

# EnrichED

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- COMMEMORATION OF HISTORIC ANNIVERSARIES AND SIGNIFICANT EVENTS
- HUMAN RIGHTS EDUCATION
- ACTIVISM FOR NO VIOLENCE AGAINST WOMEN AND CHILDREN
- ORAL HISTORY
- HERITAGE EDUCATION
- PREVENTION OF GENDER-BASED VIOLENCE AND FEMICIDE
- ACTIVE CITIZENRY
- CHILDREN'S PARLIAMENT
- VIOLENCE AND BULLYING PREVENTION
- ROAD SAFETY
- NATIONAL SCHOOLS MOOT COURT
- CIVIC AND DEMOCRACY EDUCATION
- SOUTH AFRICAN SCHOOLS CHORAL EISTEDDFOD
- SPELLING BEE
- SCHOOL SPORT



Revised and CAPS aligned

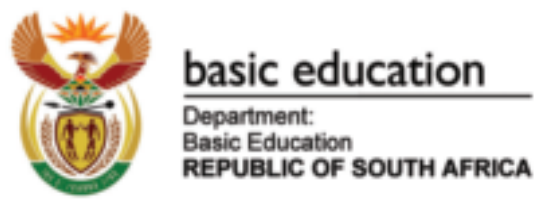
ENGLISH HOME LANGUAGE – Grade 5 Book 2



Grade **5**

**ENGLISH HOME LANGUAGE**

Name:  Class:



Book 2  
Terms  
3 & 4

ISBN 978-1-4315-0103-8  
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ENGLISH HOME LANGUAGE  
**GRADE 5 – BOOK 2**  
TERMS 3 & 4  
ISBN 978-1-4315-0103-8  
**14th Edition**  
THIS BOOK MAY NOT BE SOLD.

- Workbooks available in this series:
- Grade R (in all official Languages);
  - Literacy/Home Language Grades 1 to 6 (in all 11 official Languages);
  - Mathematics Grades 1 to 3 (in all 11 official Languages);
  - Mathematics Grades 4 to 9 (in Afrikaans and English);
  - Life Skills Grades 1 to 3 (in all 11 official Languages); and
  - Grades 1 to 6 English First Additional Language.

ISBN 978-1-4315-0103-8



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.

# TO HELP PREVENT THE SPREAD OF CORONAVIRUS\* WASH YOUR HANDS WITH SOAP REGULARLY.

Washing hands with soap and water is one of the World Health Organization (W.H.O.) recommended measures to help reduce risk of coronavirus\* infection.



## THE CORRECT WAY TO WASH YOUR HANDS:

Wet your hands with clean, running water (preferably warm) and apply soap.



Rub your hands together to make a lather and scrub your hands all over.



Continue rubbing your hands.



Rinse your hands well under running water.



Dry your hands on a clean, dry towel.



## WASH YOUR HANDS ON THESE OCCASIONS:

- 1 Before breakfast.
- 2 Before lunch.
- 3 Before dinner.
- 4 After using the loo.
- 5 After coughing and sneezing.
- 6 When caring for the sick.
- 7 When hands are visibly dirty.
- 8 After handling animals or animal waste.
- 9 And keep your whole body clean by bathing every day.
- 10 After touching surfaces that many people have touched.

**Kids!**  
Here's an easy way to remember when to wash with soap!



**KNOW THE SIMPLE GUIDE THAT 'F.I.G.H.T' THE SPREAD OF CORONAVIRUS:**

- F**requent handwashing with soap
- I**ntant germ-kill with alcohol-based sanitiser when out of home
- G**o to the doctor when you have a cold, a cough or a fever
- H**ome rest if you are feeling unwell
- T**issues and masks to be used when you cough or sneeze

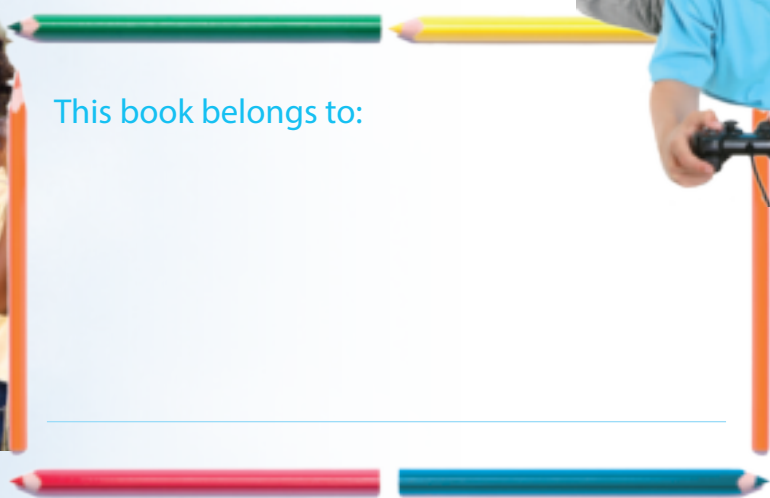
Grade

5



Home  
Language

IN ENGLISH



This book belongs to:

\_\_\_\_\_



ENGLISH

Book

2

# 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, 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 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 wide 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' on the back inner cover of the Workbook.



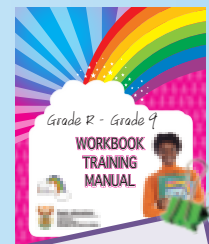
Let's write

## 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.

LANGUAGE

For further guidance please consult the Workbook Training Manual.



## Theme 5: Different kinds of texts

### Stories

#### Term 3: Weeks 1 - 2

#### 65 Reading time 2

Talks about a novel.  
Identifies character, plot and message.  
Reads an extract from a novel.  
Answers specific questions based on the novel.  
Comments on the title of the extract.  
Identifies point of view.

#### 66 Relationships 4

Writes a paragraph with topic and supporting sentences.  
Writes a summary.  
Matches words with their meanings.  
Uses relative pronouns.  
Identifies meanings of similes.

#### 67 Reviewing a book 6

Discusses character, plot and setting of a book.  
Reads a book review.  
Answers questions about the review.  
Matches words with their meanings.  
Writes sentences using words from the passage.

#### 68 Writing a review 8

Writes a review using a frame.  
Identifies past tense verbs.  
Changes past tense verbs to present tense verbs.  
Writes sentences using the correct concord.  
Divides words into syllables.

#### 69 A diary entry 10

Talks about a diary.  
Reads a diary entry.  
Answers questions about the diary entry.  
Identifies differences between a novel, a biography and a diary entry.  
Identifies past tense verbs and link words.  
Matches words with their meanings.

#### 70 Let's be creative 12

Writes a review using a frame.  
Uses adjectives, adverbs and conjunctions to form sentences.  
Uses reflexive pronouns.

#### 71 Nelson Mandela - a biography 14

Discusses the differences between an autobiography and a biography.  
Discusses the differences between a novel, a diary entry and a biography.  
Reads an extract from a biography.  
Answers questions about the biography.  
Identifies synonyms.  
Identifies main and supporting ideas in the passage.  
Determines meanings of words and phrases.  
Gives an opinion.  
Matches words with their meanings.

#### 72 A biography 16

Writes a biography of a friend.  
Orders information.  
Uses punctuation marks.  
Uses proverbs and idioms.

### Informative texts

#### Term 3: Weeks 3 - 4

#### 73 Ad appeal 18

Talks about aspects of advertising.  
Discusses an advert.  
Reads an advertisement for a competition to design an advertisement.  
Answers specific questions based on the advertisement.  
Scans the advertisement.

#### 74 Create an advert 20

Plans, creates and edits an advertisement.  
Identifies abbreviations.  
Writes the correct form of degrees of comparison of adjectives.  
Punctuates sentences using commas and inverted commas.

#### 75 Food, glorious food! 22

Talks to group about a favourite recipe.  
Reads an advertisement for a brunch.  
Answers questions based on an advertisement.  
Writes sentences in direct speech.

#### 76 The honey bee advert 24

Plans an advertisement for honey.  
Creates an advertisement using particular words and phrases as well as own words and phrases.  
Writes simple sentences.

#### 77 Children's theatre 26

Talks about differences between a film and a live production.  
Discusses a production they have seen and persuades the group to see it.  
Reads an advertisement for a theatrical production.  
Answers questions about the advertisement.  
Explains meanings of phrases.

#### 78 My own piece of theatre 28

Plans an advertisement for a school play.  
Writes an advertisement for a school play.  
Edits the advertisement.  
Identifies verbs and adverbs.

#### 79 A computer competition 30

Discusses entering competitions.  
Talks about the importance of computers.  
Reads an advertisement for creating a new and different computer.  
Answers questions about the advertisement.  
Matches phrases to words used in the advertisement.

#### 80 My own design 32

Identifies meaning of phrases used in the advertisement.  
Writes a brief description of the design of the computer.  
Completes sentences using the right form of the verb.  
Plans, creates and edits an advertisement for a competition.



## Let's talk

Tell the class about a novel you are reading. Make sure that you tell them the name of the novel, who the characters are, what happens in the novel, the message of the novel, and why you think people in your class should read it.



## Let's read

## The Forever Whale

Sarah Lean

Granddad pulls the oars up into the boat as we move on the shiny water until we **nudge** into the bank. We both have a finger over our lips, not to tell each other to be quiet, because we are, but because we think alike. I don't know what Granddad has seen, I only know that I trust him.

"Can you see it, Hannah?" Granddad whispers.

The **dappled** and striped shadows are barely moving in the golden September evening and I can't see anything in the jumble of grasses and reeds. I shake my head.



"Keep looking," Granddad whispers.

I follow his eyes, but it takes me a long while to spot the fawn, curled up and waiting. Its skin is hardly different from the landscape around it. I can see the glisten of its black nose, but it knows that it must stay still, to be safe. Once I see it, it stands out a mile.

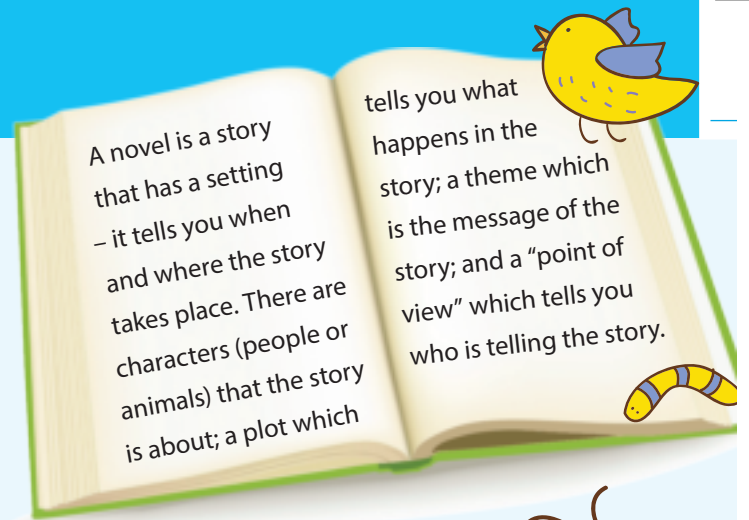
I whisper, "Is the fawn all right on its own, Granddad?"

He nods his head towards another curve of the bank. A deer is looking at us, anxious because she doesn't want to draw attention to her fawn, who is separated from her by a channel of water.

Granddad smiles to himself.

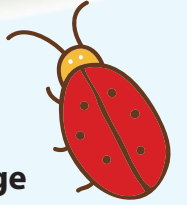
"Will you stay or will you swim across?" He says it as if he and the deer have a history together.

We are quiet for a few minutes until Granddad speaks again. "It's your turn to row now," he says. Granddad and I have taken a thousand journeys like this in the quiet **inlet** of the harbour. Here we are just **specks**, tiny people marvelling at the changing sea. I lift the oars and row, pulling, rolling and lifting like Granddad taught me. The paddles splash like a slow-ticking clock.



A novel is a story that has a setting – it tells you when and where the story takes place. There are characters (people or animals) that the story is about; a plot which

tells you what happens in the story; a theme which is the message of the story; and a "point of view" which tells you who is telling the story.



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

"Hannah, I want you to remember something important for me in case I forget."

"Anything for you, Granddad," I say.

Granddad slowly puts his **gnarled** old hand on the bench between us. My hand is smooth like a map without journeys and I put it on top of his. We pile our hands over each other. "Remind me of great journeys like this. Those great days that live in our **memories** and make us who we are."



Let's write

Why do you think the book was called *The Forever Whale*. Do you think the title of the novel is a good one? Say why.

Where are Hannah and her grandfather?

They had their fingers on their lips. Why?

The baby deer was separated from its mother. How do you think the baby deer felt? How do you think the mother felt?

Granddad thought that what they had seen was something very special. Why did he think it was special?

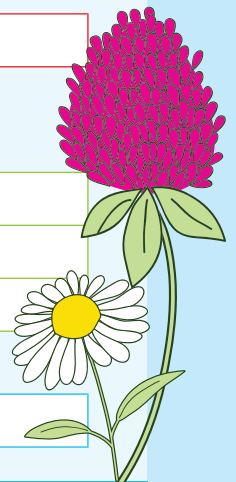
Hannah's granddad is old. What phrase tells you this?

Hannah's granddad says that special days that are part of our memories make us who we are. What do you think he means?

Have you had any special days that you will always remember? Write a paragraph describing that special day.

Who do you think is telling the story? How do you know this?



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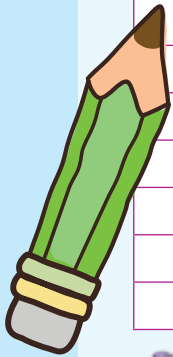
Let's write

The characters in the story are two generations apart – yet they have a very special relationship.



