Joe walked off the field, not daring to look up to see who was watching him. He just went to sit quietly next to the field and was not interested in how his team was doing.

The next Wednesday, Joe decided not to go to soccer practice. He stayed at home.

"Joe, why aren't you going to soccer practice?" asked his granny.

"It's no use, Gran. If I don't have soccer boots, I am not allowed to play. Some stupid safety rule!" Joe said sadly.

Granny gave her grandson a big hug and said nothing.

On Saturday morning, Joe sighed and pulled the blankets up over his head. He was sad that he was not going to soccer that day. What was he going to do all day?

Then he heard someone opening his door. It was Granny. "Your soccer team is waiting for their super striker, Joe," she reminded him.

"But Gran, you know I won't be able to play in the match next week. So what's the use of going to practice?" Joe asked.

Granny simply ignored his grumpiness and told him to close his eyes and hold out his hands. He felt something heavy being placed in his hands. It was a box. He opened it and saw a very shiny pair of brand new soccer boots. "Yes, yes!" shouted Joe excitedly. He tried them on. "They fit perfectly," he said happily.



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.

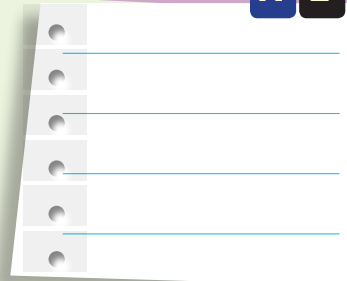


"But Granny, what money did you use to buy these, was it your pension money?" Joe asked.

"No my boy, your Granny is a wise old lady. Every month when I receive my pension money, I save a bit of it in the bank. I used that money to buy the boots."

"Thank you Granny! You're the best!"

Adapted from ANA Examination 2011: Saving for a better tomorrow.



Circle the letter next to each correct answer. If you are not sure of the correct answers, go back and read the story again.



| How did Joe feel when he was not allowed to practise? | | Why did Joe pull the blankets over his head? | |
|---|-------|--|---|
| A | happy | A | He did not know what he was going to do all day. |
| B | angry | B | He wanted to sleep because he was tired. |
| C | tired | C | He was so sad that he could not play soccer that day. |

| What is the best name for the story? | | Why did the coach not let Joe play without boots? | |
|--------------------------------------|-----------------------------|---|------------------------------|
| A | How granny's savings helped | A | Because he can't kick far |
| B | Fun at soccer | B | Because he could get injured |
| C | Joe and the soccer team | C | Because it was cold |

Number these sentences from 1 to 4 to show the order in which things happened in the story.

| | |
|----------------------|-----------------------------------|
| <input type="text"/> | He did not have soccer boots. |
| <input type="text"/> | Granny bought him soccer boots. |
| <input type="text"/> | The coach sent Joe off the field. |
| <input type="text"/> | He stayed at home. |



Remember

A preposition is a word that shows the relationship between a noun (or a pronoun) and another word in the sentence.

Fill in the missing prepositions in these sentences.

Joe was sad because he had been excluded soccer practice.

He did not have any money the bank.

He knew he would not be allowed the field.



2 Thinking about the game

DATE



Let's talk

Look back at page 1 and then talk to your group about how you felt when you read about Joe being prevented from playing soccer.

Now make up a role play about this story. You will need three characters: Joe, the coach and the grandmother.



Let's write

Imagine that you are Joe. Write an entry in your diary summarising what happened to you. We have started the diary entry for you. Complete the entry in the past tense.

Rules for group or pair work

- ❖ Take turns to speak.
- ❖ Give others a turn to speak.
- ❖ Do not interrupt when others speak.
- ❖ Encourage everyone in the group to speak.
- ❖ Make eye contact with others.



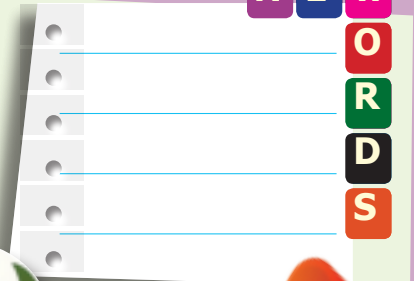


Let's write



soccer boots

Common nouns are names of things that you can see and touch.



doll



apple

ball



pen



Write down some common nouns that you can think of.

Four blank horizontal lines for writing.



chair

rain



salt



sugar



soccer field



Look at the story about Joe.
Find and underline ten common nouns in the story.

Let's read



Let's write

Now write six sentences using some of the common nouns that you found.

Six blank horizontal lines for writing sentences.

Teacher:
Sign:
Date:



3 Writing a story



Let's write

Read the story about Joe in Worksheet 1 again. Then look at the pictures on the opposite page. Talk to your friend about what is happening in each of the pictures, and fill in answers to the questions in the boxes below.



- 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.

Story plan



Who are the main characters in this story?

What is the story about? (What was the situation or problem?)

How does it end? How is the problem solved?

What events take place?



Now write the story in your own words.

Use your notes from the plan to write your story on rough paper. When you have done this, carefully read what you have written and correct any mistakes. Then ask your friend to read through your story and to help you to fix any errors.

You are now ready to write the story neatly in the space provided on the next page. Remember to give the story a heading.





Handwriting practice lines for the first section.



Handwriting practice lines for the second section.



Handwriting practice lines for the third section.



Handwriting practice lines for the fourth section.

Teacher: _____
Sign: _____
Date: _____



4 Getting it right



Looking at countable and uncountable nouns

What are **countable** nouns? They are the names of things that we can count, like animals and people. We use numbers (1, 2, 100 etc.) and the words **many** or **some** or **a few** or **a lot of** with countable nouns.

What are **uncountable** nouns? Uncountable nouns are the names of things that cannot be counted, like sand, water and salt. We use the words **much** or **a little** or **a lot of** with uncountable nouns.



Let's talk

Ask your friend about things in the classroom or at home. Ask questions starting with

How many ? or How much ?



Let's write

Now decide whether the following nouns are countable or uncountable and then fill in many or much in the spaces below each picture.

apples



countable

salt



water



sunshine



rain



books



homework



children



sugar



love



sweets



elephants

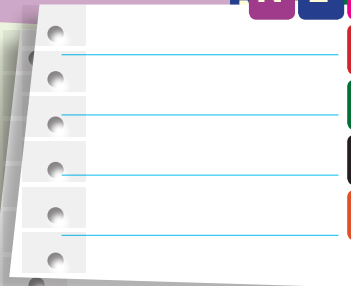




Let's write



Underline the common nouns in each of the following sentences. Decide whether they are countable or uncountable and put a tick in the correct box.



| | | Countable | Uncountable |
|----|---|-----------|-------------|
| 1 | I am hungry but there isn't much food left. | | |
| 2 | Molly has many dolls. | | |
| 3 | Jabu is playing in the sand. | | |
| 4 | Dan has two sisters. | | |
| 5 | Mark likes bread. | | |
| 6 | We went to interesting places. | | |
| 7 | The children in my class enjoy sport. | | |
| 8 | I have a few hats. | | |
| 9 | Dineo should not eat sugar. | | |
| 10 | We must drink lots of water. | | |



Let's write

Now look at this list of personal pronouns and then underline them in the sentences below.

| PERSONAL PRONOUNS | | | |
|-------------------|-------|------|------|
| I | me | he | him |
| we | us | she | her |
| you | yours | it | it |
| | | they | them |



| | |
|---|---|
| That book belongs to me. | Is this book yours? |
| I gave the book to him. | They took the video camera with them. |
| She had her book in her bag. | Are you sure this is her jacket? |
| This is your book. | She ate her breakfast and then left for school. |
| We gave the soccer kit to them. | We cooked supper before we went to the movies. |
| They cleaned their rooms and then went to play. | We had our lunch before our game started. |

Teacher: _____
Sign: _____
Date: _____



5 Our vegetable garden



Let's talk

We will now read another story. Look at the title and the pictures. Discuss with your partner what this story might be about.



Let's read

Mr Joseph, a Grade 6 teacher, was a keen gardener. He encouraged us to help him start a school vegetable garden. The vegetable garden would work like this:

First, the school would give some of the vegetables to the children at school for lunch every day.

Secondly, every Friday, learners would be able to take some of the vegetables home to their families.

Thirdly, the remaining vegetables would be sold to make money for the school.

We were very excited and we all wanted to start immediately. We helped Mr Joseph to build a fence around the garden area so that animals would not eat the vegetables.

Mr Joseph explained how we should prepare the soil for the vegetables.

We divided ourselves into groups and each group prepared the soil to grow their own vegetables. Mrs Smith from the local nursery (where plants are sold) gave us some cabbage, onion, beetroot and spinach seedlings. We then planted the seedlings in rows.

We took turns to water the seedlings every day, even during holidays. After about six weeks, the spinach was ready for the first harvest. We were all very excited.

As time went by, all the other vegetables grew as well. Everyone was very proud of the garden. We wanted to share what we had learned with our families, so Mr Joseph organised a family day. All our parents came to see our garden. And, of course, they all had a delicious bowl of vegetable soup for lunch.





Let's write

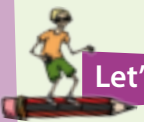
Circle the letter next to the correct answer. If you are not sure of the correct answers, go back and read the story again.

| Why did they build a fence around the garden? | | Why did they invite the families to visit the school? | |
|---|---|---|-----------------------------------|
| A | Animals must not eat the vegetables. | A | To come for lunch |
| B | Thieves must not steal the vegetables. | B | To learn about growing vegetables |
| C | Cars must not drive through the garden. | C | To collect some vegetables |

| Who was the Grade 6 teacher? | | What are seedlings? | |
|------------------------------|-----------|---------------------|--------------------------|
| A | Mr Jacobs | A | Little plants |
| B | Mr Joseph | B | A packet of seeds |
| C | Mrs Smith | C | Roots from another plant |

Number the sentences from 1 to 4 to show the order in which things happened in the story.

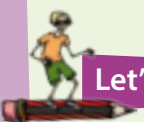
| | |
|--|--------------------------------------|
| | They took turns to water the garden. |
| | They planted seedlings in rows. |
| | Some spinach was ready for harvest. |
| | They prepared soil for vegetables. |



Let's write

Find words in the story that mean the same as the words below. Write them down in the table next to the correct words.

| | |
|-----------|--|
| get ready | |
| eager | |
| motivated | |
| tasty | |
| arranged | |



Let's write

- Work with a classmate.
- Look carefully at the steps of the writing process on the inner front cover of this book.
- Now think of a your own story about a school activity that you can write about. (Think about a school play or a school trip.)
- Follow the steps of the writing process and develop your story. Work on rough paper and then write your final story in your exercise book.

Teacher: _____
 Sign: _____
 Date: _____





Read the clues below. You will need to fill in the names of either a **figure of speech** or a **part of speech**. The words in the box on the right will help you.

Figures and parts of speech

WORDS TO HELP YOU:

ACROSS
VERB
ALLITERATION
ONOMATOPOEIA
CONJUNCTIONS
SIMILE
IRONY
ADJECTIVE
METAPHOR

DOWN
HYPERBOLE
ARTICLE
PRONOUNS
NOUNS
PREPOSITION
PERSONIFICATION
ADVERB



Across

3. She has a heart of gold.
5. Doing word.
6. He is as sly as a fox.
8. She sells sea shells.
9. The thieves robbed the police station.
12. Describe a noun.
13. 'Boo hoo!' she sobbed.
14. Joining words (and, but).

Down

1. Describes a verb.
2. I am so hungry I could eat a horse.
4. The flowers dance in the breeze.
7. The, a, an are examples of _____
10. These words describe the position of things.
11. Can be used in the place of a noun (she, he, it)
15. Naming words are called _____.



7 Word families

Look at the end sounds of these words. Sound them out loud and then write them into the correct sound family boxes. Hint: Cross them out when you have written them into the correct space. We have done a few examples to help you.

| -ack | -ain | -ake | -ale | -ame |
|-------------|------|--------------|------|-------------|
| <i>back</i> | | <i>awake</i> | | <i>same</i> |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |



Matching the subject and verb

Circle the correct form of the verb in each sentence.

In the **present tense** we use **is** or **am** for **singular** and **are** for **plural**.

In the **past tense** we use **was** for **singular** and **were** for **plural**. (But note that we always use **are** and **were** with **you**.)

| | | | |
|----------------|-----|------|-----------------------|
| Today | was | is | my birthday. |
| Yesterday | was | is | very hot. |
| Today he | was | is | going to the dentist. |
| Yesterday | was | were | rainy. |
| Today | was | is | sport's day. |
| Yesterday | was | is | Sunday. |
| Last July they | was | were | in Bisho. |
| My parents | was | were | at the wedding. |

| | | | |
|-----------|----|-----|---------------------|
| We | is | are | late for school. |
| He | is | are | the best player. |
| Our class | is | are | good at maths. |
| You | is | are | tall. |
| They | is | are | hungry. |
| I | is | am | writing. |
| Peter | is | are | doing his homework. |
| The team | is | are | practising. |



What do we mean by subject-verb agreement?

The subject of a sentence must agree with the verb. Look at how the verbs change in these two sentences:

*Jim **plays** soccer.*

*Jim and Mandu **play** soccer.*

In the first sentence, only one person is playing, so the present tense verb is **plays**.

The verb **plays** agrees with the singular subject **Jim**.

In the second sentence, two people are playing, so the present tense verb is **play**.

Fill in the verb that agrees with the subject.

| | |
|---------------|---|
| wants want | Jim _____ to play soccer but does not have boots. |
| | Those two boys _____ to buy soccer boots. |
| bake bakes | The children _____ a cake for their teacher's birthday. |
| | The chef _____ a chocolate cake. |
| like likes | The boy _____ sweets. |
| | The children _____ sweets. |
| ride rides | Anna _____ her bike. |
| | Anna and Mandu _____ their bikes. |
| is are | He _____ doing his homework. |
| | We _____ at school right now. |
| is are | The band _____ playing now. |
| | The girls _____ at drama club. |
| is are | The team _____ practising now. |
| | The A and B teams _____ practising now. |



Circle all the pronouns that refer to more than one person.

I we me my they he

she you him her his

our your mine their them theirs

Remember that **you** and **your** can refer to one person or to more than one person.

Teacher: _____
Sign: _____
Date: _____



8 Just checking



Let's write

Circle all the words that are in the **past tense**. Then draw a line from each **present** tense word to its **past** tense.



dig
sang
rain
asked
take
begin
shone

ask
shine
took
began
sing
dug
rained

ran
come
grew
ring
swim
ate
sleep

rang
eat
slept
run
came
grow
swam

Now choose 3 of the pairs of words you matched above and use them in sentences starting with **today** and **yesterday**.

Today _____
Yesterday _____

Today _____
Yesterday _____

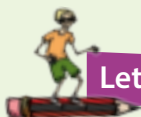
Today _____
Yesterday _____



Circle the correct form of the verb in these sentences.

At first, the learners **take/took** turns to water the seedlings.
They **digged/dug** holes for the seedlings.
Last month Mr Joseph **asks/asked** the children to help.
Sam's mother **drove/drived** them to school.
I **slept/sleep** late and so I missed the bus.



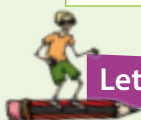
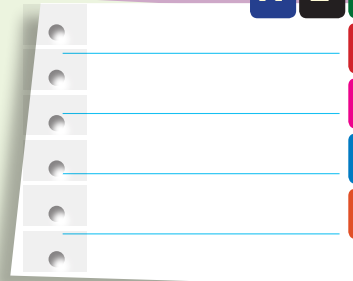


Let's write Rewrite these sentences using the correct punctuation and spelling.

gardening is fun for gurls and bois

mr joseph says we must be reddy to plant in september

new town school has a good gardening klub



Let's write Now rewrite these sentences in the past tense.

We grow beans, carrots, peas and tomatoes.

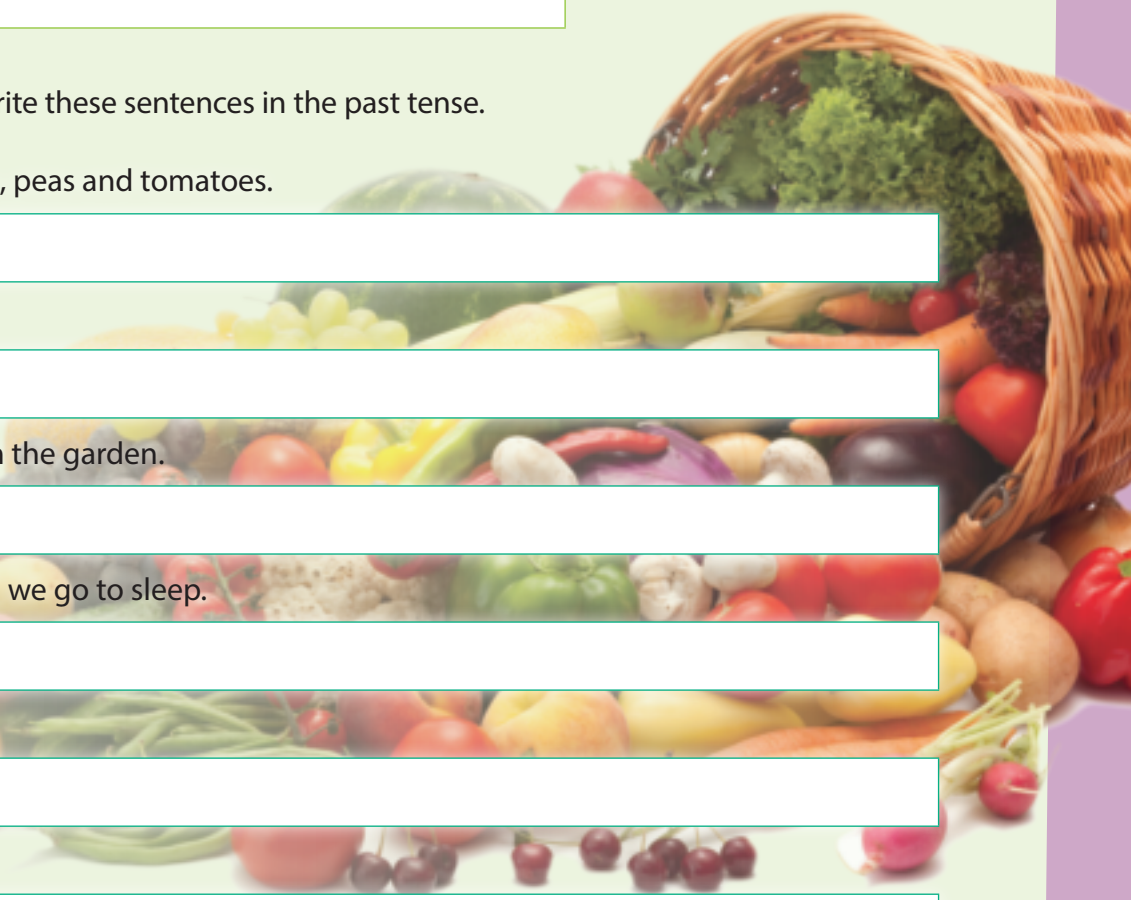
We go to the shop.

We eat vegetables from the garden.

We cook our food, then we go to sleep.

We pull out the weeds.

We water the plants.



Let's write Break these words into two parts.

| | |
|------------|----------------------|
| strawberry | <input type="text"/> |
|------------|----------------------|

| | |
|----------|----------------------|
| daylight | <input type="text"/> |
|----------|----------------------|

| | |
|---------|----------------------|
| doorway | <input type="text"/> |
|---------|----------------------|

| | |
|------------|----------------------|
| stepladder | <input type="text"/> |
|------------|----------------------|

| | |
|----------|----------------------|
| sunshine | <input type="text"/> |
|----------|----------------------|

| | |
|----------|----------------------|
| seedling | <input type="text"/> |
|----------|----------------------|

| |
|----------|
| Teacher: |
| Sign: |
| Date: |



9 What's in the news?

DATE



KIDDY TIMES

31 March 2015

School eats its way to success

By A Zungu

New Town School provides vegetables for families in the New Town village.

The Grade 6 teacher, Mr Joseph, started a school gardening project at the school in September last year. Every Friday, the New Town children take vegetables home for their families. Presently the school supplies vegetables for 50 families (approximately 250 people in the village).

In addition, the school uses vegetables from the school garden for school lunches for 500 children.

Dr Baloyi, spokesperson for the Department of Health, says: “vegetables are very healthy, especially for small children and for older or sick people.”

Vegetables supply the vitamins that people need to protect them from illness. Yellow and green vegetables are rich in Vitamins A and C.

Vitamin C is found in yellow fruit and in green and yellow vegetables. Vitamin C protects us from diseases. It keeps our gums healthy.

Vitamin A is found in green and yellow vegetables. Vitamin A is good for healthy skin, hair and eyesight.

Mr Joseph says the project will expand. “I hope that more children will join the gardening club. We all need to work hard for a healthy community.”



Grade 6A class at work in the school garden.

NEW TOWN SCHOOL WINS THE SOCCER LEAGUE

New Town School has won the 2014 soccer league competition.

The school coach, Mr Ramarumo, says that the team deserved to win because they trained hard this season.

Mr Brown of the School Soccer Association says that the “secret weapon” is the healthy food provided by the school. The players are stronger and healthier than they were last year.

Super Striker, Joe Jacobs, scored the winning goal against Blueville Primary last weekend.





Let's write

Look at the newspaper on the previous page and then answer these questions.

N E W
O
R
D
S

What is the name of the newspaper?

What is the main headline?

In what way does this headline attract our attention?

How does the school garden project contribute to the school winning the soccer league?

What other news article features on the front page? What is it about?

Look at the newspaper article about the vegetable garden and then find answers to these questions.

| | Where do we get this vitamin? | Why do we need it? |
|-----------|--|--------------------|
| Vitamin A | | |
| Vitamin C | Dark green vegetables such as broccoli and spinach | |
| | Yellow vegetables: carrots, squash and pumpkin | |
| | Yellow fruits: oranges and naartjies. | |



Rules for writing a good newspaper article

1. First paragraph

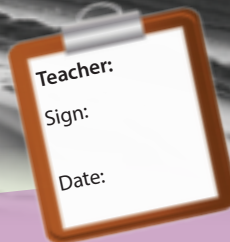
In your first one or two sentences say who, what, when, where and why. Try to attract the reader's attention by beginning with a funny, clever or surprising statement.

2. Second/third/fourth paragraphs

Give the reader the details. Include one or two quotes from people you interviewed. Use inverted commas to show what the experts say.

3. Last paragraph

End with a quote or a catchy phrase.



10

Planning your own news article

DATE



Let's do

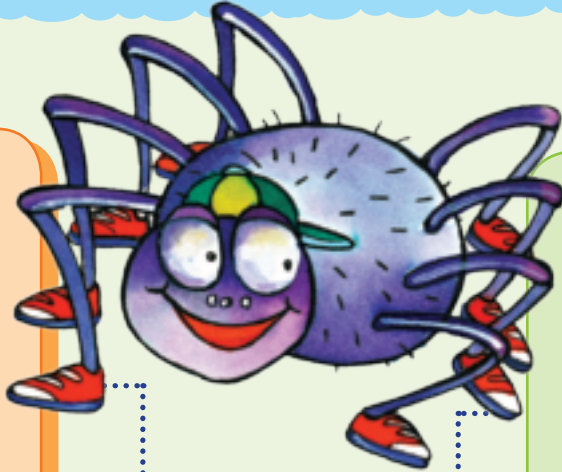
Work with a friend to plan your own newspaper article on an achievement in your school.

Think of the topic that you will write about. Fill in the topic of your article in the centre of the mind map and then fill in the four things you will write about in the four boxes. You can use the mind map as your guide when you write your newspaper article. Sometimes we call a mind map a spider 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.

1



2



My newspaper article is:



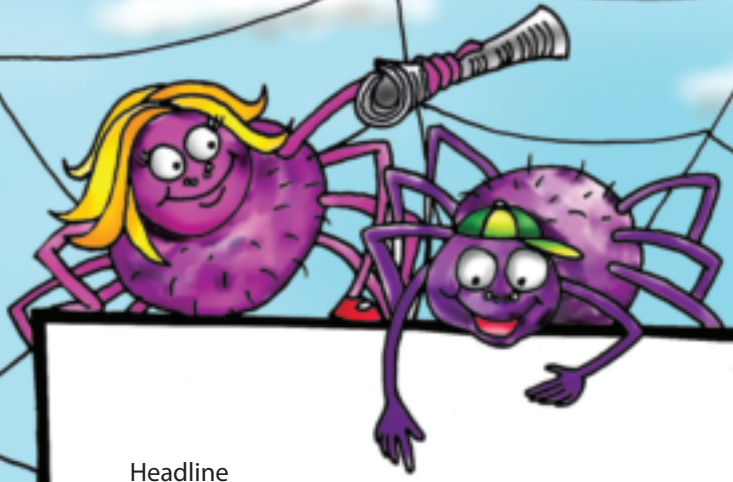
3



4



- Before you start
- writing your
- newspaper article,
- read through the
- rules for writing a
- newspaper article on
- page 19.



Headline

Date

By-line

Draw a picture about your article.

Write a caption for the picture.

Teacher: _____
Sign: _____
Date: _____



11 The food we eat

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 talk

Look at the headings and pictures in this pamphlet and discuss what information the pamphlet will provide.

Read the pamphlet and then answer the questions that follow.

Let's read



YOU ARE WHAT YOU EAT

It is important for primary school children to eat a balanced diet.

This means that children should eat some food from each of the basic food groups every day.

Meat, fish and legumes (dried beans, peas and lentils) provide protein.

Grains provide carbohydrates. They provide our bodies with heat and energy.

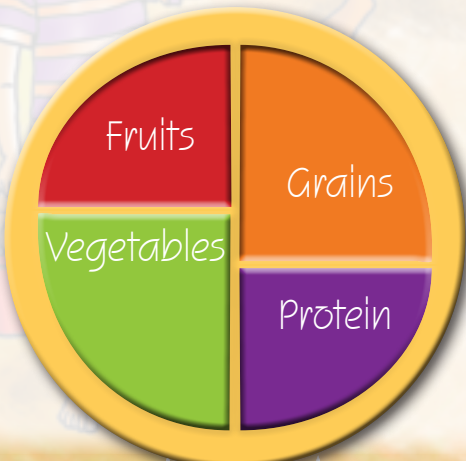
Fruits and vegetables contain the vitamins we need to stay healthy. We all know the saying "An apple a day keeps the doctor away."

Lastly, our bodies need fats and oils in smaller quantities.

How much of each kind of food should we have on our plate?



What should you eat?





Let's write

What foods are in the protein group?

| | |
|--|--|
| | |
| | |
| | |



Blank lined writing area for new words.

What foods are in the carbohydrate group?

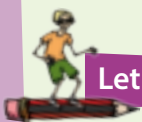
| | |
|--|--|
| | |
| | |
| | |



Let's talk

Ask your friend to tell you what foods he or she has eaten in the past two days.

| | Yesterday | Today |
|---------------|-----------|-------|
| Fats and oils | | |
| Carbohydrates | | |
| Proteins | | |
| Fruits | | |
| Vegetables | | |



Let's write

Make a list of your favourite foods and fill them into the right column in the food table below.



CARBOHYDRATES

Blank lined writing area for carbohydrates.

PROTEINS

Blank lined writing area for proteins.

FRUITS AND VEGETABLES

Blank lined writing area for fruits and vegetables.

Teacher: _____
 Sign: _____
 Date: _____



12 More about language



Let's write

When do we use **a** or **an** or **the**?

Using **a** and **the**

Definite article **the**

We use **the** when we are talking about a specific object or person.
Example: Please return the book that you borrowed from me.

