

**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

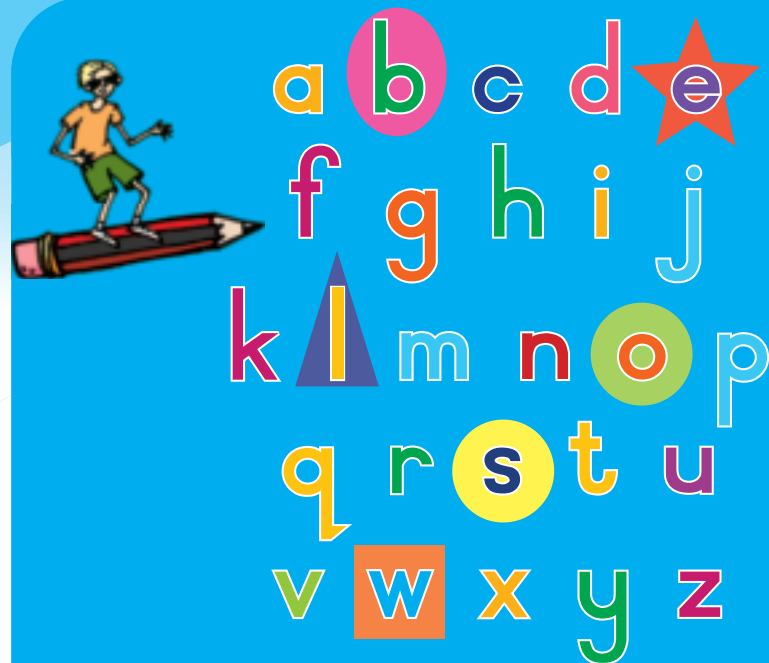


ENGLISH HOME LANGUAGE  
GRADE 6 – BOOK 1  
TERMS 1 & 2  
ISBN 978-1-920458-71-3  
THIS BOOK MAY NOT BE SOLD.  
**14th Edition**

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ENGLISH HOME LANGUAGE – Grade 6 Book 1

ISBN 978-1-920458-71-3

Revised and CAPS aligned

Grade **6**

Name:

Class:



**basic education**  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

**ENGLISH HOME LANGUAGE**

Book 1  
Terms 1 & 2



Mrs Angie Motshekga,  
Minister of  
Basic Education



Dr Reginah Mhaule,  
Deputy Minister of  
Basic Education

These workbooks have been developed for the children of South Africa under the leadership of the Minister of Basic Education, Mrs Angie Motshekga, and the Deputy Minister of Basic Education, Dr Reginah Mhaule.

The Rainbow Workbooks form part of the Department of Basic Education's range of interventions aimed at improving the performance of South African learners in the first six grades. As one of the priorities of the Government's Plan of Action, this project has been made possible by the generous funding of the National Treasury. This has enabled the Department to make these workbooks, in all the official languages, available at no cost.

We hope that teachers will find these workbooks useful in their everyday teaching and in ensuring that their learners cover the curriculum. We have taken care to guide the teacher through each of the activities by the inclusion of icons that indicate what it is that the learner should do.

We sincerely hope that children will enjoy working through the book as they grow and learn, and that you, the teacher, will share their pleasure.

We wish you and your learners every success in using these workbooks.

# RESPONSIBILITIES OF THE YOUTH OF SOUTH AFRICA

<p><b>Equity</b></p> <p>Treat every person equally and fairly. Do not discriminate.</p> 	<p><b>Human dignity</b></p> <p>Respect everyone. Be kind and caring.</p> 	<p><b>Life</b></p> <p>All life is precious. Treat all life with respect.</p> 
<p><b>Family</b></p> <p>Honour and respect your parents. Be kind and loyal to your family.</p> 	<p><b>Education</b></p> <p>Attend school, learn and work hard. Adhere to the school's rules.</p> 	<p><b>Work</b></p> <p>Help your family with work in your home. Children must not be forced to get a job.</p> 
<p><b>Freedom and security</b></p> <p>Do not hurt, bully or intimidate others, and do not let others do so. Solve disagreements in a peaceful way.</p> 	<p><b>Property</b></p> <p>Respect the property of others. Do not damage property and do not steal.</p> 	<p><b>Religion, belief and opinion</b></p> <p>Respect the beliefs and opinion of others.</p> 
<p><b>Safety</b></p> <p>Look after the earth. Do not waste water and electricity. Look after animal and plant life. Keep your home and community clean and safe.</p> 	<p><b>Citizenship</b></p> <p>Be a good and loyal South African citizen. Obey the laws, and ensure others do as well.</p> 	<p><b>Freedom of expression</b></p> <p>Do not spread lies and hatred. Ensure others are not insulted or have their feelings hurt.</p> 

Grade 6



Home  
Language

IN ENGLISH



This book belongs to:

---

ENGLISH

Book



# GUIDELINES FOR USING THIS WORKBOOK

Use the Workbook together with your other resources. Consult the CAPS intermediate phase for Home Language.

We wish to welcome you to the intermediate phase Home Language Workbook. The Home Language level for the intermediate phase is intended to develop learners' language proficiency in the communication skills required in social situations, and to develop their cognitive academic skills essential for learning across the curriculum. We hope that you will find this Workbook useful in assisting your learners to develop these competences.

The Workbook is organised according to the two-week cycles of the CAPS. You will find the overview of what will be covered in each of the two week cycles on pages 1, 35, 69 and 103 of this Workbook. Each 2-week cycle is packaged to include the following four language skills:



Let's talk

## 1 Listening and Speaking (Oral) – 2 hours per 2-week cycle

Learners need frequent opportunities to develop their Listening and Speaking skills to enable them to collect information, solve problems and express ideas and opinions. The Workbook contains a number of speaking and listening activities which you can extend upon to ensure that learners have regular opportunities for oral practise.



Let's read

## 2 Reading and Viewing – 5 hours per 2-week cycle

The CAPS require learners to read and view specific texts and genres in each 2-week cycle. This includes reading: short stories, folklore, personal recounts, letters, e-mails, diary entries, drama, newspaper articles, magazine articles, radio interviews, poetry, persuasive texts, advertisements, instructions, directions and procedures. In addition, the CAPS require learners to read information text with visuals: maps, charts, tables, diagrams, mind maps, weather charts, posters, notices, pictures and graphs. You will find a good selection of these types of texts in the Workbook.

The CAPS specify a process for reading comprising of pre-reading, reading and post reading stages. You will find a useful graphic explanation of the 'reading process' in the inner front cover of this book.



Let's write

## 3 Writing and Presenting – 4 hours per 2-week cycle

The CAPS require learners to have frequent opportunities to practise writing across a range of contexts. The Workbook provides a number of writing frames and organisers to scaffold learners' presentations of written, visual and multi-media texts. You will find a graphic explanation of the 'writing process' in the back inner cover of the Workbook.



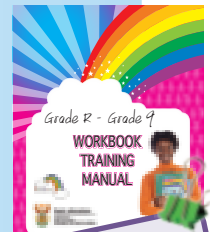
Let's write

LANGUAGE

## 4 Language Structures and Conventions – 1 hour per 2-week cycle

The CAPS provide a list of Language Structures and Conventions (items) that should be covered in each grade. The Workbook includes specific exercises for each of the 2-week cycles. Usually these activities include a 'note' explaining the language convention.

For further guidance please consult the Workbook Training Manual.



## Theme 1: Fact and fiction



### News reports Term 1: Weeks 1 - 2

#### 1 What's in the news 2

Read and compare four newspaper articles.

Focus on headline, by-line, lead paragraph and captions.

#### 2 Reading the news 4

Discussion about the four articles. Identify headline, by-line, date, introductory paragraph and use of visuals and captions.

Comprehension on articles identifying headline, by-line and answering who, what, where, when, why and how questions.

Vocabulary exercise on words and meanings from newspaper articles. Discussion on headlines as attracting the reader.

Introduction to gestures using visuals, captions and photographs.

#### 3 Writing a newspaper article 6

Plan and draft a newspaper article using "wh" words.

Brainstorm ideas with group.

Use the writing process to develop text.

Write news in the past tense.

Write newspaper article using headline, by-line and other conventions.

Prepare and present a speech based on a newspaper article.

Prepare notes for speech to be written in the past tense.

Record new words and meanings in personal dictionary.

#### 4 Write right 8

Introduction to interrogatives.

Exercise on interrogatives.

Introduction to subject-verb agreement.

Exercise on subject-verb agreement.

Introduction to personal and reflexive pronouns.

Record new words and meanings in personal dictionary.

#### 5 Schoolgirl saves boy's life 10

Read a newspaper article.

Focus on headline, by-line, lead paragraph, date and captions.

Comprehension questions based on content.

Retell the story in sequence. Introduction to proper nouns. Classification exercise on proper and common nouns.

#### 6 Language matters 12

Use inverted commas.

Write sentences in reported speech.

Write a topic sentence and includes relevant information to develop a paragraph. Deletes sentences unrelated to the topic.

#### 7 Caring for ourselves 14

Read two newspaper articles.

Focus on conventions: headline, lead paragraph, visuals and main topic.

Comprehension on article, comparing two news articles.

Interpret a cartoon related to topic.

Record new words and meanings in personal dictionary.

#### 8 Talking about the news 16

Prepare and present a speech.

Design a poster to accompany the speech.

Assess both the speech and the poster using given criteria.

Word division and counting syllables.

Punctuation activity on comma, full stop, exclamation mark, etc.

### Folk tales Term 1: Weeks 3 - 4

#### 9 How hare tricked Elephant and Whale 18

Introduction to folk tales.

Carry out prereading, activities and prediction using title and illustrations.

Read a folk tales with a focus on characters, setting and plot.

Record new words and meanings in personal dictionary.

#### 10 Thinking about Hare, Whale and Elephant 20

Focus on stereotypes, moral lesson, human characteristics of animals. Comprehension on content and inferences.

Select adjectives to describe hare.

Use adjectives to write a character sketch of hare.

Write a character sketch of a person.



#### 11 How Rabbit tricked Lion and

#### Crocodile 22

Prediction of a story based on illustrations.

Write the story using a frame with key words and illustrations.

Follow the sequence of the writing process.

#### 12 Different types of nouns 24

Introduction to common and abstract nouns.

Activity on common and abstract nouns.

Revise proper nouns.

Sort nouns into common, abstract and proper nouns.

Discuss proverbs and idioms.

Write their definitions and drawing them.

Vocabulary: antonyms.

#### 13 The man who bought the shade 26

Prediction of a story based on illustrations and headings.

Discuss the story: characters, setting and plot.

Record new words and meanings in personal dictionary.

#### 14 In the shadow of a tree 28

Make up a role play based on the story to depict characters and plot.

Link nouns to adjectives.

Activity on antonyms.

Introduction to metaphors. Illustrates one of them.

Simple present, past and future tenses.

#### 15 More about language 30

Simple present and past tense exercise using subject-verb agreement.

Match proverbs with their meanings.

Record new words and meanings in personal dictionary.

#### 16 Tense game 32

The revision of the simple past, present and future tenses as a board game.

Check himself or herself against the outcomes for the previous 16 worksheets.

Record new words and meanings in personal dictionary.



# What's in the news?



Let's talk

Look at the headlines and the pictures of four newspaper articles and tell your partner what you think each article is about. Then read the lead paragraph of each article and see if you can predict what the rest of the article is about.



### 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.



Let's read

## New New Town school

Jan Roux – Education Reporter

Lead paragraph

**T**he Honourable Minister of Education opened a new primary school in New Town on Monday at an opening ceremony.

The minister informed guests that a new school had been built in the province to accommodate the growing number of children. She said that, “the **population** in the area has grown **considerably** since the mine opened in New Town and families have moved to the area in search of work.”

Because people had **migrated** to the area from across the country, the school would teach in English. Special efforts

would, however, be made to ensure that learners continued to learn to speak, read and write in their home languages (Sepedi, isiXhosa, isiZulu and Afrikaans).

The residents were thrilled by the development of the school and parents joined the minister for a tree-planting ceremony. They have plans to develop a school library and school gardens.

Smiling 12-year-old Thandi Khosa said, “I am so excited to be starting Grade 6 in a new school. I will put new effort into my work.”



## Up in smoke



Jabu Dube News Reporter

*City bus went up in smoke after an electrical fault caused a bus to burn.*

Lead paragraph

**F**our days ago, the passengers on board the Sunhill bus had to **evacuate** it through the rear door and by breaking the emergency window at the back of the bus.

“We were lucky to get our school bags from the bus,” said a relieved Sbu Ndidi.

Passengers were left **stranded** as the bus company was not able to send an **alternative** bus.

The city bus company will be servicing all its buses to ensure that this problem does not **recur**.

## What a beating!

Headline



*Ann MacDonald*  
Sports Reporter

By-line

Over the last season the Western Warriors' have been a thorn in the Super Girls Soccer Team's side.

On Tuesday, Super Girls' Mary Sithole scored two goals while Anna Smith and Louise Parker each added another, enabling the Super Girls to give the Western Warriors a 4-0 hiding at New Town Stadium.

"It was really important for us," the coach said. "The past two years we've played them, they've beaten us, so it was satisfying finally to have that victory."

So how does a team go from losing against an old foe to delivering a 4-0 **thrashing**? According to the Super Girls coach, look no further than the defence – which limited the Western Warriors to just three shots on goal.

"Even though our captain was injured, we played our reserves and they did an excellent job," the coach said.

"This win has really **motivated** us!" said Mary Sithole. "Whenever we play so well together, it feels like we can beat any team."

## Boy rescues toddler

A three-year-old girl was pulled from a river by a schoolboy, Dumisani Mkize, a learner at the New Town Primary School in KwaZulu-Natal.

Two days ago, the toddler had been left in the care of her eight-year-old sister who became distracted when the toddler wandered off to the river. Mrs Dlamini of the Department of Social Development says that children must always be supervised by a responsible adult.



Caption

*Twelve-year-old Dumisani Mkize rescued toddler.*

# Reading the news



Let's write

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



No	What is the headline?	What is the by-line?	When did the event occur? Work out the date.
1			
2			
3			
4			



Let's write

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

- population
- considerably
- migrated
- alternative
- recur
- distracted
- evacuated

- moved from one area to another
- the total number of people living in an area
- lost one's focus
- significantly, a lot
- left the place
- happen again
- another one, a substitute



Let's talk

Look at these headlines and say what you think the articles are about. In what way do the headlines attract our attention?

**Head Lines**

**RAIN** causes **HAVOC**

**ROOF** *in* **RIVER**



**DOG** takes man for a **WALK**

**WINNER**  
**LOSES HER HEAD**

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



Let's talk

Choose two of the newspaper articles and present them for a news programme for TV.

Good evening. This is \_\_\_\_\_ with today's news.



What happened?	Who was involved?



Let's talk

Newspapers often use photographs. Look at the gestures of these people and then match the caption with the picture. Fill in the correct numbers.

1 Laduma! We are the winners!

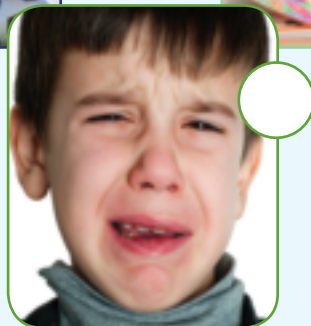
2 I don't want to go to school!

3 Why do I always have to do homework?

4 You need to eat fresh fruit and vegetables and cut out fats.

5 It is important for children to read every day.

6 I am so happy!



# Writing a newspaper article



Let's do

Plan your own newspaper article. Discuss the questions on the mind map with your partner.



3 Who was involved?

Four horizontal lines for writing.

1 What happened?

Four horizontal lines for writing.

2 When did the event take place?

Four horizontal lines for writing.

4 Where did it take place?

Four horizontal lines for writing.

5 Why?

Four horizontal lines for writing.



- 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.

## WRITE A NEWS ARTICLE

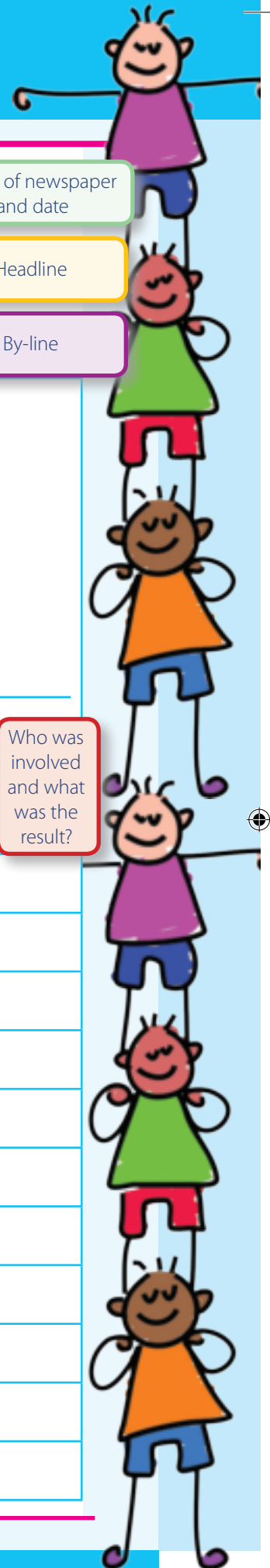
- Develop a catchy headline.
- First paragraph: In your first one or two sentences, you should tell your reader who, what, when, where, and why. Try to attract the reader's attention by beginning with a funny, clever or surprising statement.
- Middle paragraphs: Give the reader the complete details. Include one or two quotes from people you interviewed. Use inverted commas to show what they say.
- Last paragraph: End with a quote or a catchy phrase.



Let's write

Write your own newspaper article in the space provided. Give your newspaper a name. Make up a catchy heading and then write your news, using the notes you made in the mind map. When you have done this, swop your article with a few others in the class and see who has the most interesting news.

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



Name of newspaper and date

Headline

By-line

Introduction

Draw a picture and write a caption for it.

What was the event and where did it take place?

Who was involved and what was the result?

Main writing area with horizontal lines and a vertical margin line on the left.

# Write right

Interrogatives are questions.  
Remember to end the sentence  
with a question mark.



Let's write

Change these sentences into questions.  
We have started some for you.

She was playing alone at the river when she fell into the water.

Was *she*

The girls trained hard to win the game.

Did *they*

He read the newspapers last night.

Did *he*

They ran in a race yesterday.

Did *they*

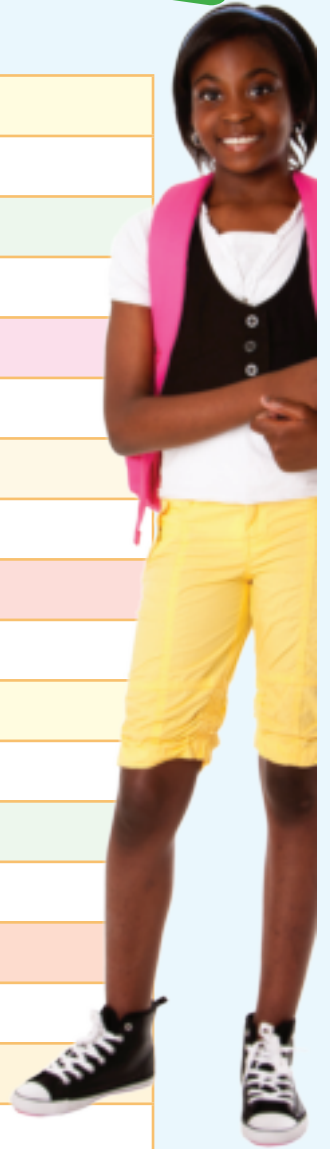
The Minister of Education opened the new primary school in New Town.

The passengers had to evacuate the bus through the rear window.

They were playing soccer when it rained.

The team won the match.

It started to rain after the soccer match.



Subjects and verbs work together. In a correct sentence, the subject and verb agree in terms of number. This means that if you have a singular subject, the verb must also be in the singular form, and if the subject is plural, the verb must also be in the plural form. Look at these examples.

1. The **boy** **dig**s a hole. (One boy)

2. The **boys** **dig** a hole. (More than one boy)



Let's write

Make each subject agree with its verb. Underline the subject and then select the verb that matches the subject.

- ① Jabu **live/lives** in Polokwane.
- ② The girl **play/plays** netball for the first team.
- ③ The two boys **drive/drives** each others' toy cars.
- ④ She **go/goes** to New Town School.
- ⑤ We **play/plays** in the under-12 soccer team.
- ⑥ The team **is/are** the best in the province.

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

# Personal pronouns



We are now going to look at pronouns.

Underline the personal pronoun in each of these sentences.

These are personal pronouns:

I he she  
it we you they

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.



### Let's write

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



### PERSONAL PRONOUNS

I	me	he	they	them	it	you
we	us	she	her	it	yours	

That book belongs to me.	She had her book in her bag.
I gave the book to him.	This is your book.
We gave the soccer kit to them.	I gave the sweets to them.

We know what personal pronouns are. There are also other kinds of pronouns, such as **reflexive pronouns**. Look at the table on the right to see what they are.

### PERSONAL PRONOUNS

### REFLEXIVE PRONOUNS

I	me	myself
we	us	ourselves
you	you	yourself
you	you	yourselves
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 must enjoy yourself during the holidays.	She is able to dress herself now that she is four years old.
She hurt herself when she fell from the tree.	I help myself to food at home.
They care for themselves when their parents are at work.	

**A reflexive pronoun** is a pronoun ending in -self (plural -selves). They are called reflexive because they "reflect back" on the subject or the personal pronoun.

- Before you start reading this newspaper article, look at the headline and the photograph. Try to work out what the article is about.



## Let's read

E Smith. News Reporter

Monday 27 February 2015

## Young swimmer to the rescue

**B**ongi Shabalala, a 12-year-old Grade 5 pupil at Fundani Primary School, rescued a schoolboy who was drowning in a dam. Eight-year-old Michael Naidoo was swimming in the Rough Dam near the school on Friday afternoon. According to reports, the Grade 3 boy was trying to dive from a tree but hit his head on a branch before falling into the water. Bonggi, who was on her way home from school, saw the boy floating in the dam. She immediately dived in to rescue him. She is the swimming captain at her school and she also has a certificate in first aid.

Bongi brought the boy to the shore and revived him. She knew how to do mouth-to-mouth resuscitation. The Red Cross says that life-saving techniques like this are not difficult but you must act quickly.



• If someone stops breathing you must act immediately.

• Fortunately, Bonggi's friend, Ann Brown, was also passing the scene of the accident. Her dog started to bark and she went to the site where Bonggi was assisting the boy. She alerted the school principal, who called the rescue services.

Bongi will receive a reward for her bravery and for saving Michael Naidoo's life.

• The principal, Mrs Makhanya, said she had warned all the schoolchildren not to misbehave. They may not go to the dam on their own.

• The principal has requested all children to attend both first aid and swimming classes.



## Let's talk

Tell your partner, in the correct sequence, what was reported in the newspaper article.



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



Let's write

Read the newspaper article and then answer these questions.



What is the newspaper headline?

What is the newspaper by-line?

On what date did this accident happen? (Hint: work it out from the date of the newspaper.)

What happened to Michael Naidoo? Write three sentences to explain what happened to him. Start your sentences as shown below.

1) First he	2) Then he	3) Eventually he
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

What two skills did Bonggi have that saved Michael's life?

Look back at the newspaper article. Underline **proper nouns** (names of people and places) in red and the **common nouns** (names of things) in blue. Now fill in the nouns under the correct headings.

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

PERSON		PLACE		THING	
Bonggi		Fundani School		tree	

TEACHER: Sign \_\_\_\_\_ Date \_\_\_\_\_

## Reported speech

We use two sets of inverted commas if the name of the speaker is given in the middle of what is being said, like this:

- "I have asked you twice," said mother, "to wash your plate."
- "Please pick up the litter," said the teacher. "The playground is very untidy."



Let's write

Fill in the inverted commas in these sentences.

- 1 Will you go to town by bike? asked Bongji.
- 2 Where is the soccer match on Saturday? asked Ann.
- 3 Have you seen the movie Shrek?
- 4 Are you going to read the book How Hare Tricked Lion and Crocodile?
- 5 I have to read a book called Children's Play.
- 6 Finish your homework, called mother, or you can't watch TV.
- 7 You are in trouble! shouted Thami. Your mother saw you doing that.
- 8 I am so tired, Mandu said. I am going to bed at 7 p.m.
- 9 That cake smells good, said Grandfather to Mandu, as she took it out of the oven.
- 10 I wish, Thandile said, that I knew who my teacher is going to be next year.

When we write about a film, DVD, video or book, we put its name in inverted commas, like this:

- I have seen the movie "Mad Buddies".
- I have read "Harry Potter and the Goblet of Fire".