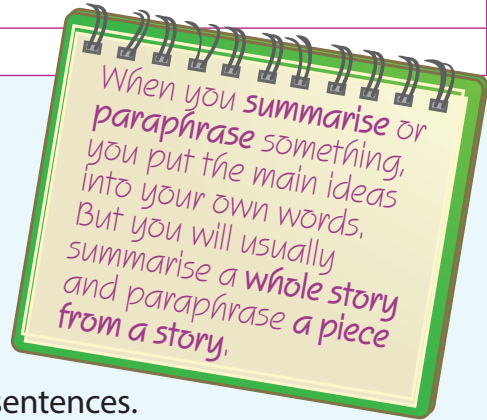
Write a paragraph about a special relationship that you have with your granddad or granny or an older person. Make sure you have a topic sentence and supporting sentences that tell more about the topic sentence.

Handwriting practice area with six horizontal lines for writing.

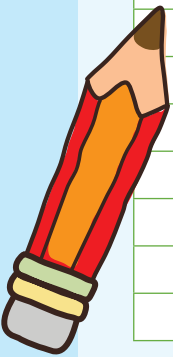


Let's write

Retell the extract from *The Forever Whale*. Say what happened, who was involved and what the outcome was. Ask yourself whether you have included only the essential information and whether someone reading the paraphrase would understand the main points. Write 5 sentences.



Handwriting practice area with six horizontal lines for writing.



Let's write

What do the words in bold mean? Choose the correct meaning from the list on the right. Write the words in bold in your dictionary.

<b>nudge</b>	tiny spots
<b>dappled</b>	bay; cove
<b>inlet</b>	twisted; bent; wrinkled
<b>specks</b>	speckled
<b>gnarled</b>	things we remember; recollections
<b>memories</b>	move gradually against

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



Let's write

Join these sentences using **which**, **that** or **who**.



My grandfather has a boat. It is big enough for two people.

This is my grandfather. He is very wise.

We went to an island. It is very beautiful.

### RELATIVE PRONOUNS

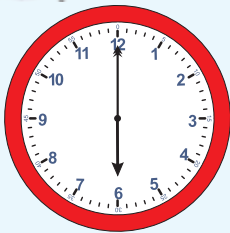
We use relative pronouns to refer to a noun mentioned before, about which we are giving more information. We use them to join two or more sentences.

We can use **that** when we refer to people or things, but **who** and **whom** only to refer to people; **which** refers only to things and **whose** shows possession.



Let's write

Hannah says that the **paddles splash like a slow-ticking clock**.



She **compares** the paddles to a slow-ticking clock. The comparison shows that the paddles beat slowly and in a rhythm on the water.

There is another simile in the story: *My hand is smooth like a map without journeys.*

What is she comparing her hand to?

What does the comparison show?

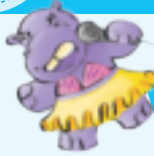
How do you think her hand is different from her grandfather's hand?

A **simile** compares one thing to another thing by using **like** or **as** to make a word picture.



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

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**Let's talk** Work in your groups.

What is your favourite book? Tell the class about the book: its setting, the characters, the plot and why the book is worth reading.



**Let's read** Read the following book review.

## Galimoto

by Karen Lynn Williams

KAREN LYNN WILLIAMS  
**GALIMOTO**



A young boy in Malawi opens his **treasure** box, takes out some wire and decides to build a galimoto (Malawi word for a vehicle). But he doesn't have enough wire. So he sets about finding some throughout the village. Will he find enough to make his special toy and, if so, what form will his imagination take with a few twists of the wire?

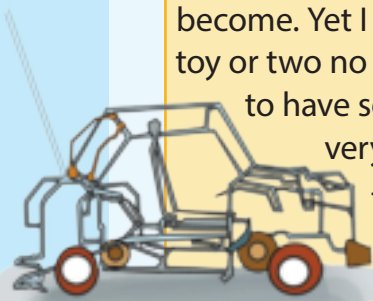
Readers will **appreciate** the sense of joy, freedom and imagination the young boy experiences in the story but they could be disappointed in the way many grown-ups seem **suspicious** of his motives for looking around shops and junkyards. I thought that, in a village as small as this, he would be well known and that the villagers would not think he was up to no good. However, this is a **charming** story, beautifully written. The **illustrations** are colourful and show the reader what Malawi really looks like.

Most of all, I was struck by how happy the boy is with so little – how his small box of treasures combines with his imagination to fill his days in a way that is just as good as a shopping spree to Toys 4 Us – even better, some would say! It seems that the fewer **possessions** one has, the dearer they become. Yet I think it's also true of children that they will choose a favourite toy or two no matter how many they have; it seems to be in a child's nature to have something special and I think this **universal** feeling is portrayed very accurately in this book.

This is definitely a book that 9 to 11-year-olds would find worth reading. It gives a picture of the people and their lives. Some of the language is a little difficult, but the reader will be able to work out the meanings of the words.



A book review tells people what a book is about. The reviewer (the person who writes the review) often tells you the age group for whom the book is written. She might also say whether or not she found the book well written, whether it is interesting and whether the language is easy or difficult.



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



Let's write

Read the questions and then write down the answers.



What is the title of the book?

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What is the book about?

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In which country does the young boy live?

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What did the young boy decide to make?

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Would you like to read this book? Write a paragraph explaining your answer.

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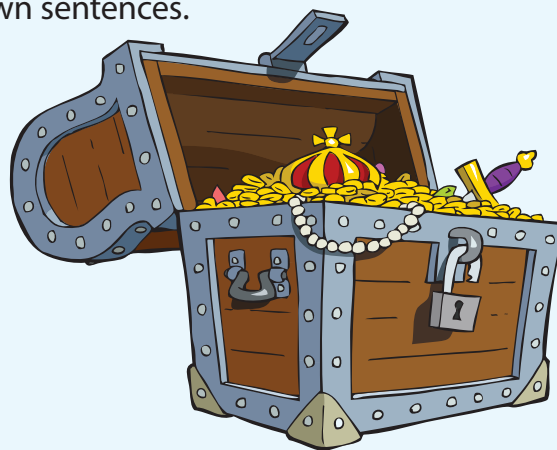
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Let's write

What do the words in bold mean? Choose the correct meaning from the list on the right. Write the words in bold in your dictionary and then use them to write your own sentences.

<b>treasure</b>	enjoy
<b>appreciate</b>	delightful
<b>suspicious</b>	drawings
<b>charming</b>	things one owns
<b>illustrations</b>	worldwide; general
<b>possessions</b>	doubtful; distrustful
<b>universal</b>	something special



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

Date \_\_\_\_\_

# Writing a review

Term 3 – Weeks 1–2



Let's write

You are going to write a review about the extract *The Forever Whale* by Sarah Lean. Use the frame below to write it.

Title

Author

Characters: Who are they? Did you like them? How did they make you feel?

Three horizontal writing lines for the characters section.

Plot: What happens? Was it fun, scary, exciting to read?

Three horizontal writing lines for the plot section.

Your opinions: What was your favourite part of the extract and why?

Two horizontal writing lines for the opinions section.

Do you think you would like the book? Why?

Three horizontal writing lines for the book preference section.

Do you think the story has a moral? Is there anything you learnt from the extract?

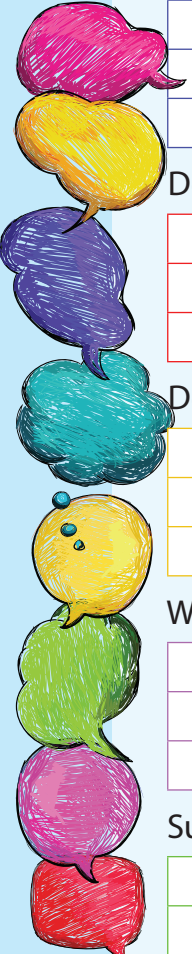
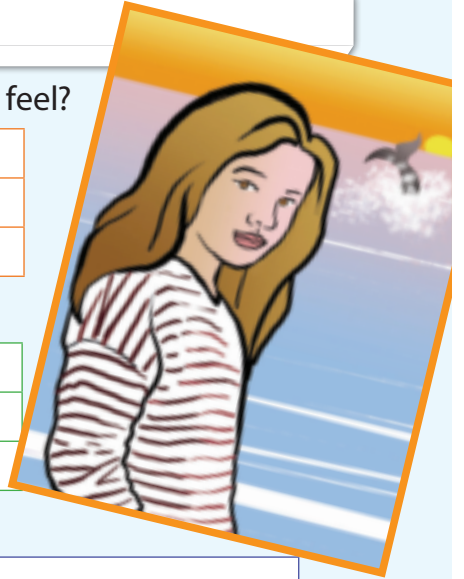
Three horizontal writing lines for the moral section.

Would you recommend this book to a friend? Why? Why not?

Three horizontal writing lines for the recommendation section.

Sum up your opinion of the extract in one sentence and give the extract a star rating.

Two horizontal writing lines for the summary and star rating.





**Let's write**

Underline the complex (past tense) verbs in this paragraph.

Jamal's teacher, Ms Sampson, asked his parents to come in for a meeting. "Mr and Mrs Ngoma," she said, "Jamal must do better in spelling, maths and social studies. He isn't concentrating." It was true. Jamal had trouble thinking about long division, world explorers or spelling. His favourite part of the school day was break, when he played with his rugby ball. Jamal's parents told him to leave his rugby ball at home. He became depressed. He was lost without his ball. He stopped talking in class. During break, he stood around with sad eyes and drooping shoulders. His parents said, "There must be a better way than this." They came up with a plan and secretly set it in motion.



**Let's write**

Replace the past tense verbs in this extract with present tense verbs.

One day, Ms Sampson introduced a special guest to the class – Brian Habana! Jamal was thrilled! Brian Habana spoke to him and told him that if he wanted to be a good rugby player, he had to work hard at his maths, spelling and other school subjects.

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**Let's write**

Underline the correct verb in these sentences.

- Brian Habana speaks/speak to Jamal.
- Habana thought/thoughts he could help Jamal.
- During break, Jamal stand/stands around looking sad.
- My parents know / knows that Ms Sampson tried / tries to help me.
- Ms Simpson ask / asks where Jamal had went/gone.



**Let's write**

Divide these words into syllables. Say each word, and clap your hands to show where each syllable is. Then write the word, showing the syllables (example: ex / ci / ting).

illustration	author	character	setting	plot

# A diary entry



Let's talk

Do you keep a diary?



If you do, what kinds of things do you write about in your diary? If you don't have a diary, what would you write about if you had one?

A diary entry describes events in the life of the writer, in the order in which they happened. The writer uses nouns (to identify people, things and animals), link words (later, after, before) and the simple past tense. The verbs are usually action verbs.



Let's read

Read the following book review.

I see it's five weeks since I last wrote something here. I've had a busy month! My friend's brother asked us to help him organise his party. We had to do the lighting and music, as well as food and cold drinks for 40 people. The party was wonderful. We danced and talked and jumped on the jumping castle.



Before I knew it, it was holidays. On break-up day, we all ran in the inter-house cross-country race. Afterwards, my friends and I went to the dam. So did half my class,

because it's close by. We played soccer, listened to music and really enjoyed our first day on holiday.



The next day I went to the sea with a friend of mine. I felt so lucky because I've only been to the sea once before. The first two days were wonderful. The sun shone and the water was warm. Then it started to rain. My friend and I started building a 1 000-piece jigsaw puzzle that someone had given him for his birthday. The sea was icy, but I swam in it. I did not want to be sorry afterwards that I had not swum in the sea every day.

Back at school, we've only got four weeks left until we write our end of year exams. You would think that the teacher would stop giving us homework. But no! I've got a history project. New work only four weeks before the final exams. I wish the teachers would do revision rather than new work!

Can't they remember what it was like, being young?



Date:



Let's write

What kind of writing is this passage?  
Tick the correct answer.

a book review

a novel

a biography

a diary entry

Give reasons for your answer.

Two blank lines for writing reasons.

How old do you think the writer is? Say why you think so.

Two blank lines for writing an answer.

What did he and many classmates do on the first day of school?

Two blank lines for writing an answer.

Does he enjoy swimming? How do you know this?

Two blank lines for writing an answer.

How does he feel about his teachers? Give a reason for what you say.

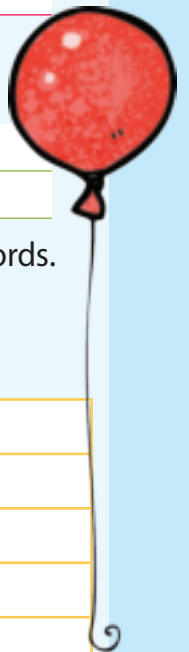
Two blank lines for writing an answer.

He begins his diary by saying that it has been a long time since he wrote in it.  
Why do you think he waited so long?

Two blank lines for writing an answer.

While on holiday he and his friend built a puzzle when it rained. Write two lines saying what you would do if it rained while you were on holiday.

Two blank lines for writing an answer.



Underline five past tense action verbs in the diary entry. Then circle all the link words.



Let's write

Find words in the text that have a similar meaning to these words and phrases.

arrange

feel fortunate

irregular shapes that fit together to make a picture

assignment

extremely cold

redoing something

A table with 5 rows and 1 column for matching words.

TEACHER: Sign

Blank box for teacher's signature.

Date

Blank box for the date.



Let's write

You are going to write a review about a book that you have read.  
Use the frame below to write it.

Title \_\_\_\_\_

Author \_\_\_\_\_

Characters: Who are they? Did you like them? How did they make you feel? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Plot: What happens? Was it fun, scary, exciting to read? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Your opinions: What was your favourite part and why? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Did you like the book? Were there any parts that you would like to change? Why? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Does the story have a moral? Is there anything you learnt from the book? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Would you recommend the book to a friend? Why? Why not? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Sum up your opinion of the book in one sentence and give the book a star rating.

\_\_\_\_\_

\_\_\_\_\_



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



Let's write

Use the adjectives, adverbs and conjunctions in the boxes as well as your own nouns and verbs to form five sentences.