Indefinite article (**a/an**)

We use **a** or **an** when we are not referring to a specific thing or person.

Example: I bought a cell phone yesterday.

Using **a** or **an**

We use **a** before a singular noun. But if it starts with a vowel (a e i o u), we use **an**.

Decide whether the sentence refers to a specific object and then fill in the correct article. Use either **the**, **a** or **an** to complete these sentences.

1. _____ *Children's Discovery* book belongs to my brother.
2. I live in _____ only green house in Ruth First street.
3. Do you have _____ pen for me?
4. Do you have _____ ruler?
5. Earth is _____ planet.
6. I want _____ ice cream.
7. May I have _____ apple?
8. _____ new boy was late for school.
9. Janet Smith is _____ artist.
10. _____ Smiths are my neighbours.



Uncountable nouns do not have a definite article. Use **some** or **much** to complete these sentences.

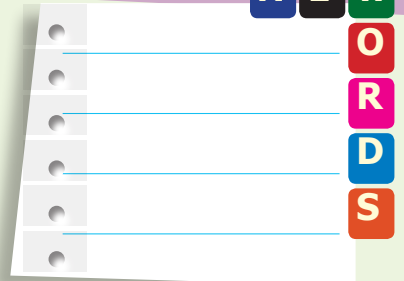
- May I have _____ sugar?
- How _____ oil do I need for this cake?
- We bought _____ bread and milk at the shop.
- May I have _____ fish, please?
- I have not got _____ hope.



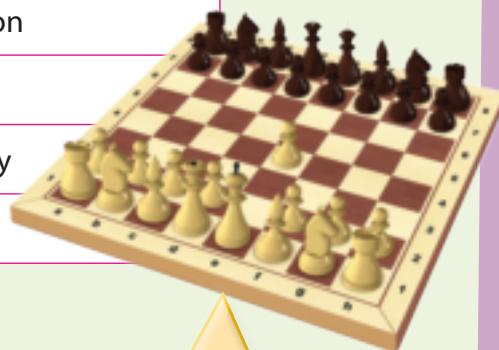
The modals **can** and **may**

May is most commonly used to express possibility. It can also be used to ask for or give permission.

Can expresses ability.



| | |
|---|------------------------|
| May I leave school early today? | To request permission |
| Yes, you may leave early. | To give permission |
| I may go to my grandmother on the weekend. | To express possibility |
| Can you play chess? | To show ability |



Now fill in either **can** or **may** to complete these sentences.

I borrow your ruler?

you speak German?

I leave school early today?

I play the piano.

He be tired because he is playing badly.

I use your phone, please?

you swim?

She do maths but not geography.

1 may, 2 can, 3 may, 4 can, 5 may, 6 may, 7 can, 8 can.

"May" is more polite than **"can"** when asking permission but in everyday language we usually use **"can"**.



Write sentences starting with these modals.

May I

Can I

She may

I can

Teacher: _____
Sign: _____
Date: _____

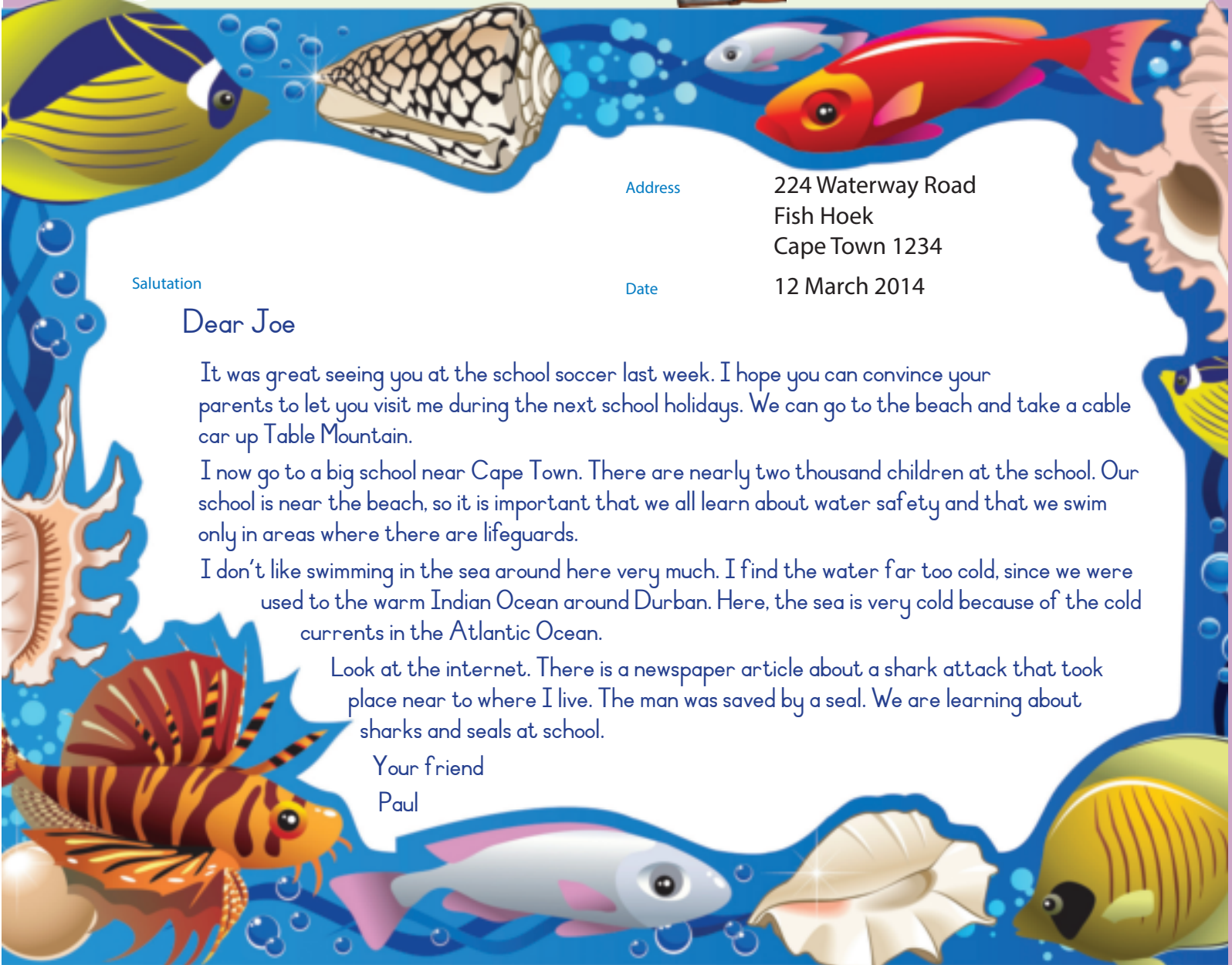


13 News from the sea

DATE



Let's read



Address

224 Waterway Road
Fish Hoek
Cape Town 1234

Salutation

Dear Joe

Date

12 March 2014

It was great seeing you at the school soccer last week. I hope you can convince your parents to let you visit me during the next school holidays. We can go to the beach and take a cable car up Table Mountain.

I now go to a big school near Cape Town. There are nearly two thousand children at the school. Our school is near the beach, so it is important that we all learn about water safety and that we swim only in areas where there are lifeguards.

I don't like swimming in the sea around here very much. I find the water far too cold, since we were used to the warm Indian Ocean around Durban. Here, the sea is very cold because of the cold currents in the Atlantic Ocean.

Look at the internet. There is a newspaper article about a shark attack that took place near to where I live. The man was saved by a seal. We are learning about sharks and seals at school.

Your friend
Paul



Let's write

Paul gives a lot of information in his letter. Write down three things he tells Joe.

1

2

3

Why do you think Paul is learning about sharks and seals at school?





Let's write

Write a letter to your friend. Give your friend news about what you have been doing at home and at school, or about any other interesting activity. We have given you suggestions for each paragraph. Write the letter in rough first and let your friend check it. Then write it neatly on this page.



- 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.



Fill in your address

Date

Dear _____

Begin with greetings.

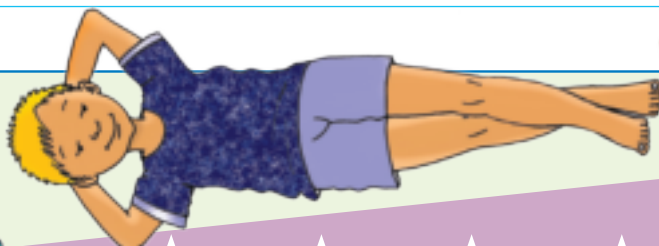
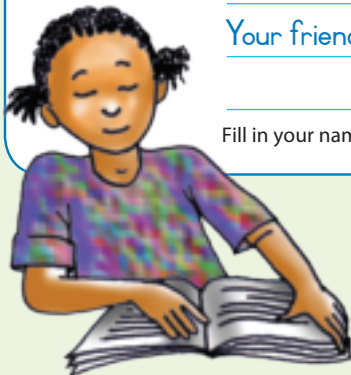
Write about your first item of news.

Write about your second item of news.

End your letter.

Your friend

Fill in your name.



Teacher: _____
Sign: _____
Date: _____



14 Making unsafe places safe

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.



While you read

- Compare your predictions with what you read.
- If you don't understand a section, read it again slowly. Read it aloud.

DAILY NEWS

29 MAY 2015



Toddler rescued from river

A three-year-old girl has been pulled from a river by a schoolboy, Dumisani Mkize from the East Coast Primary School in KwaZulu-Natal. Two days ago, the toddler was left in the care of her eight-year-old sister. Her sister became distracted by friends, however, and the toddler wandered off to the river. Mrs Smith of the Department of Social Development says that children must always be supervised by a responsible adult.

POLICE RESCUE KIDNAPPED SCHOOLGIRL

Yesterday the SAPS rescued a schoolgirl who had been missing for three days. The police believe she was kidnapped by child traffickers, who were hoping to sell the child across the border. Police arrested three men in Mpumalanga in connection with the kidnapping. Officer van Merwe of the SAPS warns that children should never go anywhere with strangers.



Children in overloaded bus injured



A driver of the Deepside school bus company in Gauteng was charged in the Deepside Magistrate's Court today with overloading a school bus. He had packed 39 children

into a 30-seater bus, which then overturned. Many children were injured, some seriously.

Mr Sekgobela of the Department of Transport says school children must report overloading, drunken drivers or vehicles that are not roadworthy to their school principals.





Let's talk

Look at the headlines and talk about what you think each news article is about.

Schoolgirl knocked over by car

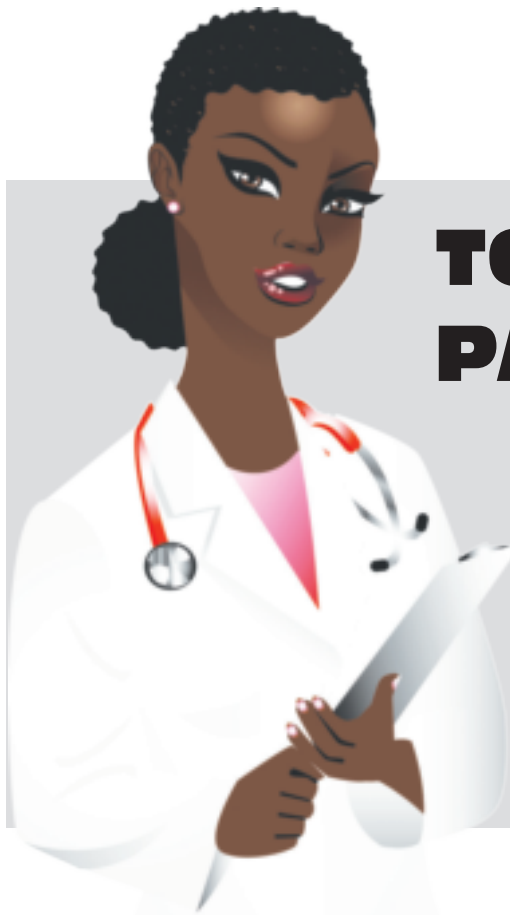


A 12-year-old Northern Cape schoolgirl was hit by a car when she tried to cross a road while the robot was red. The child was admitted to the St. John's Hospital. Mr Ndebele of the Department of Transport told school children to obey the traffic rules.

Burning mattress sets house on fire

Three children were evacuated from a burning house in the Free State last night. The fire was caused when one of the children knocked a candle over onto the mattress they were sleeping on. The Riverside Fire Brigade arrived in time to rescue the children.

Officer Skosana of the Riverside Fire Department warns children not to handle candles, paraffin stoves, or any flammable substances.



TODDLER DRINKS PARAFFIN

A two-year-old child thought that the liquid kept in a cold drink bottle in their home was fruit juice. The child, who was rushed to the Red Cross Hospital in the Western Cape a week ago, was discharged today. According to Dr Komane, a spokesperson for the hospital, many children are treated for paraffin poisoning. "Families must not store paraffin in cold drink bottles," she said.

Teacher: _____
Sign: _____
Date: _____



15 Thinking about safety



Let's write

Look at each of the articles again. Then fill in the answers to the questions in the table.

| What is the headline? | What was the problem? | On what date did the event happen? | In which province did it take place? |
|----------------------------|---|------------------------------------|--------------------------------------|
| Toddler rescued from river | A three-year-old fell into a river when her sister left her alone | 29 May 2015 | KwaZulu-Natal |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |





| What is the message? | Who is the expert quoted in the news article? | How can we ensure that this does not happen again? |
|--|---|--|
| Children must always be supervised by a responsible adult. | Mrs Smith of the Department of Social Development | Children must not be left unsupervised. |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |



Let's match

Draw a line to match the words on the left with their meanings on the right.

- discharge
- admit
- evacuate
- flammable
- kidnap
- toddler
- child trafficker

- take into hospital
- rush everyone out of a building
- catches fire easily
- let out of hospital
- a child below four years of age
- remove a person illegally from a home or family
- a person who kidnaps and sells children



16 Play the Tense Game

Rules

Past continuous

Present progressive

Play the game with a friend.
Cut out the markers from the cut out page at the back of the book.

Flip a coin. Heads you move forward two places, tails you move forward only one place. If you land on a red space, read and then follow the instruction.

Start your sentences using one of these words ...

- I ...
- She ...
- He ...
- We ...
- You ...
- It ...
- Jabu ...
- My sister ...
- My friend ...



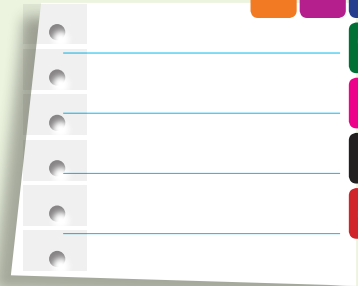


Let's match

Show when these activities take place.
Draw a line to match each sentence with its correct adverb.

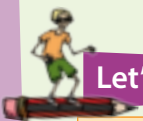
- We play soccer every day.
- We go to the library every week.
- We have a book club meeting every month.
- We don't ever play hockey.
- We are in class reading our books.

- weekly
- daily
- now
- monthly
- never



Let's talk

Tell your friend how often the activities above take place. Use the timeline to help you.



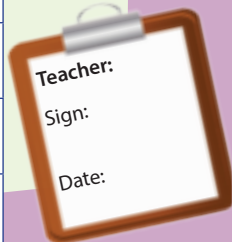
Let's write

Underline the time adverbs in these sentences.

| | |
|---|---|
| I usually read a book before I go to sleep. | I always wear my uniform when I go to school. |
| I eat meat occasionally. | I hardly ever play tennis. |
| She often visits me. | I never go to the theatre. |

Write sentences about yourself using these words.

| | |
|--------------|--|
| never | |
| hardly ever | |
| occasionally | |
| sometimes | |
| often | |
| usually | |
| always | |



CHECK YOURSELF



| I CAN | 😊 | ☹️ |
|--|---|----|
| predict what a story will be about | | |
| read a story | | |
| answer comprehension questions based on text | | |
| retell a story in sequence | | |
| role play a story | | |
| identify characters, setting and plot in a story | | |
| read a pamphlet | | |
| read a letter | | |
| read a newspaper article with understanding | | |
| categorise information under headings | | |
| plan to write a story using a mind map and pictures | | |
| follow the writing process | | |
| write a story | | |
| write a letter | | |
| write a diary entry summarising a story | | |
| use a mind map to plan a new article | | |
| write a news article | | |
| use the past continuous and present progressive tenses | | |
| use personal pronouns | | |
| identify common nouns | | |
| recognise countable and uncountable nouns | | |
| use contractions and apostrophes | | |
| use prepositions | | |
| ensure subject-verb agreement | | |
| use past and present verbs | | |
| use modals can and may | | |
| use correct punctuation and spelling | | |
| use adverbs of time correctly | | |
| sort words into different sound families | | |
| break compound words into parts | | |



2

Telling tales



Theme 2: Telling tales

Term 1 Weeks 5 – 10

Weeks 5 - 6 Telling tales

17 Michael gets a pet 36

Predicts a story based on illustrations and headings.
Reads a diary entry.
Reads a contemporary story.
Comprehension based on text.
Retells the story in sequence.

18 The tale of the tail 38

Uses a dictionary to find the meanings of homonyms.
Uses homophones to write sentences.
Word families.
Subject-verb agreement.
Prepositions.
Writes a friendly letter.

19 Proper nouns 40

Introduction to proper nouns.
Alphabetical order.

20 And now for the action 42

Introduction to verbs.
The present progressive tense.

21 The aliens have landed! 44

Reads a poem aloud. Focuses on content, poetic devices and rhythm.
Draws a picture based on the content of the poem.
Comprehension based on the poem.
Plays a space game.

22 Meeting an alien 46

Role plays an interview with an alien.
Asks wh- questions.
Writes a description of the alien using adjectives.

23 Join them up! 48

Uses conjunctions to join sentences.
Language: personal pronoun and reflexive pronouns.

24 Just checking 50

Revises personal and reflexive pronouns.
Punctuation and spelling.
Conjunctions.
Fun activity using collective nouns.

Weeks 7 - 8 Reading for information

25 About town 52

Reads a map.
Locates places on a map.
Gives directions from any 5 places on the map.
Writes directions from one place to another.
Uses determiners to form sentences.
Finds verbs in sentences.
Identifies questions, statements or commands.

26 What's on the box? 54

Reads and extracts information from a TV programme.
Reads a pie chart based on sport preferences.
Reads a pictograph.

27 Working with words 56

Revision of the soft C- and the hard C-sound.
Matches synonyms.
Revises pronouns.
Uses its and it's correctly.
Revises prepositions.

28 Feeling negative 58

Forms negative sentences.
Contractions of negative forms.
Introduction to past progressive tense.
Completes sentences in the past progressive tense.
Forms past progressive tense sentences based on the diaries of Mandu and her brother.

Weeks 9 - 10 Poems

29 About space 60

Reads the passage and fills in the missing information.
Explains the position of the planets based on a diagram.
Reads a poem.

30 Out of this world 62

Identifies adjectives in sentences.
Classifies adjectives according to colour, taste, type or size.
Adjectives of comparison.
Completes a table of comparative adjectives.

31 Looking at language 64

Reads a poem on sport.
Vocabulary based on poem.
Identifies rhyming words.
Comprehension based on the poem.
Writes a description of a person you admire.
Uses adjectives to describe the character.

32 Who owns it? 66

Introduction to apostrophe to show possession.
Traces lines to identify ownership.
Writes sentences using the correct form of the apostrophe to show possession.
Forms compound words.
Writes sentences in the simple present tense.



17 Michael gets a pet

DATE



Let's talk

Look at the heading and the pictures. What do you think the story will be about?



Let's read

Michael begged his dad to let him have a guinea pig as a pet. His father said yes and made Michael promise that he would look after it.

"I will," promised Michael.

"Remember to be very careful with it and never pick it up by its tail."

"I won't," said Michael. "Will that hurt it?"

"Not only that," said his father solemnly. "Its eyes will drop out!"

"Really!" said Michael. He was astonished. "I'll be very careful then."

Michael made a bed of wood shavings for the guinea pig. He went to the pet shop and chose a brown guinea pig.



The pet shop owner said, "You can give him fruit, raw vegetables and cornflakes. Oh, and by the way, don't hold him up by his tail or his eyes will fall out."

"I know that," said Michael. On the way home he wondered how a guinea pig's eyes could fall out.

When he got home, he picked up the small animal very gently and looked at its face. Its eyes seemed quite ordinary and normal. He was very careful and felt a little scared in case he touched its tail by accident. Where was this dangerous tail?

He looked at the guinea pig carefully. He couldn't find any tail at all!

At last, Michael ran inside the house. "There is something wrong with my guinea pig," he said to his mother. "It doesn't have a tail!"

His mother laughed and laughed.

"Guinea pigs don't have tails," she said. "It's an old joke".

"You were all teasing me," said Michael, feeling a little foolish. But then he managed to laugh at himself, and lovingly carried his pet back to its new home to play with it.

Adapted from ANA exemplar.

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.

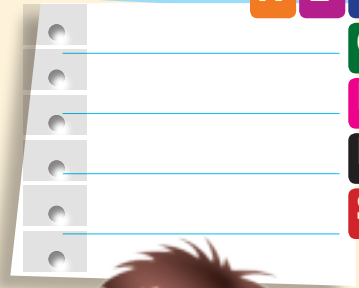




Let's write

Circle the letter next to each correct answer.
If you are not sure of the answers, go back and read the story about Michael and the guinea pig again.

N **E** **W**
O
R
D
S



| | |
|---|--|
| Why did Michael inspect the guinea pig again and again? | |
| A | He did not want to touch the tail. |
| B | He wanted to see if the eyes were fixed. |
| C | He was looking for the tail. |
| D | He wanted to be careful with it. |

| | |
|---------------------------------|-------|
| What colour was the guinea pig? | |
| A | White |
| B | Brown |
| C | Black |
| D | Grey |

| | |
|---|--------------------------------|
| Why was Michael so careful while handling the guinea pig? | |
| A | In case he touched its tail |
| B | Because it was so small |
| C | Because it was wriggling |
| D | Because it did not have a tail |

| | |
|---------------------------------------|--------------|
| What does "every now and again" mean? | |
| A | Occasionally |
| B | Often |
| C | Always |
| D | Never |

Dear diary

3 April 2014

After nagging my parents for months they finally agreed to let me have a hamster as a pet. Today was H-day - the day I could collect the hamster from the pet shop. I was so excited I could not sleep a wink last night. I went with my dad to the pet shop. I chose the sweetest little hamster with round shining eyes and soft, glossy fur. Immediately I saw the little creature, I knew this was the pet I had been waiting for.

Of course dad and the shopkeeper warned me not to pull its tail, saying that its eyes would fall out. They were really pulling my leg because (as I found out) hamsters don't have tails!

I don't know if I will manage to sleep tonight because I am so excited about getting my new pet. But I'd better try to sleep because I have a maths test tomorrow and I have to wake up early to do some revision.

Teacher: _____
Sign: _____
Date: _____





The tale of the tail

These words are called **homophones**. They sound the same but they are spelled differently and have different meanings. Use a dictionary to help you find the meanings of all the words, and use them to write sentences.

Let's write

tail

tale

sail

sale

weigh

way

wail

whale

flour

flower

Let's write

Looking at irregular verbs

Most regular verbs can be changed to the past tense by adding a "d" or "ed". When you change an irregular verb to the past tense the spelling of the verb changes. Take a look at the irregular verbs in these tables and try to remember them.

| | |
|---------------|-------|
| spea <u>k</u> | spoke |
| break | broke |
| steal | stole |
| eat | ate |
| write | wrote |
| fall | fell |

| | |
|-------|-------|
| fly | flew |
| go | went |
| sing | sang |
| drive | drove |
| take | took |
| give | gave |

| | |
|-------|---------|
| get | got |
| have | had |
| catch | caught |
| think | thought |
| buy | bought |
| sleep | slept |

Now choose three pairs of these words, and use them to write three sentences.

Today

Yesterday

Today

Yesterday

Today

Yesterday





Let's write

Fill in these prepositions into the correct spaces. Use each preposition only once.

in

into

on

behind

towards

with

during

out

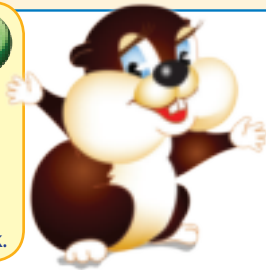
_____ the afternoon, Michael walked _____ the guinea pig, holding it lovingly _____ his arms. He put the guinea pig _____ a cage and then he put the cage _____ top of the bookshelf _____ the door. Michael then ran _____ his father's car but his dad was reversing his car _____ of the gate.

"Dad," he called, "the guinea pig doesn't have a tail!"

Now, imagine you are Michael. Write a letter to your friend to tell her or him that you now have a guinea pig. Tell your friend why you were afraid when you received the pet.



- 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.



Address _____

Date _____



Dear _____



Your friend _____

Teacher: _____

Sign: _____

Date: _____



19 Proper nouns

Proper nouns are names of people, places, months and days. They always start with a capital letter.