**Rewrite these sentences in the present tense, as if all the actions are happening now.**

Bongji rescued a schoolboy who was drowning in a dam.

The boy was trying to dive from a branch.

Bongji dived into the dam and brought the boy to the shore.

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



Let's write

Look at the sentences below and remove those that are not about the topic. Then write out the paragraph in the space below. You will need to put the sentences into the right sequence.

Bongi rescued the boy. (topic sentence)

The boy dived into the dam.

Bongi saw the boy in the water.

The leaves are green.

He hit his head on a branch and fell into the water.

A good paragraph should have only one main idea or topic sentence (subject). The best place to mention the topic is in the first sentence. When you want to talk about another topic, you need to start a new paragraph.

The dam is pretty.

Luckily Bongi walked past.



Blank writing area with horizontal lines for the student to write the paragraph.



Let's write

Underline the main idea or topic in each sentence.

My friend misses the bus nearly every morning.

My cell phone fell and shattered.

I go to choir practice every second day.

I threw away the book because it was wet.

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

Date \_\_\_\_\_



Let's read

- There are two news articles on this page.
- Look at the headlines and look at the pictures.
- What do you think the articles are about?
- Do you think they have anything in common?

Daily news

13 March 2015

## New smoking laws protect children

**M**ore than half the world's children breathe in air polluted by tobacco smoke, and nearly 5% of all fires in South Africa are caused by cigarettes. The new anti-smoking laws offer additional protection for children.

The World Health Organization warns us that passive smoking (breathing in the smoke of someone else's cigarette) is a serious health hazard, especially for children. The new South African smoking laws are intended to prevent people from smoking near children. This will protect them from harmful second-hand smoke which causes asthma, wheezing, bronchitis or other diseases of the lungs.

The new laws make it illegal to smoke in a car when travelling with children under 12 years of age, and no one under 18 is allowed into a smoking area.



In addition, the cigarette companies now have to put pictures on cigarette packets to show smokers how bad tobacco is for their health, and they may not use the terms "low tar", "light" and "mild" about their cigarettes. Some cigarette companies print these terms on their packaging because it makes people think that "light" cigarettes are less harmful than regular cigarettes. But this is misleading. Light cigarettes do not reduce the risk of disease.

The National Council Against Smoking (NCAS) comments as follows: "The new legislation will have a big effect on public health. 22% of South Africans smoke and the other 78% do not like breathing in someone else's tobacco smoke.

Smoking is a leading cause of premature, preventable death. Tobacco kills 44 000 South Africans every year, and that is three times more than the number of people who die in car accidents."

National Geographic Kids

August 2015

### Up in smoke

When the childminder Maria Howard heard Willie the parrot saying "Mama, Baby!" she knew something was wrong. She ran to see what had happened and discovered two-year-old Hanna Desai choking on food and turning blue because she could not get air into her lungs.

Maria managed to dislodge the food (using a technique she learnt in her first aid classes) and Hanna was saved.

Willie the parrot knew that Hanna was in trouble and he wanted Maria to help her. The National Geographic parrot expert says parrots are very brainy birds. "They can sense scary situations. They develop strong bonds with people and are aware of danger."

Today Hanna is healthy and happy and Willie the parrot won't let her out of his sight. He follows her wherever she goes and squawks, "I love you."

*(Adapted from National Geographic Kids August 2010)*



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



Let's write

Read both news articles and then answer these questions.



What do these two news articles have in common?

\_\_\_\_\_

\_\_\_\_\_

How will the anti-smoking laws protect children?

\_\_\_\_\_

\_\_\_\_\_

Why is it misleading to say "light" on a cigarette packet?

\_\_\_\_\_

\_\_\_\_\_

Which experts are quoted in the anti-smoking article?

\_\_\_\_\_

\_\_\_\_\_

Which expert is quoted in the parrot article?

\_\_\_\_\_

\_\_\_\_\_

What is passive smoking?

(Hint: Look at the explanation between the brackets in the newspaper article.)

\_\_\_\_\_

\_\_\_\_\_

What does this cartoon suggest about smoking?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



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

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# Talking about the news



Let's talk

Prepare a presentation to tell Grade 6 learners about the dangers of "passive smoking" and why it is unhealthy. Write down four main points that you will include in your talk. Check your presentation using the checklist on the opposite page.



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Now make a poster to show that smoking near children is bad for them. When you have completed your poster, use the checklist on the opposite page to assess it.



**WORD**

**O** Word division

**R** Divide these words into the different sounds. Then count the parts and fill in the number.

**K**



ac/com/pan/y	4	accidentally		alternative	
discovered		syllable		reoccur	
happened		passengers		presenting	
exclamation		question		designing	

Then select 8 words and use them to make sentences in your exercise book.



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



Let's write

Use this checklist to assess your presentation and poster you made on the previous page. Tick (✓) to show 😊 excellent 😊 good 😊 not so good

**Poster checklist**

	😊	😊	😊
Does the heading attract attention?			
Does the poster have a picture to support the message?			
Do you think the message will persuade people not to smoke?			
Is the information in the poster accurate?			
How can the poster be improved?	<input type="text"/> <input type="text"/> <input type="text"/>		

**Presentation checklist**

	😊	😊	😊
Did I present my talk logically?			
Did I give enough information about the topic?			
Did I use language that is appropriate for my audience?			
Did I focus on my audience during my presentation?			



# How hare tricked Elephant and Whale



Let's talk

- Look at the pictures and work out what you think this folk tale is about.
- Look at the different characters and at the setting where the folk tale takes place.
- Read the first and last paragraphs of a text. Predict what will happen. Then compare what you read to your predictions.

● Every group has its own favourite stories that people tell over and over again.  
● These stories are called folk tales.  
● This story is a folk tale about a hare who is full of tricks.



Let's read

One day Hare was walking along the beach when she saw Elephant and Whale talking. She wanted to hear what they were saying, so she lay down on the sand and listened carefully.

Whale was saying: "Elephant, you are the strongest animal on the Earth and I am the strongest animal in the Sea. If we work together we can get all the animals to do what we want."

"Yes," said Elephant, "you're right! That's a good idea. We should work together."

But Hare said to herself, "I'm not going to let that happen. They won't rule me. I will trick them." Off she went, lippety, lippety, down the beach and into the forest. There she found a long, strong rope. She then went back down to the beach to speak to Whale.

"Whale," she said, "you are a very strong animal. Can I ask you to help me?" "Yes, of course," said Whale, feeling pleased that he was being asked to help because he was so strong. "What can I do for you?"

"Well," said Hare, "I have a cow stuck in the mud, back there in the forest. Can you help me pull her out?"

"Yes," said Whale, "I will be happy to help you."

So Hare tied the strong rope around Whale's tail. She said, "I'll just go and tie the other end to my cow. Wait until I beat my drum and then start pulling." Hare left Whale at the beach and went off to find Elephant. "Elephant," she said, "you are a very strong animal. Can I ask you to help me?"



### 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.



"Yes, of course," said Elephant, feeling pleased that he was being asked to help because he was so strong. "What can I do for you?"

"Well," said Hare, "I have a cow stuck in the mud, back there in the forest. Can you help me pull her out?"

"Yes," said Elephant, "I will be happy to help you. I am so strong I can pull out twenty cows!"

"Thank you," said Hare, and she tied the other end of the strong rope around the trunk of Elephant. "I'll just go and tie the other end to my cow. Wait until I beat my drum in the forest and then start pulling," she said, and off she ran.

Inside the forest, Hare sat down and beat the big drum. Whale began to pull and Elephant began to pull and soon the rope was stretched very tight. Elephant took a little extra turn of rope around his trunk when he could, and so Whale found himself being pulled towards the beach. This made him very angry, so he dived deep into the sea. That was a pull! It made Elephant go sliding down the beach into the sea. Elephant became very angry, so he pulled his best. At the jerk on the rope, Whale came up out of the water.

"Who is pulling me?" spouted Whale.

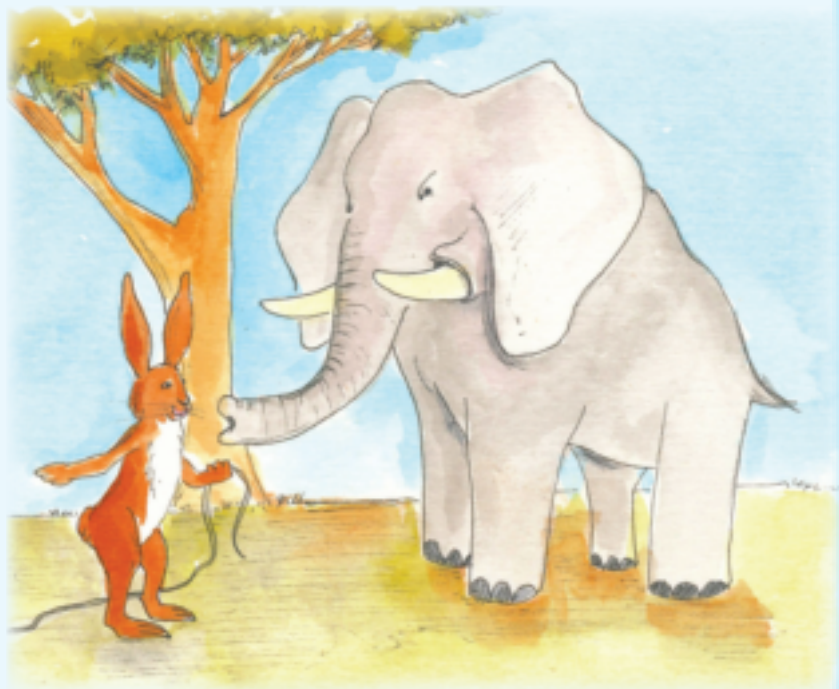
"Who is pulling me?" trumpeted Elephant.

Then they saw they were each holding one end of the rope.

"You tricked me!" roared Elephant.

"I will teach you not to play the fool with me!" said Whale.

They began to pull the rope again. But this time the rope broke, and Whale and Elephant both fell over backwards. This made them so angry that they did not want to speak to each other again. So the two of them did not rule all the animals on the earth and all the animals in the sea. And Hare sat in the forest and laughed and laughed.





Let's talk

Thinking about the story.

- What is the plot in this folk tale?
- Why did Elephant and Whale think that they should work together?
- Why do you think Hare wanted to prevent that?
- Do you think that Elephant and Whale speak to each other nowadays?
- Why do you think Hare found it so funny?
- Tell your partner the story in the correct sequence.



Let's write

A fable is a story about magical creatures, animals, plants and places. It tells a story with a moral message. Many fables have animals that can speak and many have rabbits, hares and foxes that are stereotyped as cunning or who play tricks on the other characters. What is a stereotype?

When Hare wanted to hear what Whale and Elephant were talking about, what did she do?

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What did Hare ask Whale and Elephant to help her with?

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What did Hare wrap the rope around?

---

What happened to Whale and Elephant?

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Why did Hare run into the forest?

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Would you like to have a friend like Hare? Why?

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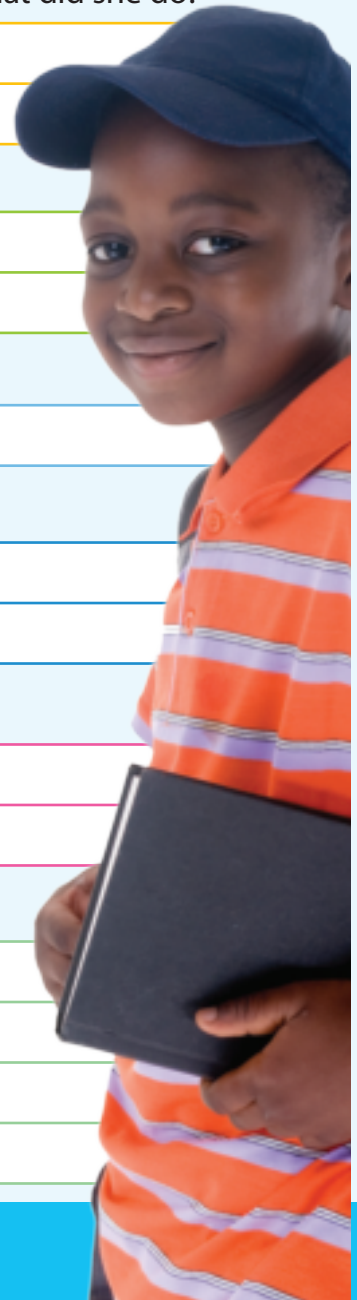
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Date: \_\_\_\_\_



Let's write

Fill in 6 adjectives that describe the hare.

We know what characters in a story are like from what they say or do or what others tell us about them.



Use the adjectives to write a paragraph to describe the hare. Write the description in rough. Ask your friend to edit it and then write the revised description in the space provided.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Now describe your best friend's character. Say why he or she is your best friend and what you like about him or her.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



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

Date \_\_\_\_\_

# How Rabbit tricked Lion and Crocodile

Term 1 – Week 3–4



Let's do

Look carefully at these eight pictures to see what the story is about. Then work with a partner.

- Say what happens in each picture. This story is almost the same as the previous one.
- Now tell the story in the words of the animals. This means the story will consist of things the animals say.

Write your draft on rough paper, and ask your friend to check it. Use these words to help you.

- 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.

Words included: hot, hands on hips, flower, striped waistcoat, looks at, hands on hips, owl in tree, hot, sweaty, pulled and pulled, am stronger, buck, laughing, laughs, bird, monkey, thick, mouse, strong rope, angry, sleeping, Word box

Let's write

Then write your story neatly alongside the correct pictures.



1

Blank writing lines for the first scene.

Blank writing lines for the second scene.



2



3

Blank writing lines for the third scene.

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



Four horizontal blue lines for writing, contained within a white rounded rectangle with a blue border.



Four horizontal blue lines for writing, contained within a white rounded rectangle with a yellow border.



Four horizontal blue lines for writing, contained within a white rounded rectangle with a red border.



Four horizontal blue lines for writing, contained within a white rounded rectangle with a purple border.



Four horizontal blue lines for writing, contained within a white rounded rectangle with a green border.

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

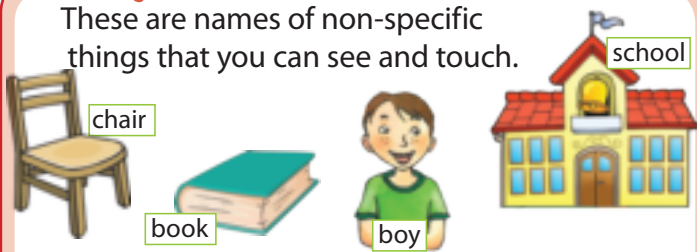
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# Different types of nouns

You already know about common and proper nouns. Let's think about collective and abstract nouns.

## Common nouns

These are names of non-specific things that you can see and touch.



Now write some common nouns of your own.

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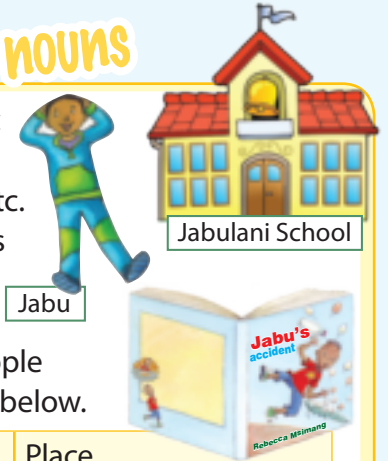
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## Proper nouns

These are the specific names of people, places, books, films etc. A proper noun always starts with a capital letter.

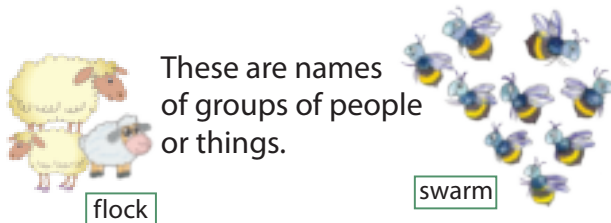


Fill in the names of people and places in the table below.

People	Place

## Collective nouns

These are names of groups of people or things.



Write down some collective nouns.

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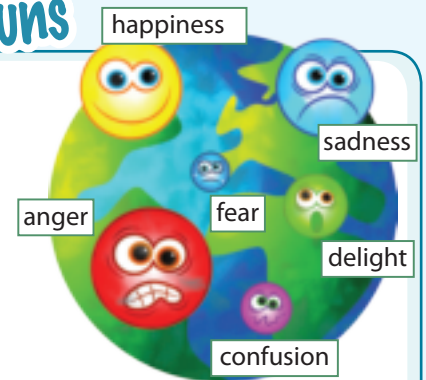
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## Abstract nouns

These are names of things that we cannot see, touch, smell, feel or see.



Write down some abstract nouns.

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Let's write

Sort out these nouns into the correct columns. Use capital letters for all the proper nouns.

anna	joy	chair	love	calendar	prize	team
blanket	jacob	hope	anger	knowledge	tooth	flock
smith	trust	hat	pride	computer	book	swarm
zuma	truth	silence	courage	polokwane	july	bunch

### COMMON NOUNS

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### PROPER NOUNS

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### ABSTRACT NOUNS

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### COLLECTIVE NOUNS

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

# Idioms

## Looking at idioms

All languages have common expressions that do not mean what they say. For example if we say "It was raining cats and dogs," we mean that it is raining a lot.



Let's write

Discuss with your partner what you think the real meaning of each of the highlighted idioms is. Then write down what you think the idioms mean.

My father has **green fingers**. He grows the most enormous tomatoes.

\_\_\_\_\_

My little sister **spilt the beans**. Now everyone knows my secret.

\_\_\_\_\_

The room is so small, you **can't swing a cat**.

\_\_\_\_\_

I went to see a scary movie. **My hair stood on end**.

\_\_\_\_\_



**Draw pictures to illustrate two of the idioms.**

\_\_\_\_\_

Antonyms are words that mean the opposite of one another.

Then match these words with their antonyms. When you have done this, divide each word into its syllables.

soothing	small	ordinary	simple	antonym
_____	_____	_____	_____	_____
out/stand/ing	frightening	synonym	large	complex

TEACHER: Sign \_\_\_\_\_ Date \_\_\_\_\_

# The man who bought the shade



Let's talk

- What do you think of the title of this worksheet?
- Do you think this story will be about something that really happened?

Now look at the pictures and think about which country this folk tale comes from.



Let's read

There was once a man who was very rich. Unfortunately, he was also a very mean, nasty man. He was so mean and nasty that all the people in the village were afraid of him. No one dared to go near his house and no one dared to speak to him. One scorching hot day the mean man fell asleep in the shade under a tree outside his house. When he woke up he found a young man next to him, also enjoying the shade.

**Rich man:** What are you doing here? Go away, this is my shade!

**Young man:** This can't be your shade. The tree belongs to the village.

**Rich man:** Huh! This tree and its shade belong to me!

**Young man:** Then sir, please sir, I would like to buy the shade of your tree.

**Rich man:** You can buy my shade for five pieces of gold.

**Young man:** Here you are, sir, take the gold. Thank you, sir. I am now the owner of this shade.

The mean man put the gold into his pocket, chuckled to himself and went back into his house.



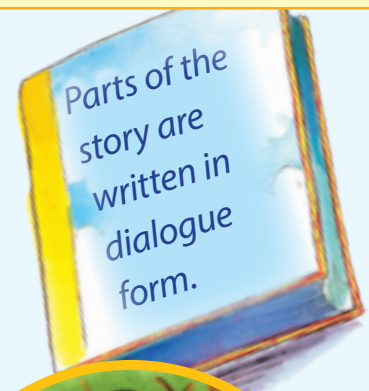
## Before you read

- 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.



Later the sun began to set and the shadow of the tree grew longer and longer until it covered the mean man's house. Then the young man walked boldly into the house.

**Rich man:** What are you doing in my house? Get out of here, you stupid boy.

**Young man:** Sir, the shade of the tree covers this house, and the shade belongs to me. Now the house belongs to me as well.



In anger the mean man left the house forever and all the village people came to see his big house and enjoy the shade of the tree. And they praised the young man for helping them.

*A folk tale from Japan*



Let's talk

Do you think this is a true story? Why?

What are we supposed to learn from a story like this?

Why do you think people in the different countries of the world like to tell their children stories like these?



Let's write

Read the story and then answer the questions.

Who are the characters in the story?

Two horizontal lines for writing the answer.

Why did the mean man chuckle to himself when he put the gold into his pocket?

Four horizontal lines for writing the answer.



# In the shadow of a tree



Let's do

In your groups, make up a role play about the story. You will find it easy to do because it is written like a play. However, you must give the story a new ending. Present your role play to the class. Decide which group has the best ending.



Let's write

Circle the adjectives in each sentence. Then underline the nouns they describe.

The rich man lived in a big house.

The green tree cast a long shadow.

The young man had a big party for the village people.

The clever young man sat in the cool shade.

The mean rich man would not let the young man sit under the green tree.

You know that a noun is the name of a person, a place or a thing. An **adjective** tells us more about a noun. Here is an example from the story: He was a **nasty** man.

Underline the **adjective** in each of the following sentences. Then write the **antonym** or opposite of the adjective in the space on the right. We have done the first one for you.

The music from the radio was <b>loud</b> .	soft
The villagers were happy when the mean man ran away.	
The happy people in the village were dancing.	
Ishmael picked apples from the tallest tree.	
The young man bought a newspaper.	
Nadia drank a glass of warm milk.	
It is a hot day.	
The books were on the top shelf.	
Mr Shabalala drives a new car.	
Mbali is the fastest swimmer in our team.	



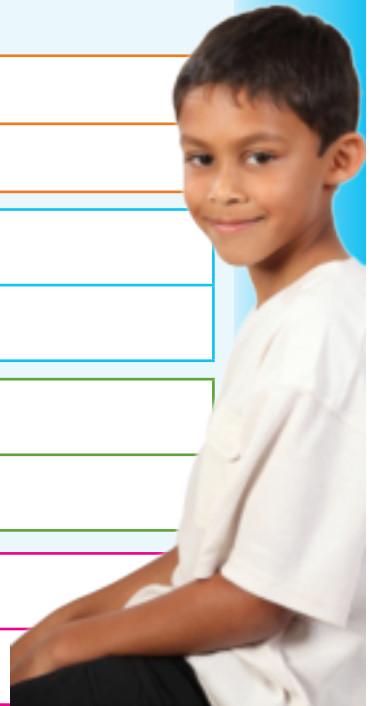
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Let's write

Rewrite the **present tense** sentences in the **future tense** and then in the **past tense**.

It is hot.	Tomorrow it will
	Yesterday it was
It is raining cats and dogs!	Tomorrow
	Yesterday
I am cleaning the floor.	Tomorrow
	Yesterday
We are eating fish and chips.	Tomorrow
	Yesterday



### What is a metaphor?

"He has a heart of ice" and "Her face was a picture" are both metaphors. One thing (a heart) is described by saying it is something else (ice). You do not use "as" or "like" in a metaphor. There are often metaphors in poems.



Let's talk

Say what each of these metaphors means. Draw a picture to illustrate one of them.

He has a heart of gold.

He is the shining star of our school.

She has the heart of a lion.

I do not like him because he is a shady character.

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Let's write

Remember we use **is** for a **singular** subject and **are** if the subject is **plural**.

Underline the subject in each of these sentences. Then make the subject agree with its verb.

1.	<u>This dog</u> <b>is/are</b> vicious.	This dog <b>is</b> vicious.
2.	These tomatoes <b>is/are</b> ripe.	
3.	Jabu and Peter <b>is/are</b> playing soccer.	
4.	The Grade 2 class <b>is/are</b> very noisy.	
5.	These cakes <b>is/are</b> delicious.	
6.	The children <b>is/are</b> late for school.	
7.	My tooth <b>is/are</b> hurting.	
8.	My mother <b>is/are</b> at the shop.	
9.	The soccer team <b>is/are</b> good.	
10.	This cheese <b>is/are</b> expensive.	

Try these using the past tense. We use "was" for a singular subject and "were" if the subject is plural.



1.	The <u>boys</u> <b>was/were</b> late for school.	The boys <b>were</b> late for school.
2.	The soccer team <b>was/were</b> on the bus.	
3.	The nurse <b>was/were</b> helping the patient.	
4.	The cakes <b>was/were</b> delicious.	
5.	The farmer <b>was/were</b> planting in the rain.	
6.	The horse <b>was/were</b> in the stable.	
7.	My feet <b>was/were</b> aching.	
8.	My parents <b>was/were</b> at church.	
9.	We <b>was/were</b> at the cinema.	
10.	The flock of sheep <b>was/were</b> in the field.	