<b>Adjectives</b>	<b>Conjunctions</b>	<b>Adverbs</b>
<ul style="list-style-type: none"> <li>• striped • shiny</li> <li>• golden • strong</li> <li>• young • green</li> <li>• pretty • colourful</li> <li>• smooth</li> </ul>	<ul style="list-style-type: none"> <li>• because</li> <li>• although</li> <li>• unless</li> <li>• and      • but</li> <li>• so        • or</li> <li>• then     • for</li> <li>• yet       • since</li> </ul>	<ul style="list-style-type: none"> <li>• carefully</li> <li>• correctly</li> <li>• eagerly • easily</li> <li>• fast     • loudly</li> <li>• every   • never</li> <li>• often   • later</li> <li>• next    • now</li> </ul>




Let's write

Use the reflexive pronouns in the word box to complete the sentences. Then underline the person, people or noun to which the pronoun refers.

myself	yourself	herself	himself
themselves	itself	ourselves	

I did the history project by ..... and she did hers by .....

We went into the sea to swim by .....

My friend's brother organised his party .....

Do you want to build the puzzle .....?

The deer went to the other side of the island by .....

It is important that they ..... understand what to do!

**Reflexive pronouns** are pronouns that refer to the subject of the sentence or clause. If the subject is singular, they end in **-self**; if it is plural, they end in **-selves**.





Let's talk

Do you know someone that you look up to?  
Tell the class who it is.



Tell the class why you admire this person. What qualities does the person have that make her or him special?

Discuss, in your groups, the difference between a biography and an autobiography.

Now, discuss the differences between a novel, a diary entry and a biography.



Let's read

Nelson Rolihlahla Mandela was born in a village near Umtata in the Transkei. When he was young, he dreamed of becoming a lawyer and of helping his people in the struggle for freedom.



After school, he studied for his law degree. He opened an office in Johannesburg, with Oliver Tambo. He joined the ANC and was chosen as president of the Youth League. Later, he became a deputy president of the ANC itself.

In 1962, he was found guilty, in the Rivonia Trial, of harming the state. When he was accused he said the following:

"I have fought against white domination, and I have fought against black domination. I have cherished the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunities. It is an ideal which I hope to live for and to achieve. But if needs be, it is an ideal for which I am prepared to die."

He spent many years in jail. After he was released, he became South Africa's first black president.

He was given the Nobel Peace Prize in 1993.



The Nobel Peace Prize is a very special award that is given to people who have made the world a safer, more peaceful place for everyone.

A **biography** is a true story of a notable person's life, written by someone else. A biography describes the person's surroundings; shows how the person affects other people; gives details about the person; and implies how the writer feels about the person.



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



Let's write

Find synonyms for these words in the passage.

control

succeed in doing

valued

self-governing; equal

chances

peace

moral belief



Let's write

Read the questions and then write down the answers.

Where was Nelson Mandela born?

What two things did he dream of doing?

What did Mandela mean when he said that he fought against both white and black domination?

He said that more than anything else he wanted people to live peacefully together. Do you think his wish has come true? Say why you think so.

Mandela was given the Nobel Peace Prize. How do you think he felt when he got this prize? Say why.

What have we found out about Mandela by reading his biography?

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

Date \_\_\_\_\_



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



Let's write

The sentences in the boxes tell us about information we can find in the story about Nelson Mandela. Number the sentences in the order in which the information is given.

The writer quotes a part of Mandela's speech at the Rivonia Trial.

The writer shows us what a wonderful person Mandela is.

The writer gives the name of the person he or she is writing about.

The writer tells us what Mandela did after he finished school.



Let's write

Jamal was so busy playing with his rugby ball that he forgot to check the sentences that he had to write for Ms Simpson. Correct them for him.

Make sure that his sentences have capital letters, full stops, commas and exclamation marks in all the right places.

i want to play rugby with my friends and go and see brian habana playing in a match

oh dear i forgot to do my homework, sweep the yard and clean my bedroom because i was playing rugby

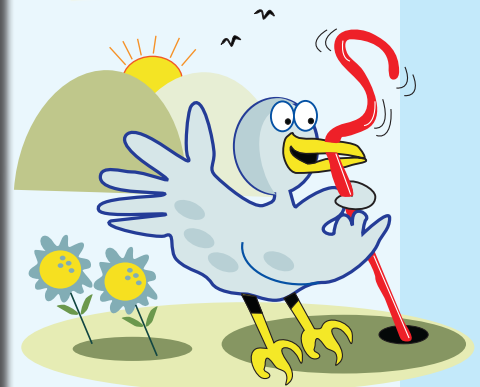


Let's write

Match each idiom or proverb with its meaning.

To come clean	Success comes to those who prepare well and put in effort.
The early bird catches the worm.	If we have the determination to do something, we can always find a way to do it.
Where there is a will there is a way.	Very healthy and strong
As fit as a fiddle	To admit to having done something wrong

A **proverb** is a short, popular saying expressing a wise thought. An **idiom** is also a saying, but the words used do not express its real meaning.



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

Date \_\_\_\_\_



Let's talk

Why do people advertise things?

When you advertise something, why is it important to know who your audience is?

What kind of language should you use?

Would you use bright colours in an advert? Say why.

Tell your group about an advert that you think is really effective and tell them why you think so.



Let's read

Advertisements are all around us. Their aim is to try and persuade us to buy something or believe in something. To attract our attention they use letters that are of different shapes and sizes; strong, bright colours; pictures that are either unusual or very familiar; and interesting words and phrases. Advertisers aim their adverts at different groups of people: the elderly, teenagers, boys, girls or parents. These groups are called target groups.



## kids-a-go-go

# DESIGN-AN-AD COMPETITION

Enter the Design-An-Ad Competition and win these wonderful prizes:

**1st prize:** a watch worth R1 500 PLUS a book pack worth R3 000.

**2nd prize:** a watch worth R1 000.

**3rd prize:** a year's subscription to kids-a-go-go



Every child should read *kids-a-go-go* – an informative, interesting and fun magazine for children aged 10 to 15. You can help it to reach more children by entering our competition to design an advertisement for the magazine.

The competition is open to all children from 10 to 15 years old. The ad must be in English and must be all your own work. It must be on one sheet of paper.

ENTER THE COMPETITION NOW!

Send your advert to: *kids-a-go-go* Design-An-Ad Competition, PO Box 00000, Johannesburg, 1000  
**Make sure you put your name, your age, your school's name and a tel. no. on your ad.**

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



Let's write

An advertisement is written either to sell something or to persuade you to do something.

Skim this advertisement and say why it was written.

Which words in the advertisement do you notice first?

Why do you notice them first?

Who is the target audience – who is the advertisement aimed at?

Why do you think bright colours are used in the advertisement?

Why do you think some of the information is set off from the rest of the advert by using different shapes and a box?

Does the advertisement make you want to enter the competition? Say why.

Now scan the advertisement and answer these questions.

What prizes can people win in this competition?

How many age groups are there? What are they?

What do you think will happen if you enter the competition and you hand in work that is not your own?

What is a book pack?

Are these sentences true or false? Circle your answer. Under each sentence say why you think it is true or false.

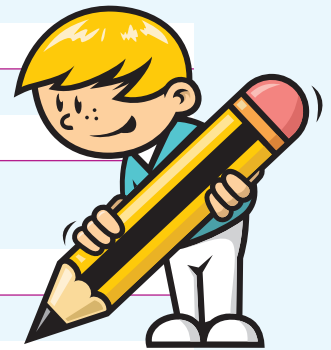
This competition is for children who like to write.	True:	False:
---	-------	--------

All children can enter the competition.	True:	False:
---	-------	--------

Teachers can also win a prize.	True:	False:
--------------------------------	-------	--------

Everybody who enters will have their story printed in the magazine.	True:	False:
---	-------	--------

You **skim** a piece of writing to get the general idea of what it is about; you **scan** a piece of writing to look for specific detail.





Let's write

Design an advertisement for *kids-a-go-go*.

When you design your advert think about your audience, what they like or don't like, what kind of language you should use, and what drawings and pictures you are going to use.

Your advert must be aimed at children between 10 and 15 years old and should be interesting, informative and full of fun.

Don't forget to make a mind map on a spare piece of paper to help you plan your advertisement. When you have written your advert, ask a friend to edit it.

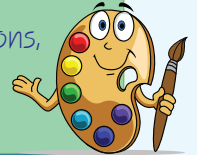
### How do you design an advertisement?

Most advertisements aim to persuade people to buy a product. When you design an advertisement, you should know who you aim to reach with your advertisement. You should also know the likes and dislikes of people who might buy the product.

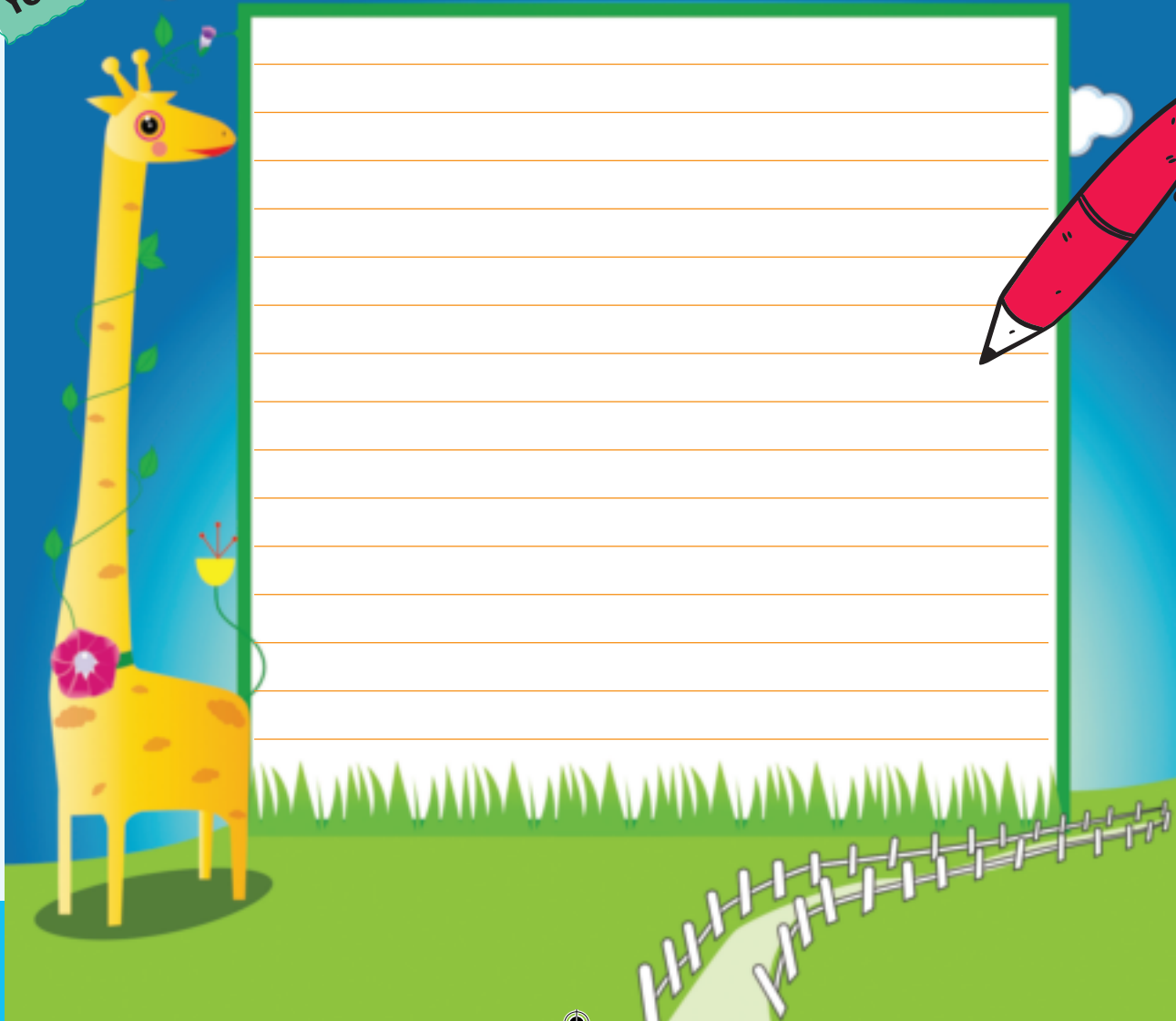
We use words, pictures, colours and shapes to catch people's attention.

When designing your advert think about:

- **Audience:** At whom is the advertisement aimed? How old are they?
- **Appeal:** What can you do to make your audience want to look at and read the advert?
- **Language:** Use simple language that your audience understands. You may also use slang.
- **Visual image:** Will you use illustrations, photos or drawings? What colours will you use?



Your advert





Let's write

Write down the full word for each of these abbreviations.

tel.	_____
no.	_____
ad	_____
Rd.	_____
Jan.	_____
St.	_____

An **abbreviation** is the shortened form of a word. Many abbreviations begin with a capital letter and some end with a full stop.



Let's write

Fill in the right form of each adjective.

1. These letters are (big) \_\_\_\_\_ than those.
2. This drawing is (beautiful) \_\_\_\_\_ than that one.
3. This is the (interesting) \_\_\_\_\_ advert I have ever seen.
4. The entries this year are even (bad) \_\_\_\_\_ than last year's entries.
5. This advert is much (good) \_\_\_\_\_ than that one.

You use **inverted commas** when you:

- Repeat exactly what someone says.
- Talk about a word instead of using it to mean something.
- Use a nickname instead of the person's real name.



Let's write

Punctuate the following sentences: use inverted commas and commas in the right places.

I want everyone in my class to enter the competition said Ms Nkosi our teacher.

\_\_\_\_\_

The abbreviation tel is sometimes used instead of the full word telephone.

I won the advertisement competition and the kids now call me King of Ads.





Let's talk

Work in your groups.

Tell your group what your favourite recipe is, what its ingredients are and why you think it's so delicious.



Let's read

Read the following advertisement.

## SUNDAY BRUNCH

KIDS!  
EAT AS  
MUCH AS  
YOU LIKE!