D A T E

January

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | | | | 5 | |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

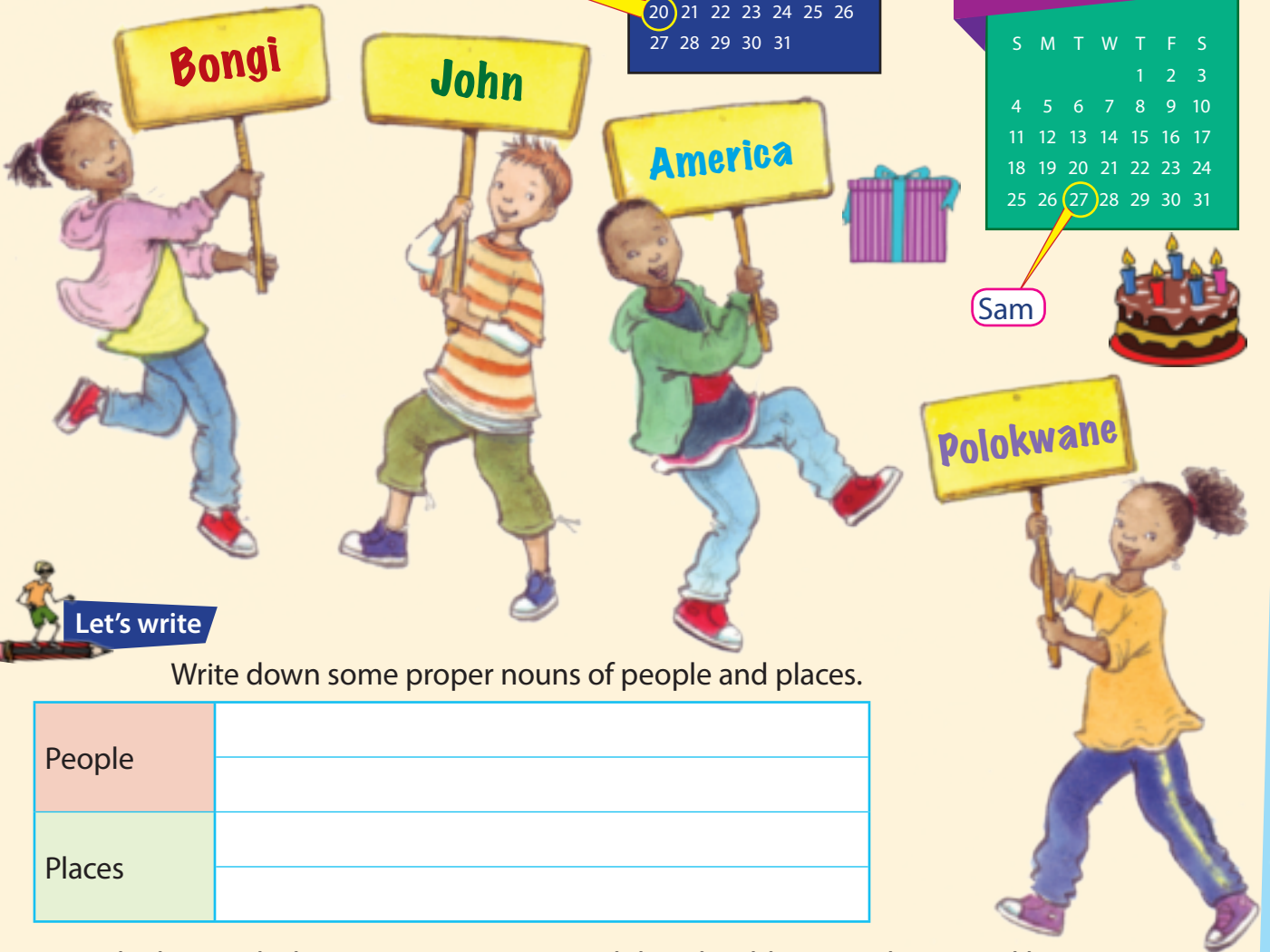
Bongi



August

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

Sam



Let's write

Write down some proper nouns of people and places.

| | |
|--------|--|
| People | |
| Places | |

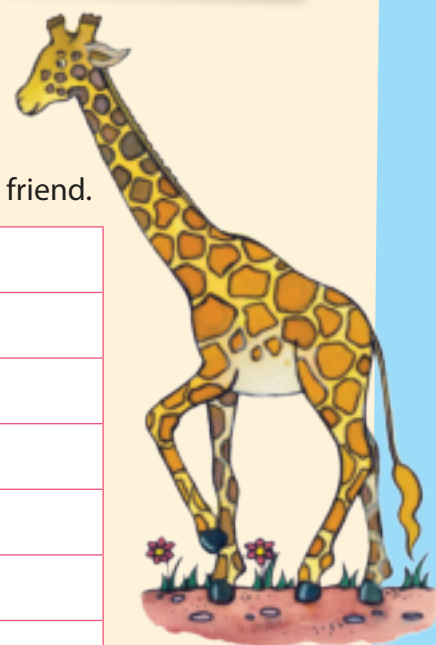
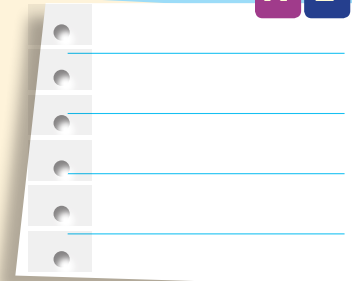
Encircle the words that are proper nouns and that should start with a capital letter.

flower roses month mary monday dr
 mrs july mandu ann bus durban chair
 new town school football polokwane table mountain
 limpopo jabu ms zuma banana
 pj smith pacific ocean

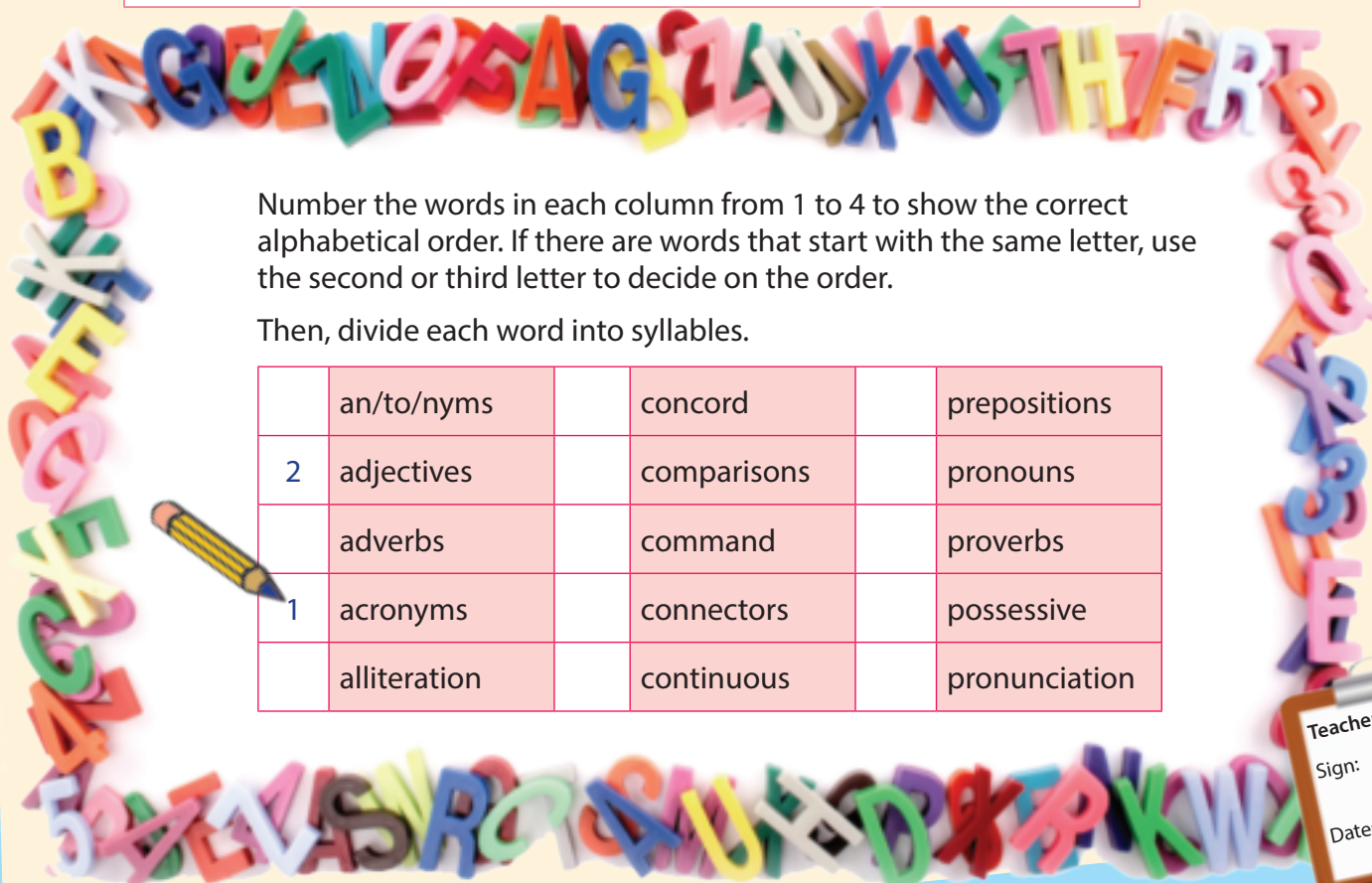


| The hard G sound | |
|------------------|------|
| good | golf |
| goose | gate |
| gown | get |
| gold | grow |

| The soft G sounds like a J | |
|----------------------------|-------|
| giraffe | giant |
| George | gypsy |
| geography | gem |
| gentle | gym |



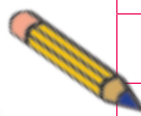
Use eight words from the word box to write five sentences. Read them to your friend.



Number the words in each column from 1 to 4 to show the correct alphabetical order. If there are words that start with the same letter, use the second or third letter to decide on the order.

Then, divide each word into syllables.

| | | | | | |
|---|--------------|--|-------------|--|---------------|
| | an/to/nyms | | concord | | prepositions |
| 2 | adjectives | | comparisons | | pronouns |
| | adverbs | | command | | proverbs |
| 1 | acronyms | | connectors | | possessive |
| | alliteration | | continuous | | pronunciation |



Teacher: _____

Sign: _____

Date: _____



20 And now for the action



Let's talk

Look at each of these pictures. They show different actions or verbs. Tell your partner what is happening in each picture.



cooking



running



reading



eating



painting



sewing



baking



walking



sleeping



writing



speaking



watching



driving



chopping



jumping



playing





Let's write

Write a sentence about each picture as if the action is happening now. This is called the present progressive tense. All the verbs will end in -ing.



1 *She is cooking.*

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

11 _____

12 _____

13 _____

14 _____

15 _____

16 _____



Now look around the classroom and write a sentence about what eight people are doing.

The teacher is writing on the board.





Let's read

In your group, practise and perform this poem.
Read the poem aloud. Feel the rhythm.

There's an alien in my bedroom

There's an alien in my bedroom.
He says he comes from outer space.
He's got three wobbly eyes
And a big round greenish face.

With big green ears and little hands
And tiny feet that smell.
He walked around my bedroom
And very nearly fell.

He came here in a spaceship
And parked in my back yard.
He says he's got no petrol
So going home is hard.

He asked me if I could help him
To get his ship to fly.
I filled it up with helium
And watched it leave the sky.

Louise Nilon (adapted)



Let's do

How does the writer say the alien looks? Read the description in the poem.
Now draw a picture of the alien.





Let's write

What is the poem about?

| |
|--|
| |
| |
| |
| |

Find words in the poem that rhyme with the words in the top row.

| | | | |
|-------|------|-----|------|
| space | hard | fly | fell |
| | | | |



Fun

Let's play a space game. Use the dice and the markers to play. Take turns to throw the dice and then move the markers correctly. Blast off from number 1.

| | | | |
|--|--|---|---|
| <p>16 You land safely back on earth.</p> | <p>15 You don't know a word that rhymes with helium. Go back to 6.</p> | <p>14 You must throw the exact number needed to land on earth. If you don't you will need to move backwards. You will need to keep throwing the dice until you land safely on earth.</p> | <p>13 You meet an alien. Miss a turn while you talk to it. Tell the group what you will say.</p> |
| <p>9 You are able to walk on the moon. Blast off to 12. Demonstrate how you walk.</p> | <p>10 You can see earth. Blast off to 15.</p> | <p>11 You can spell the plural of thief correctly. Move forward 2 spaces.</p> | <p>12 You can't give 2 homophone words. Move backward 2 spaces.</p> |
| <p>8 You need to put on your space suit. Miss a turn.</p> | <p>7 You land on the moon. Take another turn.</p> | <p>6 You can't give an antonym for enormous. Move back 1 space.</p> | <p>5 Blast off to 10.</p> |
| <p>1 Blast off.</p> | <p>2 You can't give a synonym for gentle. Move back 2 spaces.</p> | <p>3 Blast off to 10.</p> | <p>4 You can't give a synonym for gentle. Move back 2 spaces.</p> |

Teacher: _____
 Sign: _____
 Date: _____





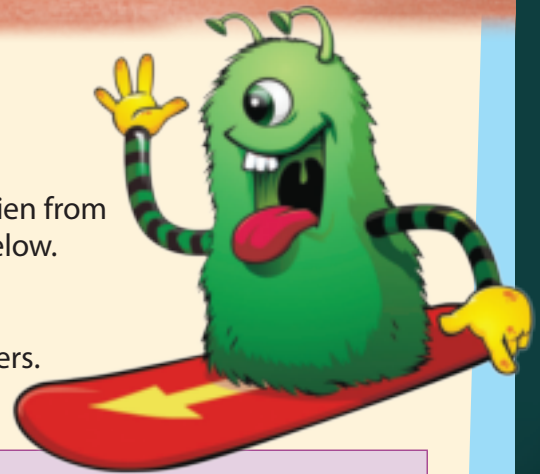
Let's role play

Make up a role play with your friend in which you interview an alien from outer space. Ask your friend questions starting with the words below.



Let's write

Now fill in your questions and the alien's answers.



| You | The alien |
|-------|-----------|
| What | |
| Where | |
| Why | |
| When | |
| Who | |
| How | |





Let's write

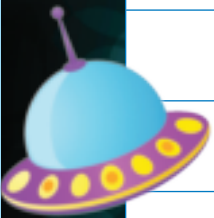


- Use a mind map to help you to plan your writing.
- Write a rough draft.
- Ask a friend to edit the draft.
- Revise your text and make the necessary corrections.
- Then write it neatly in your book.

Now describe the alien. Say what it looks like, what size it is, what colour it is, what shape it is, how it moves, and so on. Write as many sentences as you can to describe it.



Handwriting practice area with ten horizontal lines.



Teacher: _____
 Sign: _____
 Date: _____



23 Join them up!



Let's write

DATE

Looking at conjunctions
 Conjunctions are joining words that connect or join phrases or sentences.

Use the bolded words in each table to join the sentences. Then draw a line to connect the first part of each sentence in column A to the correct part in column B to make a complete sentence.

| A | | B |
|-------------------------------|--|------------------------------|
| I bought apples, oranges | and shows in addition | an English oral exam. |
| We had breakfast | | my grandmother in Polokwane. |
| Tomorrow we have a maths test | | lunch at school today. |
| I visited my aunt | | peaches. |
| We had breakfast | then shows sequence | I got dressed. |
| We first do our homework | | I came home by bus. |
| I had a shower | | we play with our friends. |
| I visited my friend | | we left for school. |
| I woke up | before shows what happened prior | before we had lunch. |
| I practised every day | | the sun rose. |
| We helped cook the food | | I play with my friends. |
| I always do my homework | | our soccer match. |
| You can't swim in the river | because shows reason | I am afraid I will fall. |
| We always help in the garden | | there are crocodiles in it. |
| We had to walk to school | | the bus broke down. |
| I don't like horse riding | | we like fresh vegetables. |



Now use each of these connecting words (conjunctions) to form combined sentences.

Looking at pronouns

Underline the personal pronoun in each of these sentences.

| | |
|-------------------|--------------------------|
| I am at school. | We are children. |
| She is a girl. | You are my best friend. |
| He is a boy. | They are playing soccer. |
| It is a daffodil. | We are eating our lunch. |

Remember!

These are personal pronouns:

I he she
it we you they

You already know what personal pronouns are. There are also other kinds of pronouns, such as **reflexive pronouns**. Look at the table below to see what they are.

| PERSONAL PRONOUNS | | REFLEXIVE PRONOUNS |
|-------------------|------|---------------------|
| I | me | myself |
| we | us | ourselves |
| you | you | yourself (singular) |
| you | you | yourselves (plural) |
| he | him | himself |
| she | her | herself |
| it | it | itself |
| they | them | themselves |

Look at the following sentences and underline the personal pronouns and the reflexive pronouns. *You should look after yourselves during the holidays.*

| |
|--|
| You must enjoy yourself during the holidays. |
| Now that Gugu is four years old, she is able to dress herself. |
| She hurt herself when she fell from the tree. |
| Every day when I get home I help myself to food. |
| They care for themselves when their parents are at work. |
| We like to cook for ourselves. |
| I make my bed by myself. |
| He walks to school by himself. |
| When our parents are away we cook and clean for ourselves. |

Teacher: _____
Sign: _____
Date: _____



24 Just checking

DATE

Fill in the correct personal and reflexive pronouns.

Let's write

Joe's teacher told the children that (1) must grow (2) own vegetables for (3) families. We can all help (4) families. We will enjoy (5) while working in the garden. Vegetables give (6) bodies the vitamins (7) need. We should try to eat from each of the food groups every day.

(1) they (2) their (3) their (4) our (5) ourselves (6) our (7) we



Let's write

Rewrite these sentences using the correct punctuation and spelling.

this is peters book

the teacher asked where is your homework

my birthday is in march and joes birthday is in june

on wednesday peter and bongani will go to polokwane

lindiwe and anna live in cape town

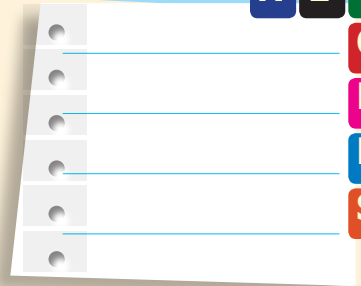
mrs mokotong lives in pretoria





Let's write Write two sentences about what you like at school.

Blank writing lines for two sentences.



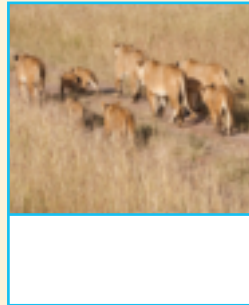
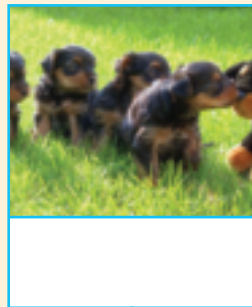
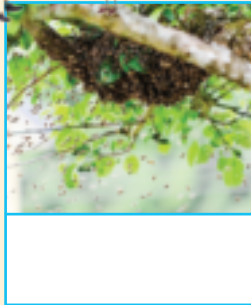
Now join them using "and" to make one sentence.

Blank writing lines for a combined sentence.

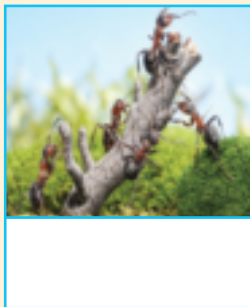


Fun

Trace along the lines to find the correct collective nouns for these animals. When you have found the answer, write it in the correct space below each picture.



We use **collective nouns** when we talk of a group of people or animals, e.g. a **team** of soccer players.



army

troop

pride

litter

swarm

flock

Teacher: _____
Sign: _____
Date: _____



25 About town

DATE

Look at the map and talk about the places on it. Say what is in each block and point to it. Look at the railway line. What places are north and south of the railway line?



Let's talk

| | A | B | C | D |
|---|-----------------|------------------|--------------------|------------------|
| 5 | hospital | soccer field | garage | fire station |
| 4 | library | school | park | church |
| 3 | post office | shops | police station | bank |
| 2 | | | | |
| | station | market | flats | clinic |
| 1 | houses | houses | crèche | houses |



Let's write

Now say where each of these places is. Use the **red** numbers from the left of the map and the **blue** letters from the top of the map.

| | | | |
|----------------------------|----|------------------------------|--|
| Where is the clinic? | 2D | Where is the hospital? | |
| Where is the church? | | Where is the police station? | |
| Where is the fire station? | | Where are the flats? | |
| Where is the school? | | Where is the post office? | |
| Where is the bank? | | Where is the park? | |





Let's write

Talk to your friend about the different places on the map. Answer these questions together and then fill in the answers.



| | |
|---|--|
| Name two places that are near to the school. | |
| Name four places that are opposite the park. | |
| What places are opposite the fire station? | |
| Which place is nearer to the school – the park or the clinic? | |
| Are the flats near to or far from the school? | |
| If there was a fire at the market, how far would the fire engine need to drive? Count the blocks. | |
| Where would you like to live? Say which block and say why you chose that block. | |



Let's talk

Give your friend directions from any five places on the map. Don't say where you are directing your friend to. See if your friend can find the place by following your directions. Your friend will find it helpful to trace the directions with his/her finger.



Let's write

Mark two places that are far apart on the map. Write directions on how to go from the one place to the other. When you have done this, underline all the verbs you used in your directions.

| |
|------------|
| First |
| Then |
| After that |
| Then |
| Finally |



Let's write

Are these questions, statements or commands? Fill in a ? or . or ! .

- At what time will the bus leave
- You must not cross when the robot is red
- Are you going to play chess tomorrow
- Mix the butter and sugar together
- It is hot today
- Do you think it will rain tomorrow
- You must turn left at the robot
- Don't go more than 60 km
- Watch out at the zebra crossing



Teacher: _____
 Sign: _____
 Date: _____



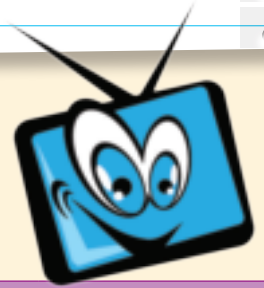
26 What's on the box?

DATE



Let's talk

Do you ever use a TV guide? Look carefully at this TV guide. Tell your friend which programmes you would like to watch. Say which channel they are on and at what time.

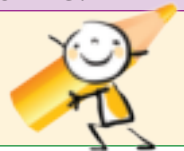


| Channel SABC 1 | | Channel SABC 2 | | Channel SABC 3 | | Channel Magic World | |
|----------------|----------------------------|----------------|------------------------|----------------|----------------------|---------------------|-------------------------------|
| 17:00 | Captain Planet (Kids) | 17:00 | Dragon Ball (Kids) | 17:30 | Oprah Winfrey | 06:00 | Channel O |
| 17:28 | Listen for a moment | 17:30 | News | 18:30 | Isidingo | 12:00 | Infomercials |
| 17:30 | News headlines | 18:00 | Takalani Sesame (Kids) | 19:00 | News@7 | 13:00 | Koowee (Kids) |
| 18:00 | The Bold and the Beautiful | 18:30 | 7de Laan | 19:30 | School channel | 18:00 | Channel O |
| 18:30 | Sporting highlights | 19:00 | News | 20:29 | News in 60 seconds | 19:00 | Studio Music |
| 19:00 | Main news | 19:30 | Pasella | 20:30 | Popular Sports | 20:00 | A Brother with Perfect Timing |
| 20:00 | Weather in brief | 20:30 | Sport update | 21:00 | Weather for the week | 20:30 | Will it rain or shine? |



Let's write

Now read the TV guide carefully and answer these questions.



| | |
|--|--|
| At what time would you watch Takalani Sesame? | |
| Which programmes are sports programmes? | |
| Which programme gives you the news in a minute? | |
| You have to present a summary of the news in class. Which programme will give you the information you need to do this? | |
| Which programmes will give you information about the weather? | |



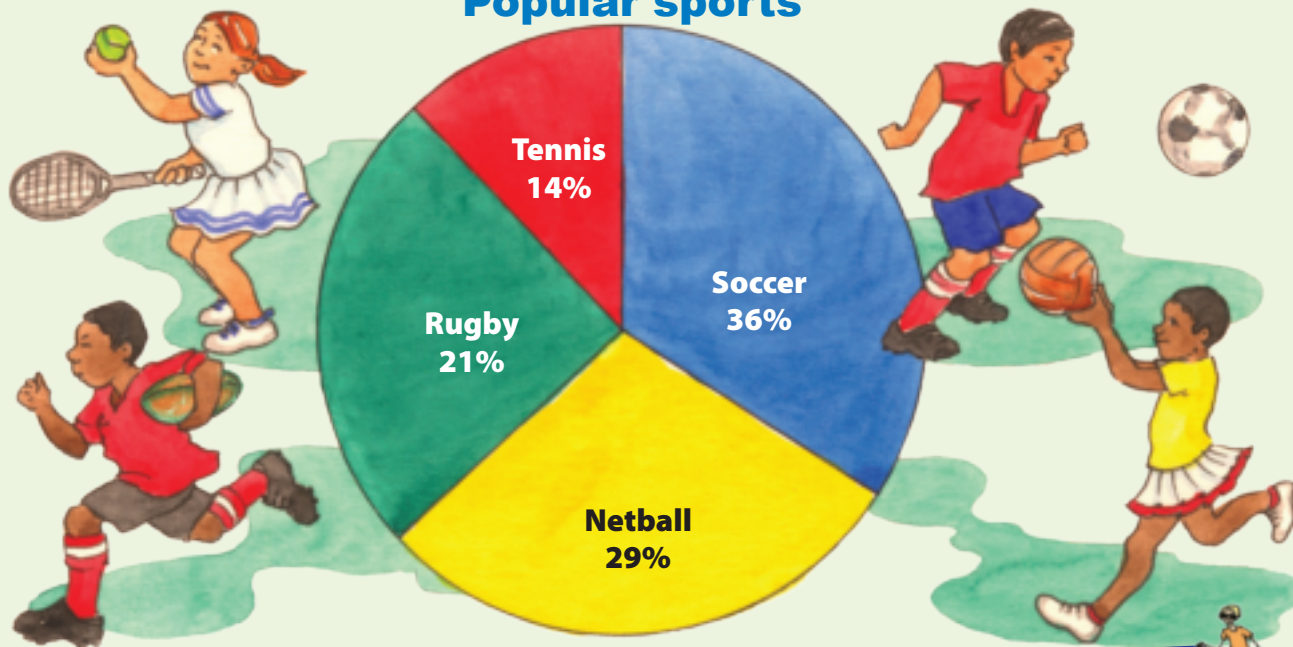


Let's talk

This kind of picture is called a pie chart, because it looks like a pie that has been cut up into slices. It tells us what percentage (%) of children in Grade 6 like which sports.

Look at the % on each slice and tell your friend what percentage of children like the different sports.

Popular sports



Let's write

| | |
|---|--|
| Which sport is the most popular? | |
| What % of the children like this sport? | |
| Which sport is the least popular? | |
| What % of the children like this sport? | |



Let's talk

The picture below is called a pictograph or a pictogram. It uses pictures to show the number of children participating in sports. Look at the number at the end of each bar and tell your friend how many children play each sport.

Popular sports



Teacher: _____
 Sign: _____
 Date: _____



27 Working with words

DATE

The soft C



The soft C works with e i y and sounds like S.

Looking at the hard and soft C Use these illustrations to help you work out when to use a soft C and when to use a hard C.

The hard C



The hard C works with a o u and sounds like K.

Look at these words. Say them aloud and work out which start with the **soft C-sound** and which start with **the hard C-sound**. Circle the **soft sounds in blue** and the **hard sounds in red**.



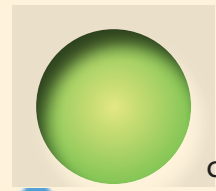
camera



coffee



cat



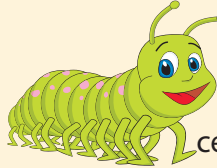
circle



cents



mice



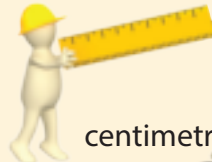
centipede



city



cake



centimetre



cap



face



camel



caterpillar



catch

Let's write

Write the words in the correct boxes.

Soft C - Sounds like S.

Hard C - Sounds like K.

| Soft C - Sounds like S. | | Hard C - Sounds like K. | |
|-------------------------|--|-------------------------|--|
| | | | |
| | | | |
| | | | |
| | | | |

Let's write

Look at the words in each row. Circle the synonyms or words with similar meanings to the words in the first column. There is more than one matching word in each row. You will need to use your dictionary to help you. Use the words to write 8 sentences in your exercise book.

| | | | | |
|-------------|---------|----------|-----------|-----------|
| happy | joyful | adorable | ecstatic | obnoxious |
| aggressive | angry | untidy | offensive | creative |
| peaceful | quiet | tranquil | rowdy | awful |
| intelligent | foolish | clever | smart | bright |





Let's write

Fill in the correct pronouns in each of these sentences. Don't forget to use a capital letter at the beginning of a sentence.



| | | |
|-------|--------|---|
| I | my | _____ have packed _____ bag for my trip. |
| our | we | _____ have a big dog at _____ home. |
| you | your | Do _____ have _____ book with you? |
| his | he | _____ has _____ book but not his pen. |
| she | her | _____ has left _____ book at home. |
| it | its | _____ hurt _____ paw when it fell. |
| mine | my | This is _____ book. The book is _____. |
| their | theirs | They took _____ car to the garage. That bike is also _____. |



Let's write

Do you know the difference between its and it's? Fill in its or it's to complete these sentences.

- important to save water.
- The cat licked paws.
- going to be cold tonight.
- The bird flew to nest to feed chicks.
- not nice to be caught in a storm.
- I am going to work in the garden while still light.

*It's means it is.
Its refers to possession.*



Let's write

Now see if you can fill in the correct prepositions in the sentences below. Use the words in the box to help you.

around by to outside on under into over

- Ben goes to school bus.
- We go school from Monday Friday.
- When you play with a ball you must play the house and not in it.
- She sat the grass and read her book the tree.
- Drive the car the circle and then turn the garage.
- He reversed the car and drove my bike.