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

**Looking at proverbs**  
Proverbs are sayings  
with a moral message.

Match these proverbs with their meanings. Write the number of the correct answer next to the proverb.

The early bird gets the worm.	3
Better late than never.	<input type="radio"/>
Birds of a feather flock together.	<input type="radio"/>
There's no place like home.	<input type="radio"/>
Cleanliness is next to godliness.	<input type="radio"/>
You can't judge a book by its cover.	<input type="radio"/>
Two heads are better than one.	<input type="radio"/>
Never look a gift horse in the mouth.	<input type="radio"/>
The grass is always greener on the other side of the hill.	<input type="radio"/>

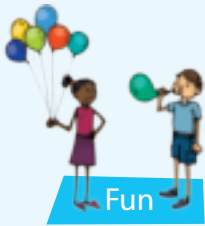


You can't judge a book by its cover.



The early bird gets the worm.

Rather finish your work later than not do it at all.	1
Your own home is the most comfortable place to be.	2
The person who arrives first has the best chance of success.	3
People like to spend time with others who are similar to them.	4
When two people cooperate with each other, they come up with better ideas.	5
It is very important to be clean.	6
You can't judge a person by his or her appearance.	7
People tend to want whatever they don't have.	8
If someone offers you a gift, don't question it.	9



## Tense game – who will be the winner?

- Throw your dice.
- Move a marker along.
- Use the time expression and make a sentence.
- The one who reaches the end first is the winner.
- The time expressions for the different numbers can be found in the white oval shapes below.



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

### 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)



# Tense game

Just checking	😊	😞
I know what common, proper, collective and abstract nouns are.		
I can read a folk tale.		
I can write a folk tale.		
I can match the subject and the verb.		
I can read a newspaper article.		
I can write a newspaper article.		
I can identify the headline and by-line.		
I know some proverbs.		
I can use antonyms or opposites.		
I can change sentences from the present tense to the past tense and to the future tense.		
I can use inverted commas.		
I can answer comprehension questions based on what I read.		
I can design an informative poster.		
I can use adjectives.		
I can write a character sketch.		





## Theme 2: Persuasion and poetry

### Persuasive text Term 1: Weeks 5 - 6

#### 17 Reading adverts 36

Read an advertisement. Focus on emotive text, graphics, and techniques such as promises and ways of evoking an emotional response.

Identify target audience and persuasive methods. Relate target group to style and register.

Answer questions on the advertisement and identifies conventions and techniques.

#### 18 Designing my own advertisement 38

Discussion about techniques for advertising.

Discussion on tips for advertising. Complete a flow chart to design an advertisement. Discussion about ways to persuade readers.

Compile an advert following all prewriting stages: brainstorming, planning, drafting, editing and presenting the advert.

#### 19 Design a travel brochure 40

Plan and draft a Z-card travel brochure for tourism to South Africa.

Brainstorm ideas with group.

Use writing process: brainstorming, planning, drafting, editing and presenting.

Use a given frame to assist in logical sequencing.

Design a brochure that gives relevant contact information and costs.

Prepare and presents cut-out brochure neatly.

Record new words and meanings in personal dictionary.

#### 20 Planning a pamphlet 43

Design own pamphlet

#### 21 Linking language 44

Introduction to simple and complex sentences.

Introduction to conjunctions.

Subject and predicate.

Identify the subject and the predicate in simple and complex sentences.

Form complex sentences using conjunctions (and, but, because, so and although).

#### 22 Persuading 46

Discussion on occasions when persuasive arguments are used. Reads persuasive arguments focusing on target group, presentation and build-up of arguments.

#### 23 Writing a persuasive argument 48

Plan the presentation using a mind map and organiser.

Follow the writing process: brainstorming, planning, drafting, editing and presenting.

Test the arguments by way of a debate or speech.

Write the argument neatly using a frame.

#### 24 Poetic and other devices 50

Introduction to poetic devices including metaphor, similes, antonyms, onomatopoeia, consonance, assonance, hyperbole.

\*They are all covered here and not in weeks 9 - 10 due to space considerations. Teachers can refer back to this worksheet in weeks 9 - 10.

### Dialogues that talk Term 1: Weeks 7 - 8

#### 25 A dialogue late at night 52

Introductory activities including prediction, using visual cues to predict text.

Focus on speakers' body language, language, content and register.

Discuss format of text.

Attribute the text to the speakers.

#### 26 Oh no Mr Lion! 54

Read the story. Focuses on the speakers and what they say.

Complete a comprehension activity based on the meaning of the text.

Role play the story with a narrator and the different speakers.

#### 27 Planning a play 56

Use an organiser to design a play. Identify title, characters, scene or setting, narration and message.

Write the play using a frame to guide the introduction of characters.

Present the role play attributing roles to different learners in the group.

Rate the role plays.

#### 28 Reporting on what they say 58

Use quotation marks in reported speech.

Form complex sentences.

Use antonyms and synonyms.

### Pages of poetry Term 1: Weeks 9 - 10

#### 29 The fun in poetry 60

Read a poem, "A bad case of sneezes", out aloud.

Feel the rhythm, and claps to the beat.

Focus on the rhyming words.

Write a rhyming poem.

Follow the writing process: brainstorming, planning, drafting, editing and presenting.

Visual activity on prepositions

Visual activity on similes.

#### 30 A praise poem for South Africa 62

Talk about praise songs as a genre.

Relate the song to daily life.

Fill in a mind map on South Africa.

Write a praise poem for South Africa.

A fun poem about the moon that teachers can use if they wish.

#### 31 Poems around the sun 64

Prereading activity to contextualise the poem.

Read an information poem.

Comprehension based on the content of the poem - to be filled into a space chart.

Introduction of personification.

#### 32 Write a poem 66

Write a poem following the writing process: brainstorming, planning, drafting, editing and presenting.

Interpret metaphors, defines and draws them.

\*Teachers can revert to worksheet 24 for a full complement of poetic devices.



# Cool kids' gear from Gear Store

**DO YOU WANT TO BE POPULAR?**

*Appealing, Admired, Accepted?*

Be popular!  
Be cool!

**Every young star wants to look cool at school.**

Did you hear?

Get going to Gear Store for cool gear to wear.



**Special offers for kids in Grade 6. Buy one, get one free!**

Offer valid while stocks last.



Let's write

Look carefully at the advertisement. Discuss answers to the following questions with your friends. Then fill in the answers to the questions.

What age group does this advert target?

5–7 years

11–13 years

14–16 years

21–25 years

Why do you say this?


Why does the advert have a funky heading?


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

We call the repetition of the first sounds of words "alliteration". Examples are: Peter Piper picked a piece of pickled pepper.

Look at these two sentences from the advert.  
Underline the sounds that are repeated.

Every young star wants to look cool at school.

Did you hear? Get going to **Gear Store** for cool gear to wear.

How many Gs are there in "**Get going to Gear Store for cool gear**"?

How many As are there in "**Appealing, Admired, Accepted**"?

Why do you think the advert has the slogan **Be popular! Be cool!**?

How does it persuade readers?

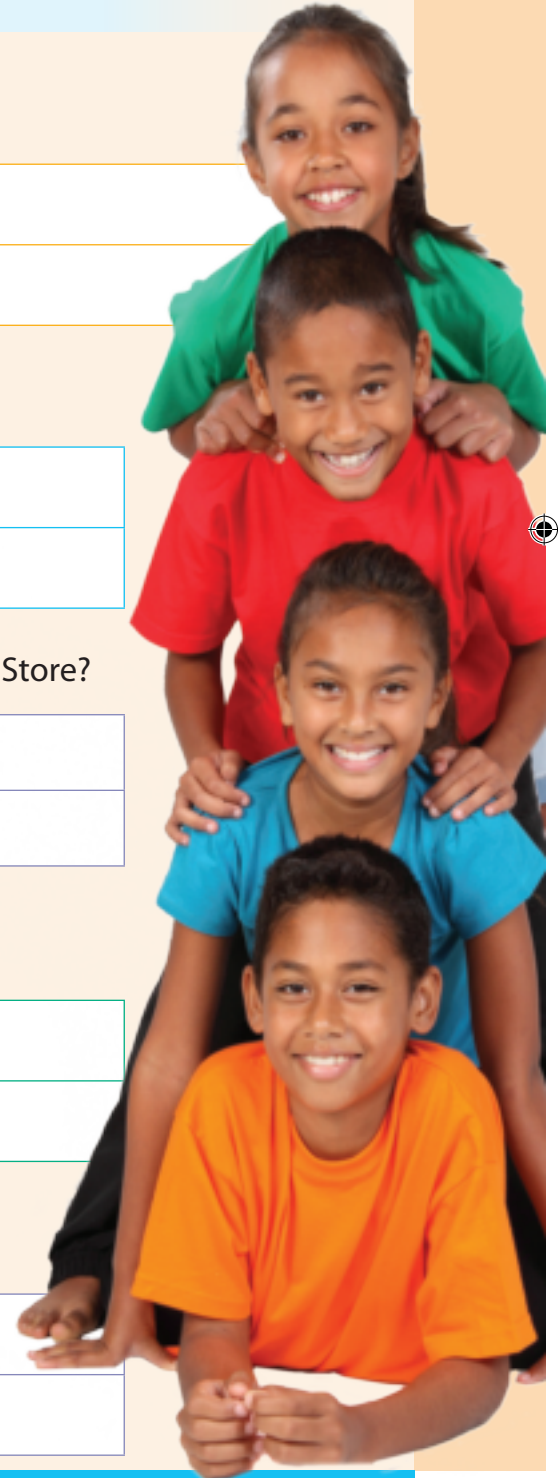
What promises does the advert make if you buy products from Gear Store?

What does the fine print at the bottom of the advert tell us?

What does the advert persuade readers to do?

# Designing my own advert



Let's talk

Make up a role play to advertise a product or service on TV.



Let's write

Plan your own advertisement by filling in answers to each of the questions in this mind map. When you have completed your plan, write and draw the advert neatly on the opposite page.



Some **TIPS** for writing persuasive text:

- Know your target audience.
- Use slogans and catch phrases to attract attention – e.g. “Have a break – have a KIT KAT.”
- Use pictures and visuals to make the advertisement eye-catching and memorable.
- Use figurative language such as alliteration, repetition and rhyme. (See worksheet 24 for more help on these.)
- Present your work neatly and legibly.

**1** Who is the target group?


**2** What is your product?


**3** What slogan will you use?


**4** What technique will you use to evoke an emotional response from the target group?


**5** How will you attract the reader's attention?


**6** What does the advert promise?


## My advert

**7** Is the advert honest?


**8** Did you use any language devices such as alliteration? (See worksheet 24 for more help on this.)

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

new words

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Let's write

Design your advertisement in the space provided.



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

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**Let's talk**

Look at the pictures and say which of these important South African landmarks you have seen or heard about. What other important sites do you know of? Are there any sites where you live that are important and interesting, such as the former home of an important person, a stadium, a game park or a beautiful landscape?



**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.

**Table Mountain**

**The Cango Caves**

**Sun City**

**Big Hole Kimberley**

**Soccer City**

**Kruger National Park**



**Let's do**

Tear out the opposite page and fold it to form a Z-Card brochure. Design the brochure to advertise an interesting South African site that tourists would like to see. It could be a heritage site, such as the former home of an important person, a stadium, an old or interesting building, a museum, a national zoo or garden, a rain forest, or Table Mountain.

You will need to use persuasive language to encourage people to visit the site.

Your front page should have a South African map and a catch phrase or slogan – for example, "A land of history and excitement!"

On each of the other pages draw a picture and write a description of what they will see.

Remember to include

- the address of the site,
- entry fees, and
- opening times.

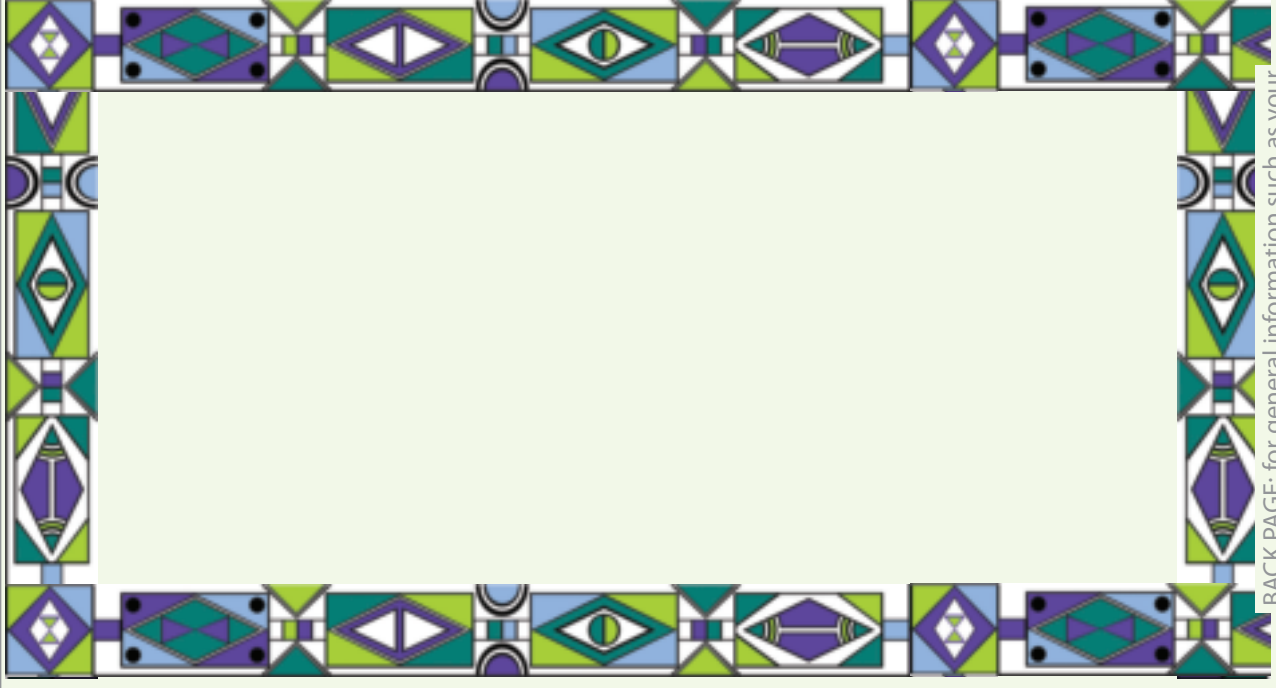


**Plan your brochure on page 43**



FRONT PAGE: fold forward

1



BACK PAGE: for general information such as your phone number, address and e-mail address.

6



5





2



3



4





Let's write

Design your pamphlet. Fill in the mind map. Each number refers to a page number on the pamphlet.

When you have designed your pamphlet in rough let your friends read it.



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

1

Design a front cover.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2

Write relevant information.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3

Write relevant information.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4

Write relevant information.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5

Write relevant information.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6

Give your contact details and address.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Simple and complex sentences**

A sentence has two parts.

1. The person or thing that the sentence is about is called the **subject**.
2. What is said about that person or thing is called the **predicate**. Predicates always include the verb of the sentence.



Jim	fell off his bike.
Subject	Predicate containing the verb <b>fell</b>



Let's write

In the sentences below, label the subjects and predicates. Write **subject** under the part of the sentence that tells us who or what the sentence is about. Then underline the subject. Write **predicate** under the other part of the sentence and underline the verb.

*A sentence that has only one subject and one verb is called a simple sentence.*

The chef	made a cake.
The aeroplane	flew over the mountain.
The fat, jolly chef	made an enormous strawberry cake.
The big, silver aeroplane	flew over the rocky mountain.

**Joining sentences**

We went to school

and

then we played netball.

**Joining sentences**

If we just use simple sentences in what we write and say, our speech and writing will seem jerky. If we join our sentences with conjunctions to make compound sentences, there will be a better flow.

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



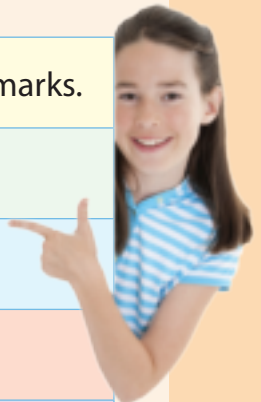
Let's write

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

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

- so
- and
- although
- but
- because

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.
9. The vegetables grew well		there was only a little rain.
10. The weather was bad		we decided not to go.
11. He was angry		I was late.
12. She went to the shop		she bought chocolates.
13. Sam plays cricket		he plays soccer.
14. It was hot		we decided to swim.
15. She can't see in the dark		she does not drive at night.
16. We decided not to go		he woke up late.



Do you ever need to convince others to agree with your opinion or to let you do or have something? If so, you need to learn how to use persuasive language. We all use persuasive arguments, especially when we try to convince our parents or teachers of something.

*Please, Dad, can I have a baby crocodile as a pet? I promise I will look after it ...*

*Please, Mom, can I stay at Sam's house for the weekend? His parents will be there ...*

*Please, Teacher, can you skip homework today? We work so hard in class ...*



Let's read

Look at the following examples of persuasive writing.

Title

**Everyone at school must save electricity**

Purpose

To convince everyone at school to save electricity

Target audience

School principal and teachers

First reason

Firstly, electronic equipment uses a lot of energy. Therefore computer screens, overhead projectors and radios should be turned off when not in use. In the past week, all the electronic equipment was left on during breaks and after school.

Second reason

Secondly, other equipment like lights and heaters also use a lot of energy. Everyone should turn off the lights when they leave the room. Heaters and fans should only be used when the weather is severe. In the past week, the heaters were left on overnight.

Summarise the argument. Give a concluding recommendation.

In conclusion, if we all think about saving electricity, we can reduce our energy consumption. We must start reducing energy consumption now.

In this example, the writer gives reasons and then expands on them to strengthen the argument.



Let's talk

Discuss the answers to these questions with your friend. How many arguments does the writer give and what evidence does he/she give to support each argument?

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



In this example the writer gives *for* and *against* arguments. The writer states "on the one hand ..." but then "on the other hand ..."

Is TV bad for children?

Title

To convince people that TV is not bad for children and that, although it could encourage bad habits, it also provides educational material and models good behaviour.

Purpose

Parents and teachers

Target audience

On the one hand, TV adverts encourage children to be greedy consumers. In addition, it is not useful for children to sit and watch sports on TV. They should participate actively in sport.

On the one hand

On the other hand, TV can provide information that kids need. Many programmes, such as the "Learning Channel", teach viewers important subject content. In addition, TV also shows good habits about healthy lifestyles.

On the other hand

In conclusion, although watching TV can lead to bad habits, it can be educational and it can promote healthy living.

Summarise the argument. Give a concluding recommendation.



- How many arguments does the writer give?
- What two points does she make in favour of TV?
- What two points does she make against TV?
- What arguments for TV would work with teachers?
- What arguments against TV would work with parents?

new words


# Writing a persuasive argument

Term 1 – Week 5–6



Let's do

Discuss the following topics with a friend and choose one to write about. Then use the following mind map to plan your argument.



School holidays should be longer.



Children should get less homework.



- 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

Test your argument as a debate before you write it up on the opposite page.



Date:

new words



Let's write

Use your mind map to work out a convincing argument.

Handwriting practice box with the text 'new words' and four horizontal lines for writing.

Title

Purpose

Target group

First argument to support your topic



Second argument to support your topic



Summarise the arguments. Give a concluding recommendation.



TEACHER: Sign

Date

**Simile**

A simile compares two things and brings out a point of similarity between them. It uses **like** or **as**.

*He is as big as a house.*

Can you think of other examples?


**Metaphor**

A metaphor compares two things by saying one thing is something else. It does not use like or as.

*Her face was a picture.*

Can you think of other examples?


**Alliteration**

Words starting with the same letter are used one after the other to capture attention.

*The silly seal swims in the sea.*

Can you think of other examples?


**Assonance**

Words with the same vowel sound are used to mimic or repeat the sound of the thing you are writing about, or to suggest a mood.

*Do you like blue shoes?*

Can you think of other examples?


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

## Synonyms

These are words that have the same meanings. We use synonyms when we want to make our language more vivid.

*The mouse is small/tiny/little.*

Can you think of other examples?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Antonyms

These are words that have opposite meanings. We use them to express contrast.

Can you think of other examples?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Onomatopoeia

These are words that imitate sounds.

Can you think of other examples?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Consonance

This is the repetition of the same consonant two or more times in short succession.

*Betty bought some bitter butter.*

Can you think of other examples? See how the **b** and **t** are repeated.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Hyperbole

We use hyperbole when we exaggerate. (Hyperbole is pronounced "high-per-billie".)

*It was boiling hot today.*

Can you think of other examples?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



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

Date \_\_\_\_\_

# A dialogue late at night



Let's write

Some of the sentences in the middle describe the character on the right, some describe the character on the left. Draw a line from each sentence to the correct character.



What are you doing out so late?

Nothing. Just looking at the moon and the stars.

- He has a neat blue uniform.
- His hair stands up in untidy spikes.
- He looks like he needs to bath.
- He has a deep voice.
- He looks scared and guilty.
- He looks stern.
- He is Zakes, aged 11 years.



Let's write

Now write down what the two characters say to one another. This is called a dialogue. A dialogue tells you what people say. Plays are written like this. When you have completed your dialogue, act it out for the class.

Policeman: *What are you doing in the street so late at night?*

Zakes: \_\_\_\_\_

Policeman: \_\_\_\_\_

Zakes: \_\_\_\_\_

Policeman: \_\_\_\_\_

Zakes: \_\_\_\_\_

Policeman: \_\_\_\_\_

Date:

new words

Blank box for writing new words.



How many speakers are there in this dialogue?  
Who are they?  
How would the register (or way of speaking) of a policeman differ from that of a naughty boy?



Write a paragraph in which you describe one of the characters.

Blank lines for writing a paragraph.

Now write a dialogue that takes place between you and your teacher.  
Fill in your name on the red lines.

Teacher: *This is the third time this week that you did not do your homework.*

(You): \_\_\_\_\_

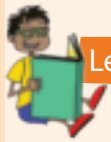
Teacher: \_\_\_\_\_

(You): \_\_\_\_\_

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

(You): \_\_\_\_\_

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



## Let's read

Who are the characters in this story?  
How is it presented? Can you identify the features  
of a dialogue? Who are the speakers?



## Let's talk



## 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.

Read this play aloud with 7 of your friends, so that you can each read one of the animal parts and one of you can be the narrator who reads the bits in between.

Once upon a time, all the animals of Brer Village lived happily together. Life was wonderful, and the little rabbits, the stripy zebras, the happy hippos, the clever crocodile, the big elephants and the frisky monkeys all lived happily together ... until a nasty lion moved in and wanted to eat them all!

From that day on, the animals were very frightened all the time. One day, however, they made a courageous decision: they would go and talk to the lion to find a solution to this problem.

When the lion saw all the animals approaching, he was very happy, as he thought that he would not have to hunt that day – his meal was being delivered. But as his mouth was beginning to water at the thought of lunch, the plucky monkey spoke to him.



**Monkey:** Please, Mr King ... ah ... um ... we need to speak to you about an important matter. If you kill us all, you won't be the king anymore.

Then all the animals began speaking almost at once.

**Zebra:** Yes, you would have no one to rule over.

**Crocodile:** You would be all alone in your kingdom.

**Hippo:** And you would get very hungry with no one left to eat!

**Elephant:** You would soon starve to death!

**Rabbit:** So we have a suggestion for you: If you stop killing us, we promise to send you someone to eat every day. You wouldn't have to hunt ever again. You could just sit and watch TV all day long.

The lion listened to what they had to say.

**Lion:** You will deliver my food? That is a good solution! But I must warn you: if you miss even one day, I will eat you all in one meal!

And so it was agreed. From then on, one animal was sent to the lion's den every day, and the lion was very happy. One day it was the rabbit's turn to sacrifice his life to provide food for the lion. The rabbit did not want to die, so he thought of a plan.

Slowly, the rabbit made his way to the lion's den. When he got there, the lion was pacing up and down. He was very hungry. When he saw the little rabbit, he was very angry.

**Lion:** Do you think a small rabbit like you will provide me with enough meat for the day? I am very hungry, and see how small and thin you are!

**Rabbit:** The animals had actually sent you six rabbits, Mr King, but five of them were killed and eaten by another lion.

**Lion:** What other lion? I am the king around here.

**Rabbit:** It was ... the ... there was a ... a very big lion. The other lion said he was the real king of the jungle.

**Lion:** Take me to the other lion, so that I can teach him a lesson – this is MY kingdom!

The little rabbit led the lion to a deep river. He told the lion that the other lion was in the river. The lion peered into the river and saw his own reflection. He thought it was the other lion. He let out a huge roar and immediately jumped into the water to attack what he thought was the other lion. The lion hit his head against the rocks and drowned.