9 Pickle Road, Pickleville, 000 1111 222

ON THE MENU:

- muesli, fruit, yoghurt and honey
- eggs, beef sausages, fried tomatoes, grilled mushrooms and our famous sweet red peppers
- yoghurt ice cream and fresh fruit juice *YUM, YUM!*



R29.95

FOR THE MONTH OF AUGUST! 11:00 – 14:00

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



Let's write

Read the questions and then write down your answers.

Why was this advertisement written? \_\_\_\_\_

Which words in the advertisement do you notice first? \_\_\_\_\_

Why do you notice them first? \_\_\_\_\_

Who is the target audience? Write down the information that tells you this.  
\_\_\_\_\_

Why do you think bright colours are used in the advertisement?  
\_\_\_\_\_

Why do you think some of the information is set off from the rest of the advert by using boxes, star shapes and colour?  
\_\_\_\_\_

Does the advertisement make you want to go to the Pickled Peppers? Say why.  
\_\_\_\_\_

The advertisement uses alliteration (when a few words next to each other begin with the same sound). Write down an example from the advert.  
\_\_\_\_\_

Do you think kids can eat as much as they like at the brunch? Say why.  
\_\_\_\_\_



Let's write

Read what Dora is saying to Xani. Then write their conversation in direct speech.



Dora asked \_\_\_\_\_

Xani replied \_\_\_\_\_



## Let's write

You have been asked to create an advertisement for a new Cape fynbos honey. The target group is children between the ages of 10 and 15.

Look at the sentences below. You can use some of these ideas. Highlight the ideas you think you will use in bright yellow. You can also make up your own words, phrases and sentences.

*10 000 bees got together to make this honey.*

*Honey is as good as gold!*

*The bees of South Africa have been working hard all summer.*

*To make a kilogram of honey, bees fly from*

*Johannesburg to Cape Town and back as many as eight times.*

*It's delicious on bread and in your tea.*

*It's delicious on its own.*

*Have a taste of sweetness.*

*Made by healthy, happy bees.*



In the blank lines, write down two of your own words, phrases or sentences to use in the advert.

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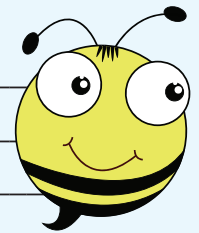
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Give your honey a name. Write it at the top of your advert. Think about using alliteration for your name so that it catches your target group's attention.

Now use the sentences you highlighted to write your advert on the next page.

When writing your advert think about the following:

Your target group – who is the advert aimed at?

The language you use – is it simple but effective? Does it catch your reader's attention?

The size of the lettering you are going to use – will it be different for different words, phrases and sentences?

The colours you are going to use – what colours will attract the attention of your target group?

The pictures you are going to use or draw – where will you put them?

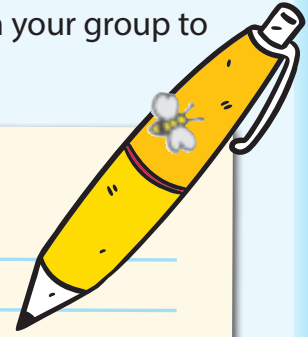
The special shapes that you are going to use – how will you draw attention to certain words and phrases?

Your information, your heading and your special shapes – where will you put them?



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

Before you write your advert, plan it on a separate piece of paper. Make sure your sentences are catchy and simple. After you have written it, ask someone in your group to look over it, comment on it and, if necessary, edit it.



A large sheet of yellow lined paper with a perforated left edge, intended for planning an advertisement.



Let's write

Make a simple sentence with each of these words.

interesting \_\_\_\_\_

tasty \_\_\_\_\_

healthy \_\_\_\_\_

gold \_\_\_\_\_



A **simple** sentence is a sentence that has only one clause, with a single subject and predicate.

**Example:**

The glorious  
honey sold  
very well.

subject

predicate





## Let's talk

What is the difference between something showing at a cinema and something produced at a theatre?

Have you ever been to the theatre?

If you have, what did you see?

Tell your group or the class about the play that you saw and try and persuade them to go and see it.



## Let's read

Children all over the world have enjoyed the show about Pippi Longstocking. A few years ago the children of Johannesburg were lucky enough to get the opportunity to see the show. Look at this advertisement to find out why Pippi Longstocking is such an entertaining show.



## Laugh till you split your sides

### SHE'S BACK BY POPULAR DEMAND!

The National Children's Theatre is proud to announce a season of **Pippi Longstocking**, a children's comic tale. This production will run during the Easter school holiday, from 7 March.

Pippi is a delightful girl who lives alone in her **wacky house**, with a horse and a pet monkey. Pippi's mischievous tricks are very funny, but they also get her into trouble! Children really enjoy watching **what she gets up to**.

She is a lovable character, and all children who see her will want to be Pippi. After the show, children will rush to the library to get a copy of the book *Pippi Longstocking*. Pippi is irresistible.

The blend of songs, dancing and adventure creates a magical show children will love. Join Pippi, her monkey, Mr Nilsson, and her pet horse (of course!) as they bounce from adventure to mischievous new adventure.

**From 7 March until 16 April**

**Pippi Longstocking will run at The National Children's Theatre**, 3 Junction Avenue, Parktown, Johannesburg. During the school term, performances are on weekdays at 09:00 and 10:30. During school holidays, performances are at 10:30 and 14:30, Mondays to Saturday.

**Block bookings and specials are available for schools.**



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



Let's write

Read the questions and then write down your answers.

Why was this advertisement written? \_\_\_\_\_

Which words in the advertisement do you notice first? \_\_\_\_\_

\_\_\_\_\_

Why do you notice them first? \_\_\_\_\_

\_\_\_\_\_

Who is the target audience? Write down the information that tells you this.

\_\_\_\_\_

Why do you think bright colours are used in the advertisement? \_\_\_\_\_

\_\_\_\_\_

Why do you think some of the information is set off from the rest of the advert by using boxes, stars and colour?

\_\_\_\_\_

Find three sentences that try to persuade you to see the show, and write them here:

\_\_\_\_\_

\_\_\_\_\_

Do you think the play is very funny? What phrase tells you this? \_\_\_\_\_

\_\_\_\_\_

Has Pippi Longstocking been on at the theatre before? Say how you know this.

\_\_\_\_\_

Write two sentences saying what you think Pippi Longstocking is about.

\_\_\_\_\_

Explain the meaning of the phrase "what she gets up to".

\_\_\_\_\_



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

Date \_\_\_\_\_



Let's write

You are going to write an advertisement about your school play. It is very important that the advertisement persuades people to come to the play, because you want to raise a lot of money for children with disabilities.



Use some of these words, phrases and sentences in your advertisement. Write down your own ideas as well, at the bottom of the list.

heart-warming story	fascinating characters
exciting dialogue	humour
mystery	friendship
healing power of love	happy ending
family show	5 – 8 September

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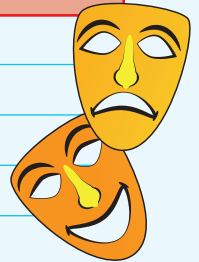
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When writing your advertisement make sure that you include the following:

- The name of the play in big, bold, colourful letters (you must give the play a name)
- Who is acting in the play
- Where it will be held
- The dates and the times of the performances
- A brief description of what the play is about
- Booking information

**TIPS:**

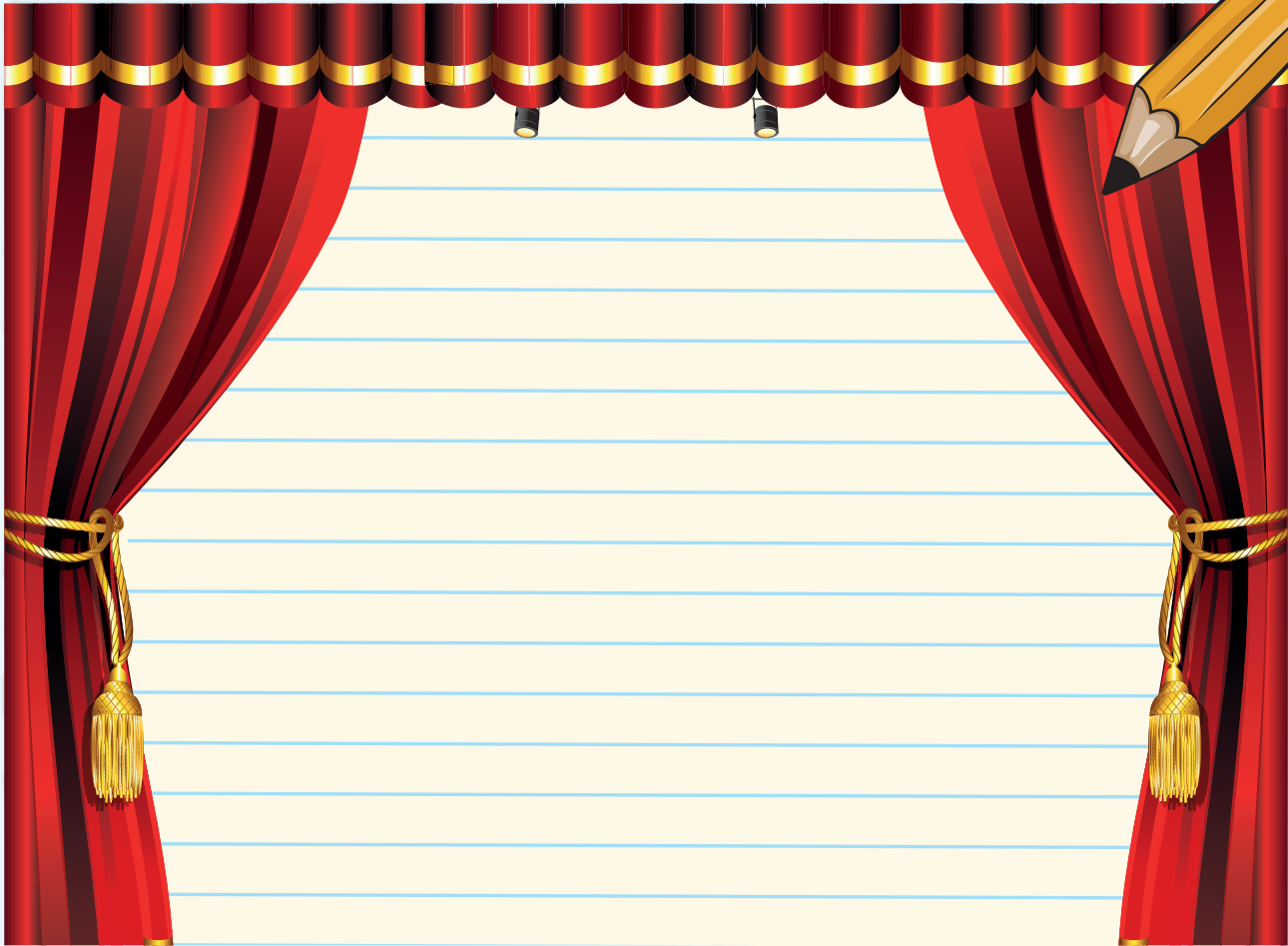
-  Use language that is simple but effective.
-  Vary the lettering and sizes of different words, phrases and sentences.
-  Pick colours that are attractive.



-  The pictures you cut out or draw must tell people more about the play.
-  Use special shapes to highlight certain important words and phrases.
-  The layout of your advertisement should catch people's attention and fit in with what you are advertising.

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

Before you write your advert, plan it on a separate piece of paper. Make sure your sentences are catchy and simple. After you have written it, ask someone in your group to look over it, comment on it and, if necessary, edit it.



Let's write

Circle the verb and underline the adverb in each of the following sentences. Then say whether the adverb describes **how** the action takes place, **where** the action happens, or **when** the action occurs.

**Example:** Jane quickly (read) the blurb about Pippi Longstocking. *Quickly* describes **how** the action happened. How did she read the blurb? Quickly.

Majopela left early for the play.

Pippi Longstocking was performed at night.

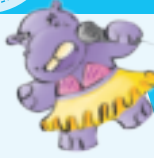
We enjoyed the play so much that we clapped loudly at the end.

We went to the play yesterday by bus.




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

Date \_\_\_\_\_



Let's talk

Have you ever entered a competition? If you have, tell your group what you won. If you haven't, tell the group what you would like to win in a competition.

Does your school have computers? If it does, do you attend computer classes? What do you usually do on the computer? Tell the group.

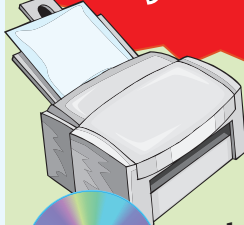
If you don't have computers, tell the group why you think it is important to have computers at your school.



Let's read

## The Brain Box Computer Competition

Win a computer  
for your school!



Your school could be the lucky winner of a Brain Box personal computer worth R10 000, with free computer training given by HANDS-ON Computers. We want you or your class to design a computer. You can do something **extraordinary!** It's easy!

Let your **imagination** run wild! Design and advertise a computer that can make your life fun and exciting!

All you need to do is make a simple drawing advertising your computer. In your advert tell us what your computer can do. The most **original** and interesting computer will win! Don't forget to use all the advertising techniques you have learnt!

So, learners and teachers, get your thinking caps on! Take out your pencils and crayons and get started.

Classes or individual students can enter.



Send designs to:  
The Brain Box Computer  
Competition,  
PO Box 33446, Limpopo 0500

Closing date:  
**30 June**

Don't forget to give us the name  
and address of your school.



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



Let's write Answer these questions.



Use this key to decide which box to tick:

1 = very/often; 2 = a bit/sometimes; 3 = not at all	1	2	3
Are you interested in computers?			
Say why:			
How skilled are you at using a computer?			
Do you think computers are important for school children?			

Look at the competition – what does it offer as a prize?

What do you have to do to enter this competition?

What is being advertised?

Who is the advert aimed at?

Would you enter this competition? Say why.

Who is sponsoring this competition?