Teacher: _____
 Sign: _____
 Date: _____



28 Feeling negative



Let's talk

Talk to your friend about this table, and use it to practise forming **negative** sentences using **do not** and **does not**.

| | | | |
|------|------|-----|---------------------------------------|
| I | do | not | go to school by bus. |
| You | | | play football in the street. |
| We | | | watch TV late at night. |
| They | | | swim in the river alone. |
| He | does | | walk into the house with muddy shoes. |
| It | | | get very cold in Limpopo. |
| She | | | remember the names of the planets. |
| It | | | get dark until 8 o'clock in summer. |



Let's write

Now use the table and any other examples you can think of to write sentences in the negative form. We've done the first one for you.

He does not go to school by bus.



Now write the short form for these negatives.

| do not | does not | should not | will not | cannot |
|--------|----------|------------|----------|--------|
| don't | | | | |



Past progressive tense

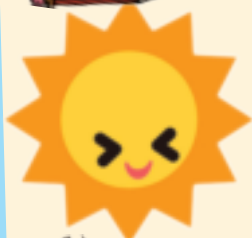
We use the past progressive tense to show actions that were happening in the past.

The children were sleeping when the fire broke out.



Let's write

Complete the following sentences using the **past progressive** tense of the verbs in brackets.



The sun (shine) when I woke up.

It (rain) when I walked to the bus stop.

I (eat) breakfast when she phoned.



Let's read

Read the diaries of 13-year-old Mandu and her 4-year-old brother Jim. Look at what they did yesterday.

| Time | Mandu | Jim |
|-------|---------------------------------|---------------------------|
| 06:00 | Woke up, dressed, had breakfast | Slept |
| 07:00 | Left for school | Woke up |
| 08:00 | School assembly | Washed |
| 09:00 | Life skills class | Had breakfast |
| 10:00 | Break | Went to nursery school |
| 11:00 | Maths class | Sang |
| 12:00 | | Played in the sand |
| 13:00 | School lunch | Had lunch |
| 14:00 | Travelled to netball match | Slept |
| 15:00 | Netball match | Went home with mother |
| 16:00 | | Played |
| 17:00 | Bus home | Bathed |
| 18:00 | Supper | Had supper |
| 19:00 | Homework | Listened to bedtime story |
| 20:00 | | Went to sleep |
| 21:00 | Went to bed | |



Let's write

Look at the diary and answer these questions using the past progressive or continuous tense.

What did Jim do while Mandu was:

| | |
|----------------------|---|
| having breakfast | <i>Jim was sleeping while Mandu was having breakfast.</i> |
| playing netball | |
| doing homework | |
| eating lunch | |
| at assembly | |
| doing maths | |
| in life skills class | |
| on the bus | |



29 About space

DATE

Sun



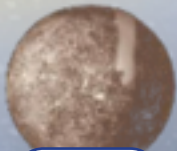
Let's read Read the passage and fill in your own details.

We all live on planet earth.

I live in a home on street or road.

The street is in a village or a town called .

The village or the town is in province.



Mercury

Mercury is closest to the sun. It is the hottest planet.

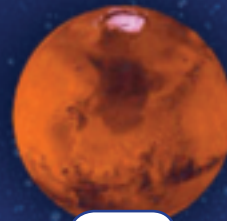


Venus



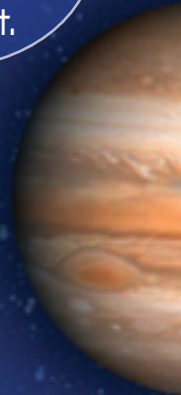
Earth

Mercury, Venus and Mars are solid rock like Earth.



Mars

Jupiter is so big that all the other planets could fit inside it.



Let's talk

Look carefully at the chart and explain the position of the planets to your friend.

The outer planets, Jupiter, Saturn, Uranus and Neptune, consist of gas.



The province is in South Africa.

The country is on the continent of Africa.

Africa is on planet Earth.

And Earth forms part of the solar system.

Earth is one of the eight planets in the solar system.

The planets orbit and go around the sun.

This is Pluto. It is too small to be considered a planet.



Neptune



Uranus



Saturn



Jupiter

The planets are named after the old Roman gods.

| | |
|---------|--------------------------------|
| Jupiter | The king of the gods |
| Saturn | The god of agriculture |
| Mars | The god of war |
| Mercury | Messenger of the gods |
| Venus | The goddess of love and beauty |

The Family of the Sun

(Sung to the tune of "The Farmer in the Dell")

The family of the Sun,
The family of the Sun,
There are eight planets in
The family of the Sun.

Mercury is hot
And Mercury is small.
Mercury has no atmosphere.
It's just a rocky ball.

Venus has thick clouds
That hide what is below.
The air is foul, the ground is hot,
It rotates very slow.

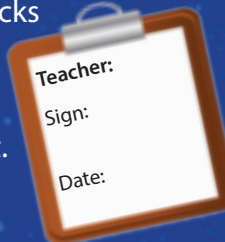
We love the Earth, our home,
Its oceans and its trees.
We eat its food, we breathe its air,
So no pollution, please.

Mars is very red.
It's also dry and cold.
Some day you might visit Mars
If you are really bold.

Great Jupiter is big.
We've studied it a lot.
We found that it has 16 moons
And a big red spot.

Saturn has great rings.
We wondered what they were.
Now we know they're icy rocks
Which we saw as a blur.

Uranus and Neptune
We don't know much about.
Maybe you will study them
And then we'll all find out.



30 Out of this world

DATE



Let's write

Look back at the previous worksheet and then answer these questions.

| | |
|--|--|
| Which planet is closest to the sun? | |
| Which is the largest planet in the solar system? | |
| Which is the hottest planet? | |
| Which planet has rings around it? | |
| Which planet is named after the goddess of love ? | |
| Which planets are solid right through? | |
| Which planets are mostly gaseous ? | |



Let's write

Let's look at adjectives. Adjectives tell us more about nouns. What do these adjectives tell us? First underline the adjectives in each of these sentences. Then say which of these the adjective tells us about:



size

colour

taste

type

The earth is a blue planet.

Jupiter is the biggest planet.

We ate delicious cake at her party.

We have woollen hats for winter.

We have a new wooden table.



When we compare different things to each other using adjectives, there are certain rules. Most one-syllable adjectives take -er and -est.



We add more or most to almost all adjectives with two or more syllables. Examples of these are the adjectives **care/ful** and **in/ter/est/ing**.

We say **more + careful** and **most + interesting**



Let's write

Complete this table of adjectives. An example has been done for you.

| | | |
|-------------|----------------|----------------|
| care/ful | more careful | most careful |
| beau/ti/ful | | |
| | more colourful | |
| peaceful | | |
| | | most wonderful |
| interesting | | |
| | more important | |

Write three sentences using words from the above table.

| |
|--|
| |
| |
| |
| |
| |



Teacher: _____
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31 Looking at language

DATE



Let's read Read this poem aloud in your group.

Don't ever ask a centipede
to play a game of soccer.
Remember, he has 50 pairs
of sneakers in his locker.

He's such a fierce competitor
that, if you ever meet,
at first you'll see his hundred
legs and then you'll see defeat.

Kenn Nesbitt

He dribbles 50 soccer balls
with 50 pairs of shoes,
and kicks them all concurrently.
He doesn't often lose.



Let's write Draw a line to match these words with their meanings.

- concurrently
- competitor
- fierce
- defeat
- grumpiness
- centipede

- opponent
- at the same time
- creature with 50 pairs of legs
- bad mood
- aggressive
- loss; failure



Let's write Which words in the poem rhyme with these words?

| soccer | shoes | meet |
|---|-------|------|
| | | |
| How many feet does a centipede have? | | |
| Why does the poet think the centipede is such a good soccer player? | | |
| _____ | | |
| _____ | | |
| _____ | | |





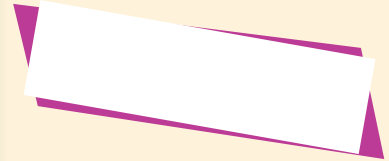
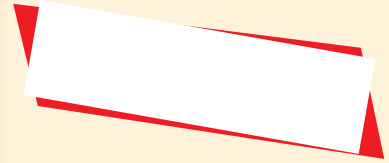
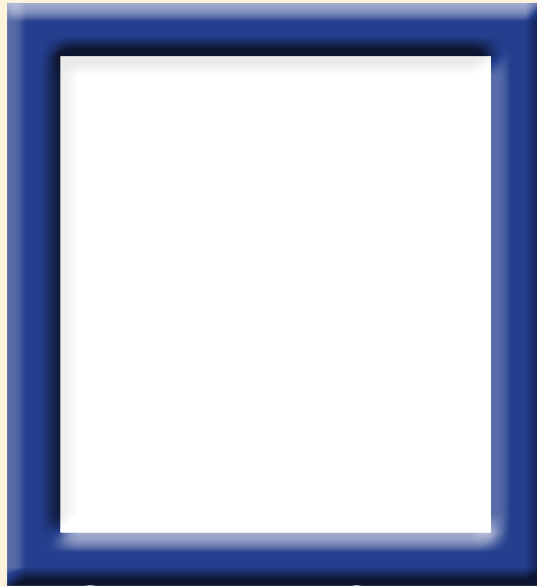
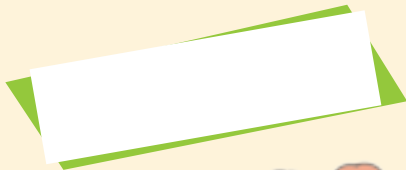
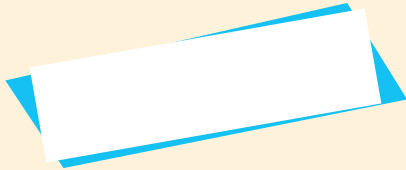
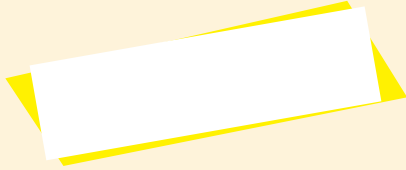
Let's write

Now write a description of a person you admire. It could be a sports star or a historical figure.

Fill in some adjectives that describe your character. Draw or paste his/her picture in the space below.



- 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.



Use your adjectives to write a character sketch.

A large writing area with a purple border and ten horizontal blue lines for text.

Teacher: _____
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32 Who owns it?

We use the apostrophe 's (before the s) to show possession when something belongs to one person and the s' (after the s) when it belongs to more than one person.

Let's write

Who owns each item?


Write sentences using the correct form of the apostrophe.

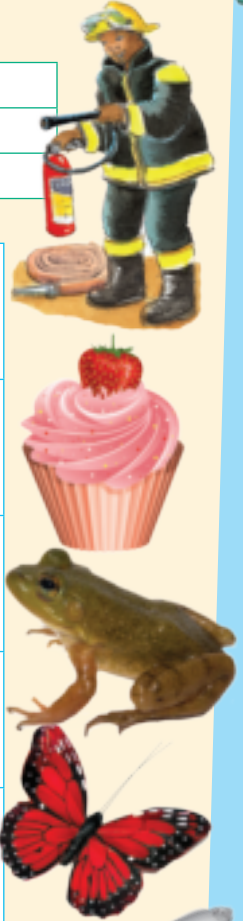
| Jabu | Mandu | the girls | the boys | my teacher | my dad |
|--|---|---|---|---|---|
|  |  |  |  |  |  |
| cap  | doll  | sunglasses  | boots  | book  | jacket  |

Now write sentences using the correct form of the apostrophe to show possession.

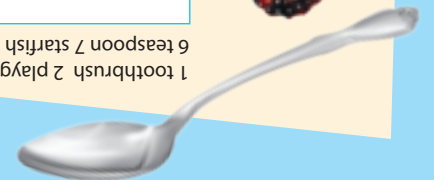
This is Jabu's cap.

Combine these words to form compound words, as in the example.

| | |
|--|--------------------|
| 1. tooth + brush = toothbrush  | 2. play + ground = |
| 3. rain + bow = | 4. cat + fish = |
| 5. butter + fly = | 6. tea + spoon = |
| 7. star + fish = | 8. fire + man = |
| 9. bull + frog = | 10. cup + cake = |



1 toothbrush 2 playground 3 rainbow 4 catfish 5 butterfly 6 teaspoon 7 starfish 8 fireman 9 bullfrog 10 cupcake





Word work

Compare the sounds of these words. Look at their second letters and see if you can work out a pattern.

| | |
|-----------|------------|
| circle | cement |
| centipede | cents |
| city | ceiling |
| centre | centimetre |

| | |
|-----|--------|
| cat | can't |
| cut | carry |
| cot | caught |
| can | catch |

| | |
|--------|--------|
| kite | keep |
| kitty | king |
| kind | kidnap |
| kettle | kernel |

Looking at the simple present tense

The simple present tense describes regular actions.
I brush my teeth every day.



Let's write

Write sentences to describe actions that you do every day.

Every morning I

Every afternoon I

On weekends I usually

At night I always

During the school holidays I always

On my birthdays I usually

On Saturday nights I mostly

During the winter I like to



Teacher: _____
 Sign: _____
 Date: _____



CHECK YOURSELF

I CAN



| | | |
|--|--|--|
| predict what a story will be about | | |
| read a story with understanding | | |
| answer comprehension questions based on a text | | |
| retell a story in sequence | | |
| role play a story | | |
| identify characters, setting and plot in a story | | |
| read a diary | | |
| read a poem with understanding | | |
| identify rhythm and rhyming words in a poem | | |
| read and write a letter | | |
| read a TV programme | | |
| read a pie chart, pictograph and map | | |
| locate places on a map | | |
| give directions based on a map | | |
| write directions to accompany a map | | |
| use homophones to write sentences | | |
| classify words into word families | | |
| ensure subject-verb agreement | | |
| use prepositions correctly | | |
| use the present progressive tense | | |
| put words in alphabetical order | | |
| use adjectives to describe a character | | |
| classify adjectives according to type | | |
| use comparative adjectives correctly | | |
| complete a table of comparative adjectives | | |
| use conjunctions | | |
| identify words with the soft c- and the hard c-sound | | |
| match synonyms | | |
| use the apostrophe to show possession | | |
| form compound words | | |
| write sentences in the simple present tense | | |
| use contractions | | |
| use the past progressive tense | | |
| use personal and reflexive pronouns | | |





3

Reading a story



Theme 3: Reading a story

Term 2: Weeks 1 – 4

Weeks 1 - 2 Reading a story

33 The brave little fish 70

Uses illustrations and headings to predict a story.
 Reads "The brave little fish".
 Writes a paragraph about his/her prediction.

34 More about the brave little fish 72

Continues to read the end of the story.
 Talks about how the story made her/him feel.
 Makes up a role play about the story.
 Numbers sentences in the order in which the events happened in the story.
 Reads a passage and identifies types of animals.
 Identifies the adjectives describing the animals.

35 Writing your story 74

Talks about a story he/she wants to write.
 Fills in ideas on the mind map.
 Writes the story in rough and edits it.
 Writes the story neatly in the space provided.

36 Demonstrative pronouns 76

Introduction to singular and plural.
 Uses this, these, that or those to complete sentences.

37 The Lion King story 78

Reads a cartoon story.
 Talks about the characters and plot.
 Compares the story with other stories.

38 The lion sleeps tonight 80

Sings a song in a group.
 Discusses the setting of this song using given adjectives.
 Adds the suffix -ful to given words and then uses each word in a sentence.
 Matches words to their antonyms (opposites).

39 Fun with language 82

Revises the definite article and indefinite article.
 Fills in the adjectives before the nouns in given sentences.
 Completes sentences by filling in the adjectives after the nouns.
 Completes the crossword of hard- and soft-C words.

40 Tense game 84

Plays a tense game revising continuous tenses. Revises countable and uncountable nouns.

Weeks 3 - 4 Reading for Information

41 Animals big and small 86

Reads information on animals.
 Discusses the text.

42 Sharing our world with animals 88

Discusses information based on the text.
 Classifies animals into vertebrates and invertebrates, warm-blooded or cold-blooded.
 Identifies verbs and adverbs.
 Classifies adverbs of time, place and manner
 Draws, labels and writes a description of one of the animals described in the text.

43 Join them up! 90

Uses conjunctions to join sentences.
 Forms plurals of words ending in sh, ch, s.
 Introduction to plural-looking nouns eg scissors.

44 Whose is it? 92

Uses possessive pronouns.
 Uses its or it's correctly.
 Uses prepositions.
 Designs a conservation poster.

45 A radio interview 94

Reads a radio interview with a star.
 Extracts information from the interview to complete an information card about the star.

46 Thinking about the stars 96

Comprehension based on the radio interview.
 Interviews friends about their preferences.
 Forms negative sentences using do not and does not.

47 About me 98

Reads a CV.
 Answers questions based on the CV.
 Writes a CV.

48 Can you remember? 100

Uses adverbs of time.
 Revises plurals.



The brave little fish



Let's talk

Look at the title of this story and at the pictures. Discuss with your friend what this story might be about.

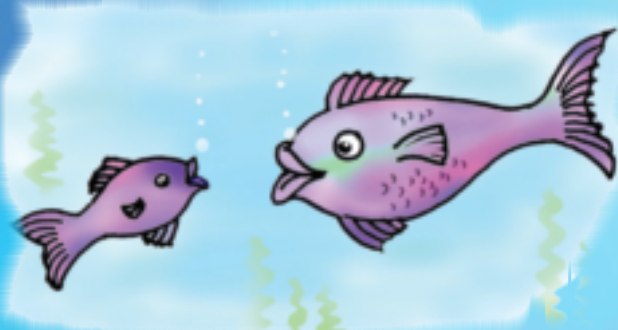


Let's read

It was one of the coldest winter nights. Deep in the ocean an old fish assembled her 11 000 children and grandchildren to tell them a story. This is the story she told them.

Once upon a time, a brave little fish lived with his mother in a high mountain stream. The little fish was an only child. He and his mother swam in circles all day long.

Then the little fish began to think. He sank deeper and deeper into thought as he followed his mother along the same boring path. Mother fish wondered what was wrong with her child, and thought that perhaps he was ill.



Early one day, before sunrise, the little fish woke his mother and said, "Mother, I want to talk to you."

"Ah, my child", said the mother sleepily, "It's too early to talk, save your talking for later. Let's go swimming."

"No, Mother! I don't want to go swimming any longer. I want to leave."

"Leave, what do you mean you want to leave?"

"Mother, I have to leave to see where the stream ends and what lies beyond the mountains. I have been wondering about this for days now."

The mother just laughed and said, "When I was your age, I also had those thoughts. But, my dear, a stream has no beginning and no end. The stream just flows and never goes anywhere."

"But Mother, isn't it true that everything comes to an end? The nights, days, weeks, months, even years?"



Let's talk

Discuss with your friend what you think will happen to the brave little fish on his adventure.

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.



While you read

- Compare your predictions with what you read.
- If you don't understand a section, read it again slowly. Read it aloud.





"Forget this nonsense talk", interrupted his mother. "Let's go swimming."

"No, Mother, I'm tired of swimming in circles. I want to see the world, I want to see what's happening elsewhere. I don't want to spend the rest of my life swimming round and round in this spot. I want to see if there is another way to live in this world. Once I have learned, I will come back and will tell you about it."

The little fish's mother was very upset and cried out loudly: "My dear child, are you mad? Everything you need is here. The world you want, is here!"

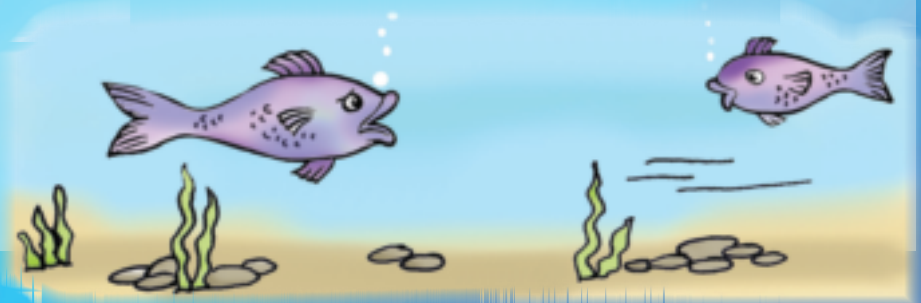
Just then a school of fish swam passed, and the elder fish asked, "What are you arguing about?"

The mother told them that her child wanted to leave the stream to see what was beyond the mountains. All the fish, young and old, thought the little fish was silly. But the little fish would not give up on his dreams.

The mother fish felt afraid for her only child. She said, "My child, I understand that you need to go beyond the mountains to see what is there. I don't know anyone who has ever left this stream, but I can only wish you well on your journey and hope that one day you will come back."

The mother fish said goodbye to her only child as he went on his adventure.

(Adapted from The Little Black Fish, Samad Behrangi, 1968.)



Let's write

Write a paragraph of about 8 sentences about what you think will happen to the brave little fish on his first adventure.

| |
|--|
| |
| |
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| |
| |
| |

| |
|----------|
| Teacher: |
| Sign: |
| Date: |



More about the brave little fish



Let's write

Reread the story of the brave little fish with your friend. Read the story with expression and pay particular attention to the punctuation. After you have read it to each other, answer these questions.



1. Do you think the little fish liked swimming around the stream with his mother? Give reasons for your answer.

2. Why did the little fish want to talk to his mother?

3. Do you think the little fish did the right thing in leaving the stream? Give reasons for your answer.

4. The title of the story is "The brave little fish". Do you think this is a good title? Give reasons for your answer.



Let's talk

Talk about how you felt when you read about the little fish's decision to leave the stream. Discuss all the advantages and disadvantages of doing what the little fish decided to do.

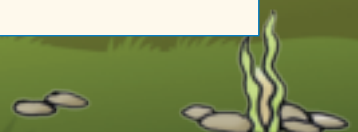


Let's write

Now list the advantages and disadvantages you thought about.

Advantages

Disadvantages



What are they like?



Let's role play



Conduct role play about what happened in the story of the little fish.



Let's write

Number these sentences in the order in which the events happened in the story. Then underline the conjunction or joining word in each sentence. (Some of the sentences start with a conjunction.)

| |
|--|
| |
| |
| |
| |
| |

He told his mother he wanted to leave so that he could discover the world.

It was a very cold night and the little fish thought and thought about his future.

The little fish swam round and round in circles because he was very bored.

His mother told the other fish that he wanted to leave because he did not like it in the pond.

Although the mother fish did not want him to leave she allowed him to go.



Let's do

Draw a picture of what the little fish might see if it left the stream. Label each of the objects or things in your picture.



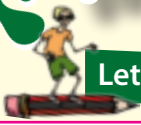
Now write a sentence describing each of the objects in your picture. Use adjectives to form interesting sentences.

The names of each of the objects or things in your picture are "nouns". Use adjectives to describe each one.

Teacher: _____
Sign: _____
Date: _____



35 Writing your story



Let's write

Talk to your friend about a story you want to write. Then fill in your ideas on this page.



- 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.

Story about

Who are the characters?

Where does the story take place?

What happened in the story?

How does the story end?

Now write your story in rough. Ask a friend to edit it for you.



You are ready to write your story neatly in the space provided.

Title of my story

Blank box for writing the title of the story.

The beginning

Five horizontal lines for writing the beginning of the story.

The middle

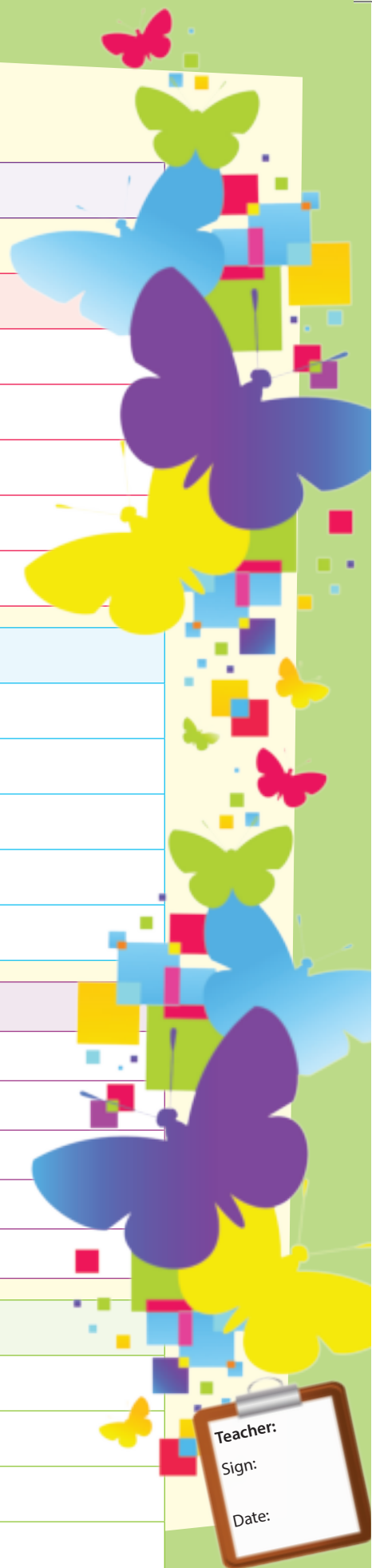
Five horizontal lines for writing the middle of the story.

The middle

Five horizontal lines for writing the middle of the story.

The end

Five horizontal lines for writing the end of the story.



Teacher: _____
Sign: _____
Date: _____



36 Demonstrative pronouns

Singular

We say **this is** when it is near.



This is the road I live in.

This is the toaster.



This is a cat.



This is a dress.

We say **that is** when it is far.



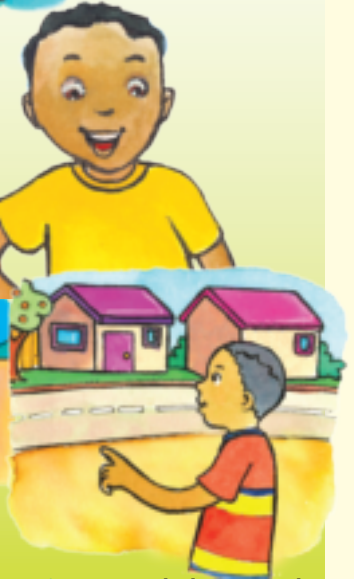
That is a boat.

That is a goat.



That is a bird.

That is Mandela Road.



Let's write

Fill in either **this**, **these**, **that** or **those** to complete these sentences. You will need to work out whether the objects are **near** or **far** and are **singular** or **plural**.

is my book.

are my books.

is my car in the car park across the road.

are cargo ships in the sea.

are my shoes.

cows in the next farm belong to the chief.

| Where? | Singular | Plural |
|--------|-------------|--------------|
| Near | this | these |
| Far | that | those |





Let's write

Now fill in **these** or **those**.

Plural

We say **they are** when they are near.

We say **those are** when they are far.



_____ are my cats.



_____ are stars.



_____ are my new shoes.



_____ are birds.



Let's write

Write your own sentences starting with these words.

This is

These are

That is

Those are

_____ are my keys.

_____ is my lunch.

_____ is the speed train on the bridge.

_____ are the planets.

Teacher: _____
 Sign: _____
 Date: _____



37 The Lion King story

Let's read

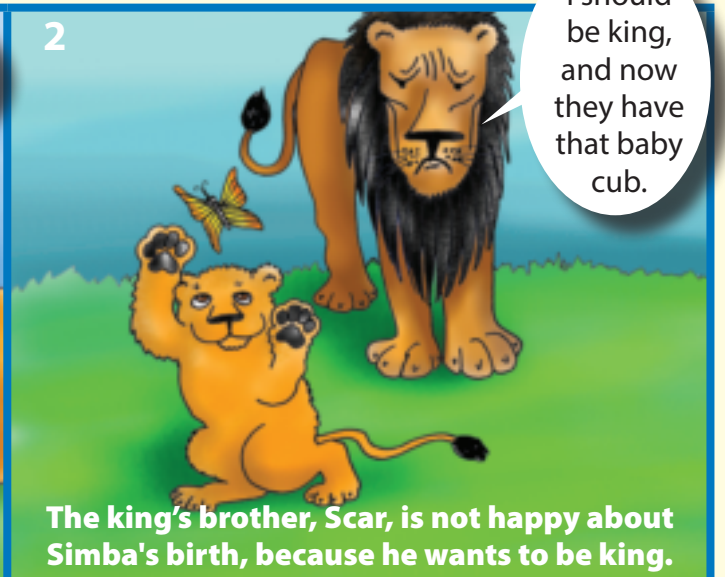
1



Look, we have a son! He will be the next king of the jungle!