The little rabbit, now in excellent spirits, returned to the other animals to spread the good news. And all the animals lived happily ever after in Brer Village.



Let's write

Read the following questions and answer them in the spaces provided.

Why were the other animals so afraid of the lion?


What was the little rabbit's plan?


What would be a good name for this story?

Why did the animals stutter and stammer (say ah and um) when they talked to the lion?

# Planning a play

Term 1 – Week 7–8



Let's talk

In the previous two worksheets you read two dialogues. Now plan to write your own dialogue. Work with a partner to complete this 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.

## Title of play

Blank lined space for writing the title of the play.

2 What is the plot?

Blank lined space for describing the plot.

4 What will the narrator say?

Blank lined space for writing the narrator's dialogue.

1 Who are the characters?

Blank lined space for listing the characters.

3 What is the setting?

Blank lined space for describing the setting.

5 What message do I want to send?

Blank lined space for writing the message.



Let's write

Use the mind map to write a rough draft and then, after you have edited the draft, write your play neatly in the space provided.

You can build up your characters through what they say. Write the exact words that your characters say. Fill in the names of your characters in the left-hand column and then write what they say in the present tense.

Describe the setting

Blank lined space for describing the setting.

Names of characters

What they say in the present tense

Names of characters	What they say in the present tense



# Reporting on what they say

Term 1 – Week 7–8

**Using quotation marks:** You always start or end with a reporting verb, like ask, say, explain.

“Please give me a chance,” begged Bongi, or Bongi begged, “Give me a chance.”

“Can I go with you?” asked Peter, or “Peter asked”, “Can I go with you?”



Let's write

Fill in the inverted commas at the start and at the end of what each speaker says.

The monkey asked Mr King can I speak to you.

The rabbit said if you eat us you will be all alone in your kingdom.

The lion asked will you deliver my food to my door?

Why did you do it? she asked.

Anna said there is nothing we can do about it.

Now write what they are saying in reported speech.

Anna

Do you think it will rain on Saturday?



Blank writing area for Anna's reported speech.

Bongi

The weather chart only shows rain at night.



Blank writing area for Bongi's reported speech.

Jabu

That's good because Chiefs are playing!



Blank writing area for Jabu's reported speech.

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

new words

Join these simple sentences to form complex sentences.  
Use **and** or **because**.

The cat ate a mouse. The cat ate some cheese.

We heard a strange noise. We were scared.

The dog barked. There was someone at the gate.

We ran for shelter. The rain fell.

She bought a dress. She bought a pair of shoes.



Let's write

Find **synonyms** (words that have the same meaning) for the words in the table. Use these words to help you.

Synonyms are words that have almost the same meaning. For example, **glad** is a synonym for **happy**.

lost

old

bold

tired

broken

dirty

built

thoughtful

tiny

untidy

broad

afraid

shiny

frightened

glossy

messy

brave

wide

damaged

ancient

muddy

Now think of **antonyms** for the underlined words. Write them in the box at the end of the sentence.

It was a scorching day.

I could see my dog was sick, her eyes were dull.

I passed my maths test and did badly in English.

This book is boring.

The weather is unpredictable at this time of the year.

The road was narrow and bumpy.

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

Date \_\_\_\_\_



## Let's read

## A bad case of the sneezes

Last night I had the sneezes,  
 I was really feeling **ill**.  
 I went to see the doctor  
 who prescribed a pinkish **pill**.  
 At eight o'clock I went to bed.  
 I then turned out the **light**.  
 I used up one whole box of tissues  
 by sneezing through the **night**.  
 I sneezed and sneezed throughout  
 the night.  
 I didn't get much **rest**.  
 So that's the reason, teacher,  
 that I failed my spelling **test**.

*Bruce Lansky (adapted)*



## Let's talk

- Try to feel the rhythm or beat of the poem.
- Read it out loud and clap your hands to the beat.
- Talk to your partner about the subject of the poem.



## Let's write

Write your own poem. Try to make every second line end in a rhyming word.  
 Write your poem in rough. Read it aloud to your friend and then write it in  
 the space below.


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

Prepositions are words that show the relationship of one thing to another. They often tell you where one thing is in relation to another, or the position that it is in.



Let's write

Use some of these prepositions to complete the sentences below.

under

up

past

over

across

into



Jim goes \_\_\_\_\_ the road.

He gets \_\_\_\_\_ the bath.



He jumps \_\_\_\_\_ the fence.



He goes \_\_\_\_\_ the tree.



He goes \_\_\_\_\_ the stairs.



He goes \_\_\_\_\_ the postbox.



Let's write

Fill in the animal name to complete the similes.



We often describe something by saying it is like something else. For example, if someone is busy, we might say, "She is as busy as a bee." This is called a simile. We often use animals in similes.

1 As heavy as an elephant

2 As brave as a \_\_\_\_\_

3 As busy as a \_\_\_\_\_

4 As slow as a \_\_\_\_\_

5 As free as a \_\_\_\_\_

6 As gentle as a \_\_\_\_\_

7 As hungry as a \_\_\_\_\_

8 As proud as a \_\_\_\_\_



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

Date \_\_\_\_\_

# A praise poem for South Africa

Term 1 – Week 9–10



Let's read

Let us hold hands together  
South Africa,  
We are a proud nation.  
Together we sing our song,  
Nkosi Sikelel' iAfrika.

Even we little children  
Must help build our country.  
Let's make South Africa a better place  
Nkosi Sikelel' iAfrika.

Masakhane let us build.  
We are the leaders of tomorrow,  
Leaders in our land of the sun.  
Nkosi Sikelel' iAfrika



Let's talk

- What is the poem about?
- Why do we say it is a praise poem?
- Does the poem have rhythm?
- When do people sing praise poems?

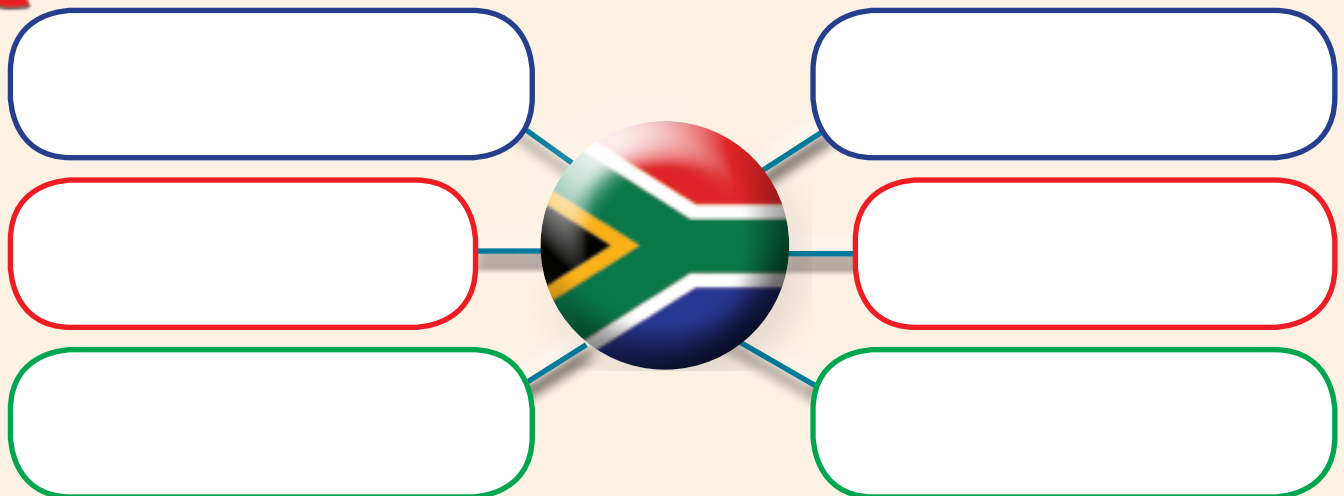


- Use a mind map to help you to plan your writing
- Write a rough draft
- Ask a friend to edit the draft
- Revise your text and make the necessary corrections
- Then write it neatly in your book.



Let's write

What do you think you, as learners, can do to make our country a better place to live in? Fill in your ideas in this mind map.



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

new words



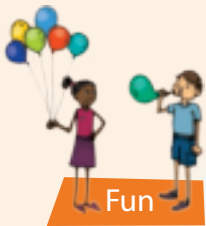
Now write a paragraph about how to make South Africa a better place to live in.

Let's write

Use the ideas in your mind map. We have given you the main topic sentence to start your paragraph.

South Africa is a beautiful country and we can all help to make it a better place to live in.

Now write your own poem about life in South Africa.



Fun

O look at the moon,  
She is shining up there;  
O mother she looks  
Like a lamp in the air.  
Last week she was smaller  
And shaped like a bow;  
But now she's grown bigger  
And round as an O.

E. Follen



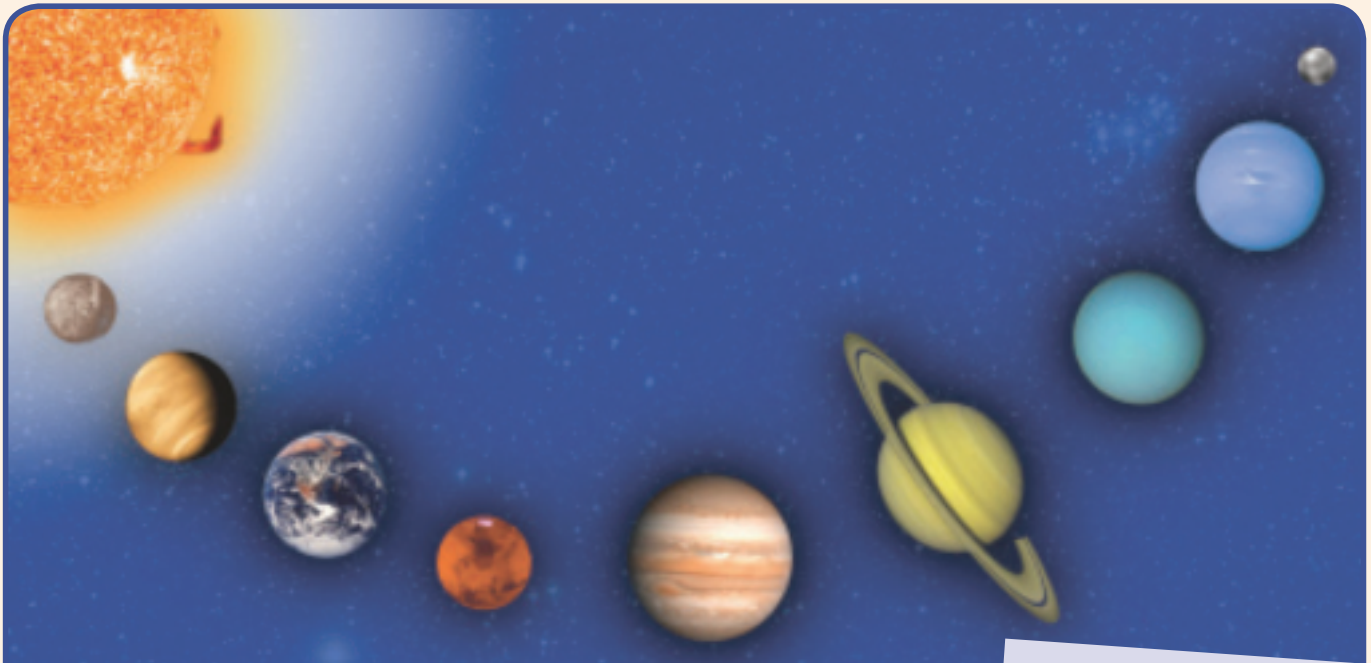
TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_



## Let's talk

- Do you know the names of the planets?
- Do you wonder what the planets are like?
- Are they like our planet, Earth?
- Have you ever seen any of them at night, in the sky?
- Do you know how far we are from the sun?



In this poem, Pluto is still called a planet. In 2006, however, scientists agreed on a new definition of what a planet is and decided that Pluto is not, in fact, a planet.

Nine planets glide around the sun,  
Listen as I call each one.

Mercury? Here! Number one  
Closest planet to the sun.

Venus? Here! Number two  
Shining bright, just like new.

Earth? Here! Number three  
Earth is home to you and me.

Mars? Here! Number four  
Red and ready to explore.

Jupiter? Here! Number five  
Largest planet, that's no hive.

Saturn? Here! Number six  
Rings of dust and ice that mix.

Uranus? Here! Number seven  
A planet tilted high in heaven.

Neptune? Here! Number eight  
With one dark spot whose size is great.

Pluto? Here! Number nine  
The smallest and the last in line!

M. Goldish (Adapted)

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

new words



Let's talk

- What is this poem about?
- Why do you think the poet wrote this poem?
- What does the poem tell you about the positions of the planets?
- How close to the sun is our planet, Earth?
- Read the poem aloud and tap your foot to the beat or rhythm.




Let's write

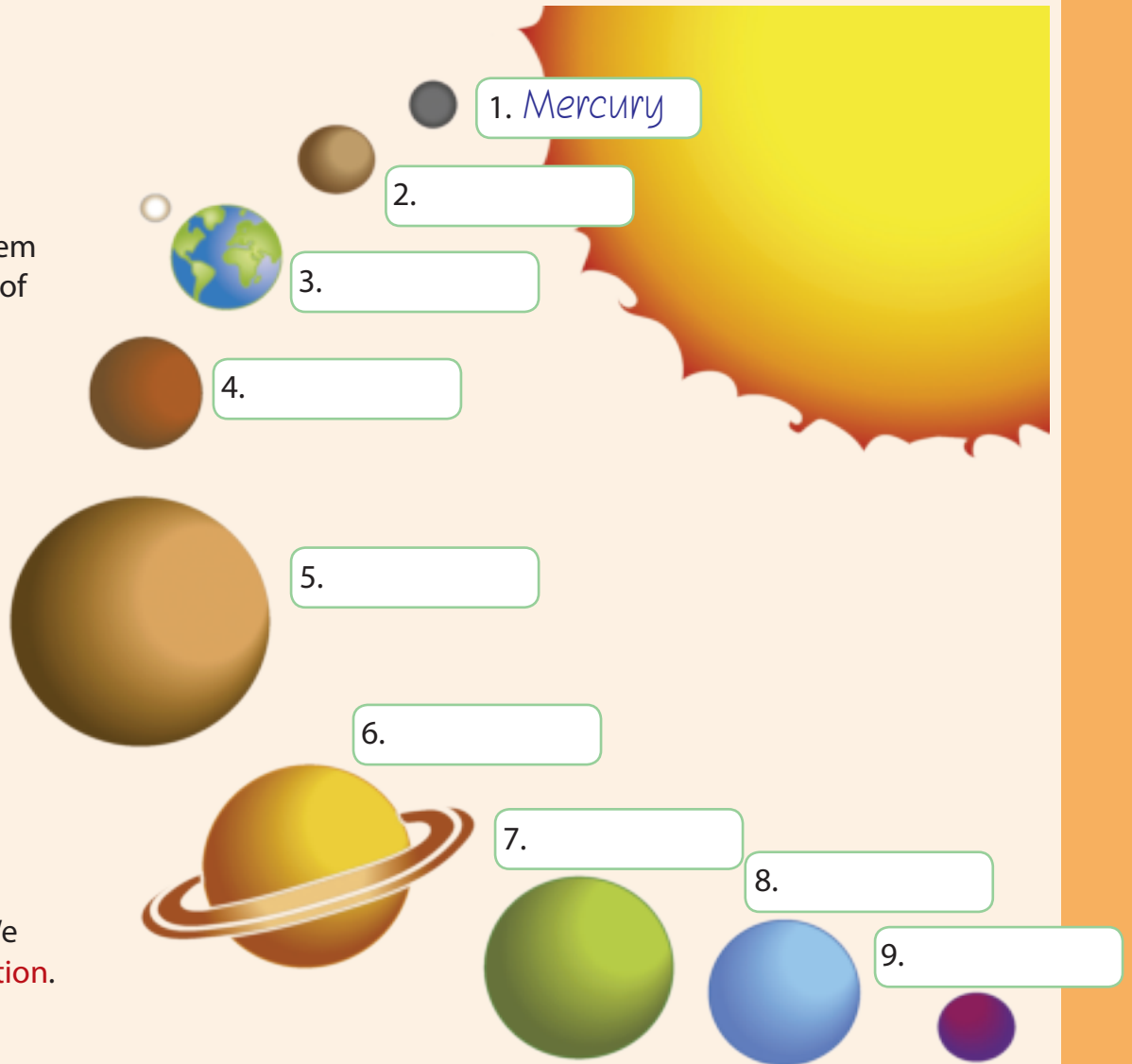
Find six pairs of words in the poem that rhyme and write them into the table.

two	new				



Let's do

Now look at the poem and at the drawing of it. See if you can fill in the names of the planets from what the poem says about where they are in relation to the sun. The poem tells you the position of each planet. In this poem, the poet calls the planets and each one answers. She treats each planet as if it's a person. We call this **personification**.



TEACHER: Sign

[ ]

Date

[ ]

# Write a poem



- 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.

Term 1 – Week 9–10



Let's write

Plan to write a poem. Write two rhyming sentences in each box. Work with a friend. Brainstorm and write down ideas for the verses of your poem in the boxes. Then write two rhyming sentences in each box.

Blank lined writing box for the first verse.

Blank lined writing box for the second verse.

Title of poem

---

---

Blank lined writing box for the third verse.

Blank lined writing box for the fourth verse.



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

new words

### What is a metaphor?

We use metaphors a lot in a poetry. A metaphor is the use of a word (usually a common noun) or a phrase to describe the characteristics of something else. Examples are: She has a heart of ice. Her face was a picture. When you use a metaphor, you make a comparison, but you do not use "as" or "like".



Let's write

Now write your poem neatly and then present it to your group.

Blank lined area for writing a poem.



Let's talk

Say what each of these metaphors means. Draw a picture to illustrate one of them.

Our teacher was away and school was a circus.

She froze with fear.

The test was so easy – it was a walk in the park.

Large blank rounded rectangle for drawing an illustration.

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

Date \_\_\_\_\_

## CHECK YOURSELF

### I can

read a folk tale

read persuasive text

analyse persuasive text

read a newspaper article

identify a headline, by-line, introduction

read a dialogue

plan and write a story

plan and write a newspaper article

plan and write a dialogue

predict how a story will end

make up a role play about a story

identify characters, plot, setting and characters

use prefixes and suffixes

give antonyms and synonyms

recognise subject and object

identify and use different types of nouns

analyse an advert

identify a target group or audience

recognise different devices in an advertisement

write an advert using figurative language

design a brochure

explain what is meant by a simple and a compound sentence

identify the subject and the predicate in a sentence

use prepositions correctly

identify arguments and supporting arguments in persuasive language

plan and write a persuasive argument

identify poetic devices such as metaphors and similes

use persuasive language

recognise statements, questions and commands

ensure subject-verb agreement

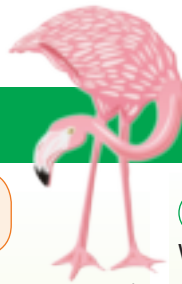
use idioms and proverbs

use adjectives

use simple tenses



## Theme 3: Saying how it is done



### Instructional text Term 2: Weeks 1 - 2

- 33 Baking cupcakes** 70  
Identify conventions of instructional text.  
Cut out and sequence instructions.  
Work out the utensils required.  
Answer comprehension questions based on a recipe.  
Record new words and meanings in personal dictionary.
- 34 Writing a recipe** 72  
Write a recipe for a favourite dish.  
Write sequenced instructions for making a cup of tea.  
Complete a flow chart for typical daily activities.
- 35 New beginnings and endings** 74  
Introduction to prefixes, suffixes and stems.  
Meaning of prefixes and suffixes.  
Record new words and meanings in personal dictionary.
- 36 Make these desktop dancers** 76  
Read instructions for making a craft.  
Complete the instructions with reference to illustrations.  
Complete a flow chart using connectors.
- 37 How I spend a typical day** 77  
Different times on clocks and show activities.
- 38 Writing a letter with directions** 78  
Draw a map.  
Draw a map with accompanying directions.
- 39 Subjects, verbs and objects** 80  
Identify the subject, verb and object in sentences.  
Identify intransitive verbs.  
Write sentences with a subject, verb and object.  
Record new words and meanings in personal dictionary.
- 40 What a dictionary tells us** 82  
Identify the conventions in a dictionary such as guide words, entry words, different definitions and parts of speech.

### Telling a tale Term 2: Weeks 3 - 4

- 41 An unbelievable night** 84  
Read and discuss a short story.
- 42 More about the crocodile** 86  
Complete a detailed examination type comprehension with multiple choice and open-ended questions.  
Introduction to finite verbs.  
Record new words and meanings in personal dictionary.
- 43 The next day ...** 88  
Do a role play based on a story.  
Focus on the characters.  
Select adjectives to describe the main character.  
Use adjectives to write a character sketch of the main character.  
Plan to write an essay.
- 44 Writing my story** 90  
Last night I dreamed ...  
Record new words and meanings in personal dictionary.
- 45 Book review** 92  
Write a book review using the story as a basis for this.  
Fact or fiction. Discuss table of contents.  
Activity on transitive and intransitive verbs.
- 46 The young Nelson Mandela** 94  
Predict the ending of a story based on illustrations and headings.  
Discuss the story: character, setting and plot.  
Introduction to the autobiography as a genre.  
Record new words and meanings in personal dictionary.

- 47 Book review** 96  
Write a book review summarising the plot, setting, characters and theme.  
Record new words and meanings in personal dictionary.
- 48 It continues to happen** 98  
Review of text types and conventions.  
Revise present, past and future continuous tenses with activities based on each tense.  
Revise past, present and future continuous tenses as a board game.  
Record new words and meanings in personal dictionary.

**Check yourself!** 100  
Self-check against the outcomes for the previous 16 worksheets.





Let's read



## Recipe for fairy cupcakes

### Ingredients

#### Cake mixture

125 g softened margarine  
 1 cup sugar  
 3 eggs  
 1 teaspoon vanilla essence  
 1½ cups self-raising flour  
 ¾ cup milk

#### Icing

50 g unsalted butter  
 2 cups icing sugar  
 2 tablespoons milk  
 Sprinkles to decorate



### Method

A large rectangular area with a dashed border, intended for writing the method of the recipe.

The cook muddled up the instructions for making Fairy Cakes. See if you can work out how to make these cakes. Cut out the instructions on the opposite page and paste them, in the correct sequence, in this space.



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

new words



Let's write

How much milk do you need?

How much flour do you need?


What happens after you have removed the cakes from the oven?


Read the recipe carefully and make a list of the utensils you will need to make these cakes.




Let's do

Cut out these instructions and paste them, in the correct sequence, in the space provided on the opposite page.

Remove and allow to cool.

Mix margarine and sugar and then add the eggs and vanilla essence and beat until combined.

Preheat oven to 180 °C. Place cupcake papers into muffin pan.

Fill the cupcake papers with the mixture.

Sift flour into the margarine mixture and add milk.

Bake cupcakes for 20–25 minutes.

Cream the butter until pale and smooth and add icing sugar.

Spread the icing onto the cakes.

Add the sprinkles.



TEACHER: Sign

Date

# Writing a recipe

Term 2 – Week 1–2



Let's write

Write a recipe for your favourite food. Write the recipe in rough. Ask a friend to edit it. Then write it neatly below.



**Recipe for** \_\_\_\_\_

Ingredients


Method




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



Let's write

The instructions below are for making a cup of tea. They are in the wrong order. Write them in the flow diagram in the correct order.



- Put three bags in the teapot.
- Stir tea in cup with a teaspoon.
- Leave to brew for five minutes.
- Put enough milk in cup.
- Warm the teapot with hot water.
- Pour boiling water over teabags.
- Fill a kettle with fresh water.
- Pour tea from teapot into cup.
- Boil the water in the kettle.