Let's write Complete these sentences. Use some of the words in the box to help you.

very unusual	make things up	new and unusual	plan	like	
nothing else remarkable	invent	new	unlikely	creative	think about

To **design** something means to \_\_\_\_\_

Something is **extraordinary** when it \_\_\_\_\_

Something is **original** when it \_\_\_\_\_

Your **imagination** is what allows you to \_\_\_\_\_





Let's write

Draw lines to match the phrases on the left with their meanings on the right.

put on your thinking cap

let your imagination run wild

completely at sea

by and large

to know the ropes

generally speaking

take time to consider something

to know how to do something

very confused, not understanding

be creative, think up lots of ideas



Let's write

You decide to enter the Brain Box Computer Competition.

Think about the kind of computer you want to design. What will it let you do? What will it look like? Remember to make your computer different and exciting. Now describe it.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Let's write

Complete these sentences by filling in the correct verb.

Either a laptop or desktop computer \_\_\_\_\_ suitable for Grade 5s. (is / are)

Neither Mila nor Mathapelo \_\_\_\_\_ a computer. (have / has)

Some teachers from my school \_\_\_\_\_ to teach at the computer centre. (volunteer/ volunteers)

Many young girls and boys \_\_\_\_\_ a passion for computer games. (share / shares)

The oldest computer in our school still \_\_\_\_\_ surprisingly well. (works / work)



Date:



Let's write

Plan and create an advertisement for your computer in the space below. Don't forget to include a drawing of the computer! When you have finished your ad, give it your friend to look at and edit if necessary.



A large white rectangular area with a spiral binding on the left side and horizontal blue lines for writing.



TEACHER: Sign

Date

# Checklist



I CAN	😊	😞
talk about a novel		
identify character, plot and message		
read an extract from a novel		
answer specific questions		
comment on the title		
identify point of view		
write a paragraph with topic and supporting sentences		
write a summary		
match words with their meanings		
use relative pronouns		
identify meanings of similes		
read a review		
discuss character, plot and setting of a book		
write sentences using words from the passage		
write a review using a frame		
identify past tense verbs		
change past tense verbs to present tense verbs		
write sentences using the correct concord		
divide words into syllables		
talk about a diary		
read a diary entry		
discuss and identify differences between a novel, biography and diary entry		
identify past tense verbs and link words		
use adjectives, adverbs and conjunctions to form sentences		
use reflexive pronouns		
read a biography		
identify synonyms		
identify main and supporting ideas in the passage		
determine meanings of words and phrases		
give an opinion		
write a biography		
order information		
use punctuation marks		
use proverbs and idioms		

	😊	😞
talk about aspects of advertising		
discuss an advert		
read an advertisement		
answer specific questions based on an advertisement		
scan an advertisement		
plan, create and edit an advertisement		
identify abbreviations		
write the correct form of degrees of comparison of adjectives		
punctuate sentences using commas and inverted commas		
talk to my group about a favourite recipe		
write sentences in direct speech		
create an advertisement using particular words and phrases as well as my own words and phrases		
write simple sentences		
talk about differences between a film and a live production		
discuss a production and persuade my group to see it		
explain meanings of phrases		
identify verbs and adverbs		
talk about the importance of computers		
match phrases to words		
identify meanings of phrases		
write a brief description		
complete sentences using the right form of the verb		

## Theme 6: Different texts

### Stories

#### Term 3: Weeks 5 - 6

#### 81 A folk tale from Namibia 36

Talks about a folk tale.  
Acts out a folk tale.  
Reads a folk tale.  
Answers specific questions based on the folk tale.  
Identifies what the folk tale is about based on the heading.  
Skims the folk tale.  
Identifies alliteration and use of homophones.  
Explains how pictures reinforce understanding.  
Identifies sounds that animals make.  
Gives an opinion.  
Identifies the use of inverted commas.  
Links meanings of phrases to words in the folk tale.

#### 82 Some more about the animals and insects 38

Uses a chart to plan a descriptive paragraph.  
Rewrites sentences in indirect speech.  
Makes questions from statements.

#### 83 A Zulu fable 40

Tells the group a story.  
Reads a Zulu fable.  
Answers questions based on the fable.  
Identifies the main idea of the fable.  
Identifies main characters in the fable.  
Determines the moral of the fable.  
Matches words with their meanings.

#### 84 Describing animals and people 42

Writes two descriptive paragraphs about a chameleon and a snake using given words and phrases.  
Matches idioms with their meanings.  
Uses a plan to write a descriptive paragraph about a friend.  
Writes an animal poem using similes.

#### 85 Some more fabulous stories 44

Discusses a story in cartoon form.  
Acts out the story with their group.  
Reads a tale from China and a tale from India.  
Answers specific questions about the stories.  
Identifies the characters in the stories.  
Identifies where the stories take place.  
Determines the moral of the stories.  
Gives an opinion.  
Summarises one of the stories.

#### 86 My own fable 46

Uses a mind map to plan a fable.  
Uses the mind map and headings to write a fable.  
Joins sentences using conjunctions.  
Replaces proper nouns with pronouns.  
Identifies common nouns and infinitives.

#### 87 A story with a twist 48

Discusses with their group the importance of being responsible and taking responsibility for one's actions.  
Reads a folk tale.  
Answers questions about the story.  
Gives an opinion.  
Identifies the characters in the story.  
Identifies the moral of the story.  
Explains the meaning of a phrase.  
Matches phrases to words used in the story.

#### 88 All about language 50

Matches phrases with their meanings to make metaphors.  
Underlines the correct homophone.  
States whether sentences are exclamations or commands.  
Rewrites a paragraph with the correct punctuation.  
Writes two paragraphs using link words.

### Informative texts Term 3: Weeks 7 - 10

#### 89 The weather 52

Talks about the difference between the weather and the climate.  
Reads a text about the weather.  
Answers specific questions based on the text.  
Gives the passage a title.  
Matches words with their meanings.

#### 90 Weather in my province 54

Makes a mind map about the weather.  
Uses the mind map to write two paragraphs about the weather.  
Identifies verbs and antonyms in simple sentences.  
Joins sentences using conjunctions.

#### 91 Extreme weather 56

Talks to a group about thunder and lightning.  
Reads a passage about thunderstorms and lightning.  
Answers questions based on the passage.  
Interprets a weather drawing.

Uses diagrams to show cause and effect.

Matches a list of words with words in the passage that have the same meaning

#### 92 Weather and rain 58

Uses a drawing to order information.  
Writes paragraphs based on drawings.  
Writes sentences using homophones.  
Writes sentences using homonyms.

#### 93 Some more about the weather 60

Talks about differences in the weather at different times of the year.  
Discusses what weather they enjoy the most and least.  
Reads a passage on weather and water.  
Matches words with their meanings.  
Reads a passage and answers questions.  
Expresses an opinion.  
Writes a paragraph expressing an opinion.  
Underlines gerunds in sentences.

#### 94 Writing about the weather 62

Matches pictures with objects.  
Writes paragraphs about the weather.  
Identifies pronouns.  
Write sentences using pronouns.  
Writes sentences using onomatopoeic words.

#### 95 The weather forecast 64

Discusses aspects of the weather in their group.  
Listens to a weather broadcast and then gives his or her own broadcast.  
Reads a weather map.  
Answers questions about the weather map.  
Makes predictions about the weather.

#### 96 A last look at the weather 66

Makes a mind map of the weather forecast.  
Writes down a weather presentation based on the mind map.  
Edits the piece of writing.  
Identifies verbs and adverbs in a sentence.  
Writes sentences using abstract nouns.  
Writes sentences using words that are spelled the same but have different meanings.



Let's talk

Can you remember a folk tale that you have read or heard? Tell your group the folk tale. Then, with your group, act out the folk tale for the rest of the class.

### Bee-ware from bee-hind

"Gather around me, soldiers," said the lion. "We are about to go to war against the insect kingdom. As your general, I will lead the attack. Before we begin, you all need to understand our battle plan." The kudu, oryx and jackal came close and listened carefully. "We are bigger than they are," said the lion. "However, our enemies outnumber us by millions. We must show no mercy. We must attack and destroy them." General Lion dropped his voice and whispered, so that only his officers would hear him.

"Now listen carefully, because this is the key to our plan. Tell your soldiers to keep an eye on me throughout the battle. Since I'll be at the front, I'll be able to see whether we are winning or losing. As long as we're winning, I will hold my tail up high in the air. If our soldiers see my tail up, they must carry on fighting. However, if we are losing the battle, I will drop my tail. That will be the signal to stop immediately and run for your lives."



The kudu, oryx and jackal listened carefully to all their instructions. Then they moved off silently to pass the word on to their soldiers. A smile crossed the lion's face; he knew his plan was good.

What he didn't know was that, hidden among the flowers of a nearby bush, a tiny bee had

overheard all the plans. This little bee flew back to tell the insect general what he had heard.

The lion roared, the elephant trumpeted, and the terrible fighting began. For a while both sides were evenly matched. General Lion, his tail flying high in the air, was a brilliant leader, and the animal kingdom charged onward.

Eventually, it was clear to the insect general that his kingdom was losing the battle. There was only one hope for the insects. He looked at the little bee and said, "It is time."

That was all the little bee needed to hear. He knew what to do and *where to do it!* In a moment, he flew into the middle of the battle. He soon found the lion, and he smiled as he flew into position. "Bee-ware from bee-hind!" he cried, as he gave the lion a sting he would never forget.

None of the animals heard or saw the little bee. All they noticed was that their leader suddenly dropped his tail. And they knew what that meant: run for your life! So the insects won the war bee-cause one little bee was bee-hind enemy lines bee-fore the fighting even bee-gan.



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

Look at the heading of this folk tale. Discuss with your group what you think the folk tale will be about and then write down your answer.



Let's write

Do you remember that you skim a piece of writing to get the general idea of what it's about? Skim this folk tale, then write down what you think the moral of the story is.

Why did the lion think the animals would win the battle?

Why did the insects eventually win the battle?

Why did the lion put down his tail?

Why was the bee able to listen to the lion's battle plans?



Do you think the heading of the folk tale is funny? Say why.

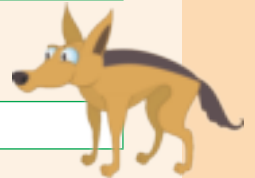
What figure of speech does the writer use in this sentence at the end of the folk tale?

"...bee-cause one little bee was bee-hind enemy lines bee-fore the fighting even bee-gan."



Explain how the pictures help you to understand the fable.

The text tells us that the lion roars and the elephant trumpets. What sound does a bee make? And what sound does a jackal make?



Did you enjoy the fable? Say why.

The words *where to do it?* look different from the rest of the text. They are in italic print. Why do you think the writer did this?



Let's write

Here are the meanings of words or phrases used in the folk tale. Find the words or phrases.

come together ..... be tough .....

essential ..... equally strong .....

watch..... rushed forward .....



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

Date \_\_\_\_\_

# Some more about the animals and insects

Term 3 – Weeks 5-6

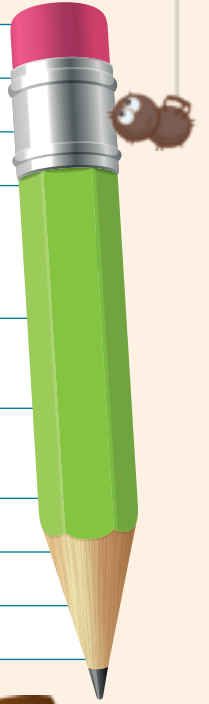


Let's write

You are going to write a descriptive paragraph about your best friend. But first, before you write the final paragraph, you are going to plan it.

Complete this chart. Remember to use descriptive adjectives to describe your friend.

Your friend's name	
Colour of eyes and hair	
Your friend's height	
Your friend's most unforgettable feature (What makes her or him stand out or be different from other people?)	
What your friend does that makes people notice her or him	
How your friend speaks (quickly, slowly, clearly, etc.)	
The vocabulary (the words) your friend uses.	
Your friend's strengths	
Your friend's weaknesses	



Let's write

Write these sentences in indirect speech.

"Gather around me, soldiers," instructed the lion. ....

.....

The lion said, "If our soldiers see my tail up, they must continue their attack."

.....

.....

He told them, "If for any reason we are losing the battle, I will drop my tail."

.....

.....

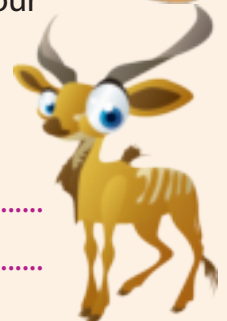
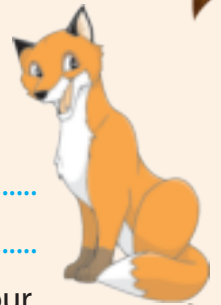
He then said, "That will be the signal to stop all fighting immediately and run for your lives."

.....

The insect general looked at the little bee and said, "It is time."

.....

.....



Date:



Let's write Make questions from these statements.

The kudu, oryx and jackal listened carefully to the lion's instructions.

Blank writing area with a solid top line and a dashed bottom line.

As soon as the lion moved on, the bee flew back to the insect camp with the news.

Blank writing area with a solid top line and a dashed bottom line.

The lion roared and the elephant trumpeted.

Blank writing area with a solid top line and a dashed bottom line.

The tiny bee gave the lion a sting he would never forget.

Blank writing area with a solid top line and a dashed bottom line.

The animals ran for their lives.

Blank writing area with a solid top line and a dashed bottom line.



TEACHER: Sign

Blank box for teacher's signature.

Date

Blank box for the date.



Let's talk

Work in your groups.

Tell your group a story about how the world was made. It can be a story from the bible or a story that you heard from your mother or grandmother or a story that you have read. You can even make up your own story.



Let's read

## The curse of the chameleon

After the great Creator finished making all things, he sat back and looked at the world he had made. He smiled and decided that it was very good. He was especially pleased with the people, the first man and woman. "Yes," he thought, "this is good!"

But soon the Creator noticed that the man and the woman kept injuring their bodies. The skin healed with time, but it got covered in scars. After some years, the first man and woman's bodies were looking old and **tattered!**

So the Creator called Chameleon. "Listen, Chameleon," said Creator, "I want you to deliver a parcel to the man and the woman. It is very urgent."