The lion king and queen have a new son called Simba.

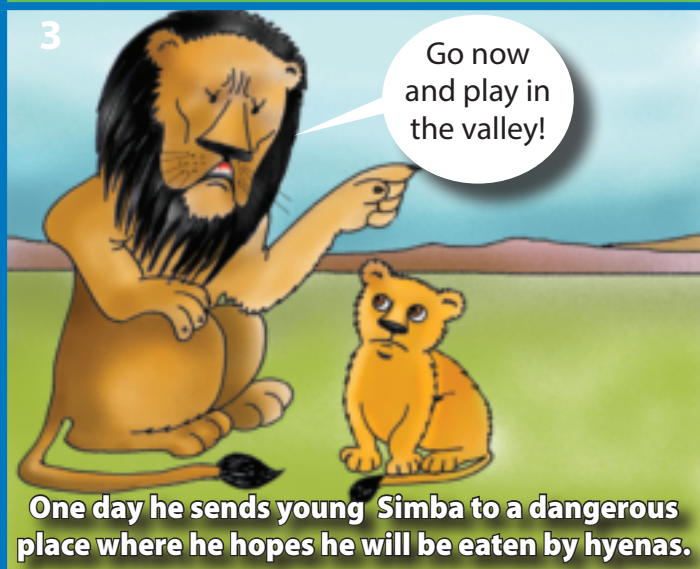
2



I should be king, and now they have that baby cub.

The king's brother, Scar, is not happy about Simba's birth, because he wants to be king.

3



Go now and play in the valley!

One day he sends young Simba to a dangerous place where he hopes he will be eaten by hyenas.

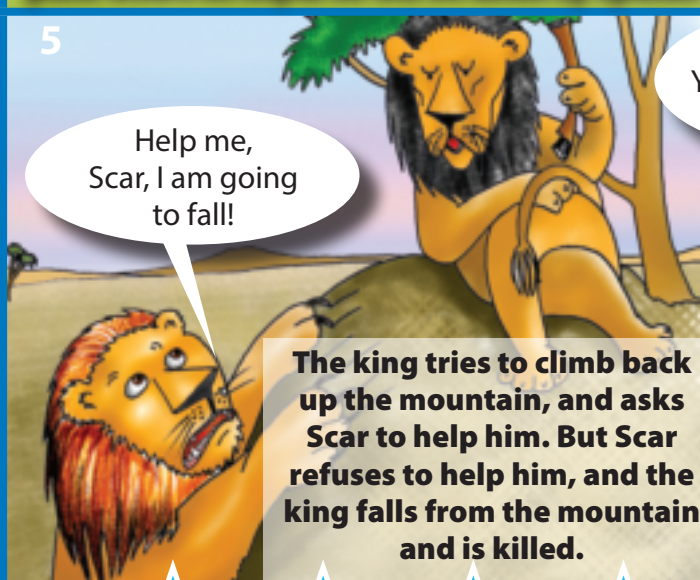
4



Your son is in trouble; you need to go and help him!

Scar then tells the king to go and rescue Simba.

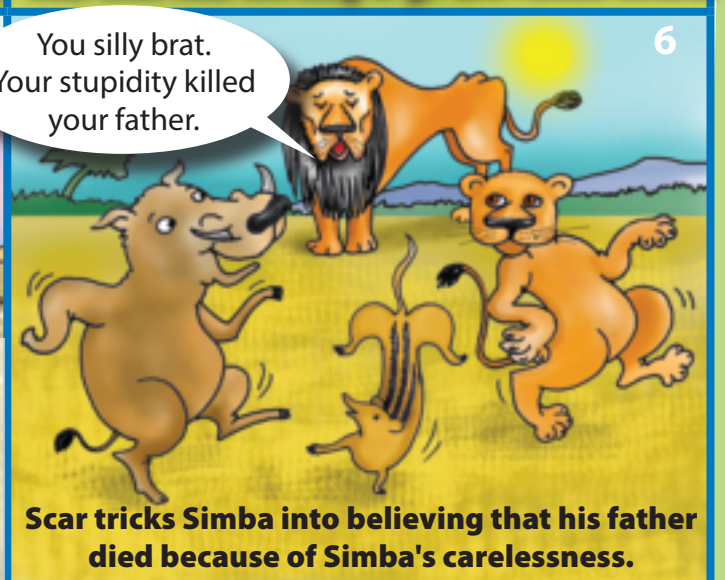
5



Help me, Scar, I am going to fall!

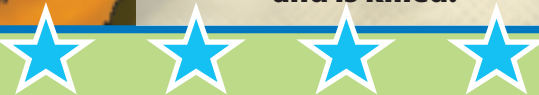
The king tries to climb back up the mountain, and asks Scar to help him. But Scar refuses to help him, and the king falls from the mountain and is killed.

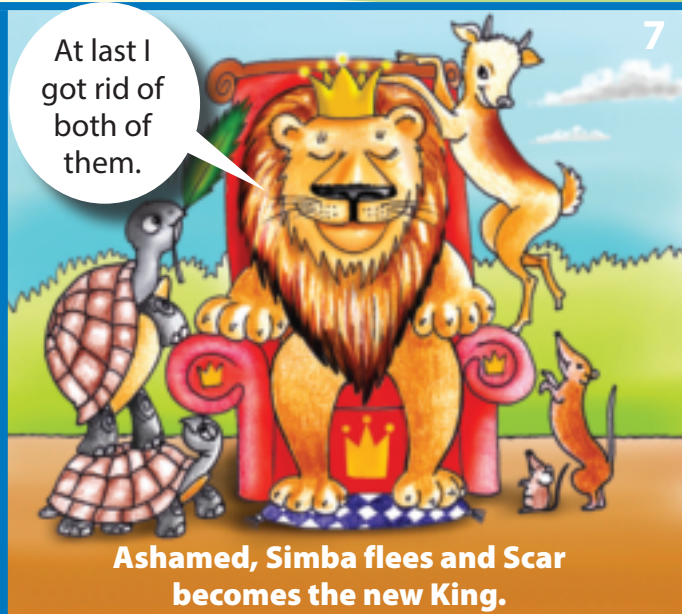
6



You silly brat. Your stupidity killed your father.

Scar tricks Simba into believing that his father died because of Simba's carelessness.





Ashamed, Simba flees and Scar becomes the new King.



Simba makes friends with a meerkat and a warthog. They teach him to be happy and not to worry.



The king's ghost appears.



So Simba goes back home to his mother. Simba tells Scar that his wicked trick caused his father's death. Scar admits that he tricked the king, and that he caused the king's death.



At last, Simba becomes king, and all the animals gather round to celebrate.

Let's talk

Talk about Scar, the main character. What did Scar do to ensure he became king?
Do you know any other stories in which the characters use tricks to gain power?
The Lion King has become a famous theatrical show. Would you like to see a show like this? Why?

Teacher: _____
Sign: _____
Date: _____



The lion sleeps tonight



Let's sing

Sing this song as a group.

THE LION SLEEPS TONIGHT

In the jungle the mighty jungle
the lion sleeps tonight,

In the jungle the quiet jungle
the lion sleeps tonight.

Chorus

He, ha hehelemama

Ohi'mbube.

In the village, the peaceful village,
the lion sleeps tonight,

In the village, the quiet village,
the lion sleeps tonight.

Chorus

Hush my darling, don't fear my darling,
the lion sleeps tonight,

Hush my darling, don't fear my darling,
the lion sleeps tonight.

Chorus



Let's talk

Tell your friend about the setting of this song. What time of the day is it? What does the place look like? Do you think it is peaceful or not? Is it a city or a village? What do jungles look like?

CAPS Term 2 Week 1 – 2 requires learners to perform a poem. This song can be read as a poem.





Let's write

- Now look at the picture of the village and describe the setting of the song.
- Use these adjectives to help you.



starlight

lush green

peaceful

village

mighty

quiet

moonlight

dark



Let's write

Add the suffix **-ful** to these words and then use each word in a sentence.

| | |
|---------|--|
| rest | |
| peace | |
| wonder | |
| help | |
| delight | |

Match these words to their antonyms (opposites).

| | | | | |
|----------|------------|----------|---------|-----------|
| peaceful | hopeful | useful | careful | beautiful |
| despair | disorderly | careless | useless | ugly |



39 Fun with language

Definite article (the)

We use **the** when we are talking about a specific thing, place or person.

Example: "Please return **the** book that you borrowed from the library yesterday."

Indefinite article (a/an)

We use **a** or **an** when we are not referring to a specific thing or person.

Example: "I bought **a** phone at a cellphone shop."



Now fill in **a** **an** or **the**. We have done the first one for you.

The boy with the red hair arrived late today. (specific boy)

I have apple. (any apple)

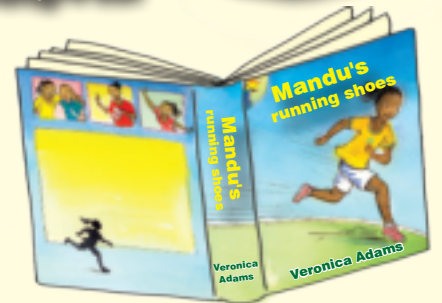
Please can I have book you borrowed from me? (specific book)

He has big bag. (any big bag)

He has big bag we use for our soccer kit. (specific big bag)

I was in car when the accident happened. (specific car)

Do you have cellphone? (any cellphone)



Fill in the adjectives before the nouns in each of these phrases. We have given you some words to help you. You may use each word only once. When you have done this, write the phrases as sentences, putting the adjective after the noun. We have done the first example for you.

- small
- excellent
- pretty
- delicious
- thick
- little
- bright
- warm

| | |
|-------------------------|----------------------------|
| The _____ dog | The dog is <u>little</u> . |
| The _____ cake | |
| The _____ girl | |
| The _____ soccer player | |
| The _____ book | |
| The _____ fish | |
| The _____ light | |
| The _____ sunshine | |



The soft and hard C

Complete this crossword puzzle. We have helped you with the "across words". The pictures provide clues for the "down words". Listen to the C-sounds and write the hard-C words in **red**.

ACROSS

- 2 cake
- 3 coffee
- 4 cut
- 5 camel
- 6 circle
- 9 city
- 10 centimetre
- 11 Coke

DOWN

- cents
- centipede
- mice
- comb
- cat
- face

The crossword puzzle grid is set against a blue background. The grid consists of white squares for letters and blue squares for empty space. The starting points for the words are numbered as follows:

- 1**: Down, starting at the top right.
- 2**: Across, starting at the second row from the top.
- 3**: Down, starting at the third row from the top.
- 4**: Down, starting at the fourth row from the top.
- 5**: Down, starting at the fifth row from the top.
- 6**: Down, starting at the sixth row from the top.
- 7**: Down, starting at the seventh row from the top.
- 8**: Down, starting at the eighth row from the top.
- 9**: Across, starting at the ninth row from the top.
- 10**: Across, starting at the tenth row from the top.
- 11**: Across, starting at the eleventh row from the top.

Clue boxes and illustrations are placed around the grid:

- ACROSS** clues are in a white box on the left, with a background of colorful balloons.
- DOWN** clues are in a white box in the middle-left, with a background of colorful balloons.
- Illustrations include: a boy's face (top right), a centipede (middle left), a comb (middle right), a mouse on a slice of Swiss cheese (bottom left), a cat (bottom middle-left), a camel (middle right), three coins (bottom middle-right), and two construction workers holding a ruler (bottom center).

Teacher: _____
 Sign: _____
 Date: _____





Tense game

DATE

Tense game – who will be the WINNER?

- Throw your dice.
- Move a marker along.
- Use the time expression in the oval shapes and make a sentence. If you land on a blue space, read and then follow the instruction.
- The one who reaches the end first is the winner.

1–17 Past tense
 18–26 Simple present tense
 27–34 present Progressive tense



Fill in **some**, **a** and **an**.

May I have milk and apple.

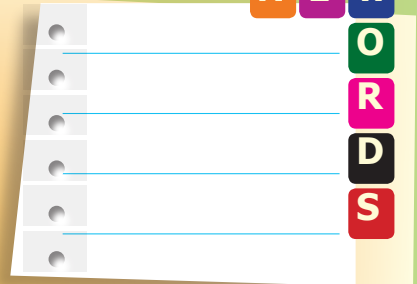
Would you like tea?

I went to the shops and I bought oil and sugar. I also bought

dress and toothpaste.

John went to the shop and bought milk, cheese, sweets and jersey.

He also bought umbrella and ice cream.



Let's write

Look back at the tense game and then write 2 sentences in the **past tense**, 2 in the **simple present tense** and 2 in the **present progressive tense**.

Something to remember

Countable and uncountable nouns

If you can't count it, it does not have a plural. Look at these.

| Singular | Amount |
|----------|----------------|
| milk | some milk |
| sugar | a lot of sugar |
| oil | a little oil |
| sand | some sand |
| water | a lot of water |
| flour | some flour |
| salt | some salt |

Blank writing area for student responses.

Teacher: _____
Sign: _____
Date: _____

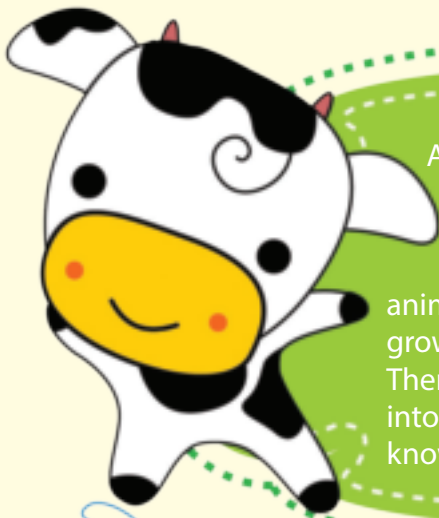


41 Animals big and small



Let's read

Read this information about animals and then answer the questions on the next page.



Animals come in different shapes and sizes -- from big elephants to little guinea pigs to tiny snails. Some animals are so small that we can only see them through a microscope. All animals need to breathe air and they need to eat to grow. There are millions of different kinds of animals. There are so many animals that scientists divide them into different groups. Did you know that people are also animals?



Vertebrates

Animals with backbones are called vertebrates. You have a backbone, so you are also a vertebrate.



Invertebrates

Animals without backbones are called invertebrates.

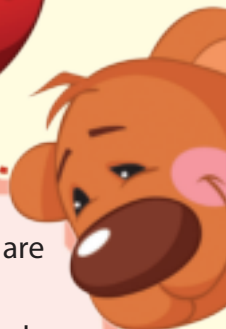


What do they eat?

Animals that eat plants are called herbivores.

Animals that eat other animals are called carnivores.

Animals that eat both plants and animals are called omnivores.

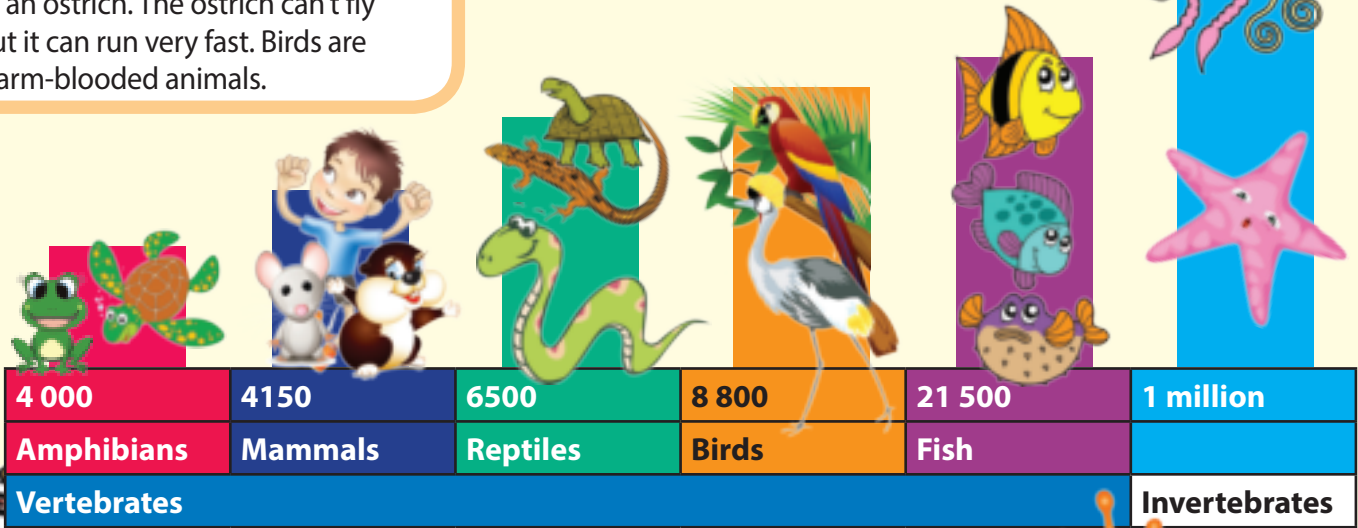


What are mammals?

Mammals are animals that have hair or fur. Mothers feed their young with milk produced by their bodies. Human beings are mammals. When we are young, we are fed on our mother's milk.

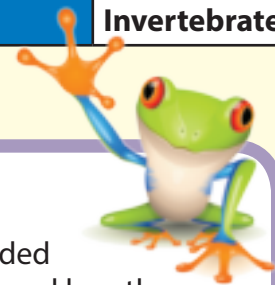


What are birds? Birds have wings and feathers, a beak and claws for gripping, and sometimes birds like ducks have webbed feet for swimming. Most birds can fly. Some birds are small or as large as an ostrich. The ostrich can't fly but it can run very fast. Birds are warm-blooded animals.



What are amphibians?

Amphibians are cold-blooded animals. They live in water and breathe with gills at the beginning of their lives. Later they move onto land and breathe with lungs. Examples of amphibians are frogs and toads that lay their eggs in the water.



What are reptiles?

Reptiles have scales and lay eggs. They are cold-blooded animals. This means they can't keep their bodies warm in cold weather. They need lots of sunshine to keep warm. In cold winters, they hibernate. This means they sleep through the winter months. Turtles and tortoises are reptiles. A tortoise spends all its time on land and the turtle spends most of its time in the sea.



What are fish?

Fish are cold-blooded animals. They spend their whole life in water. Some live in the sea and some in fresh water, in rivers and lakes. Fish need to breathe under water. How do they do this? Water enters the fish's mouth and passes over its gills, which take in the oxygen. The water then leaves through the fish's gills.

Teacher: _____
 Sign: _____
 Date: _____

42 Sharing our world with animals

DATE



Let's talk

Tell your friend 5 facts that you learned when you read the previous worksheet.

- What animals are cold-blooded?
- What does "cold-blooded" mean?
- How do fish breathe?



Let's write

Fill in 5 animals in each list.



| Vertebrates | Invertebrates |
|-------------|---------------|
| | |
| | |
| | |
| | |
| | |

Tick whether these animal groups are warm-blooded or cold-blooded.

| | Mammals | Birds | Amphibians | Reptiles | Fish |
|--------------|---------|-------|------------|----------|------|
| Warm-blooded | | | | | |
| Cold-blooded | | | | | |



Let's write

Look at these sentences and then underline the adverbs.

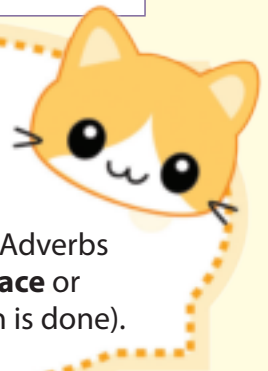
- Reptiles sleep in the winter months.
- Ostriches can run very fast.
- Some fish live in fresh water.

Now write the adverbs under the correct heading.

| When? | Where? | How? |
|-------|--------|------|
| | | |

More about adverbs

When we want to say more about an action, we can use an **adverb**. Adverbs tell us about **time** or **place** or **manner** (how an action is done).





Let's write

Complete each sentence using an adverb from the list. Underline the verb the adverb describes. In the right-hand column, fill in whether the adverb refers to **when**, **where** or **how**.

- slowly
- always
- quickly
- lovingly
- there
- when

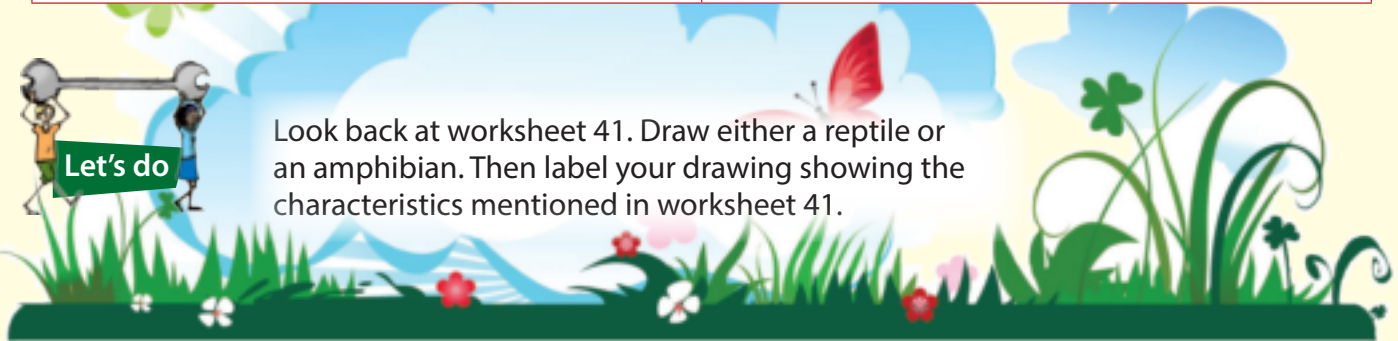
| |
|--|
| |
| |
| |
| |
| |

| | |
|--|-----|
| Turtles move <u>slowly</u> . | how |
| _____ did you arrive at school? | |
| I have not been _____ before. | |
| I ran home _____. | |
| He held the guinea pig _____. | |
| You must _____ look to the left first before crossing the street. | |



Let's do

Look back at worksheet 41. Draw either a reptile or an amphibian. Then label your drawing showing the characteristics mentioned in worksheet 41.



Teacher: _____

Sign: _____

Date: _____



43 Join them up!



Let's write

Use the words in the middle column to join these sentences. Draw a line to connect the first part of each sentence in **column A** to the correct part in **column B** to form a complete sentence.

A

Because tells us the reason.

B

| | | |
|-------------------------------|----------------|-----------------------------|
| I could not go to the concert | because | she has a bad cough. |
| He did not do his homework | | my room was so untidy. |
| She has to take medicine | | he left his book at school. |
| My mother was angry with me | | I was sick |

So that tells us the purpose.

| | | |
|--------------------------------|----------------|---------------------------------|
| The boy crossed the road | so that | she was not late. |
| I wished it would stop raining | | he could get to the other side. |
| The girl ran to school | | I did not spill it. |
| I poured the juice carefully | | I could go and swim. |

But shows us the contrast.

| | | |
|--------------------------------|------------|--------------------------|
| The test was easy | but | I bought one. |
| The dog looked friendly | | I failed it. |
| I could not afford a CD player | | I left my boots at home. |
| I wanted to play soccer | | it was vicious. |

Now join the sentences using either **and**, **then**, **but**, **so that**, **because** and **before**

| | | |
|---------------------------------|--|----------------------------|
| I like apples, pears | | bananas |
| I do my homework | | I play with my friends. |
| I studied hard | | I failed my exam. |
| First I cook my lunch | | I sit down to eat. |
| I enjoy netball, tennis | | swimming. |
| I did my homework | | I went to the beach. |
| We could not play soccer | | it was raining. |
| I did all my homework on Friday | | I could enjoy the weekend. |

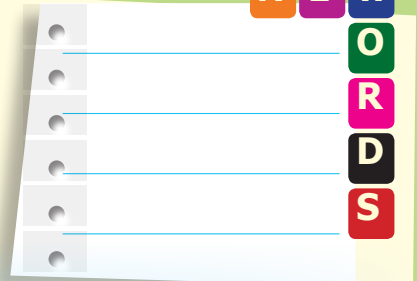
1 and 2 before 3 but 4 then 5 and 6 then 7 because 8 so that



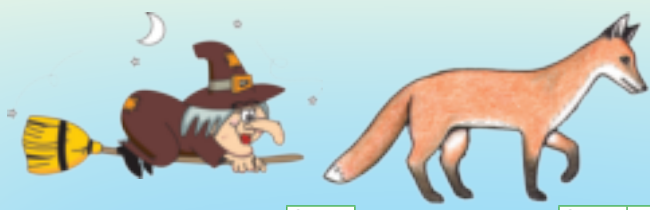
Word game

Remember we add **es** to nouns ending in **s, x, ch,** and **sh**

Complete this crossword puzzle. Write the plural forms of these words in the correct spaces.



- Across**
- 3 fox
 - 5 glass
 - 7 bunch
 - 10 batch
 - 11 watch
 - 12 stitch



A crossword puzzle grid with 12 numbered starting points for words. The grid is partially filled with blue squares indicating non-letter positions.

- Down**
- 1 dish
 - 2 witch
 - 4 box
 - 6 lunch
 - 8 class
 - 9 branch

Plural-looking nouns

Some nouns that end in **-s** look like they are plural, but they really are singular. **Mathematics, physics** and **social studies** are singular. So are some diseases, like **measles** and **mumps**.

Some words that refer to "paired items" are treated as plural: **scissors, pants, jeans, trousers, glasses, pliers, tweezers**. We often refer to them as a **pair of trousers** or a **pair of scissors**.

Look at 12 items in your classroom and write down their plural forms.

| | |
|---|----|
| 1 | 7 |
| 2 | 8 |
| 3 | 9 |
| 4 | 10 |
| 5 | 11 |
| 6 | 12 |

Teacher: _____
 Sign: _____
 Date: _____



44 Whose is it?

DATE

Looking at possessive pronouns

Possessive pronouns show that something belongs to someone.

Is this book yours?

Let's write

Fill in the correct pronouns in each of these sentences. Don't forget to use a capital letter at the beginning of a sentence.

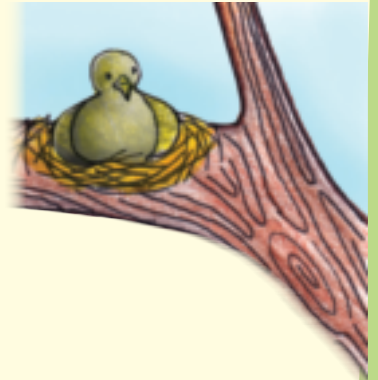
| | | |
|-------|--------|---|
| I | my | _____ have packed _____ bag for my trip. |
| our | we | _____ have a big dog at _____ home. |
| you | your | Do _____ have _____ book with you? |
| his | he | _____ has _____ book but not his pen. |
| she | her | _____ has left _____ book at home. |
| it | its | _____ hurt _____ paw when it fell. |
| mine | my | This is _____ book. The book is _____. |
| their | theirs | They took _____ car to the garage. That bike is also _____. |



Let's write

Do you remember the difference between its and it's? Fill in **its** or **it's** to complete these sentences.