1

2

3

4

5

6

7

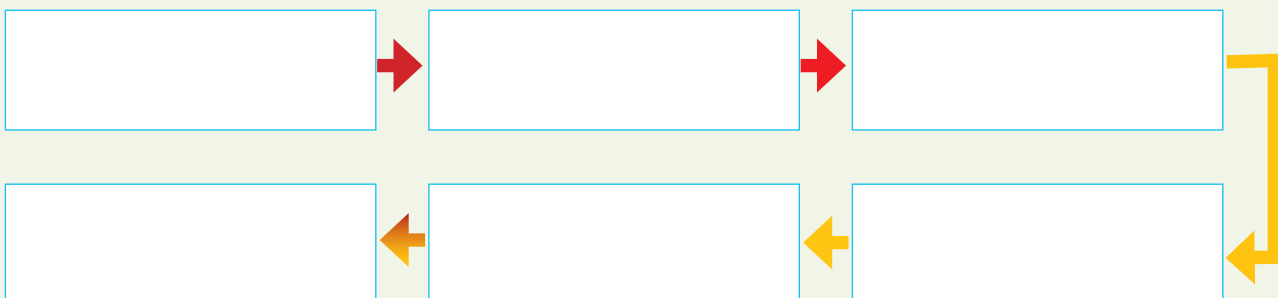
8

9



Let's write

Now use these blocks to make a flow diagram that shows how you make a sandwich.



## What is a prefix?

A prefix is not a full word. It's a word part that is added at the beginning of a full word (called a root word). Every prefix has its own meaning. When a prefix is added to a root word, it changes the meaning of the root word.



Let's do

Look at the example. What happens when you join the prefix and the root word? What does the new word mean?



Circle the prefixes in each of these words. Then underline the root word.

- triangle
- refill
- unfair
- disabled
- prepaid
- disagree
- misbehave
- misunderstand
- rewrite
- disgrace
- unsure
- unhappy
- redo
- tricycle
- prereading
- misplace

What do these prefixes mean?

Prefix	Meaning	Prefix	Meaning
re-	again	pre-	before
un-	not	mis-	wrong
tri-	three	dis-	not



Let's write

Add prefixes to the underlined words to change the meaning of these sentences.

- |   |  |
|---|--|
| 1. He always <input type="text"/> <u>behaved</u> in class.                  | 2. I have a <input type="text"/> <u>paid</u> phone.                            |
| 3. She was very <input type="text"/> <u>tidy</u> .                          | 4. You must <input type="text"/> <u>do</u> your maths homework.                |
| 5. She uses a wheelchair because she is <input type="text"/> <u>abled</u> . | 6. The soccer player was <input type="text"/> <u>happy</u> because they lost.  |
| 7. Her picture was <input type="text"/> <u>attractive</u> .                 | 8. My socks were <input type="text"/> <u>matched</u> .                         |
| 9. He was lazy and <input type="text"/> <u>reliable</u> .                   | 10. Leave it out, it's <input type="text"/> <u>important</u> .                 |
| 11. He was <input type="text"/> <u>kind</u> to his dog.                     | 12. My favourite TV programme has been <input type="text"/> <u>continued</u> . |

1 mis, 2 pre, 3 un, 4 re, 5 dis, 6 un-, 7 un-, 8 mis-, 9 un-, 10 un-, 11 un-, 12 dis-

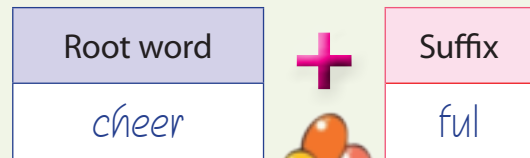
Select three prefixes and use them to form three sentences.

## What is a suffix?

Suffixes are like prefixes, except that they are added to the end of a root word to change its meaning. An example: the ending -ful means "full of", so the word beautiful means full of beauty.



Look at the example. What happens when you join the suffix and the root word? What does the new word mean?



What do these suffixes mean? Circle the suffixes in each of these words. Then underline the root word.

walking cheerful hopeless understandable

hopeful colourful wonderful

walked readable weakness jumped

reckless neatly hoped

wooden forward dancing speaking

slowly woollen playful quietly

backward

What do these suffixes mean?

Suffix	Meaning	Suffix	Meaning
-less	without	-ward	in the direction
-ful	full of	-en	made of
-able	can be done	-ing	continuous verb
-ed	past tense	-ly	the way it's done



Let's write

Add suffixes to the underlined words to change the meaning of these sentences.

1. The children were <u>jump</u> on the trampoline.	2. The autumn leaves are <u>fall</u> from the trees.
3. She was <u>cheer</u> on her birthday.	4. The kitten is <u>play</u> .
5. Her painting was <u>colour</u> .	6. The school play was <u>wonder</u> .
7. Spiderman is <u>fear</u> .	8. He couldn't do his homework because it was not <u>understand</u> .
9. He was <u>care</u> and failed the test.	10. He <u>kick</u> the ball hard.
11. It was a <u>wood</u> table.	12. You must be <u>care</u> in the traffic.

1 ing, 2 ing, 3 ful, 4 ful, 5 ful, 6 ful, 7 less, 8 able, 9 less, 10 ed, 11 en, 12 ful.

Select three underlined words from the previous activity and use them to form sentences.

# Make these desktop dancers

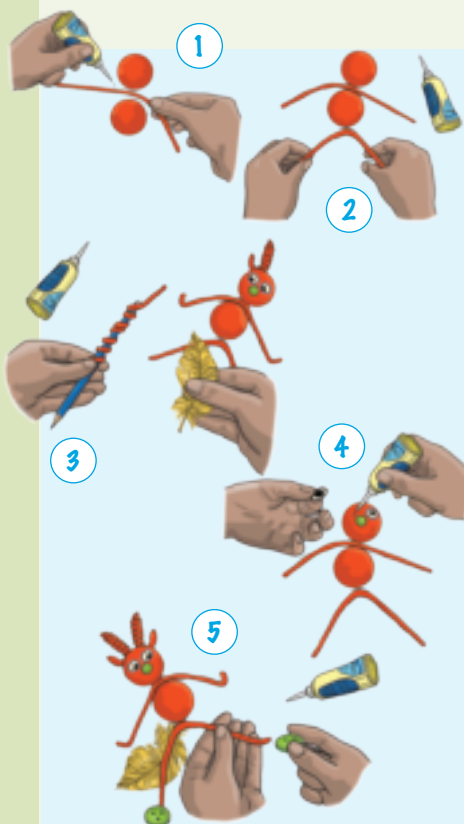


Let's do

Look at the illustrations that show how to make these creatures. With your group, work out what you need to do to make a dancer.

## What you need

- ✓ Bostik glue
- ✓ 3 pipe cleaners
- ✓ 2 medium pompoms (4 cm in diameter)
- ✓ tiny pompom
- ✓ 2 googly eyes
- ✓ feather for tail
- ✓ 2 buttons for feet



## How to make your pompoms

- 1 Draw two large circles, exactly the same, on a piece of cardboard. Now cut them out.
- 2 Draw two smaller circles inside the two large circles. Cut them out, so that your large cardboard circles now have a hole in the middle.
- 3 Put the circles together, and wrap the yellow wool through the hole in the middle and around the outside until the circles are fully covered. You can use two or three strands of wool together to cover the circles more quickly.
- 4 Using sharp scissors, cut the wool between the edges of the two circles.
- 5 Slide a piece of wool between the two circles and tie tightly. Then remove the circles.



Let's write

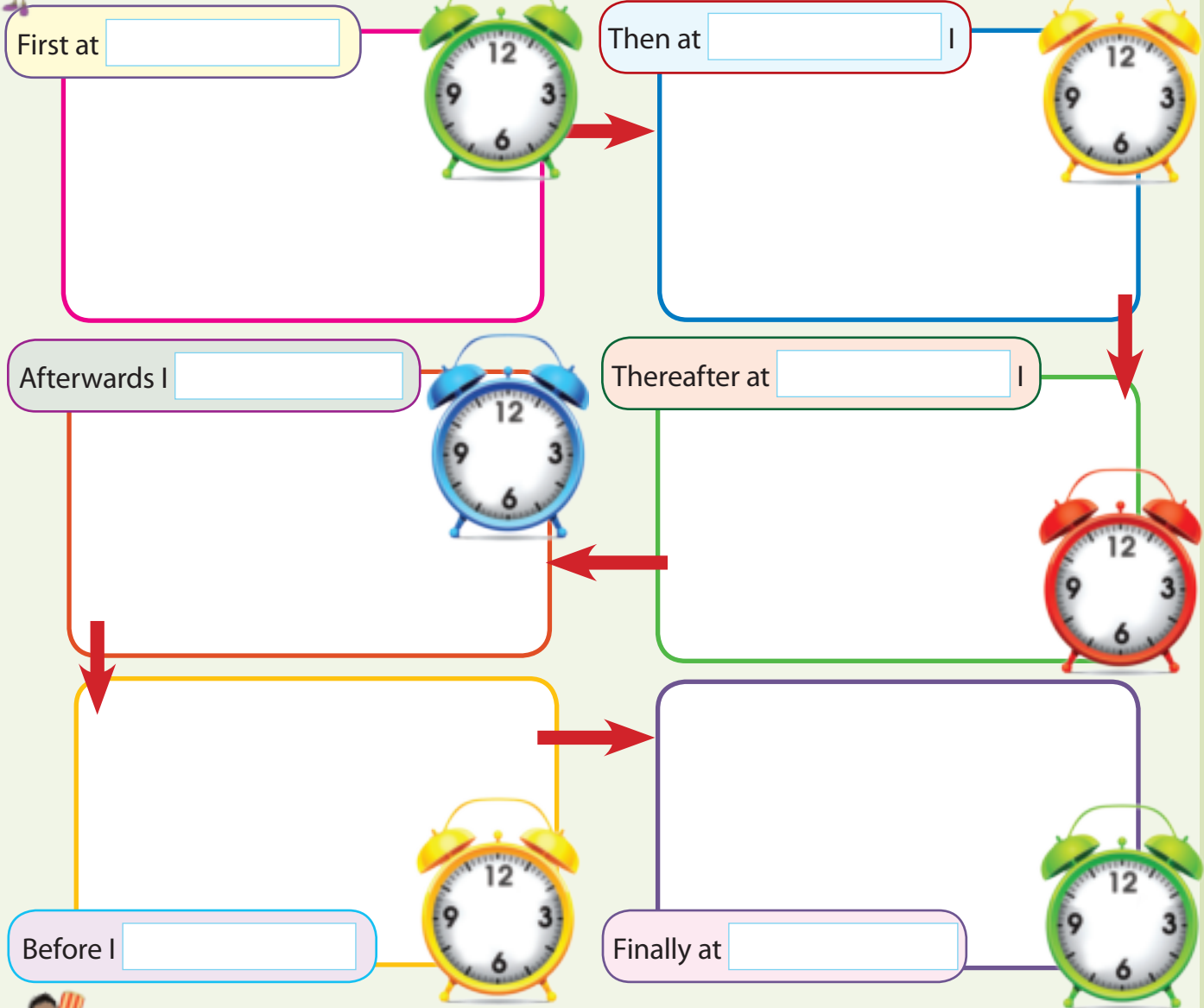
Now write what you will do with all the materials including the pompoms.


# How I spend a typical day



Let's do

Fill in the clocks for the different times of the day and then draw a picture to show what you do.



Let's write

Now convert your flow chart into sentences explaining how you spend a typical day.


# Writing a letter with directions



Let's write

Write a letter to a friend in another town and invite him or her to your school concert. Give your friend information on what the concert is about, what time it will start, on what date and where your school is situated. You will also need to give your friend directions. You will write these on the next page.



Write your address here.

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Write the date here.

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Write a suitable greeting or salutation.

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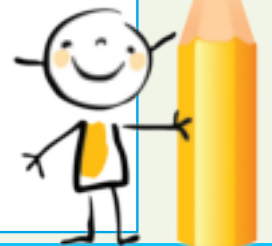
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Write your ending here.

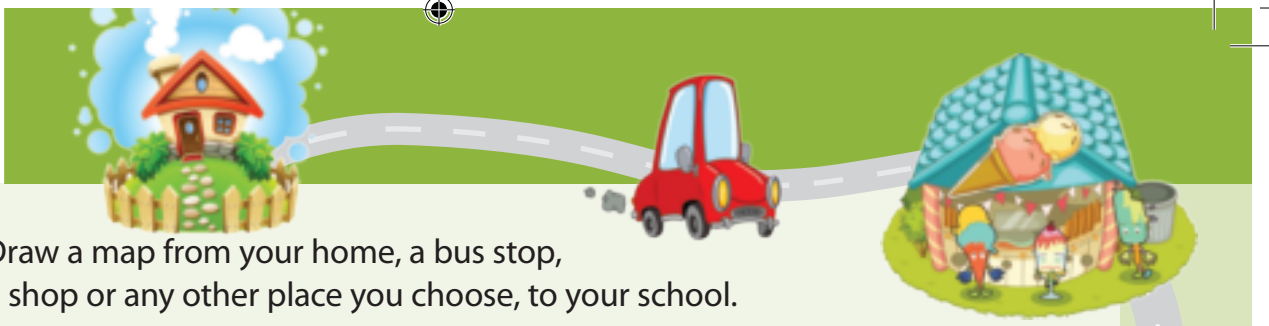
Write your name here.



- 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.



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



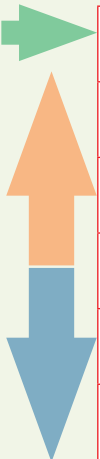
Let's do

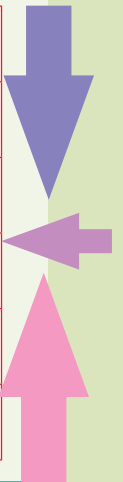
Draw a map from your home, a bus stop, a shop or any other place you choose, to your school.



Let's write

Now write the directions.



TEACHER: Sign

Date

# Subjects, verbs and objects



Let's write

Read these sentences with your friend.

Underline the **subject** in red. The subject is the person or thing doing the action.

Underline the **verb** in blue. The verb is the doing word.

Underline the **object** in green. This tells you what or who the verb affects.



He drank his tea.



The cats chase the mice.

Ann liked Jabu.

The chef burned the food.

The boy broke the window.

The girl flew a kite.

We baked a cake.



Find and underline the verbs in each of these sentences. Then circle the object.

She <u>broke</u> the <u>window</u> .	I filled my glass.
He washes his face.	The school bus arrived late.
The Grade 6 class planted a tree.	Ann wrote an e-mail.

Now look at these sentences. Underline the **subject** and the **verb**. These sentences do not have objects.

Intransitive verbs do not need an object to make sense.



She reads.	The dog sleeps.
We eat.	They work.
She cries.	They run.
Cats purr.	The boat sank.



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



Let's write

Read the following sentences carefully. Underline the **subject** in **red**, the **verb** in **blue** and the **object** in **green**.

Anna answered many questions in class today.

Mandu borrowed my pencil.

Jabu threw a paper airplane through the window!

My sister is reading her library book.

My mother is cooking a stew.

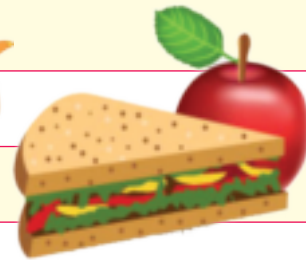
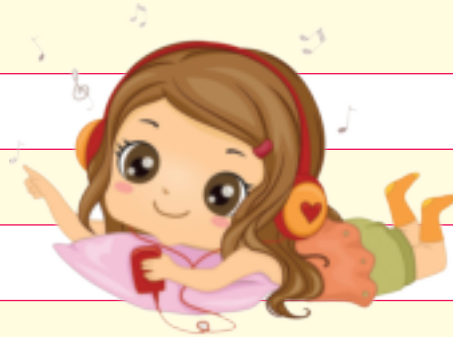
I am listening to the radio.

Oh no! I lost my cell phone!

The hail hit the window.

I have R10 in my wallet.

I ate a sandwich for lunch.



Let's write

Now write sentences of your own. In each one, underline the **subject** in **red**, the **verb** in **blue** and the **object** in **green**.

Blank lined area for writing sentences.



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

Date \_\_\_\_\_



Let's read

A explanatory dictionary tells you the meaning of words and how to say them. The words in a dictionary are arranged in alphabetical order.

The **head word** tells you what the first word on the page is.

The **bolded word** is called an **entry word**. The entry word is printed in bold dark letters.

Next to the entry word is the small bold text that indicates the part of speech and shows the plural form of the word. It tells us whether the word is a noun, verb, conjunction.

## here

### a here

**ADVERB** You say **here** to mean the place where you are. *I'll stand **here** and wait.*

b

c

d

e

f

g

## Hh

i

j

k

l

m

n

o

p

q

r

s

t

u

v

w

x

y

z

### heroine heroines

**NOUN 1** A **heroine** is a woman or girl who has done something brave and good.

**NOUN 2** The **heroine** of a story is the woman or girl that the story is about. See **hero**.

### heron herons

**NOUN** A **heron** is a bird that lives near water and eats fish.



### herring herrings

**NOUN** A **herring** is a silvery fish that lives in large shoals in northern seas.

### herself

**PRONOUN** If a girl or woman does something **herself**, no one else does it. *The baby pulled **herself** up.*

### hesitate hesitates, hesitating, hesitated

**VERB** If you **hesitate**, you pause while you are doing something, or just before you do it.

### hexagon hexagons

**NOUN** A **hexagon** is a flat shape with six straight sides.

**hexagonal** **ADJECTIVE**

See *Colours and flat shapes* on page 271.

### hibernate hibernates, hibernating, hibernated

**VERB** When certain animals, such as bears, **hibernate**, they spend the winter in a sleep-like state.



### hide hides, hiding, hid, hidden

**VERB 1** If you **hide** somewhere, you go where you cannot be seen.

**VERB 2** If you **hide** something, you put it in a place where it cannot be seen.

**hidden** **ADJECTIVE**

### high higher, highest

**ADJECTIVE 1** Something that is **high** is a long way from the bottom to the top.

*The wall round the garden is quite **high**.*

**ADJECTIVE OF ADVERB 2** If something is **high**, it is a long way up. *There was an aeroplane **high** above her.*

### hill hills

**NOUN** A **hill** is a rounded area of land which is higher than the land surrounding it.

### him

**PRONOUN** You use **him** to refer to a man, boy or any male animal that has already been mentioned. *James asked me to ring **him** back.*

### himself

**PRONOUN** If a boy or man does something **himself**, no one else does it. *Ben hurt **himself** quite badly.*

## hold

### Hindu Hindus

**NOUN** A **Hindu** is a person who believes in Hinduism, an Indian religion which has many gods. Hindus believe that people have another life on earth after death.

### hinge hinges

**NOUN** **Hinges** are pieces of metal, wood or plastic that are used to hold a door or lid so that it can swing freely.

### hint hints, hinting, hinted

**NOUN** 1 A **hint** is a suggestion, clue or helpful piece of advice.  
**VERB** 2 If you **hint**, or **hint** at something, you suggest it in a way that is not obvious. *I hinted that I would like a bicycle for my birthday.*

### hip hips

**NOUN** Your **hips** are the two parts at the sides of your body between your waist and your upper legs.

### hippopotamus hippopotamuses or hippopotami

**NOUN** A **hippopotamus** is a large African animal with thick skin and short legs. It lives in herds on the banks of large rivers, and spends a lot of time in the water. It is often called a **hippo** for short.



### hire hires, hiring, hired

**VERB** If you **hire** something, you pay money so that you can use it for a time.

### his

**ADJECTIVE OR PRONOUN** You use **his** to show that something belongs to a man, boy or any male animal. *Robert combed his hair.*

### hiss hisses, hissing, hissed

**VERB** To **hiss** means to make a long "sss" sound.

### historical

**ADJECTIVE** **Historical** stories are stories about things that happened in the past.

### history histories

**NOUN** **History** is a study or record of the past.

### hit hits, hitting, hit

**VERB** If you **hit** something, you touch it quickly and hard.

### hive hives

**NOUN** A **hive** is a house for bees, made so that the beekeeper can collect the honey. See **beehive**.

### hoard hoards, hoarding, hoarded

**VERB** 1 If you **hoard** things, you save or store them even though they may no longer be useful.  
**NOUN** 2 A **hoard** is a store of things that has been saved or hidden.

### hoarse hoarser, hoarsest

**ADJECTIVE** A **hoarse** voice sounds rough.

### hobby hobbies

**NOUN** A **hobby** is something you enjoy doing in your spare time, such as collecting stamps or bird-watching.

### hockey

**NOUN** **Hockey** is a game in which two teams use long sticks with curved ends to try and hit a small ball into the other team's goal.



### hold holds, holding, held

**VERB** 1 When you **hold** something, you keep it in your hand or arms.  
**VERB** 2 If something **holds** a particular amount of something, it can contain that amount. *This jug holds one litre.*

a  
b  
c  
d  
e  
f  
g  
Hh

i  
j  
k  
l  
m  
n  
o  
p  
q  
r  
s  
t  
u  
v  
w  
x  
y  
z

The definition tells the meaning of the word. When a word has more than one meaning, the definitions are numbered. (Look at the definitions for hoard.)

Some definitions have an example sentence that shows how the word is used.



## Let's talk

- Have you ever had a nightmare?
- What was your nightmare?
- Have you ever dreamed about a book you were reading?



## Let's read

One night Lindiwe lay in bed and read about crocodiles in her favourite magazine, "National Animal Magazine". Before she went to sleep she put the magazine on the bookshelf, just outside the bathroom door.



Later that night, as she was on her way to the bathroom, she heard a hissing from the bookshelf. She was half asleep so she didn't really pay attention to it. But then the pile of newspapers and magazines on the bookshelf began to move. The pile toppled over and suddenly there were magazines and newspapers all over the floor, and the hissing got louder. Lindiwe could not believe her eyes: a grunting, snorting crocodile was coming out from under the bookshelf. She was frozen to the spot. She watched the crocodile crawl and slowly look around the room. It seemed to have just come out of the water. Its whole body was

dripping wet and it left a pool of water on the floor. The crocodile made a hissing sound and swung its head and tail. It opened its mouth, and Lindiwe swallowed hard when she saw its long row of teeth.



The "National Animal Magazine" was lying on the floor next to the crocodile. Something about it wasn't quite right. Lindiwe stared at it, and then she saw that the picture on the cover was different. Instead of a big crocodile on a river bank, now there was just a river bank! She picked up the magazine. At that moment the crocodile whipped his tail so hard that he broke her mother's favourite vase and the glass shattered everywhere. Lindiwe ran to her bedroom and slammed the door. She sat on her bed, feeling relieved. "Maybe the best way to get rid of it would be to give it something to eat," she thought. She looked at the "National Animal Magazine" and said to herself, "If the croc could crawl out of the picture then perhaps other animals could too." She paged through and found a picture of some flamingos. "They'd be a good meal for the croc," she thought. A loud crack made her jump, and she saw the tip of the crocodile's tail crashing through the splintered door. She pushed the flamingo



## 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.

picture through the hole in the door to show the crocodile its meal. Suddenly there were dozens of screeching flamingos wildly flapping their wings and running around on their long skinny legs outside her door. Then a flamingo disappeared into the crocodile's mouth and then another and another and another. Exhausted, he lay down and closed his eyes and no longer moved. Lindiwe quietly opened her door and placed the magazine in front of the crocodile's nose. "Please," she whispered, "please go back home." She crept back into the room and looked through the hole in the door. The crocodile and the flamingos were disappearing back into the magazine.

In the morning her parents wanted to know how the floor got wet, how her door got broken and how her mother's favourite vase came to be smashed into small pieces lying all over the floor. Lindiwe didn't know.



By Franz Hohler

(Adapted from the PIRLS).



Let's do

These sentences are about what happened in Lindiwe's story. They are in the wrong sequence. Number them so that you have the correct sequence. We have numbered a few to help you.



	Later she went to the bathroom.
	She saw a crocodile hissing and swinging his head and tail.
2	She went to sleep.
	She locked herself inside the bedroom.
	She found a picture of flamingos.
	The crocodile ate the flamingos.
9	The crocodile went to sleep.
	The flamingos jumped out of the picture.
1	Lindiwe read the "National Animal Magazine" and put it on the bookshelf.

# More about the crocodile



Let's write

Reread the story, "An unbelievable night", and then answer these questions.

What was the first sign that something unusual was happening?

- |   |   |
|---|---|
| a | The pile of newspapers began to move.                         |
| b | Lindiwe saw that the picture on the magazine cover was empty. |
| c | The door to her room was broken.                              |
| d | Lindiwe heard a hissing sound.                                |

Where did the crocodile come from?

- |   |                  |
|---|------------------|
| a | The bathroom     |
| b | A magazine cover |
| c | Under the bed    |
| d | A nearby river   |

Why did Lindiwe think the crocodile was going to attack?

- |   |   |
|---|---|
| a | It showed its teeth.                      |
| b | It let out a loud hissing sound.          |
| c | It started grunting and snorting.         |
| d | It swung its tail backwards and forwards. |



How did the bedroom door get broken?