So Chameleon **sped** towards Earth with the parcel. When he reached the Great River he stopped for some water. Snake was there at the same time. "Hello, Cousin Chameleon," he hissed. "You are in a great hurry today! Why?"

"Ah, yebo! Sawubona, Nyoka!" Chameleon politely replied. "I have a parcel for the man and woman from the Creator." Snake hated the people. They often stepped on him and did not care. Snake decided he would make sure that the people did not receive this parcel.

"Oh, dear Cousin Chameleon, it is so good to see you again! My family has missed you a great deal! You haven't had a meal with us for a long time. Perhaps you don't like us anymore."

"Oh, no, dear Cousin Nyoka," said Chameleon. "I hold you in high regard! I would be **honoured** to come for a meal sometime!"

"Well," Snake answered quickly, "why not now? My wife would be very pleased if you had lunch with us!"

Chameleon looked at the parcel under his arm. "Creator wants me to deliver this parcel urgently. Perhaps some other time?"

"Yes, yes," hissed Snake, turning away. "Just as I thought. Too good for us!"

Chameleon looked at the sun. It was still high in the sky. He could have lunch with Snake's family and still have plenty of time left to deliver the parcel. "Wait, Cousin Nyoka," he said.

"I was too **abrupt**. I really would love to have lunch with you today!"

Snake smiled to himself. "Thank you, Cousin Chameleon," he replied. "Come, let's go and eat."

Sawubona, Nyoka:  
Hello, Snake

Uts'hwala - traditional  
Zulu beer made from  
sorghum



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

Snake's wife had cooked a lot of food that day. It was delicious, and Chameleon ate, drank utshwala and fell asleep.

Snake slowly took the parcel from Chameleon. "Look, my good wife," he exclaimed. "Creator has sent us new skins so that whenever our old ones wear out we can change into new ones!" Snake laughed. Chameleon woke up, and immediately knew what had happened.

"No, Cousin Nyoka, give them back!" Chameleon pleaded. "Those are not for you! They are for people. Give them back!" But Snake just laughed and **slithered** away.

As the sun went down Chameleon was very unhappy. He had been betrayed and he had disobeyed Creator. He hid away in the trees, clinging to the branches, moving slowly so as not to be seen.

This is how it was that people were cheated out of new skins by Snake. To this day, Snake will shed his skin when it gets old, and put on a new one.



Let's write

Read the fable again and then write down the answers to the questions.

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

Who are the main characters in the fable?

How did Snake manage to trick Chameleon?

What did Chameleon do that showed how unhappy he was?

What is the moral of the fable?

What do you think would have happened to people if Chameleon had delivered the skins?



Let's write

Match the words in bold with the words on the right.

**tattered**

slunk, glided

**sped**

pleased, flattered

**honoured**

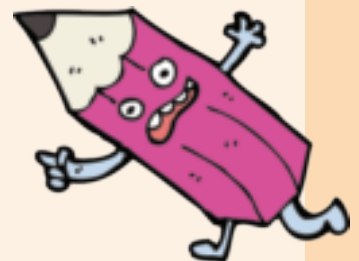
sudden

**abrupt**

raced, hurried

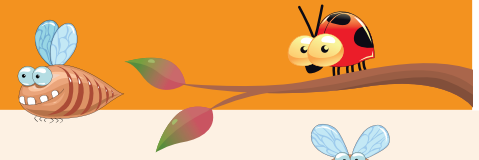
**slithered**

ragged, scruffy



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

Date \_\_\_\_\_



Term 3 – Weeks 5–6



Let's write

Write a paragraph describing a chameleon. Use some of these phrases. You should also try to use your own words.

changes colours	turns reddish when angry
has long tongue	tongue moves very quickly
uses vibrations to talk to other chameleons	has eyes that can move from side to side
has specially shaped feet, toes and claws	



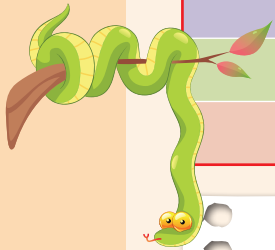
Blank lined writing area for describing a chameleon.



Let's write

Now write a paragraph describing a snake. Use some or all of these phrases. You should also try to use your own words.

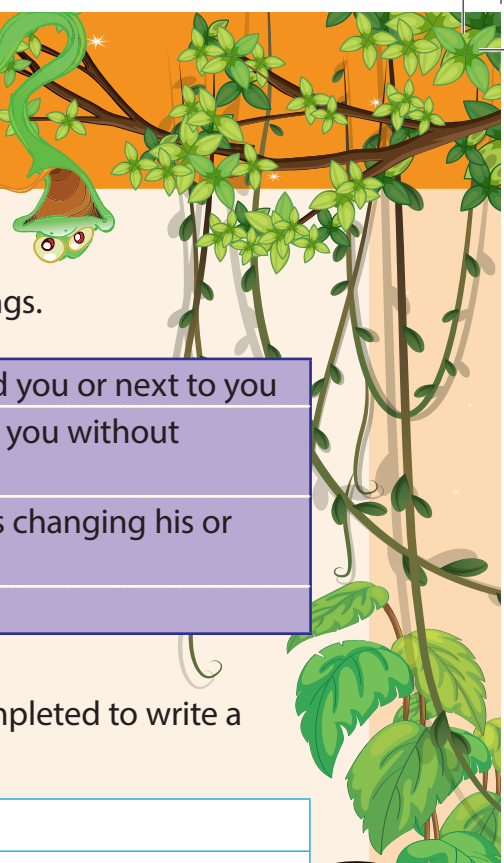
is long, flexible and slender	has no limbs
different colours, bright to dull	brightly coloured means poisonous
dull snakes use their lack of colour to hide	
eats rats and birds	eats prey whole
hunts at night	has forked tongue



Blank lined writing area for describing a snake.



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



Let's write

Draw a line to match the idioms with their meanings.

A snake in the grass	Something right behind you or next to you
If it was a snake it would have bitten you	Someone who will hurt you without warning
To snake along	Someone who is always changing his or her opinions
Changeable as a chameleon	To move in a wavy line



Let's write

Look back at Worksheet 82. Use the chart you completed to write a description of your friend.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Let's write

Write your own poem using similes. Use this frame.

My animal is a \_\_\_\_\_ .

Its colour is \_\_\_\_\_ like \_\_\_\_\_ .

Its fur/skin is \_\_\_\_\_ like \_\_\_\_\_ .

It moves like a \_\_\_\_\_ .

Its tail is like \_\_\_\_\_ .

Its eyes are \_\_\_\_\_ like \_\_\_\_\_ .

Its body is like \_\_\_\_\_ .

Its ears are \_\_\_\_\_ like \_\_\_\_\_ .

Its legs are \_\_\_\_\_ like \_\_\_\_\_ .

It sounds like \_\_\_\_\_ .



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

Date \_\_\_\_\_

## Some more fabulous stories



Let's talk

Discuss in your group what is happening in the cartoon.

Act out the story told by the cartoon. Make sure that each of you gets a turn to be either the shopkeeper or the customer.

Talk about these questions in your group:

Who is the leader in your class?

Why do you think so?

Who is very clever, and why?

Who is sly and crafty, and why?



Let's read

## New shoes A tale from China

A man needed a new pair of shoes. Before he went to the marketplace, he drew a detailed picture of his feet on a piece of paper. He carefully measured his feet and wrote down all their dimensions. Then, he walked down to the shoe store at the market. When he got there later that day, he unhappily discovered that he had forgotten to bring the paper with his measurements on it! He turned around and walked back home to get it. It was sunset by the time he returned to the market and all the shops were closed. He explained his situation to one of the shopkeepers who had already packed away all his goods.

"Foolish man!" said the shopkeeper. "You could have trusted your feet and tried the shoes on in the store! Why did you go home to get your diagrams?"

The man blushed. "I suppose I trusted my measurements more," he said.



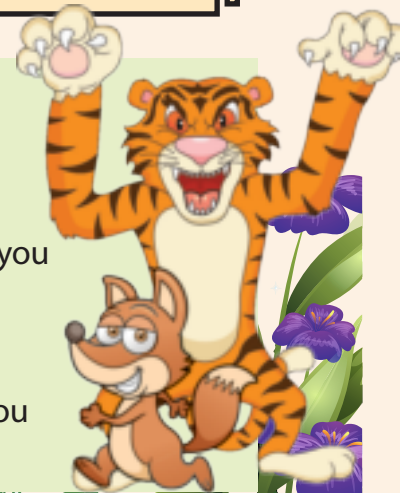
Let's read

## Who is King of the Forest? A fable from India

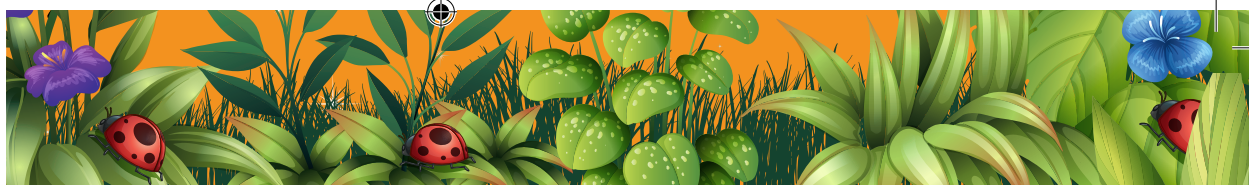
One day, in the forest, Tiger jumped on Fox. Fox cried out, "How dare you attack the King of the Jungle!"

Tiger looked at him in amazement. "Nonsense! You are not King!"

"Certainly I am," replied Fox. "All the animals run from me in terror! If you want proof, come with me."



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



Fox went into the forest with Tiger at his heels. When they came to a herd of deer, the deer saw Tiger behind Fox and ran away in all directions.

They came to a group of monkeys. The monkeys saw Tiger behind Fox and they fled. Fox turned to Tiger and said, "Do you need any more proof? See how the animals flee at the very sight me!"

"I'm surprised, but I've seen it with my own eyes. Forgive me for attacking you, Great King." Tiger bowed low and with great respect he let Fox go.



Let's write

Read the questions and then write down the answers.

Read the story called *New shoes*. Who are the characters in the story?

Where does the story take place?

Do you think the story is funny? Explain why.

Do you prefer the cartoon or the written text? Say why.

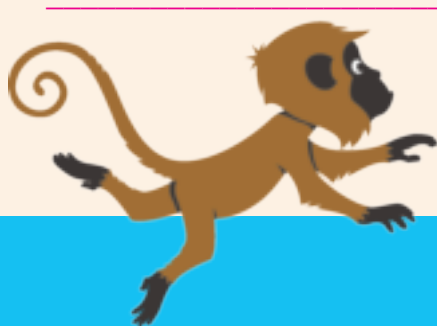
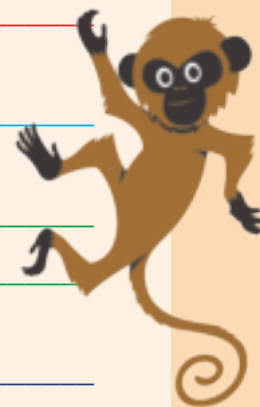
Now read the story *Who is King of the Forest?* Who are the characters in the story?

Where does the story take place?

Who do you think is cleverer – Fox or Tiger? Say why.

Why do you think Fox pretended to be the King of the Jungle?

Summarise the story of the new shoes in two sentences.



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

Date \_\_\_\_\_





Let's write

Use this mind map to plan a fable that you are going to write.



CHARACTERS

Blank writing area for characters.



STORY

Blank writing area for story.



STORY

Blank writing area for story.



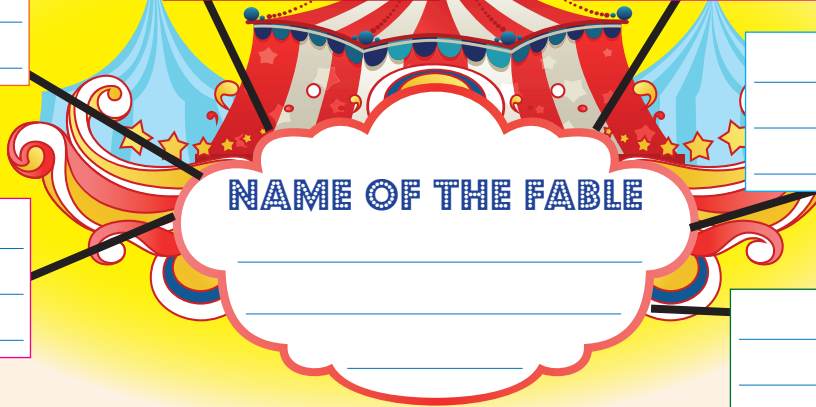
SETTING

Blank writing area for setting.

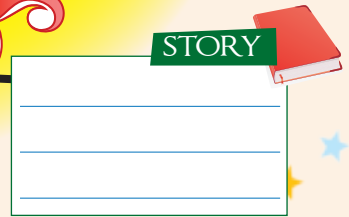


MORAL

Blank writing area for moral.



NAME OF THE FABLE



STORY

Blank writing area for story.



Let's write

Now, write your own fable. Use your mind map and these headings.

Lesson I want to teach:

Blank writing line for lesson.

Characters in the fable:

Blank writing line for characters.

Setting:

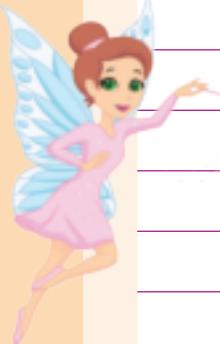
Blank writing line for setting.