- important to save water.
- The cat licked paws.
- going to be cold tonight.
- The bird flew to nest to feed chicks.
- not nice to be caught in a storm.
- I am going to work in the garden while still light.



Let's write

Now see if you can fill in the correct words in the sentences below. Use the words in the box to help you.

by to outside down outside under

- Ben goes to school bus.
- We go school from Monday Friday.
- When you play with a ball you must play and not in the house.
- She sat and read her book the tree.





Let's write

Write sentences using each of these possessive pronouns.

mine

yours

its

hers

his

theirs

ours

| |
|--|
| |
| |
| |
| |
| |
| |
| |
| |
| |



Let's do

Design a poster to encourage people to save an animal from extinction. Look back at worksheet 41 and select an animal.

How to design a poster

- Include a heading to attract attention.
- Draw a picture to support the message.
- Include a message that will persuade people to save the animal from extinction.
- Give accurate information about what people can do to save the animal.



Teacher: _____
 Sign: _____
 Date: _____



45 A radio interview

DATE



Let's read

Today we have a very special guest: none other than the famous Loyiso Bala! Welcome to our radio show for tweens, Loyiso! We know that our listeners are huge fans of yours, and that they would love to learn more about you. We would like to thank you for being willing to talk to us.

Where and when were you born?

I was born in 1979 and raised in Uitenhage, in the Eastern Cape Province in South Africa. My home was in the dusty streets of Kwa-Nobuhle township outside Port Elizabeth. Interestingly enough, Enoch Sontonga, the composer of Nkosi Sikelel' iAfrika, also comes from Uitenhage.

When did you start singing?

I started singing at a very young age. My first performance was when I was three years old: I sang as a curtain raiser in a choir. Starting young helped to develop my love for music. At age seven I recorded "Mama come back".

How has your family and upbringing shaped your singing career?

Music was our life when we were growing up. We, as a family, always sang at weddings, funerals and any other special occasions that took place in our community. My grandfather was a composer and he had about five choirs coming to our house every week to practise. That's where I learnt how to read and write music. Both my brothers are performers and played a role in helping me to develop my career. We performed as the Bala Brothers in the international hit show *The Lion King* (see worksheet 37).

Is education important to you?

Yes it is extremely important. I attended primary school in Uitenhage. Later I won a scholarship and joined the prestigious Drakensburg Boys Choir where I finished my schooling. Then, after completing high school I studied for a music degree at the University of Pretoria. Education has certainly helped to launch my career.

What language do you sing in?

I sing in my mother tongue isiXhosa and also in English to reach wider audiences.

What has been your most memorable experience as a musician?

My most memorable was performing at the 2010 FIFA World Cup Kick-off celebration in South Africa. Second to that was performing at the 46664 Nelson Mandela's 90th birthday

What is an interview?

An interview is a conversation between two or more people where questions are asked by the interviewer to obtain information about the other person/s.



dinner and concert in Hyde Park, London in 2008. Performing before an audience of about 50 000 was electrifying! I don't think I can find the right words to describe it actually. But it was certainly an honour!

You are well known for your community work and helping others?

Yes, making a contribution to the lives of others is important. I was involved in the charity event *My 94.7 Cycle Challenge* which is a sponsored cycling event to raise funds for charity. I try to make a difference to the lives of the children who attend *MaAfrika Tikkun's* community centres – to give these kids a chance at making a success of their lives. I have also coached school plays and given talks about HIV/AIDS at a number of schools across South Africa. It is important for young people to know how to live a positive life.

What message do you have for “tweenagers”?

Music has taught me to be disciplined. You need to work hard to become the best at what you do.



Let's talk Discuss these questions with your partner.

- Who do you think would be more interested in knowing about Loyiso?
 - People from cities or from rural areas?
 - Older or younger people?
- Do you know what a “tweenager” is? It means children who are between 11 and 13 years old. Are you a tweenager?
- Are pop stars or sports stars interviewed on any of the radio or TV programmes that you listen to or watch? What are the names of the programmes?



Let's match Draw a line from each word in the left-hand column to its meaning in the right-hand column.

| | |
|----------------|----------------------------|
| electrifying | sing or play an instrument |
| perform | fantastic |
| career | before the main event |
| curtain raiser | occupation |
| launch | start |



Let's write Fill in this card about Loyiso.

| | |
|-----------------|--|
| Name | |
| Age | |
| Birthplace | |
| University | |
| Memorable event | |

| |
|----------|
| Teacher: |
| Sign: |
| Date: |



46 Thinking about the stars



Let's write

Read the interview with Loyiso Bala again, and then answer these questions.

How old is Loyiso today?

How would you describe his early childhood?

What is his career?

How do we know that he is a caring South African?



Let's talk

Find out which stars your friends like most. They can be sports stars or pop stars. Fill in the names of sports or pop stars in the yellow space at the bottom of this table. Now ask ten friends which of these stars they like most. For each person, colour in a block above the name of the star they select.

| | | | | |
|----|--|--|--|--|
| 10 | | | | |
| 9 | | | | |
| 8 | | | | |
| 7 | | | | |
| 6 | | | | |
| 5 | | | | |
| 4 | | | | |
| 3 | | | | |
| 2 | | | | |
| 1 | | | | |
| | | | | |

Fill in the names of sports or pop stars in the yellow spaces. You can think of any famous person and write it here or his name the yellow space. Colour in the columns from the bottom up.

Who is the most popular star selected by your friends?



Getting it right



Let's talk

Talk to your friend about this table, and use it to help you to practise forming **negative** sentences using **do not** and **does not**.



| | | | |
|------|------|-----|---------------------------------------|
| I | do | not | like rugby. |
| You | | | cross the road when the robot is red. |
| We | | | play soccer. |
| They | | | get angry easily. |
| He | does | | eat lots of sweets. |
| It | | | rain in winter. |
| She | | | watch television every day. |
| It | | | snow in South Africa. |



Let's write

Now use the table and any other examples you can think of to write sentences in the negative form. We've done the first one for you.

He does not like rugby.

Handwriting practice lines for writing negative sentences.



Now write the short form of these negatives

| do not | does not | should not | will not | cannot |
|--------|----------|------------|----------|--------|
| don't | | | | |



Teacher: _____
 Sign: _____
 Date: _____



47 About me



Let's read Take a look at Mandla's CV.



What is a CV?

People will often ask you for a CV containing information about yourself and about what you have done in your life. A CV gives personal information as well as information about your education. It also says what your hobbies and interests are.

CV is short for curriculum vitae, which means your life path.

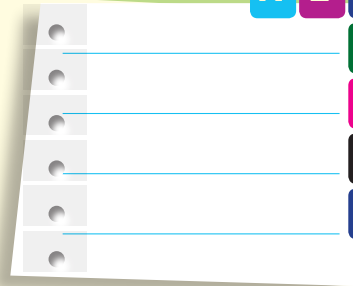
| | | |
|---|--|----------------------|
| Name | Mandla Ntuli | |
| Date of birth | 21 March 2003 | |
| Address | 24 Lutfuli Road Green Village New Town 9876 | |
| Telephone | 031 0000000 | |
| School | New Town Primary | |
| Grade | Grade 6 | |
| Hobbies | Playing soccer for the school team Playing soccer for the community club Reading Swimming Computer games | |
| References: names of two people who know me | | |
| | My teacher | My soccer coach |
| | Mrs A Shabalala | Mr J Smith |
| | Grade 4 teacher | Bluetown Soccer Club |
| | New Town Primary School | First Avenue |
| | Ntuli Road | New Town |
| Tel: 000 1234567 | Tel: 000 7654321 | |





Let's write

Now that you have read Mandla's CV, answer these questions.



| | |
|--|--|
| Where does Mandla live? | |
| What is his phone number? | |
| What school does he go to? | |
| What grade is he in? | |
| What are his hobbies? | |
| Which soccer club does Mandla belong to? | |
| Which two people will give Mandla a reference? | |



Write a CV for yourself. Fill in your information in this CV.

CV for _____



| | |
|---|--|
| Full name | |
| Date of birth | |
| Address | |
| | |
| | |
| Telephone | |
| School | |
| Grade | |
| Hobbies | |
| | |
| | |
| References: names of two people who know me | |
| 1 | |
| 2 | |



Teacher: _____
 Sign: _____
 Date: _____





Can you remember?

DATE

Let's write



Think about the adverbs of time and answer these questions.

| | |
|---|--|
| What activities do you often do? | |
| What do you seldom do? | |
| What do you always do? | |
| What do you do only sometimes ? | |

Complete these sentences.

I never

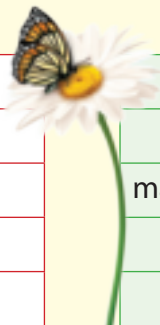
I often

I sometimes

I always

Fill in the correct plurals.

| | |
|-------|--|
| coach | |
| hutch | |
| wish | |
| bunch | |
| dish | |



| | |
|-------------|--|
| scissors | |
| tweezers | |
| mathematics | |
| trousers | |
| glasses | |

Do you remember that the nouns in the green column do not have plurals?

Complete these sentences

I would like to go but

He went by bus because

We did our homework and then

She bought shoes and



Fill in appropriate adverbs.

| |
|-----------------|
| The dog barks |
| They play |
| She speaks |
| The choir sings |
| The phone rings |
| The woman walks |
| The train goes |
| He runs |



Fill in the correct pronouns.

| | |
|-------------|---|
| your/mine | This is _____ jacket and this is _____. |
| his/hers | He took _____ soccer boots and she took _____. |
| ours/theirs | These soccer jerseys are _____ and those are _____. |
| I/my | _____ could not find _____ bag. |
| we/ours | The netball _____ found was _____. |



Teacher: _____
 Sign: _____
 Date: _____

CHECK YOURSELF

I CAN



| | | |
|---|--|--|
| use illustrations and headings to predict a story | | |
| read a contemporary story and predict the ending | | |
| make up a role play about the story | | |
| number sentences in the sequence of a story | | |
| read a cartoon story | | |
| talk about the characters and plot | | |
| read a passage and identify types of animals | | |
| identify the adjectives describing the animals | | |
| use a mind map to plan a story | | |
| write the story in rough and edit it, then write the story neatly | | |
| design a conservation poster | | |
| read a radio interview with a star | | |
| interview friends about their preferences and extract information | | |
| read and write a CV | | |
| answer questions based on the CV | | |
| use demonstrative pronouns | | |
| form suffixes | | |
| match words to their antonyms | | |
| use the definite article and indefinite article | | |
| use adjectives before and after nouns | | |
| use the hard- and soft-c words correctly | | |
| use the continuous tenses | | |
| use countable and uncountable nouns | | |
| read and discuss information texts | | |
| draw, label and write a description based on what I have read | | |
| classify adverbs of time, place and manner | | |
| use conjunctions to join sentences | | |
| form the plurals of words ending in sh, ch and z | | |
| identify plural-looking nouns eg scissors | | |
| use possessive pronouns | | |
| use its or it's correctly | | |
| use prepositions | | |
| form negative sentences | | |



4

Stories to think about

Theme 4: Stories to think about

Term 2: Weeks 5 – 8

Weeks 5 - 6 Stories to think about

49 A story about Myrtle the turtle 104

Reads a cartoon story and fills in the speech bubbles to complete the story.

50 Caring for sea animals 106

Reads and compares the speech bubbles of her/his friends.

Comprehension based on the cartoon.

Numbers sentences to show the order in which things happened in the story.

Matches words and their meanings.

Writes a diary entry summarising what happened in the story.

51 Myrtle writes a letter 108

Writes a letter describing what happened in the story.

Follows the stages of the writing process.

52 The little turtle 110

Rewrites sections of the story from the present to the past tense.

Identifies the regular verbs and irregular verbs.

Writes the past tense of these words.

Reads a poem.

Identifies rhyming words.

Uses phrasal verbs to complete sentences.

53 City or village 112

Reads a story: "Country mouse and city mouse".

Writes a paragraph about the lifestyle of each mouse.

Reads a pie chart.

Answers questions about the pie chart.

54 Language urban and rural 114

Spells words with the double "l" sound.

Uses although and but to join sentences.

Plans and then writes a story.

55 Spreading the news 116

Reads an e-mail (as a form of social text).

Answers questions about the e-mail.

Writes an e-mail.

Uses the main points from the e-mail to compose an SMS.

56 Caring for our environment 118

Reads a letter.

Identifies adverbs of time.

Answers questions based on the text.

Weeks 7 - 8 Staying safe

57 Our safety 120

Reads a pamphlet.

Answers questions based on the pamphlet.

58 Thinking about safety 122

Reads a pie chart.

Conducts an environment and safety quiz.

59 Designing a questionnaire 124

Completes the questionnaire template.

Conducts a survey.

Writes a brief description of what was most or least popular.

60 Looking at language 126

Completes a crossword puzzle on words with the silent E.

Completes sentences starting with a given modal.

Matches antonyms.

Rewrites sentences in the future tense.

61 On the internet 128

Reads a web page.

Writes down one idea from each item on the web page.

Uses directions to make a craft object.

62 More map work 130

Answers questions based on a map.

Translates words and concepts into his/her first language.

63 Finding your way 132

Adverbs of time and manner.

Modals can and must.

64 And finally ... 134

Uses the words so, too, very, much and almost.

Revises conjunctions and direct speech.



49 A story about Myrtle the turtle

The word Myrtle rhymes with turtle. They both have an **ur**-sound like the word **nurse**, even though they are spelled differently.



Let's read

The pollution of the ocean is an **environmental** problem that affects the lives of the creatures that live in the ocean. Look carefully at the pictures and see how Myrtle the turtle gets **entangled** in some plastic that someone threw into the sea.



Let's write

Fill in the speech bubbles to show what the turtle says in each picture.

1 Myrtle and her family have lived in the sea for nearly half a century. They have many friends.



I am so hungry. I wonder what we will find to eat today.

2 Myrtle wonders what all the things at the bottom of the sea are.



I don't know. I don't think we can eat that.





3

While swimming, Myrtle gets entangled in a plastic bag. It wraps around her fins and shell.

Myrtle asks her friends to help her. The octopus tries to help her. Even with eight legs he is not able to help.

4



I am using all my legs but I can't get it loose.

Please can you help me?

I will try.

5

Myrtle asks the jellyfish to help her.



6

Myrtle starts to feel weak. The plastic pulls tighter and tighter around her. That night she is too weak to stay under water and floats upwards, to the surface.

Look, she is hurt from the trash that people throw into the sea. Let's take her to the clinic.

8

The man looks after Myrtle at the marine care centre until she is well again. Then he returns her to the ocean and releases her back into the sea.

7



Then two men on a boat spot Myrtle. They rescue her and take her on their boat to a marine care centre. At the centre, they give her an injection to help her sleep while they work on her. When she wakes up, she is freed from the plastic bag.



Teacher:
Sign:
Date:



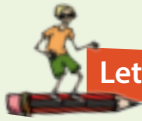
50 Caring for sea animals

DATE



Let's read

Read what three of your friends wrote in the speech bubbles in Worksheet 49. Whose story do you think is the best? Why?



Let's write

Go back and read the story of Myrtle in the previous worksheet and then answer these questions. Circle the letter next to each correct answer. If you are not sure of the answers you need to re-read the story very carefully.

What is the main message of this story?

| | |
|---|---|
| A | Throwing trash into the sea can hurt sea animals. |
| B | Sea animals should not go near litter. |
| C | How silly the turtle was to swim near the litter. |

How long has Myrtle the turtle lived in the ocean with her family?

| | |
|---|--------------------------|
| A | For about 10 – 15 years. |
| B | For about 15 – 20 years. |
| C | For about 45 – 50 years. |

Who would you blame for Myrtle's situation?

| | |
|---|---------------------------------------|
| A | Humans |
| B | The other animals for not warning her |
| C | Myrtle for greedily looking for food |

What is the best name for the story about Myrtle?

| | |
|---|--------------------------------------|
| A | How humans trick animals |
| B | How Myrtle's dinner ends in disaster |
| C | How pollution hurts animals |

Number these sentences from 1 to 6 to show the order in which things happened in the story.

| | |
|--|--|
| | She got trapped in a plastic bag. |
| | Today Myrtle was hungry and went to look for food. |
| | Myrtle has lived under the sea for 50 years. |
| | She saw a lot of litter at the bottom of the sea. |
| | None of the other animals could help set her free. |
| | She floated to the surface and a man in a boat helped her. |





Let's write

Use these words in sentences to show that you understand their meanings.

release

environment

marine

pollution

entangled

Blank writing lines for using the words.

Blank writing lines for the 'NEW WORDS' section.



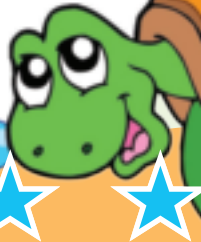
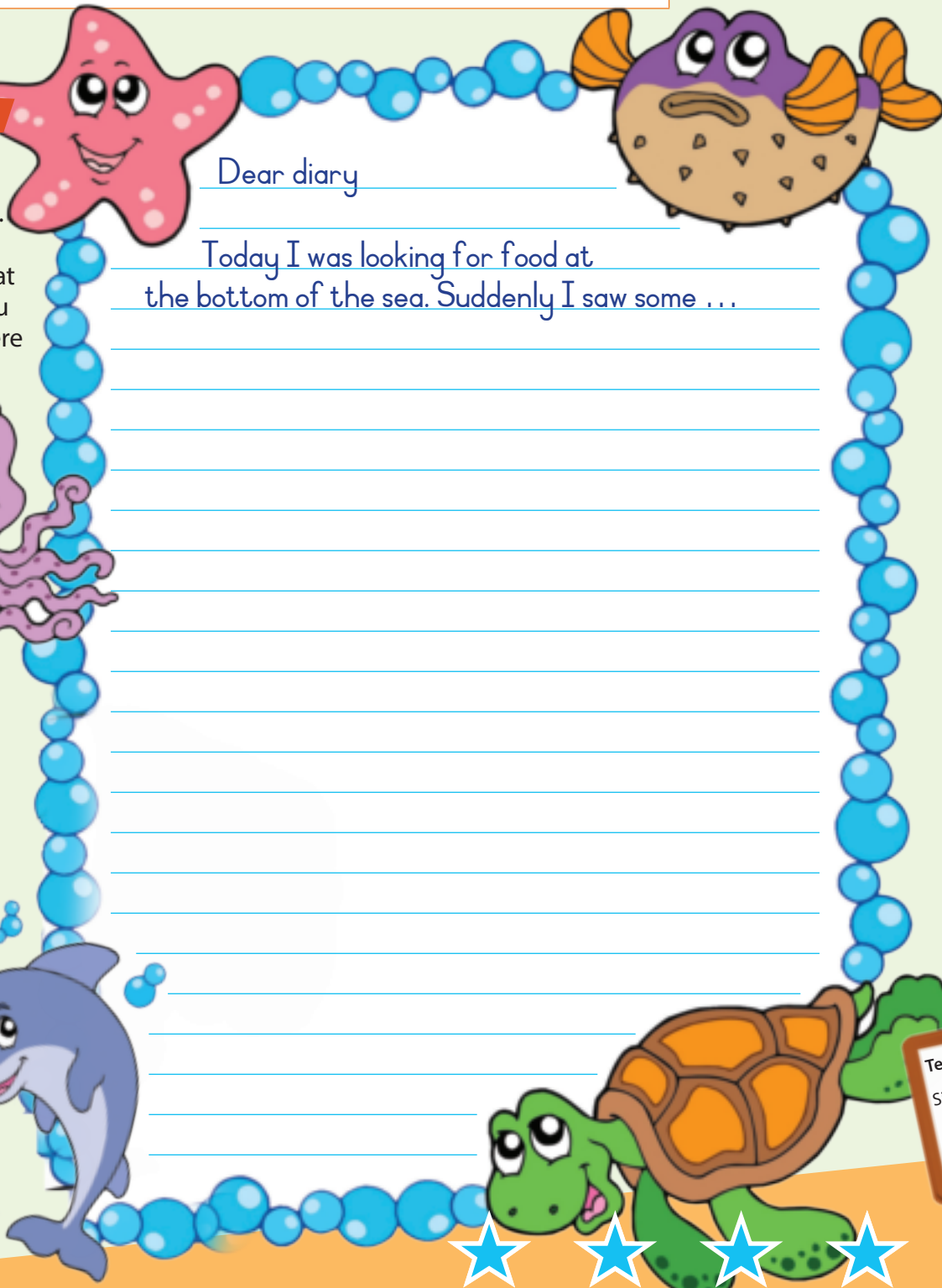
Let's write

Imagine you are Myrtle the turtle. Write a diary entry saying what happened to you and how you were rescued.

Dear diary

Today I was looking for food at the bottom of the sea. Suddenly I saw some ...

Main writing area for the diary entry with horizontal lines.



Clipboard with fields for Teacher, Sign, and Date.



51 Myrtle writes a letter



- 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 talk

You are Myrtle. You need to write a letter to your friend in another ocean to explain what happened to you today. Plan your letter using this mind map. Tell your friend about the dangers of sea and water pollution for sea animals.

1 Background about your life in the ocean

Handwriting practice area with five horizontal lines. An illustration of a purple octopus wearing a green hat and a yellow sea turtle is on the right side.

2 Hunting for food

Handwriting practice area with five horizontal lines. An illustration of a sea turtle and several clownfish is on the right side.

3 Getting tangled

Handwriting practice area with five horizontal lines. An illustration of a sea turtle swimming and getting tangled in a piece of yellow plastic is on the right side.

4 Getting rescued and what happened next

Handwriting practice area with five horizontal lines. An illustration of a sea turtle being held by a person's hands is on the right side.

Use your mind map to write your letter on rough paper. Ask a friend to edit your letter and then write it neatly on the opposite page. We have created an address for Myrtle.

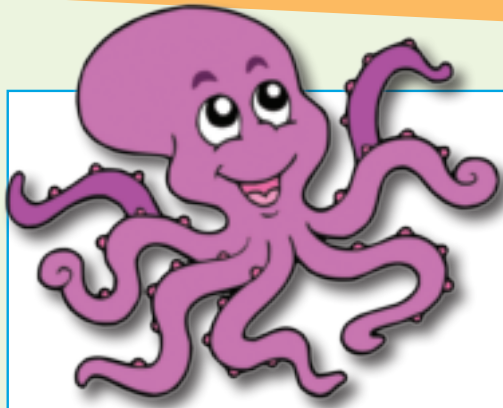
This story is based on a report given at the Marine conference.

The sea turtle was in search of food and possibly mistook the plastic bags for its favourite food – jellyfish.

The turtle was rescued in 2009 by a marine biologist in Melbourne Beach, Florida, United States of America.

Water pollution is an increasing problem for our sea life.



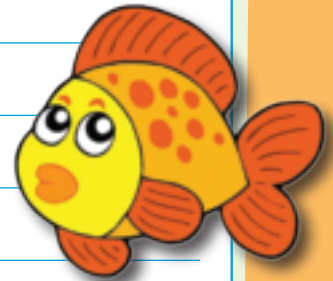
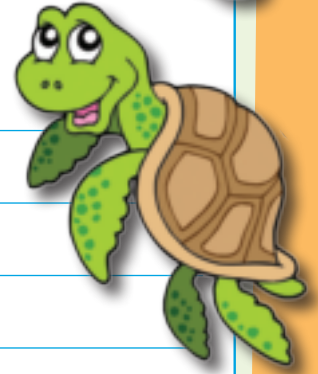


22 Rock Pool
Deep Water
Atlantic Ocean
Florida
12 May 2014



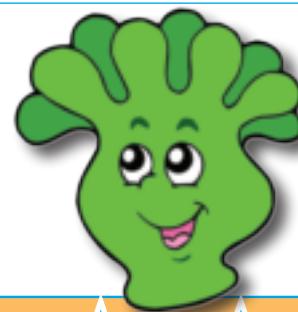
Write a suitable greeting or salutation.

Handwriting practice lines consisting of 15 horizontal blue lines.



Write your ending here.

Write your name here.



Teacher:
Sign:
Date:



52 The little turtle

Look back at the story about **Myrtle the turtle**.
The story is written in the present tense.

Look at text boxes 7 and 8 on page 105. Underline all the verbs. Then rewrite the sentences in the past tense. You will need to change the verbs into the past tense form. Some are **regular verbs** such as **pulls – pulled**, and some are **irregular verbs** like **feel – felt**.

Text box 7

| |
|--|
| |
| |
| |
| |
| |
| |

Text box 8

| |
|--|
| |
| |
| |
| |
| |
| |

Write the past tense of these words. Circle the regular verbs that take –ed in the past tense. Learn how to form the irregular verbs.

| | |
|-------|--|
| eat | |
| sleep | |
| keep | |
| meet | |
| pull | |

| | |
|-------|--|
| look | |
| write | |
| speak | |
| sing | |
| walk | |

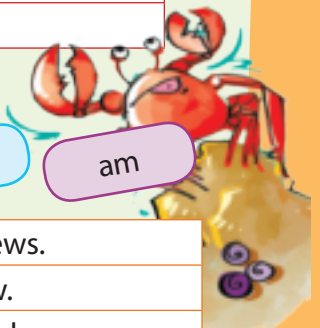
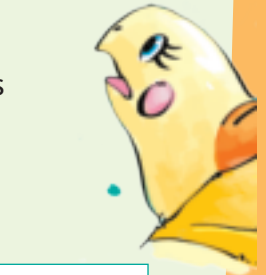
| | |
|------|--|
| swim | |
| rise | |
| leap | |
| push | |
| rush | |

Fill in the correct form of the verb “to be” to complete the following sentences.

- are be is was were been being am

| |
|---|
| You must _____ happy that you passed. |
| Have you _____ to Cape Town? |
| We _____ going to play soccer tomorrow. |
| We _____ caught in the rain yesterday. |
| They are _____ naughty. |

| |
|---------------------------------------|
| I _____ sorry to hear your bad news. |
| She _____ on her way home now. |
| They _____ late for school yesterday. |
| He _____ not on the bus. |





Let's read

Read the poem aloud to your friend.
Then underline all the past tense verbs in the poem.

| |
|--|
| |
| |
| |
| |
| |
| |

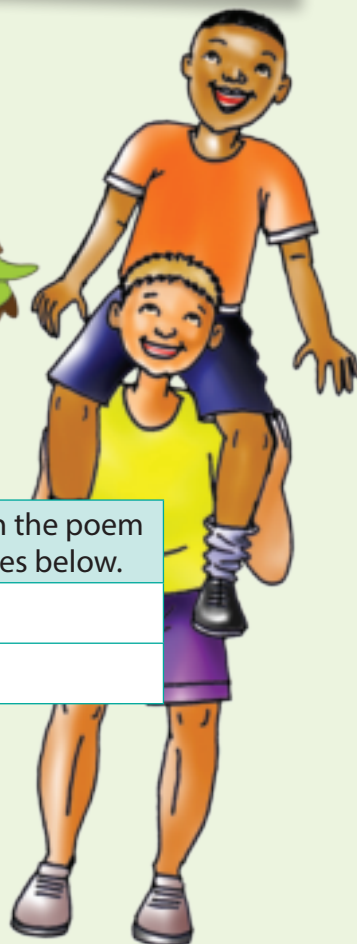
The little turtle

There was a little turtle,
He lived in a box.
He swam in a puddle
He climbed on the rocks.

He snapped at a mosquito,
He snapped at a flea
He snapped at a butterfly,
And he snapped at me.

He caught the mosquito,
He caught the flea.
He caught the butterfly,
But he didn't catch me.