- |   |   |
|---|---|
| a | The crocodile's tail crashed through it.        |
| b | Her mother's vase cracked against it.           |
| c | The flamingo's sharp beak hit against the door. |
| d | Lindiwe slammed the door so hard it broke.      |

Which words tell us that Lindiwe was frightened?

- |   |                            |
|---|----------------------------|
| a | Frozen to the spot         |
| b | Could not believe her eyes |
| c | Was relieved               |
| d | Heard a hissing sound      |

Why did Lindiwe call the flamingos from the magazine?


Mention two ways in which the magazine helped Lindiwe.


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



new words

Blank lined box for writing new words.

Do you think the crocodile story was part of Lindiwe's dream? Give one piece of evidence to show it was a dream.

Blank lined box for writing evidence that it was a dream.

Now give one piece of evidence that it was not a dream.

Blank lined box for writing evidence that it was not a dream.

## Finite Verbs

Finite verbs are verbs that have a definite relation between the subject or noun. These verbs are usually the main verb and change according to the noun. They are used only in the present and past tenses. See these examples.

*She walks* home.

You can see that the finite verb is **walks** and the pronoun is "she".

*She walked* home.

Here the verb changed to the past tense to show that this happened in the past.



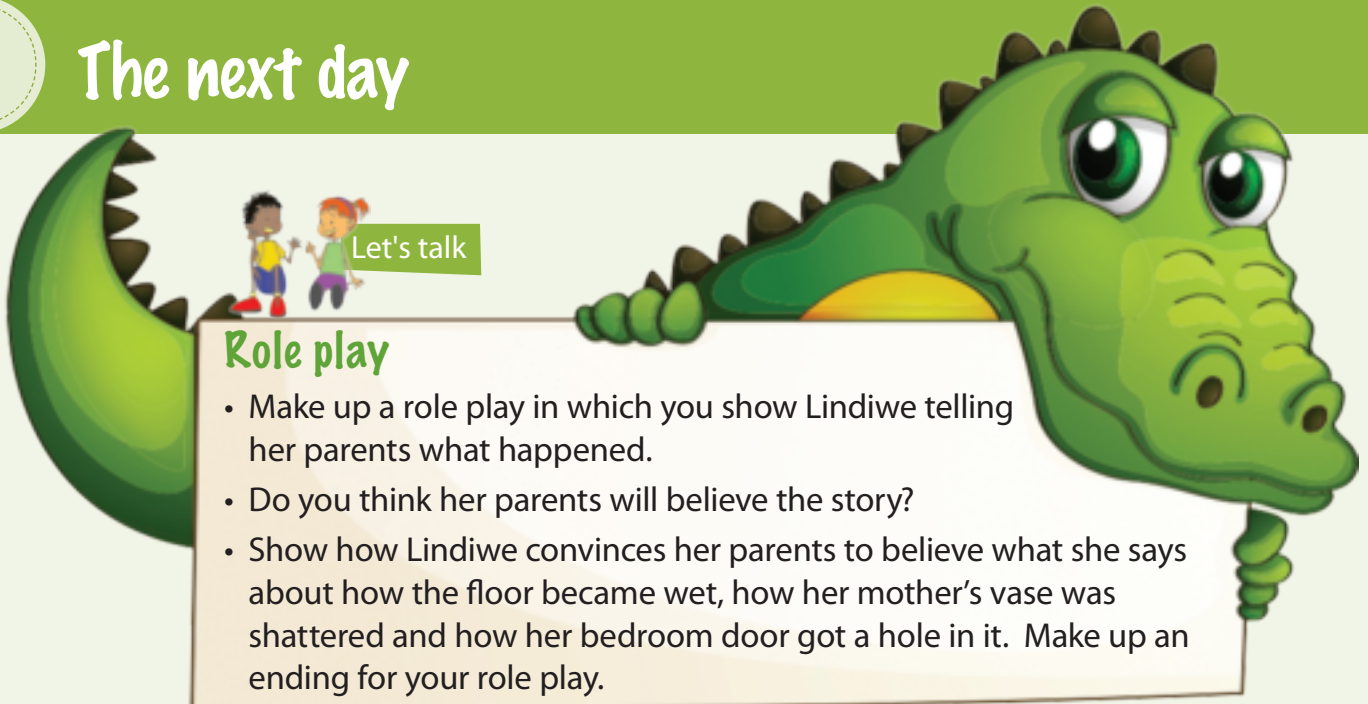
Let's write

Read the sentences and then underline all the finite verbs. Then circle the person or thing that is doing the action. These words will all be nouns or pronouns.

I go to the supermarket.	He drinks milk.
She goes to the pool.	They watch the game.
They went to the stadium.	I ride a bike.
You play football.	She brushes her hair.
I read a book.	He runs to school every day.



# The next day



Let's talk

## Role play

- Make up a role play in which you show Lindiwe telling her parents what happened.
- Do you think her parents will believe the story?
- Show how Lindiwe convinces her parents to believe what she says about how the floor became wet, how her mother's vase was shattered and how her bedroom door got a hole in it. Make up an ending for your role play.



Let's write

Look at the story again. Focus on Lindiwe's character. Think about all the things she did to save herself from the crocodile. Fill in some adjectives to describe her character.


Now use the adjectives to write a character sketch of Lindiwe.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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



Let's write

Plan to write a description of a dream or a nightmare that you had. Use the mind map for your planning.



Your topic is: **"Last night I dreamed that ..."**. Fill in your main ideas on the mind map. Say what you did before you went to sleep, what happened in your dream and how it ended. Mention how you felt during the dream. Were you afraid?

After you have done this, write three or four paragraphs about your dream. Write your description on rough paper. Ask your friend to check it for you. Tomorrow you will copy your work neatly into the next worksheet.

1

What I did before I slept.

5

When I woke up.

2

How the dream started.

Last night I dreamed...

4

How the dream ended.

3

How I felt during the dream.



- 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.

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

Date \_\_\_\_\_



Let's write

Rewrite your essay neatly in the space provided.

Last night I dreamed that ...

Date:



TEACHER: Sign

Date

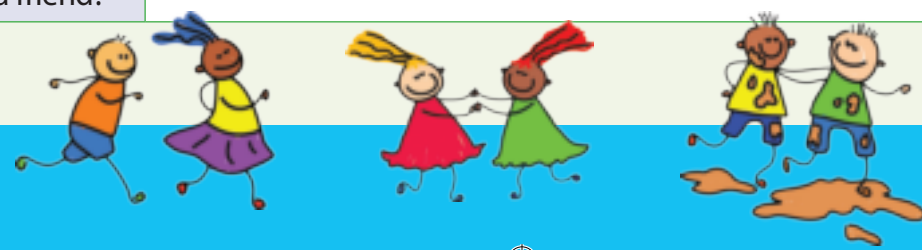


Let's write

Write a book review for the book "An unbelievable night".



<b>Title of the book</b>	
<b>Author</b>	
<b>Plot</b> What happens in the story?	
<b>Setting</b> Where and when does the story take place?	
<b>Characters</b> Who are the people in the story?	
Is the book fact or fiction?	
<b>Theme</b> What is the story about? What is the message of the story?	
<b>What I liked</b> What was the best part of the story?	
<b>Recommendation</b> Why would you recommend the story to a friend?	



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

# Fact or fiction



Let's write

Have a look at the list of articles in this contents page. Write down whether the articles are fact, fiction or opinion.

## Contents

### Features

- 2 Comment from the Editor
- 4 School's out!
- 8 Hike your way to health
- 10 Adverts – the hidden message
- 12 Taxi driver – part 4
- 14 Caring for your environment
- 16 Letters – speak your mind
- 18 The young ones – a South African story
- 22 Drinking should be banned
- 24 The best places to visit



4



8



22



18



12

2

4

8

10

12

14

16

18

22

24



What are **transitive** and **intransitive** verbs?

**Transitive verbs have an object to receive the action.**

**Intransitive verbs do not need an object to receive the action.**

Circle the verb and then underline the object in each sentence.

Circle the verb in each sentence.

I baked some cakes.

The bird sang.

We rode our bicycles.

I laughed.

He moved the table.

I cried.

She painted a picture.

The book fell.

The boy kicked the ball.

The sun set.



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

Date \_\_\_\_\_



## Let's talk

- Have you heard of Nelson Mandela?
- What other famous people do you know?



## 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.



## Let's read

My name is Nelson Mandela.  
I live in South Africa, a very

beautiful country right at the tip of Africa. I was born in the tiny village of Mvezo in the Eastern Cape on 18 July 1918, so I am a very old man now.

My father was a chief. He gave me the name of Rolihlahla, which in Xhosa means "troublemaker". I was still very young, about 1 or 2, when my family moved to Qunu. My days in Qunu were very happy days. As I grew up I used to herd my family's sheep and goats.

I played with my friends in the fields. We swam in the rivers and we ate the sweetest honey, which we took from the beehives. I was always careful to avoid bee stings. Once I tried to ride a donkey and I was doing very well until the donkey threw me into a thorn bush!

When I turned seven, my father sent me to a missionary school. I was the first person in my family to go to school. My father had never been to school. We had to wear smart clothes for school, but my family was too poor to buy school clothes.

My father took some of his old trousers and cut them off at the knees. I did not have a belt, so my father took a piece of string and drew the trousers in at the waist. But I was proud, very proud, to wear those trousers.

At school, my teacher decided to call me Nelson. Can you imagine getting a new name when you are seven?



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



I was happy at school and happy at home. My mother used to tell me lots of stories from long ago. I learnt so much from her stories. She taught me to always be kind to people.

My father taught me to be brave. I wanted to be brave like him. I wanted to be just like him. I used to put ash on my hair to make it look grey like his. I loved my father.

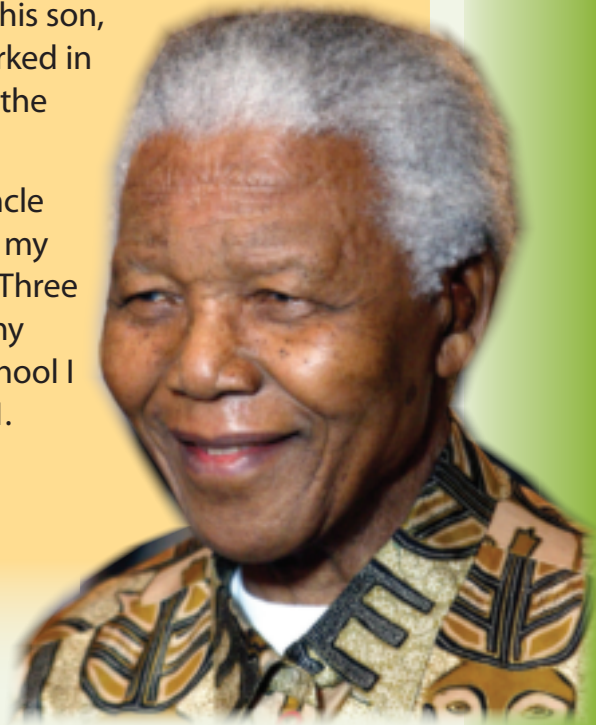
Soon after I turned 9, my life changed because my father died.

I had to pack the few things I had and walk with my mother to my new home. It was painful for me to leave Qunu. I turned and looked back at my home and the happiness I was leaving behind.

I looked at the huts and the people going about their business. I looked at the stream where I had splashed and played with the other boys. I imagined that I could no longer play with my friends. My eyes rested on the three huts at my home. I left – but I could not imagine my future.

I went to live with my Uncle Jongi in Mqhekezweni, a nearby village. He was my father's best friend. I missed Qunu and my family there, but my life with Uncle Jongi was a good one. I played with his son, Justice, and we had lots of fun. We rode horses, worked in the garden, played in the green fields and swam in the river. My uncle treated me like his own child.

I went to the nearby school. Then when I was 16 Uncle Jongi sent me to Clarkebury School. Like my father, my uncle believed that education was very important. Three years later I went to Healdtown High School. I did my best at school and studied hard. When I finished school I went to the University of Fort Hare. By then I was 21.



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

Date \_\_\_\_\_



Let's write

Write a book review about the story of Nelson Mandela's childhood from the *Long Walk to Freedom*.



Title of the book	
Author	
Plot What happens in the story?	
Setting Where and when does the story take place?	
Characters Who are the people in the story?	
Is the book fact or fiction?	
Theme What is the story about? What is the message of the story?	
What I liked What was the best part of the story?	
Recommendation Why you would recommend the story to a friend.	



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

# What do you like to read most?



Let's talk

So far in this workbook you have come across a range of different types of text that you are required to read and write as a Grade 6 learner. What are the features of each type of text and which types of text do you enjoy reading most? Discuss the features with your group. When you have done this, rank order your preferences from 1 – 12. We have started filling in some of the answers for you.

Type of text/ genre	What are the features of this type of text?	Rank
Newspaper articles <i>Worksheets 1, 3</i>	<i>Headlines, by-lines, past tense</i>	
Folk tales	<i>Messages and animal characters with human characteristics</i>	
Pamphlets		
Advertisements	<i>Persuasive language</i>	
Persuasive texts		
Plays or dialogues		
Poems	<i>Literary language, figurative meaning, poetic devices</i>	
Instructional text	<i>Uses imperatives, visuals</i>	
Diaries	<i>Past tense</i>	
Book reviews		
Informational text	<i>Ingredients and methods</i>	
Biographies <i>Worksheets 4, 6</i>	<i>Life story told by the author</i>	



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

Date \_\_\_\_\_

We use the present continuous tense to show what actions are happening now.

## Present continuous tense

She is watching TV now.



Let's write



Complete the following sentences using the correct form of the **present continuous** tense of the verbs in brackets.

He  (swim) in the river now.

She is  (play) soccer at the moment.

They  (walk) to school.

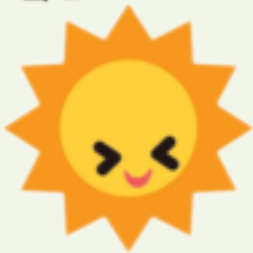
## Past continuous tense

We use the past continuous 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.

We use the future continuous tense to show an action that will happen over a period of time in the future.

## Future continuous tense

I will be working the whole of next week.



Let's write



Complete the following sentences using the correct form of the **future continuous (or progressive)** tense of the verbs in brackets.

We  (go) on a school trip for the whole week.

I  (attend) soccer training next weekend.

We  (drive) to Cape Town tomorrow.



# Check yourself!



## Check yourself

I can	😊	☹️
read a recipe		
identify conventions of instructional text		
sequence instructions		
answer comprehension questions based on a recipe		
write a recipe		
complete a flow chart		
write instructions to accompany a map/diagram		
use suffixes and prefixes		
draw a map		
identify the subject, verb and object in sentences		
write a letter		
use a dictionary		
understand the conventions used in a dictionary		
read a story and answer comprehension questions		
recognise and use finite verbs		
recognise and use transitive and intransitive verbs		
use the present, past and future continuous tenses		
write a character sketch		
use adjectives to describe a character		
plan and write an essay		
write a book review		
identify different text types and conventions		
read an autobiographical story		



## Theme 4: Reading fiction

### Reading a story Term 2: Weeks 5 - 6

#### 49 Reading a story 102

Prereading discussion based on illustrations and headings.  
Orally answer comprehension questions based on story.  
Record new words and meanings in personal dictionary.

#### 50 Thinking about characters 104

Identify adjectives to describe the main character.  
Focus on human features.  
Write a description of the character.  
Complete a list of character traits for a real life character.  
Write a description of a real life character.

#### 51 Writing a story with believable characters 106

Story to have a beginning, middle and end.  
Meaning of prefixes and suffixes.  
Record new words and meanings in personal dictionary.

#### 52 Jacob gives up 108

Prereading activity.  
Reading a contemporary story.  
Answer comprehension questions based on text.  
Record new words and meanings in personal dictionary.

#### 53 What else does the story tell us? 110

Looking at idioms and figures of speech contained in the story.  
Writing a diary entry to summarise the story.  
Writing a character sketch about the main character.  
Using auxiliary verbs.

#### 54 Plan a story 112

Using a mind map to plan a story focusing on characters, setting, plot and conclusion.  
Editing own and friend's story.  
Writing the story neatly in the space provided.  
Record new words and meanings in personal dictionary.

#### 55 It happened some time before 114

Using the present perfect tense.  
Identifying has or have and the verb in sentences.  
Forming sentences in the present perfect tense.

### Reading for information Term 2: Weeks 7 - 8

#### 56 Interview a soccer star 116

Rereading of interview using visual clues.  
Comprehension based on the text.  
Conducting an interview with a successful person.

#### 57 Soccer soccer everywhere 118

Prereading activities based on contextual and visual clues.  
Reading tables of soccer statistics.  
Reading a league table.  
Answering questions based on graphic text and tables.

#### 58 The history of soccer 120

Reading a web page on the history of soccer.  
Orally answering questions based on the text.

#### 59 Writing informational text 122

Discussion of a sport or hobby.  
Planning to write informational text using 6 steps.  
Writing informational text in logical sequence.  
Records new words and meanings in personal dictionary.

#### 60 Descriptive language 124

More about adjectives.  
Identifying adjectives.  
Using adjectives to form sentences.  
Sorting adjectives into type (number, colour, size etc.)

#### 61 It all depends on the weather 126

Prereading activity and discussion about weather.  
Reading three complex weather charts and answering question based on them.  
Record new words and meanings in personal dictionary.

#### 62 The water cycle 128

Reading an annotated diagram.  
Explaining the diagram to a friend.  
Writing the different phases shown in the diagram.  
Record new words and meanings in personal dictionary.

#### 63 Write an information text 130

Planning and deciding on a topic.  
Focusing on the introduction, research, expert opinion, diagrams and headings to be used.  
Writing the information text neatly.

#### 64 What's on the box? 132

Reading a TV guide and answering questions based on it.  
Self-check against the outcomes for the previous 16 worksheets.  
Records new words and meanings in personal dictionary.





Let's read

Today we are going to read the story of a legendary African spider called Anansi. When you read the story focus on his character. He is a legendary trickster.

**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.

## How the spider got such thin legs

Once upon a time, a long time ago, there lived a spider named Anansi. Although Anansi was a very good cook he was a bit lazy, so he preferred to eat the food that others in the village made for themselves and for their families.



One day, he stopped off at Rabbit's house. Rabbit was his good friend.

"There are greens in your pot," cried Anansi excitedly. Anansi loved greens.

"They are not quite ready yet," said Rabbit. "But they will be ready soon. Stay and eat with me."

"I would love to, Rabbit, but I have some things to do," Anansi said hurriedly. He thought that if he waited at Rabbit's house, Rabbit would certainly give him some jobs to do. He did not want to end up washing dishes.

"Tell you what," said Anansi. "I'll spin a web. I'll tie one end around my leg and one end to your pot. When the greens are done, tug on the web, and I'll come running!"

Rabbit thought that was a great idea. And so it was done.



"I smell beans," Anansi sniffed excitedly as he ambled along.

"Delicious beans, cooking in a pot."

"Come eat our beans with us," cried the monkeys. "They are almost done."

"I'd love to, Father Monkey," said Anansi. He again suggested that he spin a web, with one end tied around his leg, and one end tied to the big bean pot.

Father Monkey thought that was a great idea. All his children thought so, too. And so it was done.



"I smell sweet potatoes," Anansi sniffed happily as he ambled along.

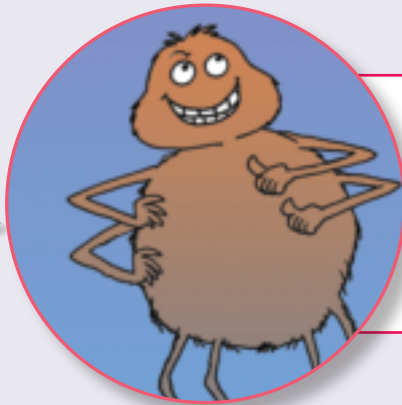
"Sweet potatoes and honey. How delicious!"

"Anansi," called his friend Pig. "My pot is full of sweet potatoes and honey! Come share my food with me."

"I'd love to," said Anansi. And again, he suggested he spin a web, with one end tied around his leg, and one end tied to the sweet potato pot.

His friend Pig thought that was a great idea. And so it was done.





By the time Anansi arrived at the river, he had one web tied to each of his eight legs. "This was a wonderful idea," Anansi told himself proudly. "I wonder whose pot will be ready first? I will be able to eat eight meals today. Lucky me."

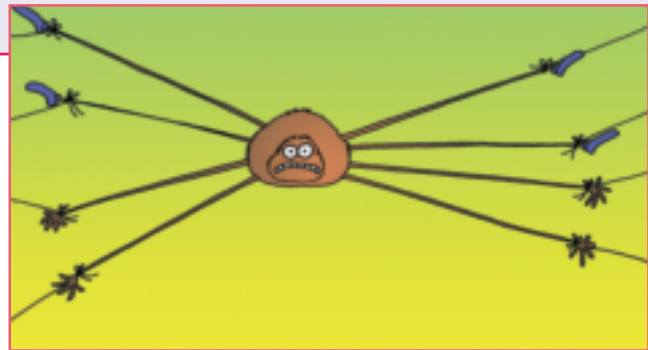
Just then, Anansi felt a tug at his leg. "Ah," said Anansi. "That's the web string tied to Rabbit's greens." He felt another. And another. Anansi was pulled three ways at once.

"Oh dear," said Anansi, as he felt the fourth web string pull.

Just then, he felt the fifth web string tug.

And the sixth. And the seventh. And the eighth! Anansi was pulled this way and that way, as everyone pulled on the web strings at once. His legs were pulled thinner and thinner. Anansi rolled quickly into the river. Eventually, when all the webs had washed away, Anansi pulled himself painfully out of the river.

"Oh my, oh my," sighed Anansi. "Perhaps that was not such a good idea after all." To this day, Anansi the spider has eight very thin legs. And he never got any food that day at all.



## Let's talk



Why did Anansi decide not to wait at Rabbit's house until the greens were cooked?

How did he end up with eight thin legs?

How did Anansi save himself from being pulled into pieces?

What is the moral of the story? How do we know that this is not a true story?

Look at the pictures and then tell your friend the story in the correct sequence.

# Thinking about characters



Let's write

Look carefully at what Anansi says and does in the story. Then fill in some adjectives that describe his character.

Use these adjectives to write a description of his character.




Let's write

Now describe the character of a real person.

● Choose a person to write about. The person can be a hero, living or dead.

Character's full name	
Gender	
Age	
Physical appearance	
Occupation	
Talents or skills	
Why you have chosen him/her	

- Make a list of character traits (qualities). Brainstorm your list with a friend. Use adjectives as much as possible.
- For each character trait, write about things they did or said that are examples of that character trait.

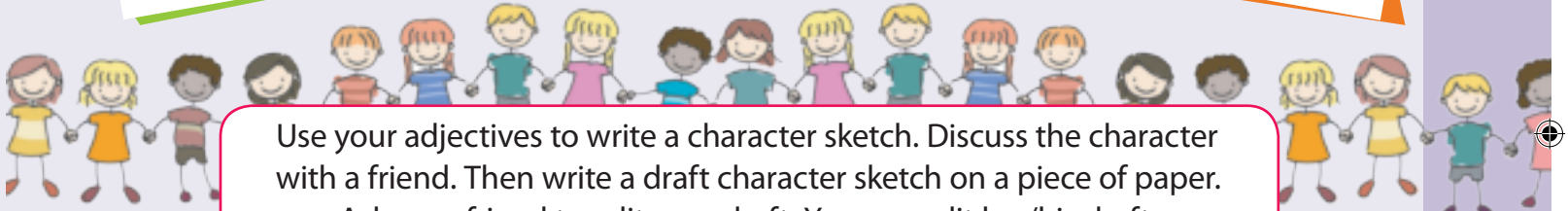
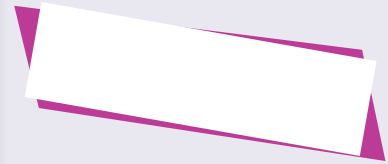
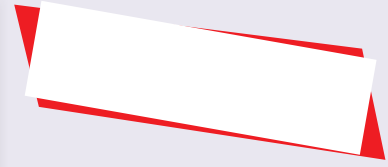
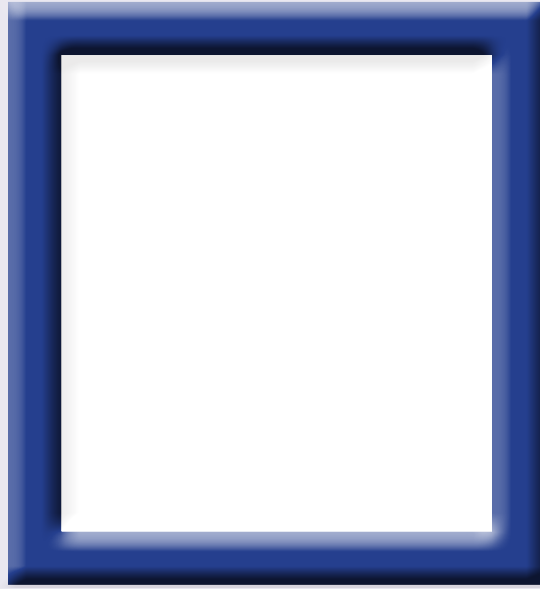
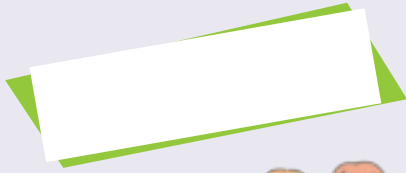
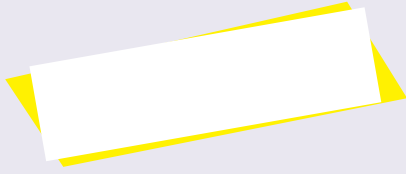


Date: \_\_\_\_\_



Let's do

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



Use your adjectives to write a character sketch. Discuss the character with a friend. Then write a draft character sketch on a piece of paper. Ask your friend to edit your draft. You can edit her/his draft. Rewrite your sketch neatly below.