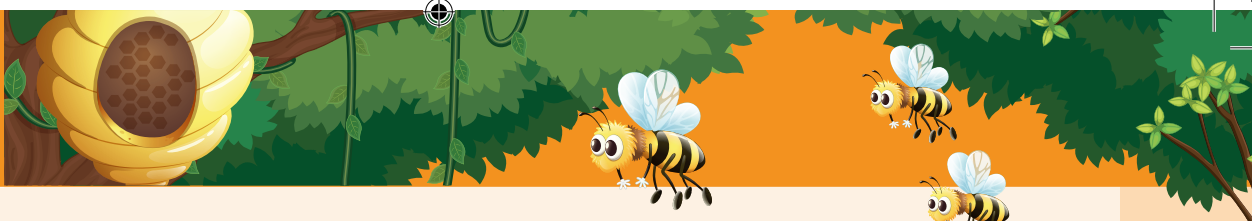
Title of the fable:

Blank writing line for title.

Fable:

Multiple blank writing lines for the fable text.





**Let's write** Join the sentences using the conjunctions in brackets.

It was a hot day. Tiger jumped on Fox (when)

Tiger wanted to eat Fox. Fox stopped him. (but)

Fox told Tiger he was King of the Jungle. Tiger did not believe him. (although)

The animals bowed before Fox. Tiger would know Fox was King of the Jungle. (if)

The animals bowed. Tiger let Fox live. (and)

Now go back and underline the adjectives. Then highlight the noun that each adjective refers to.

**Example:** The crafty **fox** walked down the road and met the tiger.



**Let's write** Replace the proper nouns with pronouns. Then underline the common nouns and circle the infinitives.

Thandi wants to read the tale about the fox and the tiger.

Ben and Ann want to act out the tale about the shoes.

Mrs Ngoma has to give Max and then Zama a chance to read the fables.

Will Majapelo and Ignatius go to Pretoria by bus to see the circus?



*Common nouns* are the names of people in general (e.g. girl), places (e.g. park), things (e.g. toys) or ideas (e.g. love).

*Proper nouns* are the names of specific people (e.g. Thandi) or places (Limpopo).

*Infinitives* are verbs with **to** in front of them (e.g. to run).





Let's talk

What does the word "responsibility" mean to you?  
Discuss this with your group.

What responsibilities do you have at home?  
What happens if you don't fulfil your responsibilities?  
Have you ever been dishonest because you didn't want to fulfil your responsibility?  
What happened?



Let's read

### THE BOY WHO CRIED "WOLF!"



There once was a young boy who was given the job of looking after the village sheep. He took them up the mountain side to find fresh pasture. One day, he was feeling bored with this job, so to amuse himself he cried, at the top of his voice, "Wolf! Wolf! The wolf is chasing the sheep!"

The villagers heard the boy's cry and came running up the hill to help him drive the wolf away. But when they arrived, they found no wolf. The boy laughed at the sight of their angry faces.

"Don't cry 'Wolf', shepherd boy," said the villagers, "when there is no wolf!" They went grumbling back down the hill and back to work.

Later, the boy became bored again and shouted, "Wolf! Wolf! The wolf is chasing the sheep!" Laughing, he watched once again as the villagers ran up the hill to help him drive the wolf away.

When the villagers saw no wolf they said, sternly, "Save your shouting for when there is really something wrong! Don't cry 'Wolf' when there is no wolf!"

Later that day, he really did see a wolf prowling around the flock. Terrified, he jumped to his feet and screamed as loudly as he could, "Wolf! Wolf!" But the villagers thought he was trying to fool them again, so this time they didn't come.

When sunset arrived, the villagers wondered why the shepherd boy hadn't returned to the village with their sheep. They went up the hill to look for him. They found him weeping.

"There really was a wolf here!" he sobbed. "The flock has scattered! I cried out, 'Wolf!' Why didn't you come?"

An old man tried to comfort the boy as they walked back to the village. "We'll help you look for the lost sheep in the morning," he said. "But now you know that nobody believes a liar – even when he is telling the truth!"



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



**Let's write** Answer these questions.



Why did the shepherd boy cry "Wolf!" the first time? \_\_\_\_\_

How did the villagers feel after they had run up the hill and there was no wolf? \_\_\_\_\_

What did the villagers say to the shepherd boy, the second time he cried "Wolf!"? \_\_\_\_\_

Why didn't the villagers come when the boy called "Wolf!" for the third time? \_\_\_\_\_

What happened at sunset? \_\_\_\_\_

If you had been one of the villagers, would you have believed the boy? Why? \_\_\_\_\_

At the end of the story, the boy has lost the trust of the villagers. How can the boy solve this problem and get back their trust? \_\_\_\_\_

What is the moral of this story? \_\_\_\_\_

Who are the characters in this story? \_\_\_\_\_

What is the meaning of the phrase "cry wolf"?



**Let's write** Find words in the story that mean the same as these words and phrases.

a green field \_\_\_\_\_

complaining \_\_\_\_\_

extremely scared \_\_\_\_\_

stalking, sneaking around \_\_\_\_\_

run away and separated \_\_\_\_\_





Let's write

Join the phrases on the left with the words and phrases on the right to make metaphors.

The moon is a		racing.
The train lines are		cats and dogs.
It is raining		white balloon.
Time is		snakes.
My pulse is		money.



When you use a **metaphor**, you are saying that a person, place, animal or thing **is** something else (not just **like** it!).

e.g. My sister is a cuddly bear!



Let's write

Underline the correct homophone in each sentence.

My teacher (red/read) the story of *The boy who cried "Wolf!"*.

We thought the (story/storey) of the *Ant and the grasshopper* was an excellent fable!

The fox screeched loudly when the wolf stood on his (tale/tail).

The tortoise could hardly believe it when he (won/one) the race!

The boy (knew/new) he was wrong for crying "Wolf!"

**Homophones** are words that sound the same but that have different meanings and are spelled differently.



Let's write

Say whether these sentences are commands or exclamations.

Read the story called *New shoes*.

command

exclamation

I love the present that you gave me!

command

exclamation

Go and fetch the new book from the cupboard.

command

exclamation

I won a book voucher!

command

exclamation

Stop reading now and go to sleep.

command

exclamation



A **command** is a sentence that gives an order. It starts with a capital letter and ends in a full stop.

An exclamation is a sentence that shows shock, surprise or excitement. It begins with a capital letter and ends in an exclamation mark.

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



Let's write

Your friend has written this story, but has forgotten to put in punctuation marks. Help your friend to put in capital letters, full stops, commas, question marks, exclamation marks and inverted commas in the right places.

ferdy the fox was walking down silver oak forest one day when he saw a strange light in front of him

what is that he thought to himself ferdy was scared but he ran a little bit closer so that he could see it better

hello he called out there was no reply hello is anyone there he called but again there was no reply suddenly a creature appeared in front of the light

boo it shouted poor ferdy was really scared and he ran all the way back to his den



Let's write

Write two paragraphs about two different children in your class. Use these link words to show the differences between the two children.

but, however, in spite of, on the one hand ... on the other hand, nevertheless, yet

Blank writing lines for the second exercise.



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

Date \_\_\_\_\_



## Let's talk

Discuss in your groups.

- What do we mean by “weather”?
- What do you think is the difference between “weather” and “climate”?
- Do you wear different clothes for different kinds of weather? Tell the class what you wear.
- Do you think the climate in South Africa is the same as the climate in a country near the equator? Say why.

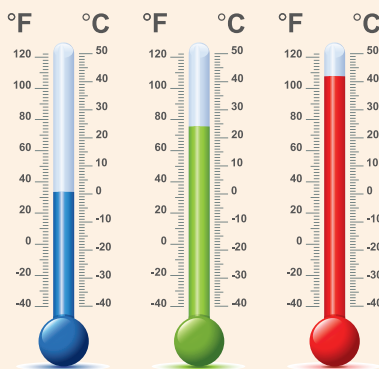


## Let's read

Changes in the temperature of the air cause changes in the weather. If the temperature of the air drops, the weather gets colder. If the temperature of the air increases, the weather gets warmer. The weather also changes if the moisture in the air changes or the pressure in the atmosphere changes. If the air temperature increases, the moisture in the air and the air pressure usually increase at the same time.

People like meteorologists, who know about the weather, measure these changes so that they can predict what the weather will be like. Just as we use a thermometer to take our own temperature, so meteorologists use a thermometer to measure the temperature of the weather. They measure the weather in either degrees Celsius or degrees Fahrenheit. They can then tell us how hot or cold the weather will be.

**A meteorologist**  
is a person who  
studies the weather.



Air is all around us and it presses down on us. We call the air pressing down on us atmospheric pressure. If you are on top of a mountain, the volume of air pressing down on you is less than the volume that presses down on you when you are at the sea. Also, if the temperature of the air around us is hot, the pressure in the atmosphere is less. This is why a hot air balloon rises in the air! We use thermometers to measure temperature, and barometers to measure atmospheric pressure.

Finally, humidity is caused by water evaporating from the earth's surface. So, if the weather is hot, there is more evaporation and humidity is higher. The higher the humidity, the more we perspire, and if the day is hot and muggy, the air is full of vapour and our sweat sticks on us and does not evaporate into the air.



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



Let's write

What three things can cause a change in the weather?

---

If a meteorologist studies the weather, what do you think meteorology is?

---

Do you think the atmospheric pressure is higher on Table Mountain or at Muizenberg beach in Cape Town? Say why.

---

What do we use to measure temperature and atmospheric pressure?

---

When it is very humid, our sweat does not evaporate easily. Explain why.

---

Why do you think we need to measure different aspects of the weather?

---

Look at the thermometer. It is marked in degrees Celsius and degrees Fahrenheit. Do we use a thermometer to measure temperature in degrees Celsius or degrees Fahrenheit in South Africa?

---

Give the passage a title.

---



Let's write

Match the words in bold with their meanings.

<b>atmosphere</b>		rises, grows
<b>increases</b>		weight, heaviness
<b>pressure</b>		loss of liquid
<b>evaporation</b>		moisture
<b>humidity</b>		damp, clammy
<b>muggy</b>		air



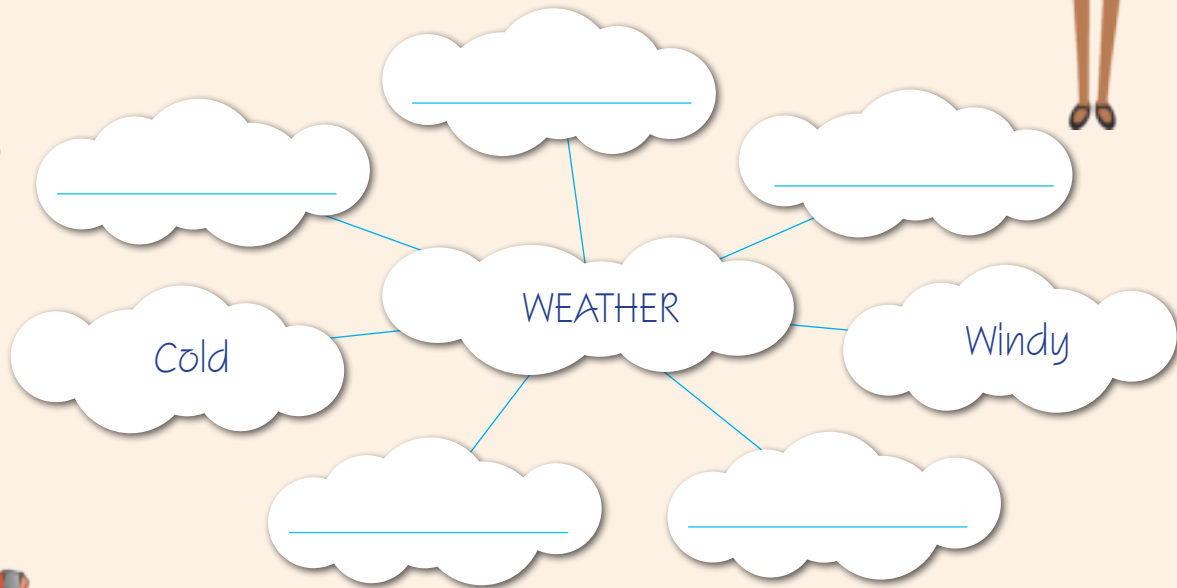
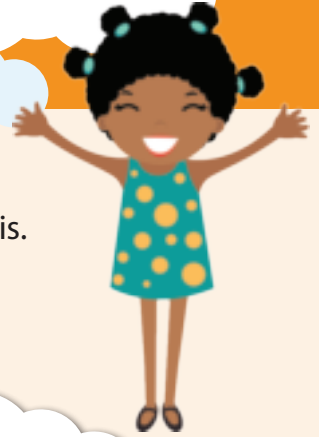
TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_



Let's write

Draw a mind map to show what you think weather is.



Let's write

Use your mind map to write two paragraphs about the weather.

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



Let's write

Read these simple sentences. Circle the verb in each sentence and then write down the opposite of the underlined word or words.

It is hot today. \_\_\_\_\_

On a sunny day the sky is clear. \_\_\_\_\_

The weather is windy and cool. \_\_\_\_\_

It is rainy today. \_\_\_\_\_

Is it cloudy today? \_\_\_\_\_



Let's write

Rewrite the sentences in the previous activity in the future tense. Remember to use "will" and the verb.

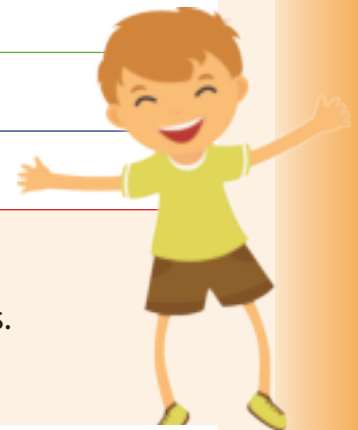
\_\_\_\_\_

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\_\_\_\_\_



Let's write

Join these sentences using the conjunctions in brackets.

It is hot in Gauteng. It is hotter in Limpopo. (but)

\_\_\_\_\_

There is thunder and lightning. It hasn't started raining hard yet. (although)

\_\_\_\_\_

We want to know what the weather will be like from day to day. We can make plans for our daily activities. (so)

\_\_\_\_\_

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

Date \_\_\_\_\_



## Let's talk

Work in your groups.