C Lindsay (adapted)



Underline the rhyming words in the poem and then fill them into the spaces below.

| | |
|--|--|
| | |
| | |

Let's write

Fill in these **phrasal verbs** to complete the sentences.

throw away

switch on

fill in

put out

look for

look at

turn down

take off

- Quick! _____ the bus. It's ready to leave.
- I don't know where my book is. I have to _____ it.
- Can you _____ this form please.
- It's dark inside. Can you _____ the light, please?
- It's warm in this room. _____ your coat.
- This pencil is old. You can _____ it _____.
- The TV is very loud. Can you _____ it _____ a little?
- The firemen were able to _____ the fire.



Teacher: _____
Sign: _____
Date: _____





Let's read

- Where were you born – in a village, on a farm, in a town or in a city?
- What would you miss if you had to move away from where you live now?
- Where would you rather live – a city or a village? Say why.



Country mouse and city mouse

Mathilda Mouse lives on a small farm with her mother, far, far away from the city. They live happily there because it is easy to get food on the farm. They

have a neat little house in the hole under the garden shed. Mathilda mouse and her mother always have enough to eat because the farmer usually drops lots of healthy grain and mealies when he works.

One day Mathilda heard that her cousin Missy, a mouse from the city, was coming to visit them. Mathilda mouse and her mother were excited about this visit. They prepared the most delicious meal for their cousin. They collected the grain and even found some old cheese that the farmer had dropped. "What a splendid meal," thought Mathilda Mouse.

"This food is fit for a princess." Mathilda gave her cousin a hearty welcome and offered her the grain and the mealies and the cheese, but Missy turned up her nose and said: "I cannot understand, Cousin Mathilda, how you can eat such boring food. Come with

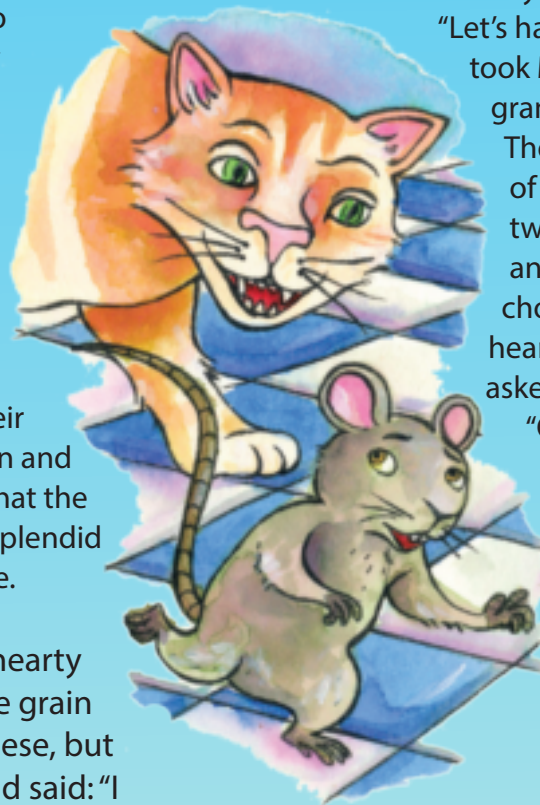
me and I will show you how to live. When you have been in the city for one week you will wonder how you could ever have lived here."

The two mice set off for the city. They jumped off the taxi at the main taxi rank. "Look!" said Missy. "That is the Happy Hamburger stand and that is the shopping mall." It was noisy and there were lots of people. Mathilda was afraid of the big cars and the loud city noise. Eventually they arrived at Missy's home in the city. "You must be dying of thirst," said Missy.

"Let's have something to eat." She took Mathilda mouse into a very grand dining room.

There they found the remains of a fine dinner and soon the two mice were eating jelly and cake and sweets and chocolate. Suddenly they heard a meow! "What is that?" asked Mathilda Mouse.

"Oh, just one of the cats of the house," answered Missy. "Only!" said Mathilda. "I do not like that music at my dinner."


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.

**While you read**

- Compare your predictions with what you read.
- If you don't understand a section, read it again slowly. Read it aloud.



At that moment a huge, hungry cat pounced on Mathilda Mouse. She had the fright of her life. She managed to pull herself loose from the cat's heavy paw, and she started to run. She did not stop. "Good bye, Missy," she called as she ran out into the street. "I will eat grain for the rest of my

life. At least I am safe ... I live without fear!" she panted. She ran all the way back to her village. She ran to her house. As she jumped into the hole under the garden shed, she said to herself, "There is no place like home!"



Let's write

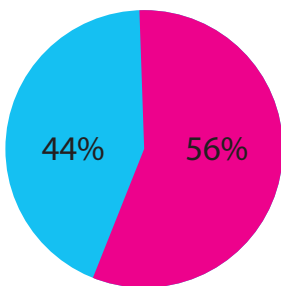
Write a paragraph about the lifestyle of each mouse. Describe how they lived and what they ate. We have started each paragraph for you.

Mathilda, the country mouse, lives in a mouse hole on the farm.

Missy, the city mouse, lives in a mouse hole in a big house in the middle of a busy city.



Let's read



Urban Rural

What kind of chart is this?

What colours are used to show the rural and urban numbers?

In South Africa the number of people living in the urban areas is increasing. Why do you think this is happening?

Urban refers to cities and towns.

Teacher: _____
Sign: _____
Date: _____



54 Language urban and rural

Some spelling rules to remember

DOUBLING THE 'L' SOUND

| | |
|--------|-----------|
| cancel | cancelled |
| travel | |
| signal | |
| excel | |

HALVING THE 'L' SOUND

| | |
|-------------|----------|
| cheer+full | cheerful |
| beauti+full | |
| use + full | |
| grace+ full | |

Teacher's note

In addition to reading a story, the CAPS for this fortnight require learners to read a social text like a letter and to perform a poem.

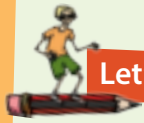


Let's talk

Fill in **although** or **but** to join these sentences. Then explain to your partner how the two sentences differ in their meaning.

I would like to go and live in town I don't like the city noise.

I would like to live in town I don't like the city noise.



Let's write

Now prepare to write four or five paragraphs about whether you prefer to live in an urban or a rural area. Fill in the reasons for your choice in the 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.

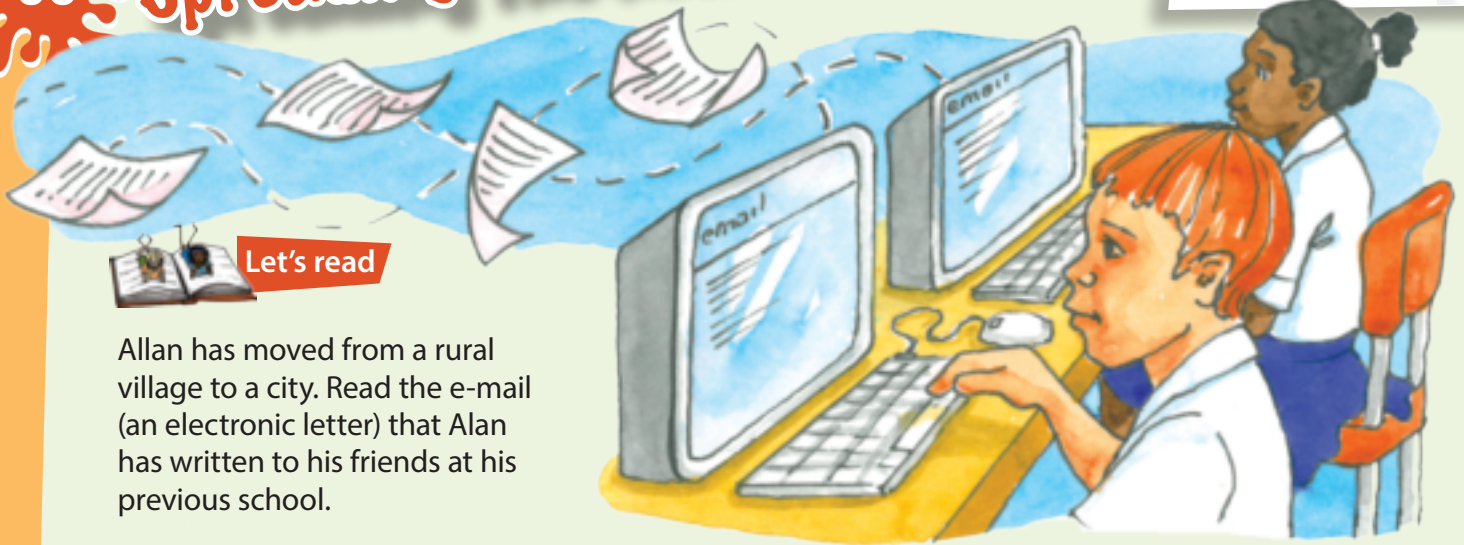




Handwriting practice area consisting of four sets of horizontal lines. The first set has a top blue line and a bottom blue line. The second set has a top red line and a bottom red line. The third set has a top green line and a bottom green line. The fourth set has a top purple line and a bottom purple line.

Teacher: _____
Sign: _____
Date: _____

Spreading the news



Let's read

Allan has moved from a rural village to a city. Read the e-mail (an electronic letter) that Alan has written to his friends at his previous school.

To: bongi@library.com, jabu@library.com, ann@library.com, sam@library.com

From: alan@school.com 1 October 2014 14:22

Dear Bongji, Ann, Sam and Jabu,

As you know, I have moved to the city. Gauteng is a busy province. More than 11 million people live here! That is 5 and a half million more than the population of Limpopo. I really miss Limpopo.

There are more than 1 000 children in my new school. The school is near the park and the swimming pool. This is lucky for me, because I live in a block of flats on the 4th floor and we do not have a garden, but I can play in the park. I am also lucky that I live opposite an internet café. I go there often to play computer games.

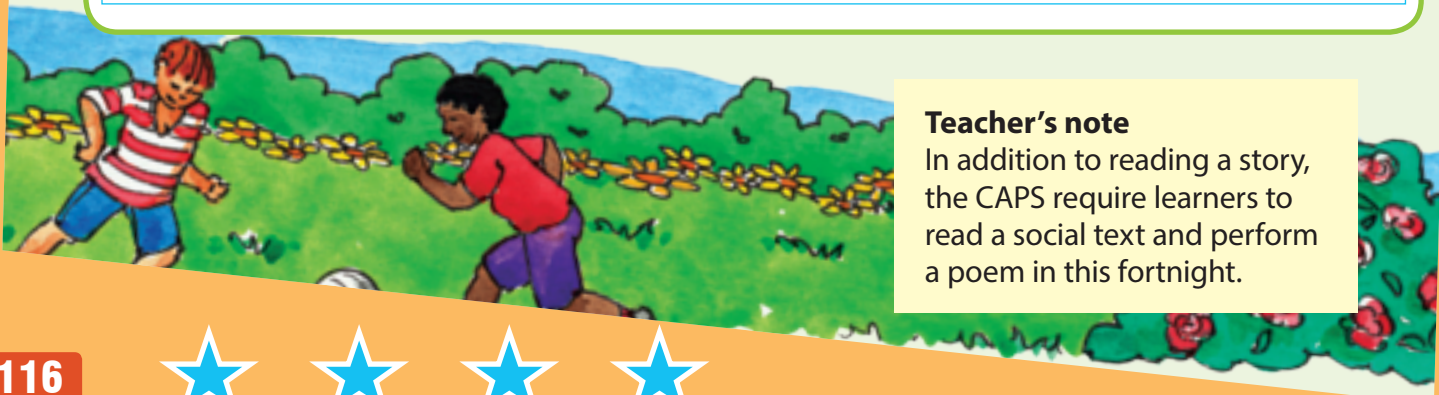
I am hoping that I will be chosen for the soccer team, but I am not as good as the other under-13 boys. I am hoping to get into the B team.

I hope to hear from you the next time you visit the library.

Bye

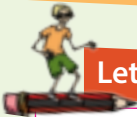
Alan

Send



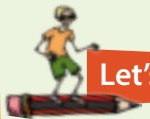
Teacher's note
 In addition to reading a story, the CAPS require learners to read a social text and perform a poem in this fortnight.





Let's write Answer these questions.

| | |
|---|--|
| Who wrote the e-mail? | |
| On what date and at what time was the e-mail sent? | |
| What is Alan's e-mail address? | |
| What is Bongji's e-mail address? | |
| Where did Alan move from? | |
| Where did Alan move to? | |
| How does Alan cope with not having a garden to play in? | |
| Does Alan think he will be selected for the soccer team? Why? | |
| How many people live in Gauteng province? | |
| How many people live in Limpopo province? | |



Let's write

Write an e-mail to an imaginary friend who lives in another province. Talk about what has happened to you so far this term.

Now use the main points from your e-mail to compose an SMS to the same friend.

To: _____ @ _____

From: _____ @ _____ Date: _____

Dear _____

Send



Teacher: _____
 Sign: _____
 Date: _____

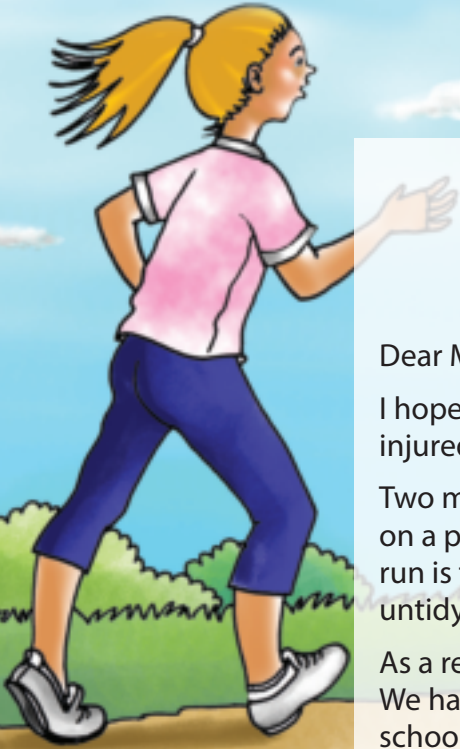


Caring for our environment

| | | | |
|---|---|---|---|
| D | A | T | E |
| | | | |
| | | | |


Let's read

Read the letter Mary wrote to Mandu.



21 Walker Street
Walkerville 9000
1 June 2014

Dear Mandu

I hope you are well and are practising your running for the next marathon. I was injured but am now well again and am back on track.

Two months ago, while we were training for the school marathon, I cut my foot on a piece of broken glass. I had to have four stitches. The field where we usually run is full of litter and there is a lot of broken glass and tins. It looks unsightly and untidy and it also unhealthy.

As a result of my injury, the Grade 6 class decided to form an environmental club. We have taken on many activities. We began by cleaning and beautifying our school and the area around our school, especially the area where we run. We also planted grass and trees in the school playground. We usually water the grass in the afternoons, when the other children have gone home.

Our class also decided to start a vegetable garden. We now supply vegetables for our school lunches and occasionally, when there is enough, we take vegetables home for our families. I never used to like working in the garden, but now I enjoy it so much I am always in the garden. We learn a lot about plants and nutrition.

Once a week we clean up around the school. We sometimes clean the river banks because the fish are dying as a result of the water pollution. We have also spoken to the nearby factories about the air pollution they cause. Factories hardly ever care about what they are doing to our air. Many children suffer from asthma because of the smoke.

What is your school doing to fight pollution? Wouldn't you like to join us to see what we are doing at our school?

Your friend

Mary





Let's write

Read the letter again carefully and then underline all the adverbs that tell us how frequently things happen. (Use the adverbial timeline in worksheet 42 to help you.)

Now answer these questions. Circle the letter next to each correct answer. If you are not sure of the correct answers, go back and read the letter again.

| Why did the Grade 6 class decide to set up a clean-up programme? | |
|--|---|
| A | Because they like clean places |
| B | Because Mary cut her foot on some glass |
| C | Because they usually clean the school |
| D | Because they wanted to grow vegetables |

| What kind of pollution is NOT mentioned in the letter? | |
|--|-------------------------|
| A | Air pollution |
| B | Water pollution |
| C | Environmental pollution |
| D | Noise pollution |

| What was the main purpose of the letter? | |
|--|--|
| A | The writer wanted to tell her friend about the dying fish. |
| B | She wanted to tell her friend about her injury. |
| C | She wanted to tell her friend to train for the next marathon. |
| D | She wanted to tell her friend how they decided to start an environmental club after she was injured. |

| Which of the following problems caused by pollution is NOT mentioned in the letter? | |
|---|-----------------------------------|
| A | We get asthma from air pollution. |
| B | We cut ourselves on broken glass. |
| C | Animals die from soil erosion. |
| D | Fish die from water pollution. |



Let's write

List 3 of the activities of the environmental club.

- 1
- 2
- 3

List the 3 advantages of the vegetable garden that are mentioned in the letter.

- 1
- 2
- 3





Let's read

Read the pamphlet and answer the questions that follow.

BEWARE – DANGER AT HOME

Every year many accidents happen as a result of children drinking paraffin. These children drink this deadly poison accidentally. Since paraffin is sometimes kept in cooldrink bottles and looks like water, children may assume that it is safe to drink.

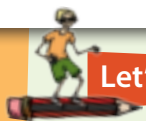
Always have the Poison Centre's number handy.

Parents should therefore take the necessary precautions to prevent their children from drinking paraffin. Firstly, paraffin should be kept in a transparent bottle that is clearly labelled. Secondly, it should be kept out of reach of young children. Even the fumes are very dangerous.

Parents should ensure that the bottle containing the paraffin is kept away from open flames as it catches alight easily, and can cause a fire. During the cold months in South Africa, many homes burn down due to accidental fires caused by spilt paraffin from lamps or stoves.



(Adapted from Grade 6 ANA examination 2012.)



Let's write

Circle the letter of the correct answer.

Choose the statement which correctly indicates the **main idea** of the text.

- | | |
|---|-------------------------------------|
| A | Paraffin is used in stoves. |
| B | What paraffin is used for. |
| C | Paraffin is dangerous in our homes. |
| D | Paraffin is very expensive. |



Answer the following questions from the passage:

Name one way in which a child can be prevented from drinking paraffin.

Why should paraffin not be kept near open fires?

Write down one word from the pamphlet that means the opposite of **on purpose**. Use it in a sentence.

Use the word **transparent** in a sentence of your own to show its meaning.

Use the word **complete** in a sentence of your own to show its meaning.



Teacher: _____

Sign: _____

Date: _____

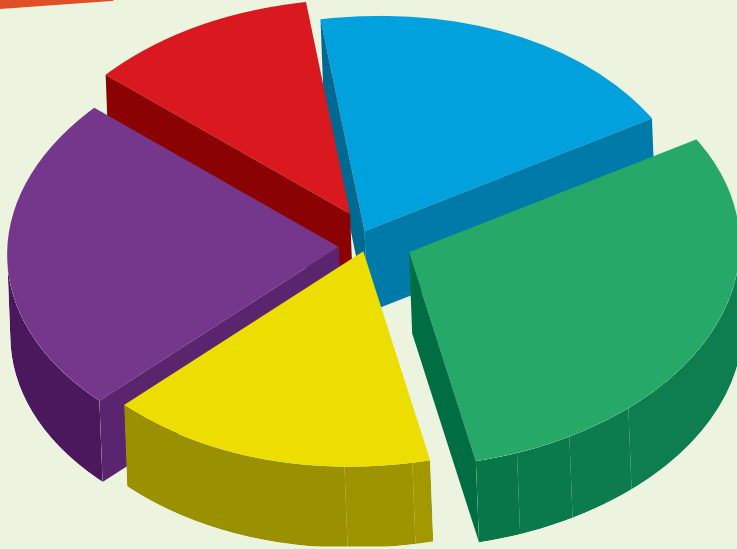


58 Thinking about safety



Let's talk

Look at the chart and tell your friend about the most common safety issues that children have.



| | |
|--|-----------------|
| | Water 19% |
| | Road 30% |
| | Fire 16% |
| | Household 24% |
| | Molestation 11% |



Let's write

Discuss and then write the answers to these questions.

| | |
|---|--|
| Which is the greatest problem faced by children? | |
| What percentage of problems occurs in people's homes? | |
| What percentage of problems involve swimming or water? | |
| Which problem is least reported? Why do you think this is so? | |

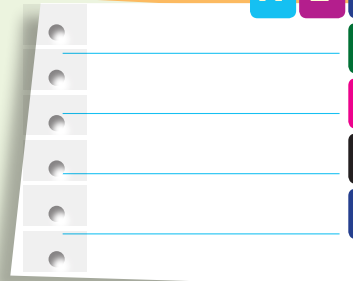
Into which category does paraffin poisoning fit? Say Why.

| | |
|--|--|
| Water accidents <input type="checkbox"/> | |
| Fire <input type="checkbox"/> | |
| Household accidents <input type="checkbox"/> | |
| Child molestation <input type="checkbox"/> | |





Walk around the school grounds with two of your friends and look at the environment inside and outside the school fence. Tick the correct column to indicate what the quality of the environment is and then write a reason for your opinion. Are there any places that could be dangerous for children?



Why do you say this?

| | | | | Why do you say this? |
|--------------------|--|--|--|----------------------|
| Air | | | | |
| Water | | | | |
| Trees | | | | |
| Plants | | | | |
| Noise | | | | |
| Animals | | | | |
| Litter | | | | |

Teacher: _____
Sign: _____
Date: _____



59 Designing a questionnaire



Complete the questions in the pink column and then ask 5 of your friends the questions.



| Fill in the names of your friends in the blue spaces. | | | | | | | | | | | | |
|---|-----|----|-----|----|-----|----|-----|----|-----|----|-------|--|
| Complete the following questions. | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Total | |
| 1. Do you like _____ TV programme? | | | | | | | | | | | | |
| 2. Do you like _____ ? | | | | | | | | | | | | |
| 3. Can you _____ ? | | | | | | | | | | | | |
| 4. Have you ever been caught in a storm? | | | | | | | | | | | | |
| 5. Have you ever been to _____ ? | | | | | | | | | | | | |
| 6. Do you like eating _____ | | | | | | | | | | | | |
| 7. Would you like to _____ ? | | | | | | | | | | | | |
| 8. Have you read _____ ? | | | | | | | | | | | | |
| 9. Have you ever _____ ? | | | | | | | | | | | | |
| 10. Do you _____ ? | | | | | | | | | | | | |



60 Looking at language



Let's write

Complete this crossword puzzle by filling in the silent E words. We have helped you with the across words. You will need to work out where the other words will fit in.

Across

- make
- bake
- mice
- tube
- stake
- cute
- white
- rake
- snake

Down

- cake
- like
- late
- grace
- hate
- cube
- grapes
- rice
- male

The crossword puzzle grid consists of 17 numbered starting points for words:

- 1: Down, 10 letters
- 2: Across, 4 letters
- 3: Down, 5 letters
- 4: Across, 3 letters
- 5: Across, 4 letters
- 6: Across, 3 letters
- 7: Across, 3 letters
- 8: Across, 3 letters
- 9: Across, 5 letters
- 10: Across, 3 letters
- 11: Across, 3 letters
- 12: Across, 2 letters
- 13: Across, 2 letters
- 14: Across, 2 letters
- 15: Across, 4 letters
- 16: Across, 4 letters
- 17: Across, 4 letters

Do you remember?

We use **can** to show ability, **may** for permission or probability, **must**, **have to** and **should** to show necessity and **will** to show intention.

Complete these sentences about your plans for the next school holidays. They each start with a modal.

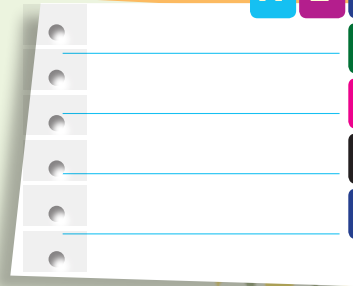
| |
|-----------|
| I will |
| I might |
| I won't |
| I should |
| I may |
| I have to |
| I must |





Let's write

Write antonyms of each word in the space below it. Choose words from the boxes.



ugly

okay

unfit

good

unsafe

boring

strong

somebody

nice



| | | | | |
|-----------|------|-----|----------|-------------|
| beautiful | safe | fit | exciting | someone bad |
| | | | | |

Rewrite these sentences in the future tense.

I went to the library and took out a book on elephants.

Tomorrow I will

We baked a cake for my sister's birthday.

Tomorrow

Our team played soccer against the Junior Chiefs.

Tomorrow

We went to the match by train.

Tomorrow



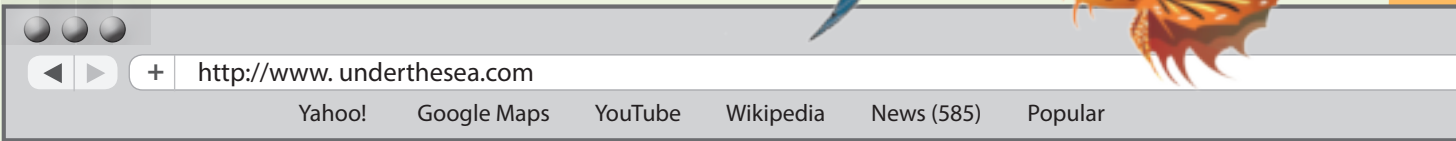
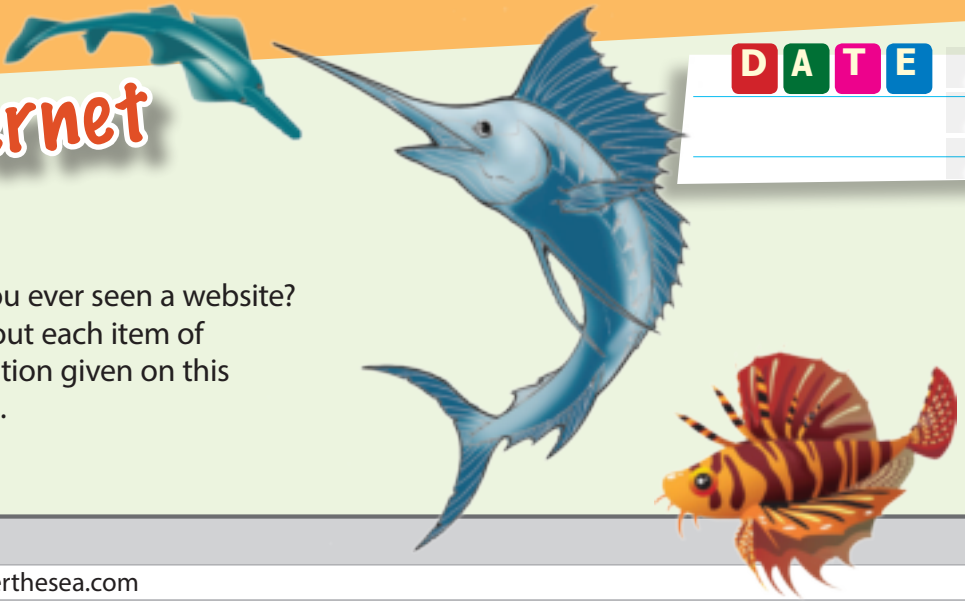
61 On the internet

DATE



Let's talk

- Have you ever seen a website?
- Talk about each item of information given on this website.



Phone: +1-615-668-5422 Email us

Workbookpedia

Quick links

Tortoises, turtles and fish

Other sea animals

How turtles lay their eggs

Where turtles live

The tortoise

The tortoise is a reptile with four scaly legs and a wrinkly neck and head. It moves slowly along with its shell house on its back.

There are different types of tortoises.

I live in the sea.



I live in fresh water in the wetlands.



I live on land.



Their shell

Tortoises and turtles are reptiles that have a hard shell covering their bodies. Tortoises live on land and turtles live in the sea. Because their shells are so heavy, they can only move slowly on land.

Turtles and tortoises can live for more than 100 years.

How turtles lay their eggs

Turtles lay their eggs on land. They dig a hole in the sand and lay their eggs in the hole. Then they cover the eggs with sand and return to the sea. When the babies hatch, they walk to the sea.