Lined writing area for the character sketch.

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

Date \_\_\_\_\_

# Writing a story with believable characters

Term 2 – Week 5–6



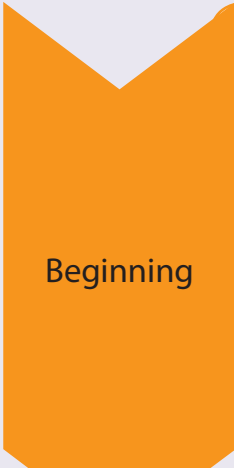
Let's do

Plan your story.

Think about the plot and the character. Then show how the plot and the character progress through the stages of the story. Fill in some adjectives to help you to develop your character.



- 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.



Beginning

Character

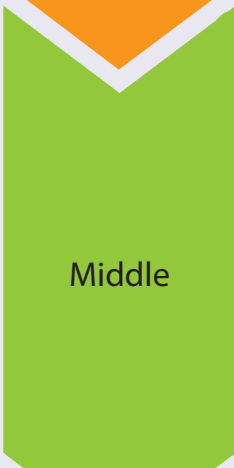
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---

Plot

---

---



Middle

Character

---

---

Plot

---

---



End

Character

---

---

Plot

---

---



Date:



Let's write

My story about \_\_\_\_\_

Beginning


Middle


End




TEACHER: Sign

Date



Let's talk

Look at the pictures and the title of the story and see if you can work out what the story is about.

What kinds of characters do you think it will be about? Skim the story and see if you can predict what it will be about.



Let's read

Jacob was a member of the Newville Soccer Club. He and his friends would go to soccer practice every day after school. Jacob would run with the team and practise playing soccer as if there was no tomorrow. He would train until his muscles ached. He practised ball control and he practised shooting at the goals even with his eyes closed. Yet somehow, the coach never chose him to play in the team. At best, Jacob ended up on the bench as a reserve and seldom got to play.

Jacob dreamed of playing. He dreamed of scoring the winning goal.

Then one day shortly before the final game Jacob gave up. "There is no point," he told his mother. "I train so hard, I never miss a practice session, but the coach never puts me into the team."

"I think I am **giving up**" he said, "**I am at my wits end!**"

"Don't do that, Jacob," his mother said. "You'll will get your chance someday soon."

"The coach never chooses me," he said, woefully.

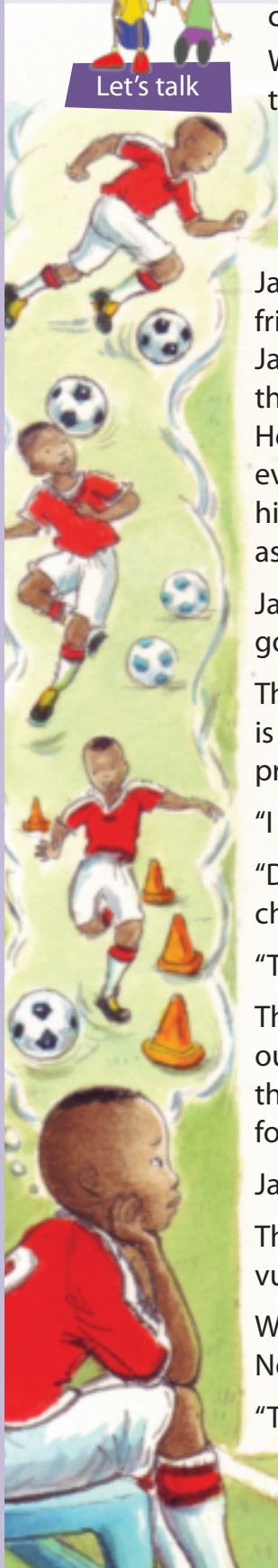
Then, on the Saturday before the big game, the coach called out the names of the team. Jacob peeped and saw his name on the list. "Jacob, you've been training hard. You will play in the forward position. Remember, it's the final game," he cautioned.

Jacob **could not believe his ears**.

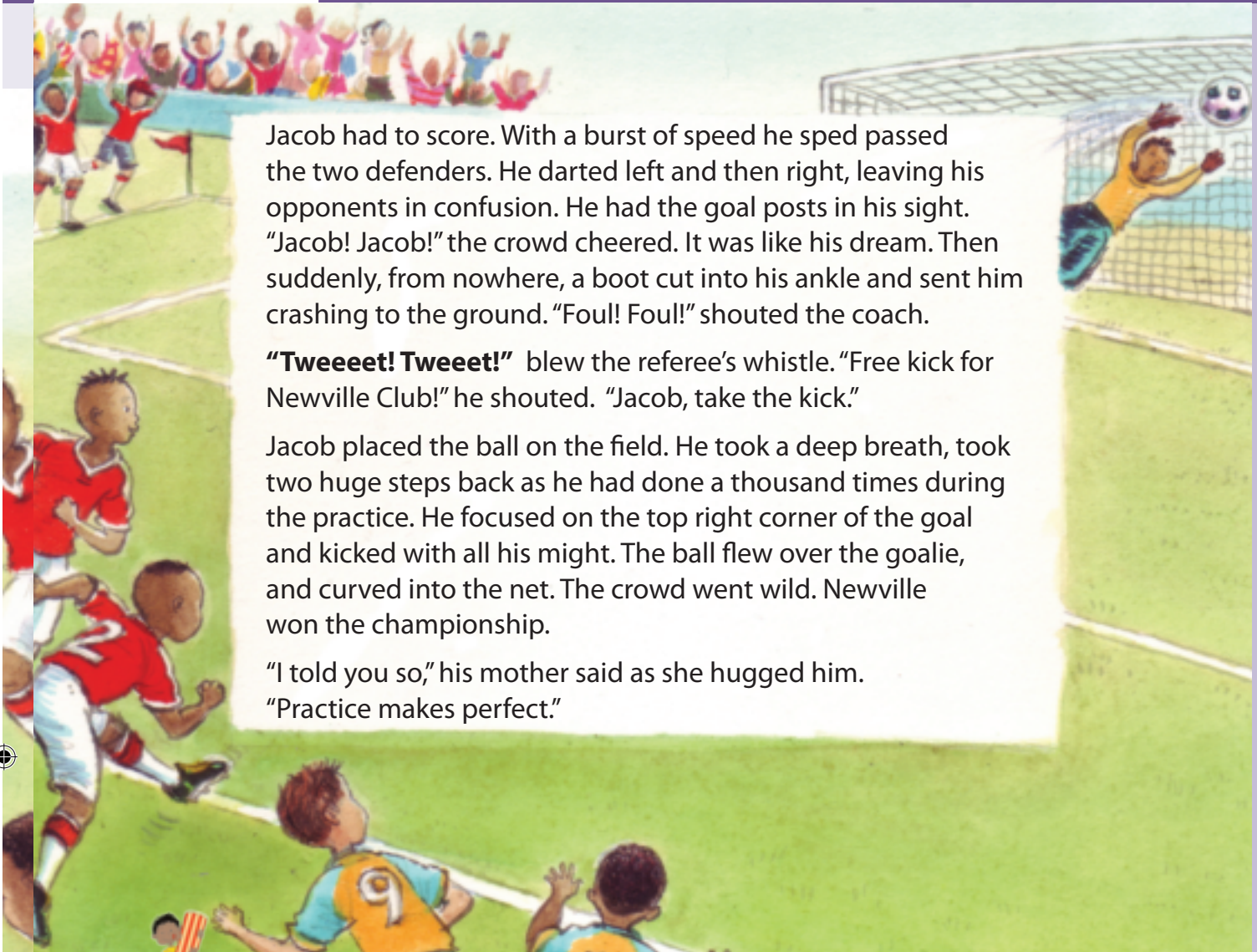
The big day came and the crowds were screaming and the vuvuzelas **shrieked** across the village.

With one minute to the final whistle, the score was 0 – 0. Newville Club had to score!

"Take the ball, Jacob," Jabu screamed, passing him the ball.



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



Jacob had to score. With a burst of speed he sped passed the two defenders. He darted left and then right, leaving his opponents in confusion. He had the goal posts in his sight. "Jacob! Jacob!" the crowd cheered. It was like his dream. Then suddenly, from nowhere, a boot cut into his ankle and sent him crashing to the ground. "Foul! Foul!" shouted the coach.

**"Tweeeet! Tweeeet!"** blew the referee's whistle. "Free kick for Newville Club!" he shouted. "Jacob, take the kick."

Jacob placed the ball on the field. He took a deep breath, took two huge steps back as he had done a thousand times during the practice. He focused on the top right corner of the goal and kicked with all his might. The ball flew over the goalie, and curved into the net. The crowd went wild. Newville won the championship.

"I told you so," his mother said as she hugged him. "Practice makes perfect."

Let's write

Who are the characters in the story?

Main character/s	Other characters

Why did Jacob give up? Quote one sentence that tells us he had lost hope.

\_\_\_\_\_

\_\_\_\_\_

Quote one sentence in the story to show that Jacob persevered.

\_\_\_\_\_

\_\_\_\_\_

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

Date \_\_\_\_\_

# What else does the story tell us?

Term 2 – Week 5–6



Let's write

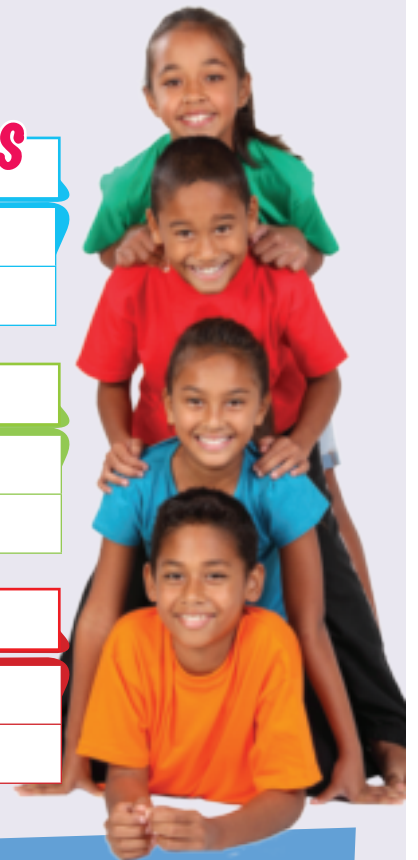
What do these idioms mean?

## Idioms

He could not believe his ears.

Jacob was at his wits' end.

Practice makes perfect.



## Figures of speech

What figures of speech are these?

the vuvuzelas shrieked

tweeeeet, tweeeeet

the ball flew

Find another word in the story for these words. Write them in your dictionary.

warmed

peeped



Let's write

Imagine you are Jacob. Write a diary entry for the day summarising what happened and how you felt. Use the words **First I**, **then I** and **finally I**.

Dear diary

Dear diary

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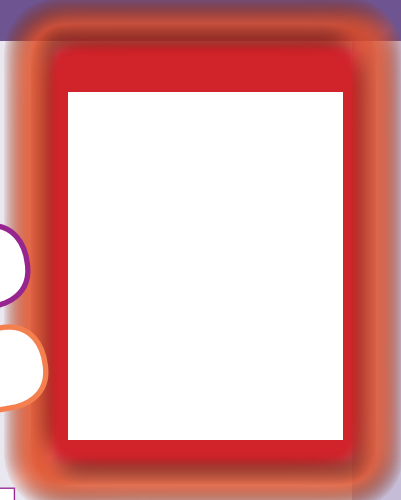
Date: \_\_\_\_\_



Let's write

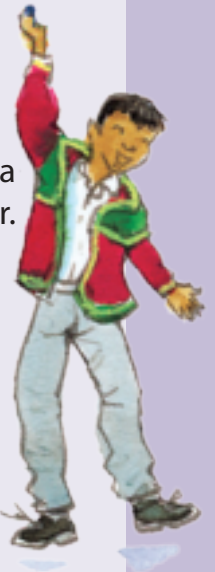
Now write a character sketch about Jacob.  
Brainstorm with your friends to find descriptive words.  
Fill in adjectives that describe his character.

Blank rounded rectangular boxes for brainstorming adjectives, colored blue, red, yellow, green, purple, and orange.



Lined writing area for the character sketch.

Use your adjectives to write a character sketch. Write your draft on a piece of paper. Ask your friend to edit your draft. You can edit her/his draft. Then write the character sketch neatly in the space provided.



Underline the verb and circle the helping verb.  
Then write the sentences in the negative form.

I am going to school.

Jacob is late for soccer practice.

We were running on the soccer field.

Jacob was chosen for the team.

**Look** out for auxiliary verbs. They are Sometimes called "helping verbs". They are the words that come before the main verb of a sentence.

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

Date \_\_\_\_\_

# Plan a story



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



Let's write

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

Who are my characters?

Handwriting practice area for 'Who are my characters?' with blue horizontal lines.

Where does the story take place?

Handwriting practice area for 'Where does the story take place?' with blue horizontal lines.



Title of story

A purple rounded rectangular box containing the text 'Title of story' and a horizontal line for writing.

What happened in the story?

Handwriting practice area for 'What happened in the story?' with blue horizontal lines.

How does the story end?

Handwriting practice area for 'How does the story end?' with blue horizontal lines.



Let's write

Discuss your plan with your friend. Then write your draft on a piece of paper. Ask your friend to edit your draft. You can edit her/his draft. Write your story neatly on the opposite page.



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

# Writing my story

A large rectangular area for writing, bounded by a yellow and brown checkered border. The interior is white with horizontal blue lines for writing.



The End

TEACHER: Sign  Date

# It happened some time before

It happened at an unspecified time before now



## Present perfect tense

We use the present perfect tense to show that an action happened at an unspecified time in the past. The exact time is not important. When we use the present perfect tense we use "vague" expressions of time, such as ever, never, once, many times, several times, before, so far, already, yet.



Let's write

Underline **have** or **has** before the **verb**. Circle the verb.

1. She has seen that movie twenty times.
2. I think I have met him once before.
3. There have been many floods in KwaZulu-Natal.
4. People have travelled to space.
5. Have you read the book yet?
6. I have seen that movie.
7. I have spoken to him several times about his bad manners.
8. We have been to Cape Town several times.
9. I am afraid that I have lost your book.
10. He has visited us many times.



Now complete writing these sentences in the present perfect tense.

He went home because he had

She ran to school because she had

I have lost

We had been to

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



Let's write

Fill in **has** or **have** and the correct form of the verb in brackets.

# Present perfect tense



He  (visit) us many times.

I  (see) my sunglasses.

She  (see) that movie three times.

She  (return) my book at last.

They  (make) that same mistake several times.

They  (wash) the dishes.

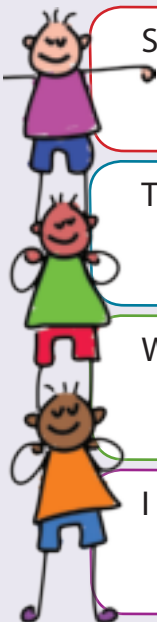
We  (read) so many stories in this book.

We  (finish) all our homework.

We  (hear) the story before.

You  (be) to Polokwane.

Now complete these sentences.



She has returned my

They have seen

We have been

I have studied

TEACHER: Sign

Date



Which South African sports stars do you think are really good?  
Why do you think they are so good?  
What has made them successful?  
What do you know about their character?

### Let's find out about a very successful soccer star

#### **Noko Alice Matlou**

When people talk about soccer, the stars they mention are usually men. But one of South Africa's best footballers is a woman: Noko Alice Matlou. Matlou was named champion African Player of the Year in 2009 by the Confederation of African Football. She was the first South African person to ever win this award.

**Read this interview with Matlou to find out more about her.**

**Where were you born, and where do you live now?**

*I was born in Molegje, Gaphaudi in Limpopo. That is where I still live.*

**When did you first become interested in sport?**

*I started playing soccer at primary school. I already enjoyed sport and I was always good at athletics and football. I used to do running and I was very fast, especially in the 100 metres and 200 metres. When I was at school I was a sprinter and I set some records.*

*Then in 2000 I started playing football professionally for the Brazilian Ladies football club. In 2007 I started playing football for Banyana Banyana.*

**How do you keep fit?**

*I train twice a day. I wake up in the morning and go jogging for 30 minutes. Then at 3 o'clock I train for about three hours. That's when I do ball training.*

**What advice can you give to other young people?**

*Train hard, then you'll play easily.*



#### **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.

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



Let's write

Read the information about Matlou on the previous page and then answer the following questions:

What are Matlou's achievements?

How do we know that Matlou is dedicated to soccer? Give reasons from the article.

How did her football career start?



Let's do

Let your partner pretend to be a sports star. Then interview your partner to find out more about his or her achievements.

You will need to find out:

- When and how he or she became interested in the sport
- His or her main sporting achievements
- What message does he or her have for other young people.



Let's write

Now choose someone in your school or community that you think is talented at sport. Ask the person to let you interview them. In the interview, try to get answers to the questions below. And then write a character sketch of the person.

- What was your childhood like? When did you become interested in sport?
- What are your main achievements?
- What message do you have for other young people in South Africa?

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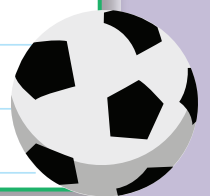
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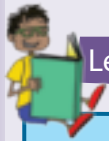


# Soccer, soccer everywhere



Let's talk

- What sports do you like to play or watch?
- Who is your favourite sports person? Why?
- What do you think it takes to become a sports champion?
- Who are South Africa's soccer, athletics, swimming and other champions?



Let's read

In 2010 South Africa hosted the FIFA World Cup soccer tournament. Thousands of spectators visited the ten stadiums to watch the games. Soccer teams from all over the world came here to compete for the Cup.

What facts do you know about the 2010 soccer tournament?  
Read the information in the tables below, and answer the questions that follow.

Table 1: 2010 World Cup soccer stadiums

City	Stadium	Number of seats for spectators
Cape Town	Green Point	40 000
Bloemfontein	Free State	70 000
Durban	Moses Mabhida	60 000
Johannesburg	Ellis Park	40 000
Johannesburg	Soccer City	95 000
Nelspruit	Mbombela	40 000
Polokwane	Peter Mokaba	40 000
Rustenburg	Royal Bafokeng	45 000
Pretoria	Loftus Versfeld	45 000
Port Elizabeth	Nelson Mandela Bay	50 000



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

**Table 2: Results of the 2010 FIFA World Cup soccer tournament**

Quarter-finals				
Date	Stadium	Country 1	Country 2	Score
02 July 2010	Nelson Mandela Bay/ Port Elizabeth	Netherlands	Brazil	2:1
02 July 2010	Johannesburg	Uruguay	Ghana	1:1
03 July 2010	Cape Town	Argentina	Germany	0:4
03 July 2010	Johannesburg	Paraguay	Spain	0:1
Semi-finals				
06 July 2010	Cape Town	Uruguay	Netherlands	2:3
07 July 2010	Durban	Germany	Spain	0:1
Finals				
11 July 2010	Johannesburg Soccer City	Netherlands	Spain	0:1

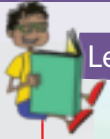


Let's write

Use the information in Tables 1 and 2 to answer the following questions. Write your answers in the space provided.

Which is the biggest stadium?	
How many people does it hold?	
When was the final game played?	
In which city was it played?	
At which stadium was it played?	
Which countries played in the quarter-finals?	
When did Ghana play?	
Against which country did Ghana play?	
What was the score when Ghana played?	
Where did Ghana play?	
Which team won the finals?	
What was the score?	





Let's read



## The Chinese

Hundreds of years ago in China, around 400 BC, soldiers played a game called "Tsu'Chu", which was the forerunner of soccer. Players kicked a ball stuffed with feathers into a small net, about 40 cm wide, fixed on bamboo canes.

## The Japanese

Later, in about 600 AD, Japan had its own version of soccer, called "Kemari". Players formed a circle and kicked the ball towards one another without letting it touch the ground. This is familiar to us, isn't it?



## The Greeks

The Greeks also had a brand of soccer, known as "Episkyros", which involved both kicking and carrying the ball. It was played by two teams which could have as many as 27 players each! It was similar to the game we call rugby today.



### 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.

## The Romans

The Roman version of soccer was called "Harpastum". It also had two teams with 27 players on each side. People enjoyed playing it and watching it. Large crowds of people went to watch Harpastum games, which were often held in buildings similar to the stadiums we know today. It was also time of big business for hawkers selling pizza and spaghetti to the huge crowds of fun-loving spectators!



Let's talk

- In which countries did football develop?
- How do we know from the web page that people loved football?
- Why was the game outlawed?

## In England

In England, ordinary people from entire villages would get together to kick a ball through the streets and across the fields. The game was brutal. People pushed and shoved each other and there were many injuries. The game had no rules and it was very dangerous to play. They called the game "Shrovetide football". Towns and villages played against each other, with hundreds of people taking part in a contest that lasted the whole day. The ball could be kicked through the streets, in the water, through the market, on rooftops – anywhere. There were no referees, no off-sides, no throw-ins, no kick-offs, no corner kicks, no goal kicks, no drop kicks, and no player position. No wonder that many people ended up with broken legs, arms and heads!



## Soccer an unlawful sport

In 1314, King Edward II instructed the Lord Mayor of London to outlaw the playing of football in the city. This was because of the noise in the city and the injuries to players. Later, Queen Elizabeth I jailed soccer players for one week. But nothing could stop the game. People risked going to jail for the sake of a game they loved.

## The first rules

The first soccer rules were introduced in 1815. The famous English school, Eton College, established a set of rules to reduce the lack of discipline in the game. This was the start of football as we know it today.



## A Global obsession

The introduction of official rules helped to increase the popularity of soccer. The game spread rapidly throughout the rest of Britain and soon reached Europe and the rest of the world. The first ever World Cup took place in 1930. This competition has taken place every four years since then, and it is a sign of the popularity of the game all over the world. In fact, soccer today is the most popular sport in the world.



Let's talk

- What rules do we have in present day soccer to ensure the safety of players on the field?
- Talk to your friend about the different stages in the history of soccer. Discuss what soccer means in your school, family, community and culture.

# Writing informational text



Let's write

Write about a sport (or any other hobby) that you know well. Do not write about soccer. Choose another sport or hobby to write about.

- Plan your writing. Brainstorm the topic with your friends and then complete the mind map.
- Then write your first draft on rough paper and ask a friend to edit it for you.
- Write your text neatly in the space on the opposite page.



1 What is the sport or hobby about?

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2 Who are the leaders in this field?

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3 What is the history of the sport/hobby?

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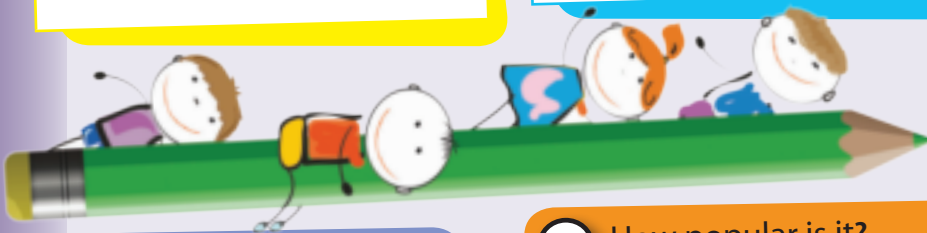
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4 What are the rules of the sport?

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5 How popular is it?

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6 Where is it played?