Where turtles live

A turtle spends most of its life in the sea. Turtles move slowly on land, but in water they can swim very fast. They eat jellyfish, other sea animals and seaweed.





Let's talk

- What are the differences between a tortoise and a turtle?
- Where do turtles lay their eggs?

Now write down one idea from each item on the web page.

Let's write



Handwriting practice area with a spiral binding at the top and several horizontal lines for writing.

Tortoises, turtles and fish

Search

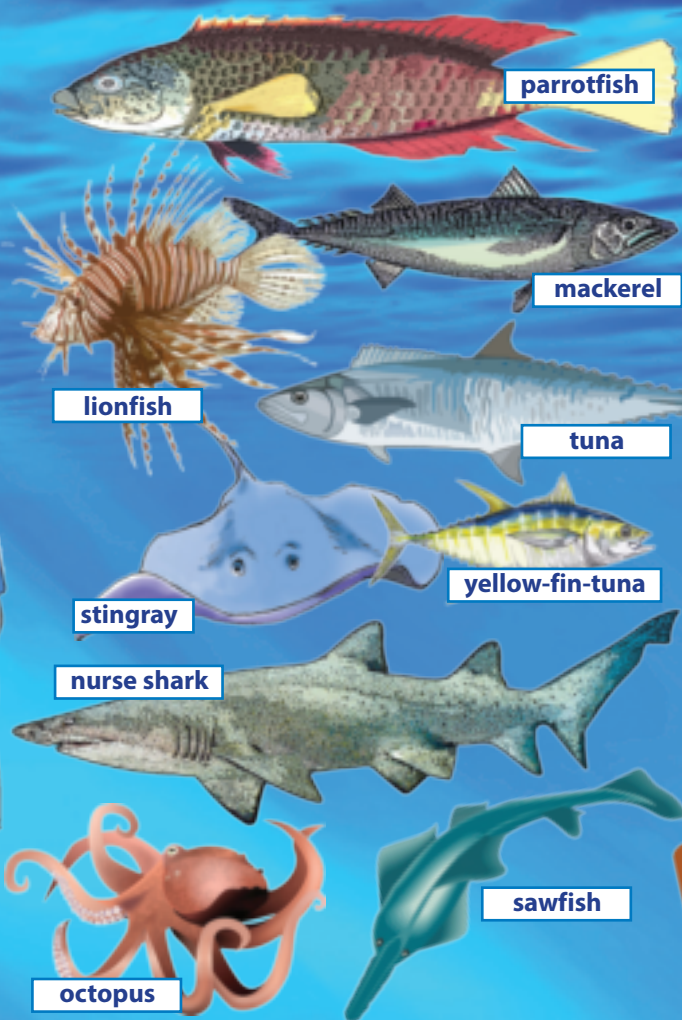
Creating a fish scene

Make your own fish tank.

Paint the inside of a shoe box blue-green and turn it on its side. Then cut out the fish at the back of the book. Attach the fish to the top of the box with sticky tape and string.



There are more than 13 000 different types of fish. Some fish live in colder water and others live in warmer water.



Teacher: _____
 Sign: _____
 Date: _____



62 More map work



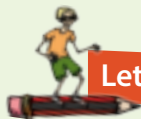
Let's read

Look carefully at the map and then answer the questions on the population sizes of the various provinces.



South Africa





Let's write

Answer these questions after studying the map.

| | |
|--|--|
| How many provinces are there in South Africa? | |
| Which province has the most people? | |
| Which province has the fewest people? | |
| Which provinces have more than 5 million people? | |
| Which province do you live in? | |
| How many people are there in your province? | |
| What is the capital of KwaZulu-Natal? | |
| What is the capital of the Northern Cape? | |
| Which province has fewer than 2 million people? | |
| Which provinces are next to the sea? | |
| Which is the biggest province in size? | |
| Which province has the longest coastline? | |



Word work

Translate these words into your first language.

most

least

more than

fewer than

how many?

larger

smaller

million

thousand

parallel

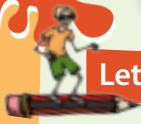
corners



Teacher: _____
 Sign: _____
 Date: _____



63 Finding your way



Let's write

Look at this picture, which shows where Bheki lives, and then fill in the missing words.



Bheki lives in a house with a roof and a beautiful wall.

When Bheki walks into the street, the is on his left.

The teacher lives in a house with a wall.

When Bheki leaves the school, he turns left. He then turns to go to the Post Office.

When Bheki wants to go to the playground, he walks out of his gate and turns .

After church, Bheki turns and then to go home.

When the priest wants to buy stamps, he has to turn when he goes out of his gate.





Let's read

Look at where Bheki is standing. Complete these sentences. Use the directions on the compass, like north, south, east and west.

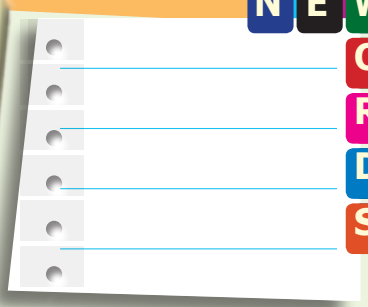
Bheki is facing .

He needs to walk if he wants to go to the playground.

If Bheki comes out of church, his house is to the .

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.

N **E** **W**
O
R
D
S



Let's write



Words that have the same meaning are called **synonyms**. Words that are opposite in meaning are called **antonyms**.

Fill in the words that have the **same** meaning as the highlighted words in the sentences below.

smart

huge

quiet

quicker

unhappy

miserable

Bheki was **sad** to change schools. He was in his new school.

His brother could run **faster** than he could. Bheki could never beat him as he was much .

He wished he was **clever**. He felt that he was not as as the other children.

Now fill in words that have the **opposite** meaning.

Thohoyandou is a **small** town but Johannesburg is .

Bheki was very **happy** in Johannesburg but in Thohoyandou he was very .

Big cities are usually very **noisy** but small towns are .



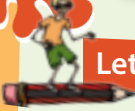
Let's write

Write directions from Bheki's home to 5 different places on the map.

Large lined writing area for writing directions.



64 And finally ...



Let's write

She is clever.

My teacher was kind to me.

My sister is older than I am.

She obtained 49%. She passed.

She looks older than her sister.

English is more difficult than Maths.

My little puppy is naughty.

I was tired to do my homework.

I was tired I just went to bed.

My grandmother is feeling better today.

very
so
much
too
almost

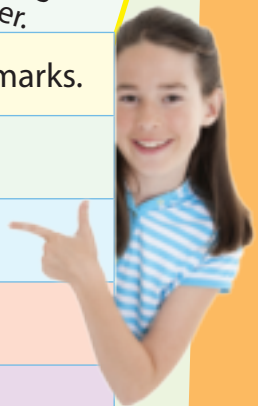


Let's write

Use one of these conjunctions to join these sentences. Then underline the verbs.

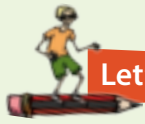
so and although but because

Do you remember?
The words we use to join phrases, clauses and sentences are called **conjunctions**. They are important for linking sentences together.



| | | |
|---------------------------------|--|----------------------------------|
| 1. Ann studies hard | | she sometimes gets bad marks. |
| 2. Ann sometimes gets bad marks | | she studies hard. |
| 3. He got lost | | he had a map. |
| 4. They were poor | | they had enough to eat. |
| 5. Nomsa likes apples | | she likes pears. |
| 6. Nomsa likes apples | | she does not like pears. |
| 7. She left her book at home | | she could share with her friend. |
| 8. The teacher was nice | | she was strict. |





Let's write

Rewrite the indirect speech of each of these people in direct speech in the speech bubbles. Write the exact words the speaker used.

Thandi said that the maths test was much easier than the English exam.



Speech bubble for Thandi's direct speech.

My teacher said that if we all pass our exams, she will take us on a bus trip to the zoo.



Speech bubble for the teacher's direct speech.

The meerkat told Simba he was so happy to have a good king.



Speech bubble for the meerkat's direct speech.

The radio announcer said that 12-year-old Thandi Maloi from Bronkhorstspuit was very lucky to win the prize.



Speech bubble for the radio announcer's direct speech.

Clipboard with fields for Teacher, Sign, and Date.

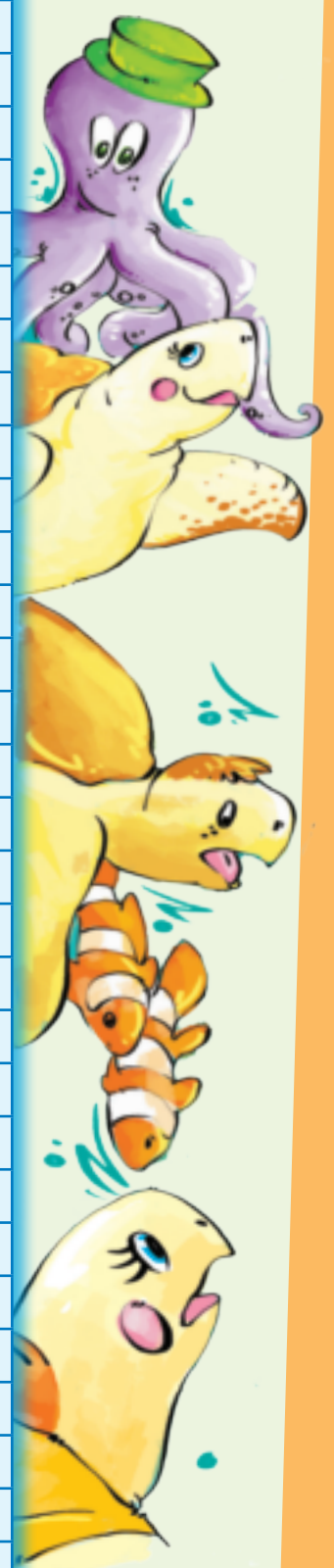


CHECK YOURSELF

I CAN



| | | |
|--|--|--|
| read a cartoon story and a poem | | |
| identify rhyming words | | |
| number sentences according to the sequence of the story | | |
| write a diary entry to summarise a story | | |
| write a friendly letter | | |
| follow the stages of the writing process | | |
| change sentences from present to the past tense | | |
| identify regular verbs and irregular verbs | | |
| use phrasal verbs to complete sentences | | |
| read a story, plan and then write a story | | |
| read a pie chart | | |
| answer questions based on the pie chart | | |
| read an e-mail | | |
| answer questions about the e-mail | | |
| write an e-mail | | |
| use the main points from an e-mail to compose an SMS | | |
| spell words with the double "l" sound | | |
| use conjunctions although and but to join sentences | | |
| read a letter | | |
| identify adverbs of time | | |
| answer questions based on the text | | |
| read a pamphlet and answer questions based on the pamphlet | | |
| read a pie chart | | |
| conduct an environment and safety quiz | | |
| design a questionnaire | | |
| complete a questionnaire template | | |
| conduct a survey using a questionnaire | | |
| write a brief description of the findings of the survey | | |
| complete a crossword puzzle on words with the silent E | | |
| complete sentences starting with given modals | | |
| match antonyms | | |
| rewrite sentences in the future tense | | |
| use the words so, too, very, much | | |



My dictionary



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My dictionary



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My dictionary

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My dictionary



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Blank writing area for the letter U.

Blank writing area for the letter Y.

Y
y



V
v

Blank writing area for the letter V.

Blank writing area for the letter Z.

Z
z



W
w

Blank writing area for the letter W.

Blank writing area for the letter X.

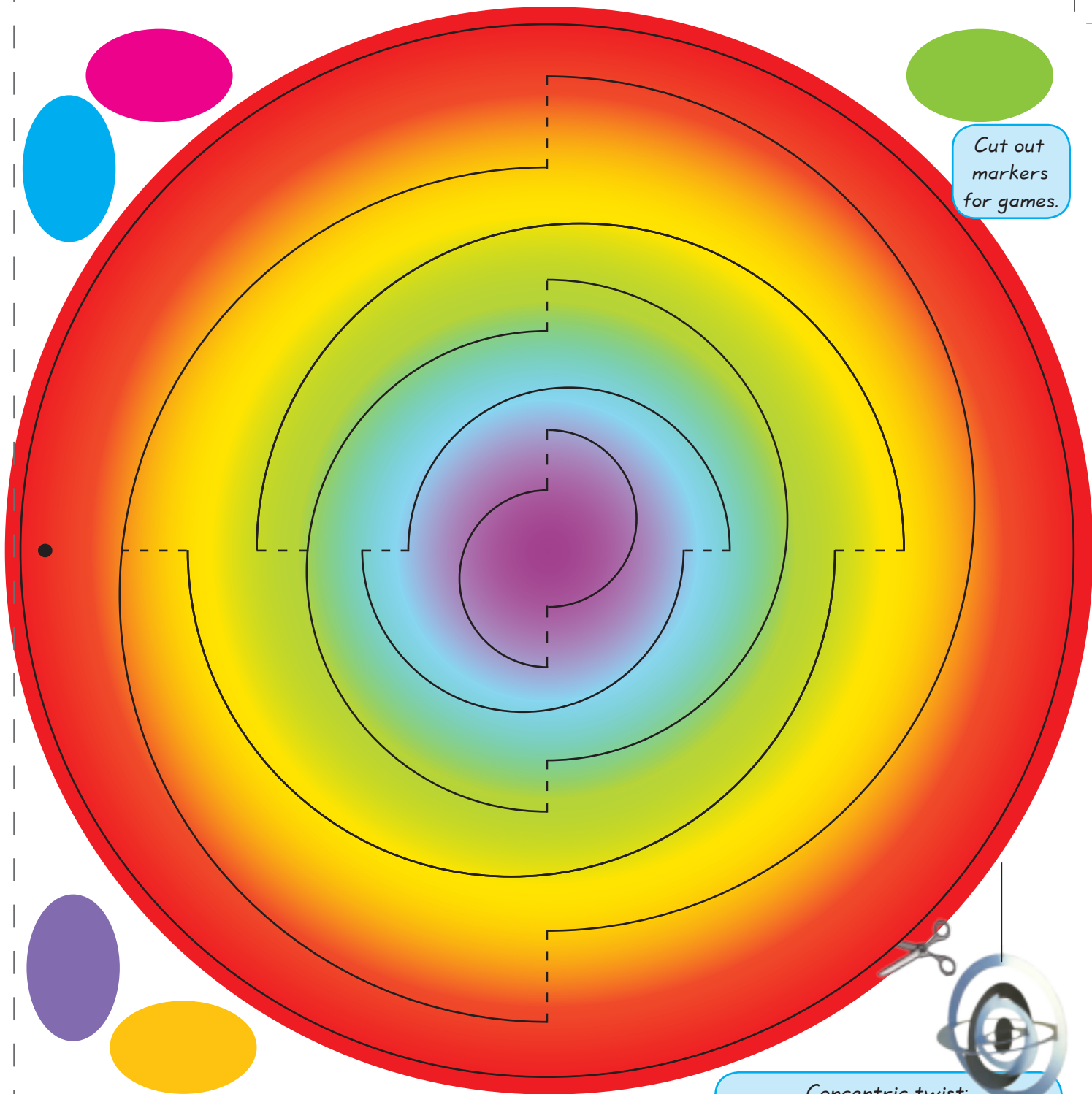


X
x

Blank writing area for the letter X.

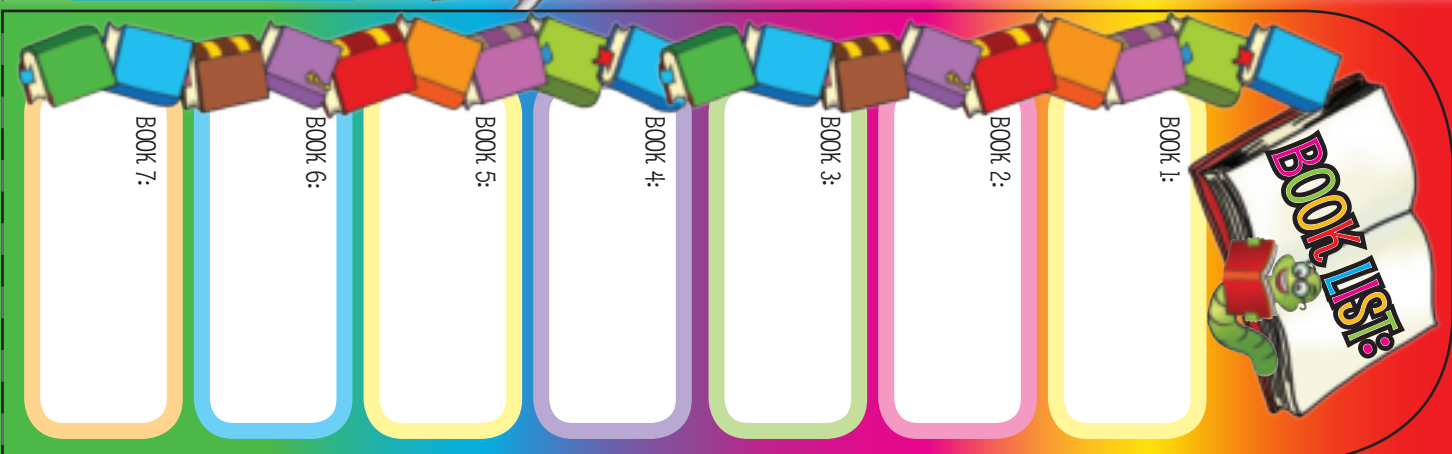
Blank writing area for the letter X.

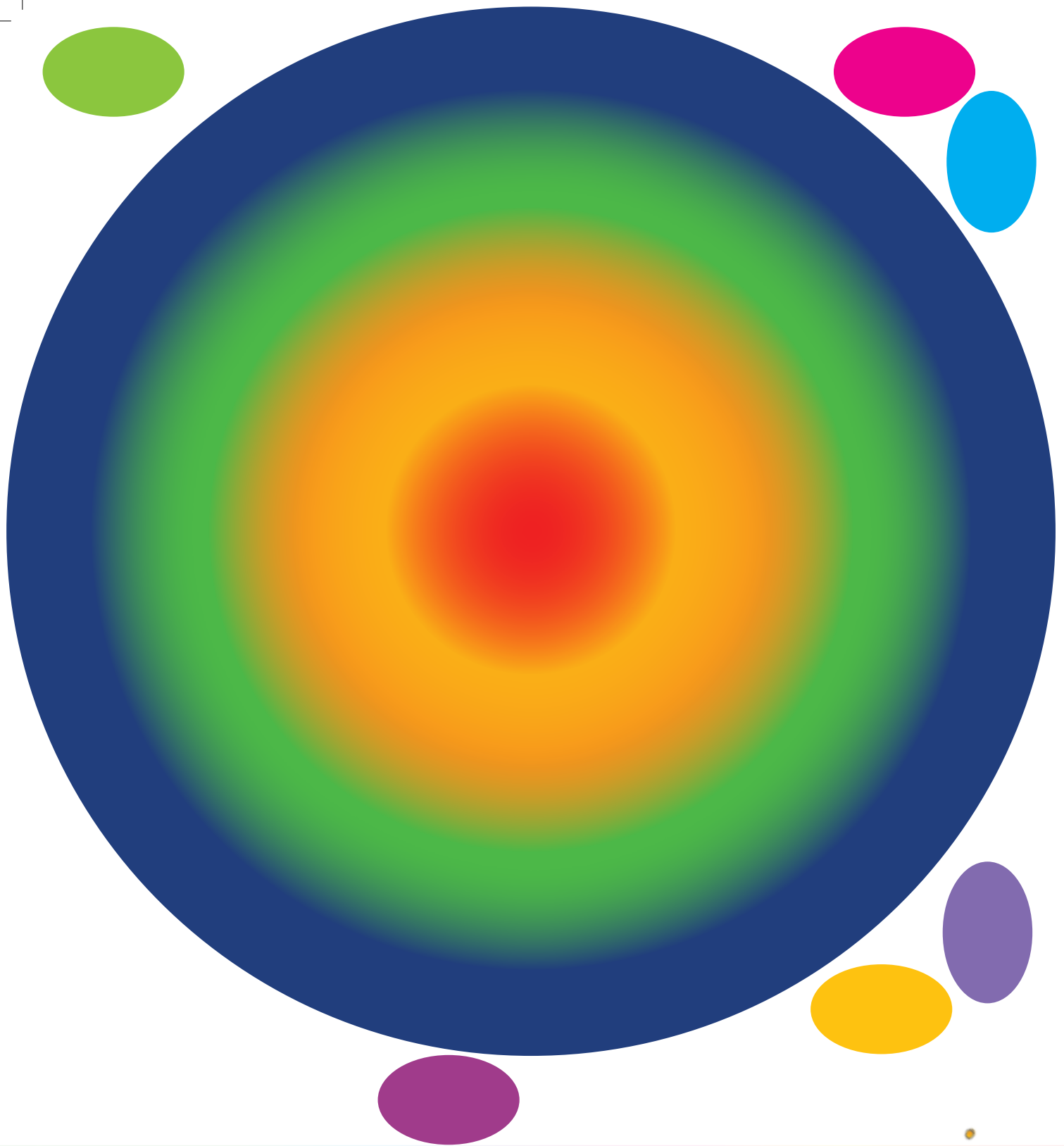
Cut out markers for games.

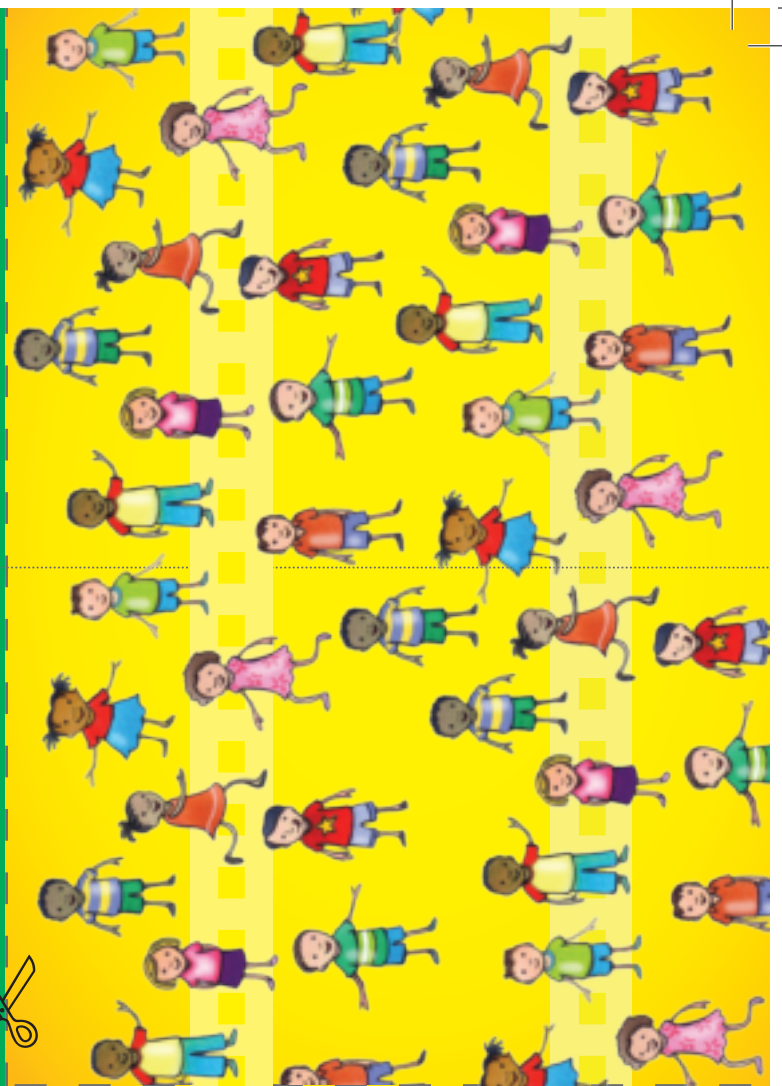
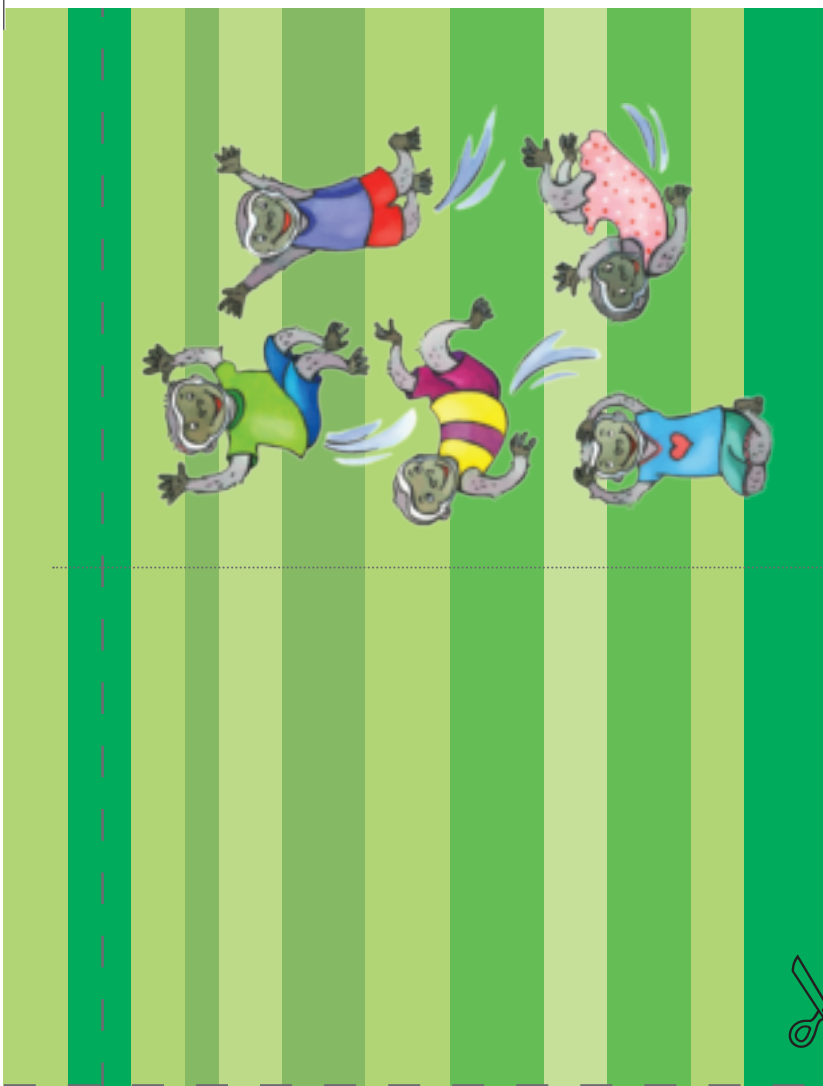


Bookmark
Cut out the bookmark. Write down the titles of the books you read. When you find words you do not know, write them on the back.

Concentric twist:
Cut on all the solid lines. Start from the outside and bend the rings by folding them on the dotted lines. Make a hole on the black dot by pressing a pencil through it. Hang the sculpture by tying a string through the hole.







Cut out these fish, attach string to the fish and use them to build the shoe box aquarium.



Handwriting practice area with a yellow background. A vertical orange bar on the left contains a repeating pattern of stylized human figures. A dashed horizontal line is positioned above six vertical writing lines.

Handwriting practice area with a light green background. A cartoon character of a girl in a blue dress is positioned on the right side, above six vertical writing lines. A dashed horizontal line is positioned above the writing lines.

Handwriting practice area with a light yellow background featuring a pattern of small yellow stars. A dashed horizontal line is positioned above six vertical writing lines.

Handwriting practice area with a light purple background. A vertical train of colorful toy cars with various animals (elephant, giraffe, lion, zebra, rhino, bear) is positioned on the left side, above six vertical writing lines. A dashed horizontal line is positioned above the writing lines.