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

What is the sport/hobby? \_\_\_\_\_

What is the sport or hobby?

Who are the leaders in this field?

What is the history of the sport/hobby?

What are the rules of the sport/hobby?

How popular is it?

Where is it played?



TEACHER: Sign \_\_\_\_\_ Date \_\_\_\_\_

**More about adjectives**

An adjective is a word that describes a noun or a pronoun. Adjectives tell you what a person, place or thing is like. For example, “dog” is a noun, but what kind of dog? The “big, brown, furry dog” tells us more about that furry dog.

**Adjectives can also tell us about numbers.** “There are **seventeen** learners in our class.” “**Seventeen**” is an adjective.

They also answer the question: “Which one(s)?” For example:

- **How do these fish live?**
- **What is that hippo doing?**
- **Where did those wild buffalo come from?**



Let's write

Cross out the words that are not adjectives.

big	fast	paper	crunchy
skinny	slow	shiny	delicious
red	run	soft	spoon
quickly	new	warm	green



Then use five adjectives to form sentences.


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



Let's write

Underline the adjective(s) in each sentence.

There will be blue and red seats in the new stadium.

There were soft pillows and warm blankets on the old bed.

A famous artist painted those beautiful pictures in your book.

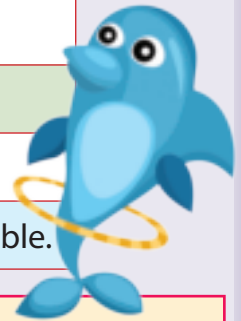
I am going to Dudu's house to see her new red bicycle.

Clever Jabu baked a delicious chocolate cake.

It is a tiny, brown, loud bird.

Dolphins are much smaller than whales.

The small, quiet, grey cat is scratching the big shiny wooden table.



Now sort out the adjectives you have underlined onto these cards.

Number

Colour

Taste or smell

Type

Size

Sound

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

Date \_\_\_\_\_

# It all depends on the weather

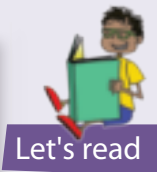
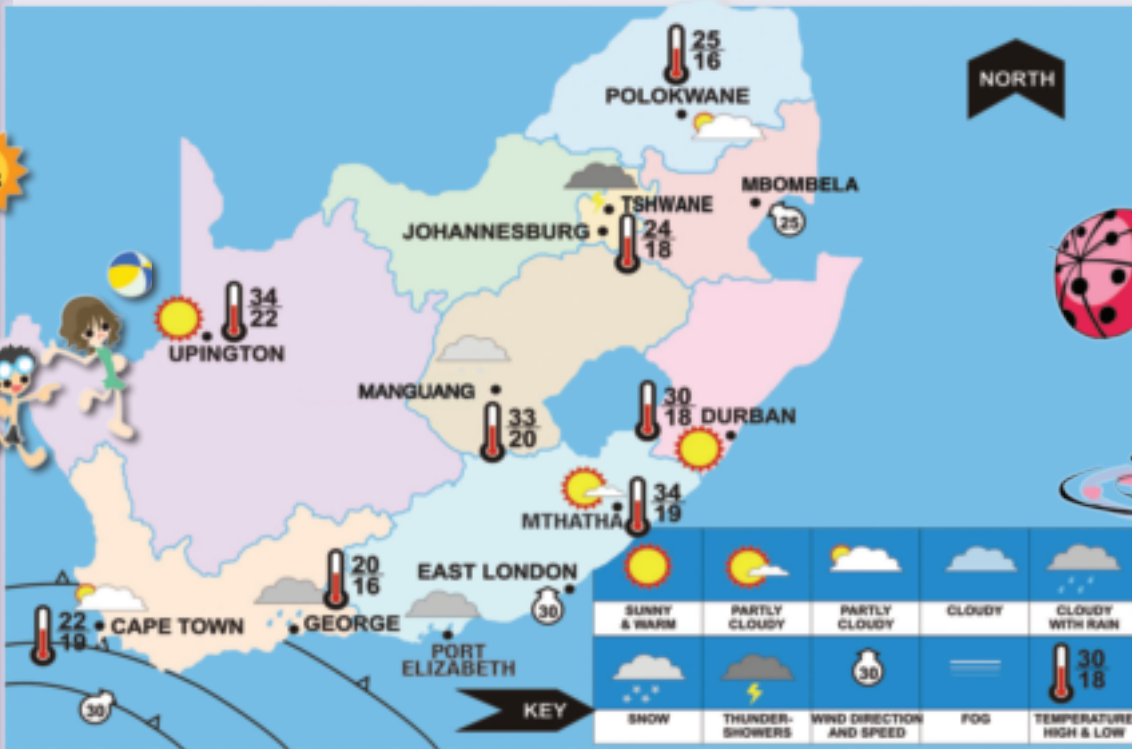
Term 2 – Week 7–8



Let's talk

- What weather do you like best? Why?
- Why is it important for us to know what the weather is going to be like tomorrow or next week?
- Do you ever listen to the weather forecast? Why?
- What kind of weather is it today?
- Describe what the weather is like during the different seasons where you live.
- Would you move to a place that is very hot or very cold? Why?

Look at the weather map and complete the table below.



Let's read



Write down the weather conditions and the temperatures for the following cities.

City	Minimum temperature	Maximum temperature	Describe the weather conditions
Polokwane			
Johannesburg			
Bloemfontein			
Durban			
Upington			
Mthatha			
George			

Write down the answers to these questions.

What are the two hottest places in South Africa? Give their names and the temperatures.

\_\_\_\_\_

In which town is it raining?

\_\_\_\_\_

Which city has a cold front?

\_\_\_\_\_

Name one town or city that is cloudy. \_\_\_\_\_

Where is the lowest temperature, and what is it? \_\_\_\_\_

What is the wind direction? \_\_\_\_\_

Where would you expect a thunderstorm? \_\_\_\_\_

Which city is partly cloudy? \_\_\_\_\_

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

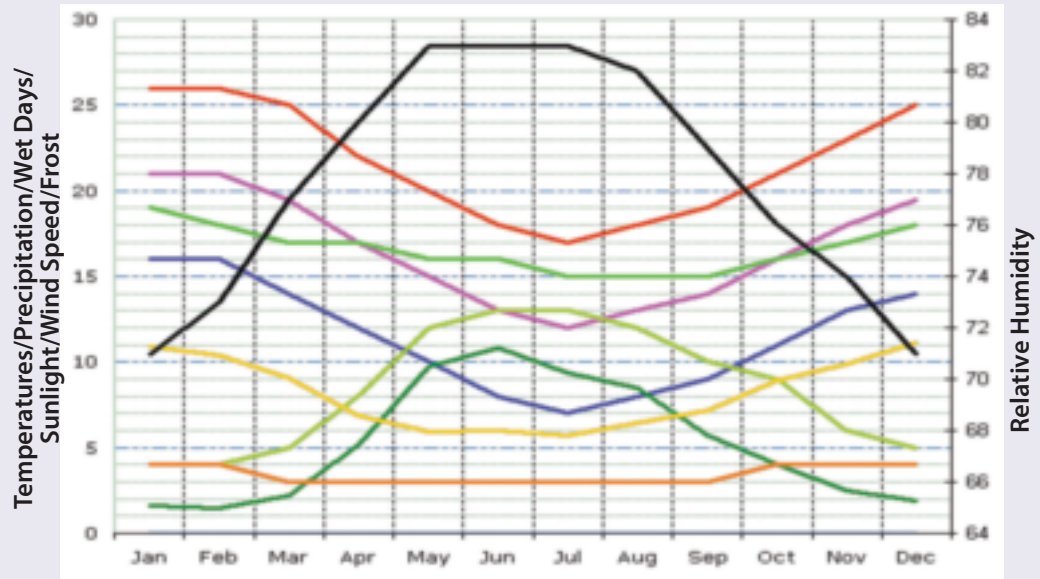


Let's write

Look at the picture below. This kind of picture is called a line graph. Notice that each line is a different colour. What do the lines tell us? You will find the answer on the left of the graph.

Cape Town, South Africa Climate Graph (Altitude: 42 m)

- Min Temp (°C)
- Average Temp (°C)
- Precipitation (mm)
- Average Sunlight Hours/Day
- Sea Temp (°C)
- Wet Days (> 0.1 mm)
- Average Wind Speed (Beaufort)
- Relative Humidity (%)



Let's talk

In the table, write down the colours of the lines that show the following:

Average temperature		The sea temperature	
Average number of hours of sunlight each day		The humidity	
Number of wet days		The wind speed	

Work with a friend. Look at the chart again and answer the following questions.

What was the minimum temperature at the end of September?

\_\_\_\_\_

What was the average number of sunlight hours at the end of February?

\_\_\_\_\_

In which month was the humidity highest?

\_\_\_\_\_

In which month was the sea temperature the lowest?

\_\_\_\_\_

Which month had the highest maximum temperature?

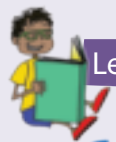
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In which months did it rain most?

\_\_\_\_\_

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

Date \_\_\_\_\_



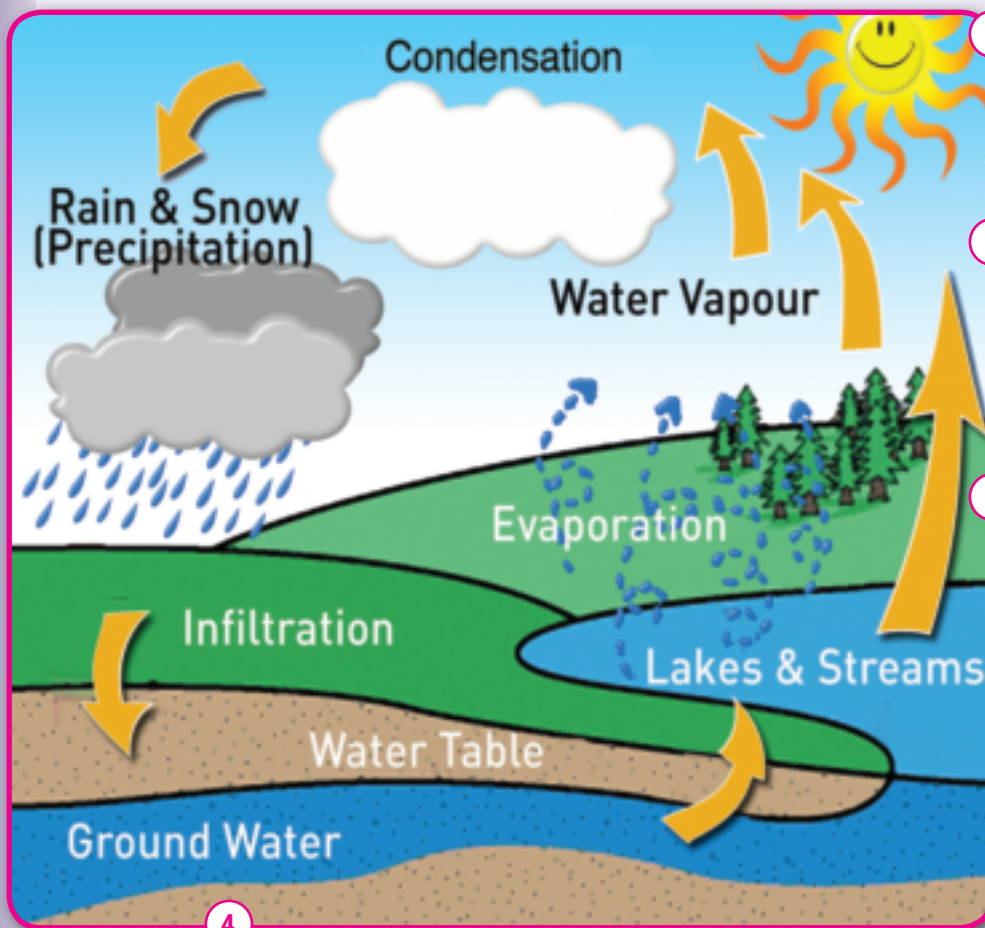
Let's read

All life on earth depends on water. Apart from the air we breathe, water is the most important substance for all living things. Without it, living things cannot stay alive. If we do not have enough water in our bodies, waste products cannot be removed. This would affect many parts of our bodies and would cause illnesses.



We need to understand the water cycle to understand where water comes from. The water cycle is the never-ending movement of water between the sea, land and air.

The picture below explains and shows you what happens in the water cycle.



**1** Evaporation

The sun heats up the water in rivers or oceans and turns it into water vapour.

**2** Condensation

When the water vapour in the air gets cold it condenses and turns into clouds.

**3** Precipitation

When a lot of water has condensed, the air cannot hold it any more and the water falls back to the earth in the form of rain, hail, sleet or snow.

**4**

When the water ends up on the land it will go into the earth and become ground water which plants and animals use. It could also go into rivers, lakes and oceans, and then the cycle starts again.

Date:



Look at the diagram of the water cycle again. Explain to one another how the water cycle works. In your explanation use the following words: **evaporation, condensation, precipitation.**



- 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.

The diagram shows a cycle (things that happen in a set order).

Now write a sentence to describe what happens in each phase of the cycle.

● Phase 1:

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● Phase 2:

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● Phase 3:

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# Write an information text

Over the past two weeks you have read a number of different types of information texts.

Plan to write your own information text.

You will need to select a topic and then you will need to do some research using a reference book or the internet.

Complete this mind map to help you with your planning.



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

## My topic




1 Introducing my information


2 What I learned from my research


3 What the experts say about the topic


4 What diagrams or pictures I can include


5 What headings I will use




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



Let's write

Write up your topic in rough. Ask a friend to edit your work. She or he should check your spelling, punctuation, logical flow and sequence. Ensure that you have headings and that your diagrams or charts explain what you mean.

1

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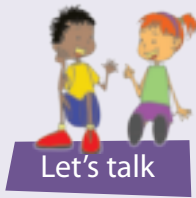
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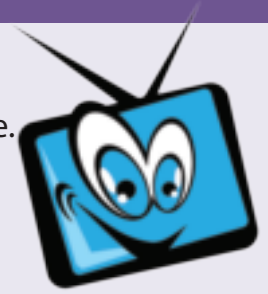
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TEACHER: Sign \_\_\_\_\_ Date \_\_\_\_\_

# What's on the box?



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
10:30	Sporting highlights	19:00	News	20:29	News in 60 seconds	19:00	Studio Music
19:00	Main news	10:30	Pasella	20:30	Prison Break	20:00	A Brother with Perfect Timing
20:00	Weather in brief	20:30	Sport update	21:15	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 programmes give 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?	

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

# Check yourself!

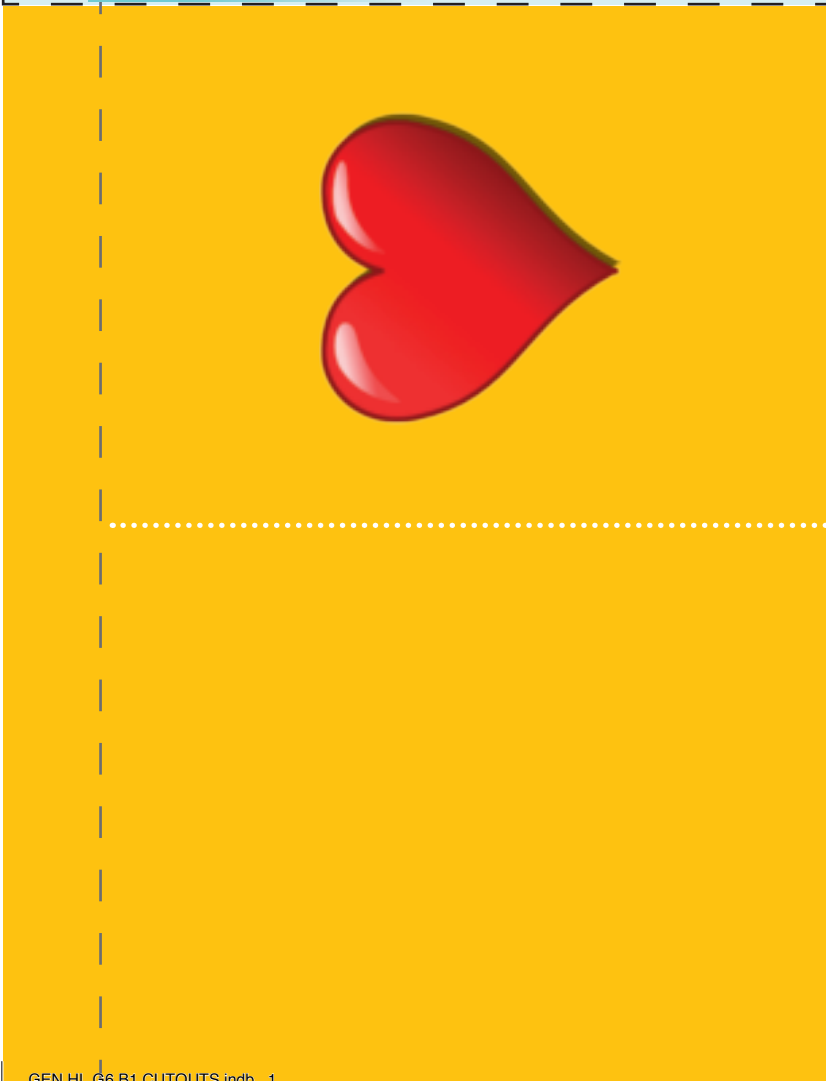
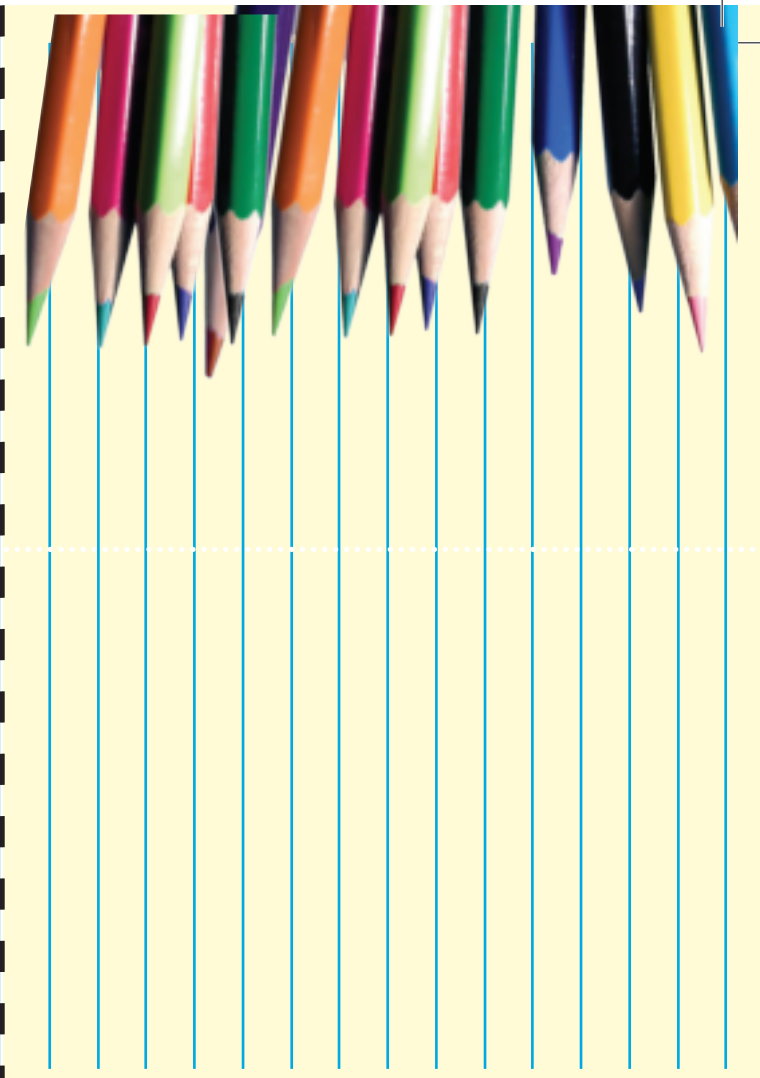
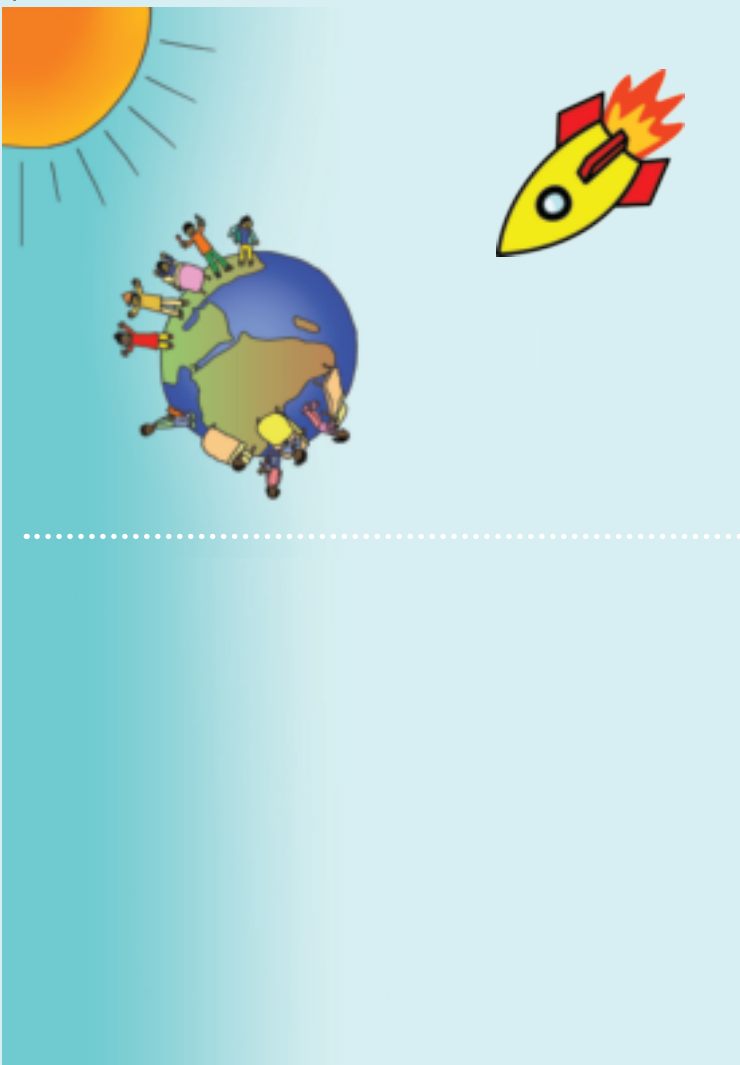
I can	😊	☹️
read a story		
predict a story based on illustrations and headings		
orally answer comprehension questions		
identify main characters in a story		
use adjectives to describe a character		
write a description of a real-life character		
plan and write a story with believable characters		
give the meanings of prefixes and suffixes		
identify idioms and figures of speech in a story		
write a diary entry to summarise a story		
use a mind map to plan a story focusing on characters, setting and plot		
edit my own and a friend's story		
write up an edited story		
use the present perfect tense		
identify the verbs in sentences		
form sentences in the present perfect tense		
identify and use auxiliary verbs		
identify adjectives		
use adjectives to form sentences		
read text for information		
write an information text		
predict a text using contextual and visual clues		
read a soccer league table		
answer questions based on graphic text and tables		
plan to write informational text		
write informational text in logical sequence		
use descriptive language		
interpret diagrams and then write about them		
read a TV guide and answer questions based on it		



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Vertical lined writing area with yellow background and blue lines.


Vertical lined writing area with light green background and blue lines.

Vertical lined writing area with yellow background and red lines.

Vertical lined writing area with light blue background and blue lines, featuring a red heart illustration.



**Instructions:**



- Cut off the instructions.
- Fold the paper in half and in half again.
- Unfold it and place it printed side down.
- Fold up all 4 corners so that the points meet in the middle.
- It should now look like this.
- Flip it over.
- Fold up all 4 corners so that the points meet in the middle.
- It should now look like this.
- Fold it in half.
- Work your fingers into the corners so that the creases form the four points.

**How to use the Fun Finger Fortune:**

- Have a friend ask a "Yes or No" question. (like "am I pretty?" or "Does Sam like me?")
- Ask them to pick a color. Spell out the color "R" - "E" - "D" while opening and closing the Fun Finger Fortune Teller in opposite directions with each letter.
- Then ask them to pick a number from where the Fortune Teller was left open after the last letter.
- Now open and close the Fortune Teller in opposite direction that number of times.
- Now have them pick one of the numbers showing. Pull up the flap with that number on it... and your answer will be revealed.