- Have you ever been in a thunderstorm or a snowstorm?
- Tell the group what happened and say how you felt.
- There are often thunderstorms and lightning in Gauteng. Why do you think thunderstorms and lightning happen more in Gauteng than, for example, in the Western Cape?



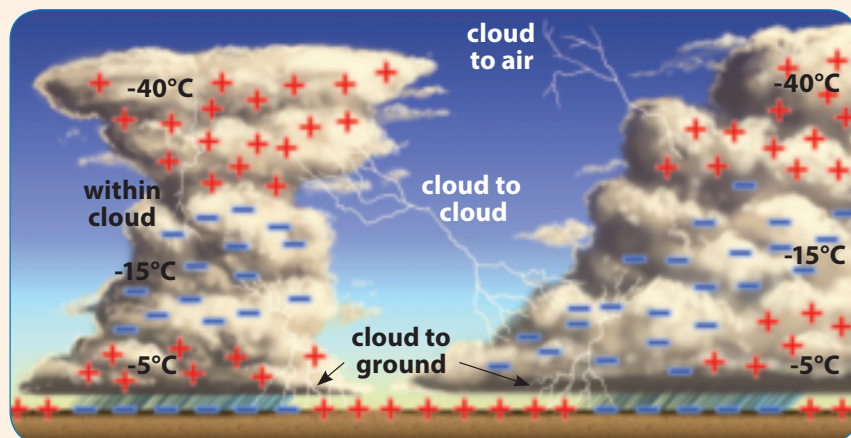
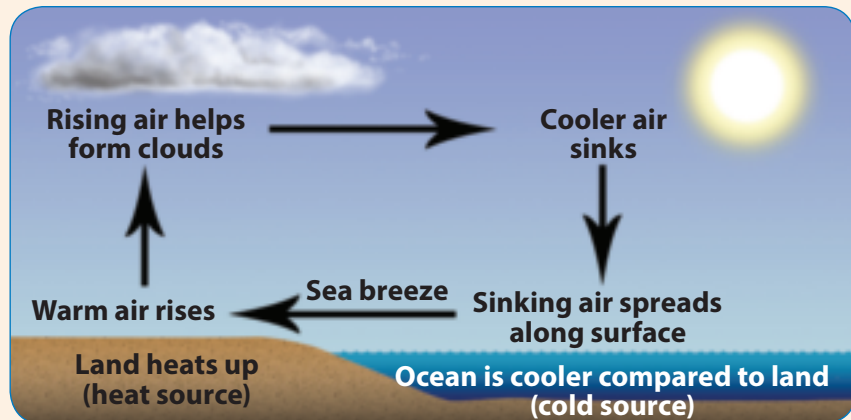
## Let's read

Very bad storms happen when a large amount of warm, moist air brings stormy weather with strong winds. Warm, wet air begins rising into the air. The higher it rises, the cooler it becomes. Water vapour in the air turns into drops, a process called condensation. The drops join together to form clouds, and then rain, sleet, snow or hail will fall down to the earth's surface. Thunderstorms are the most common kind of extreme weather. Before a thunderstorm can develop, there have to be three things present: the air has to be full of moisture; there must be either a very hot part of the earth's surface sending warm air up quickly, or a cold front must be coming; and the warm air that is rising must be warm enough to stay warmer than the air it passes through as it rises.

A cold front happens when cold air is moving near the surface of the earth, and it pushes warm air up very quickly. This is often the beginning of a thunderstorm. Clouds form, and heavy rains begin falling. Electrical charges inside storm clouds separate, causing lightning to flash towards the earth.

Lightning has enough energy to heat the air all around it. This sudden burst of heat is what causes the noise we know as thunder. Thunderstorms often bring disasters with them: floods, fires caused by lightning and damage from hailstones.

## How hot air rises



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



Let's write

When do bad storms happen?

---

What is the most common form of extreme weather?

---

What three conditions have to be present for thunderstorms to happen?

---

When does a cold front happen?

---

What is thunder?

---

Look at the diagram showing how hot air rises. Use the diagrams to explain how heavy rain happens.

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Let's write

Find words in the passage that have the following meanings.

very bad

water vapour turning into drops

harm, emergencies

wetness, damp

upper part of the earth that you can touch and feel

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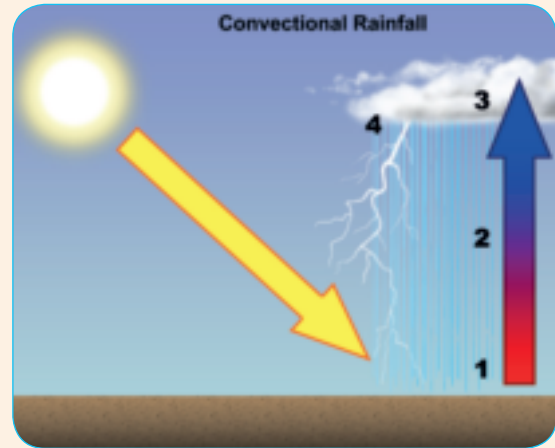
TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_



**Let's write** Look at the picture and then put the information in the right order.

- When there are heavy rainstorms, we usually have thunder and lightning.
- The sun heats the ground and warm air rises.
- Gas changes to liquid and large clouds are formed.
- As the air rises it cools and water vapour condenses to form clouds.



**Let's write** Look at the pictures about the weather and then write a short paragraph about each one.




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



**Homophones** are words that sound the same and have different meanings. They are often spelt differently. **Homonyms** are words that sound the same and are spelled the same, but they have different meanings.



Let's write

Write sentences using these homophones.

weather

\_\_\_\_\_

whether

\_\_\_\_\_

rain

\_\_\_\_\_

rein

\_\_\_\_\_

sun

\_\_\_\_\_

son

\_\_\_\_\_



Let's write

Write sentences using these homonyms.

rose (flower) \_\_\_\_\_

rose (got up) \_\_\_\_\_

lap (drink with tongue) \_\_\_\_\_

lap (going round a course) \_\_\_\_\_

fair (not dark) \_\_\_\_\_

fair (honest) \_\_\_\_\_

lie (lie down) \_\_\_\_\_

lie (not the truth) \_\_\_\_\_

skip (jump) \_\_\_\_\_

skip (leave something out) \_\_\_\_\_





## Let's talk

Do you think different countries have different weather at different times of the year? Explain your answer.

Do the different provinces in South Africa have the same weather at the same time of the year? Explain your answer.

What kind of weather do you enjoy most? Give reasons.

What kind of weather do you enjoy the least? Give reasons.



## Let's read

## WEATHER AND WATER

We know that the weather is made up of different things. It is made up of wind direction, wind force, rain, hail, snow, temperature, sunshine, visibility and clouds.

We also know that three things make up the different parts of the weather. They are sun, air and water.

The sun gives us heat and light. Sometimes it makes us too hot; sometimes it seems weak and gives us less heat and light;



+



+



=

WEATHER

and sometimes it is covered by clouds and we cannot see it at all.

The air is all around us and it covers the earth like a blanket. When it moves you feel it as wind on your skin. When its movement is fast and strong it can blow things over.

Water is in rivers, lakes and oceans and even in the clouds in the sky. When tiny drops of water are held in the air around you, so that you can't see very well, we call that fog or mist. Rain comes when water falls from the clouds in bigger drops. If that water is very cold it freezes and we get hail or snow.

Weather is important in everyone's life.

It affects the games you play, the clothes you wear, the food you eat, how you feel, what you do, how people earn a living, and many other things. The weather can make you feel good – but extremes of weather can make life difficult. Heavy wind, like tornadoes and hurricanes, or heavy storms that cause floods and mudslides, can destroy people's homes and can even take their lives.



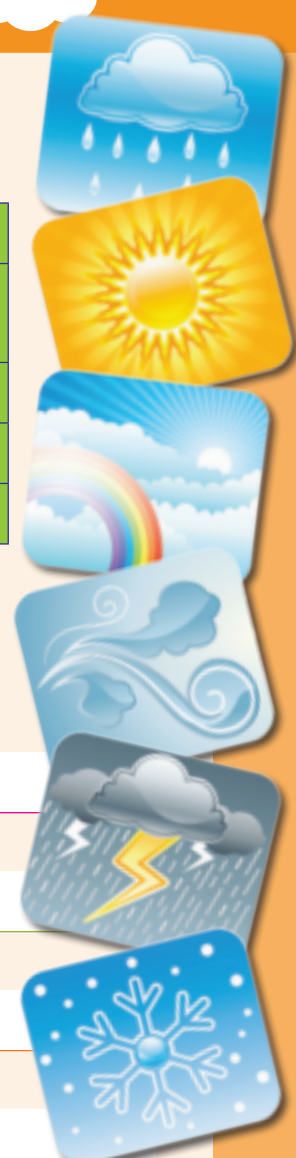
Date: \_\_\_\_\_



Let's write

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

<b>wind direction</b>		how strong the wind is
<b>wind force</b>		a grey or white mass high in the sky made of very small drops of water
<b>temperature</b>		how much we can see around us
<b>visibility</b>		how hot or cold something is
<b>cloud</b>		where the wind blows to and from



Let's write

Read the passage again and then answer these questions.

What three things make up the weather?

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What does the sun give us?

---

Where do you find water?

---

Why is water important?

---

In your own words, write a paragraph saying why weather is important in people's lives.

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Let's write

Underline the gerunds in these sentences.

Looking at the gentle rain is very soothing.

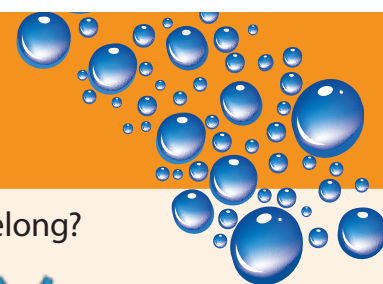
Walking in the garden after a storm is refreshing.

Debbie suggested watching a video about extreme weather conditions.

There's no point in arguing about the weather. The weather bureau says it will storm.

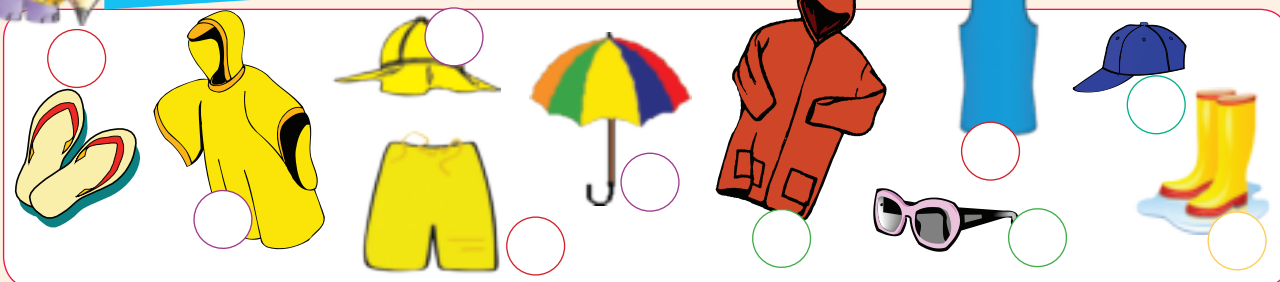
Riding to school in the rain is not really safe.

A **gerund** is a verb that ends in "ing" and that acts as a noun.  
An example is: **Watching** a storm can be quite scary.



Let's write

To which of the two pictures do these objects belong?  
Number each one either 1 or 2.



Let's write

Now write a paragraph about each picture in which you describe that kind of weather. You may use some of these words in your description. When you have written your paragraphs give them to your friend to read and correct if necessary.

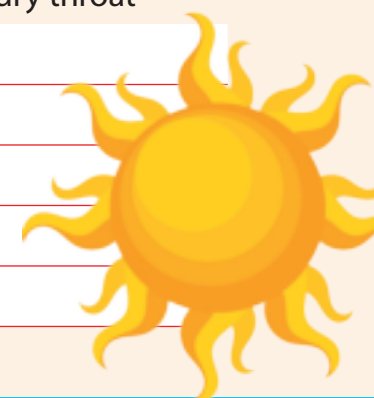
dark threatening clouds, lightning bolts, long roll of thunder, angry sky, large raindrops splattering on the ground, storm, deafening crash of thunder, heavy sheets of rain, gusts of wind

Four horizontal blue lines for writing a paragraph about the stormy weather.



land dusty and brown, no more grass, river dried up, fierce heat of the sun, smell of dust, dazzling white of the sky, dry blades of grass, the sun a hot red ball of fire, dry throat

Four horizontal red lines for writing a paragraph about the sunny weather.



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



Let's write

Underline the pronouns in this passage about the weather.

"I'm a weather forecaster. I need to see clouds and storms from very high up. I would like a camera in space to help me predict the weather."

"OK. I have an idea how to do that!"

"Really? How would you get a camera into space, and how would get the pictures back to earth?"

"Well, first let's talk about how you get anything into space and keep it there without it falling back to earth. Let's imagine a golf ball. Now, my dad is a very good golfer. When he hits a ball with a club it goes quite a long way. But if he hits it from the top of a hill, it goes even further. And if my dad were as strong as Superman, he could hit it so hard and make it go so fast that it would go all the way round the earth!"

A **pronoun** is a word that is used instead of a noun.

**Examples:**

**The table** is in the kitchen.  
**It** is covered with a cloth.

**Kaela's friends** are coming to visit her. **She** is glad that **she** will see **them**.



Let's write

Write your own sentences using these pronouns.

she	himself	ours	they	mine
-----	---------	------	------	------

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Let's write

Write sentences of your own using these onomatopoeic words.

clashed	banged	pitter-patter	splashed	splat
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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Onomatopoeia** is a word for a sound, which imitates the sound. An example is: The bell **tinkles**."



Let's talk

Tell your group what the weather is like today. Is it hot, cold or rainy?  
Is the weather the same in winter as it is in summer?  
What are the differences?

When it is very hot, what activities do you do after school?  
When it is very cold, what activities do you do after school?  
Listen to the weather forecast on the radio or the television, and then do a weather presentation to the class.

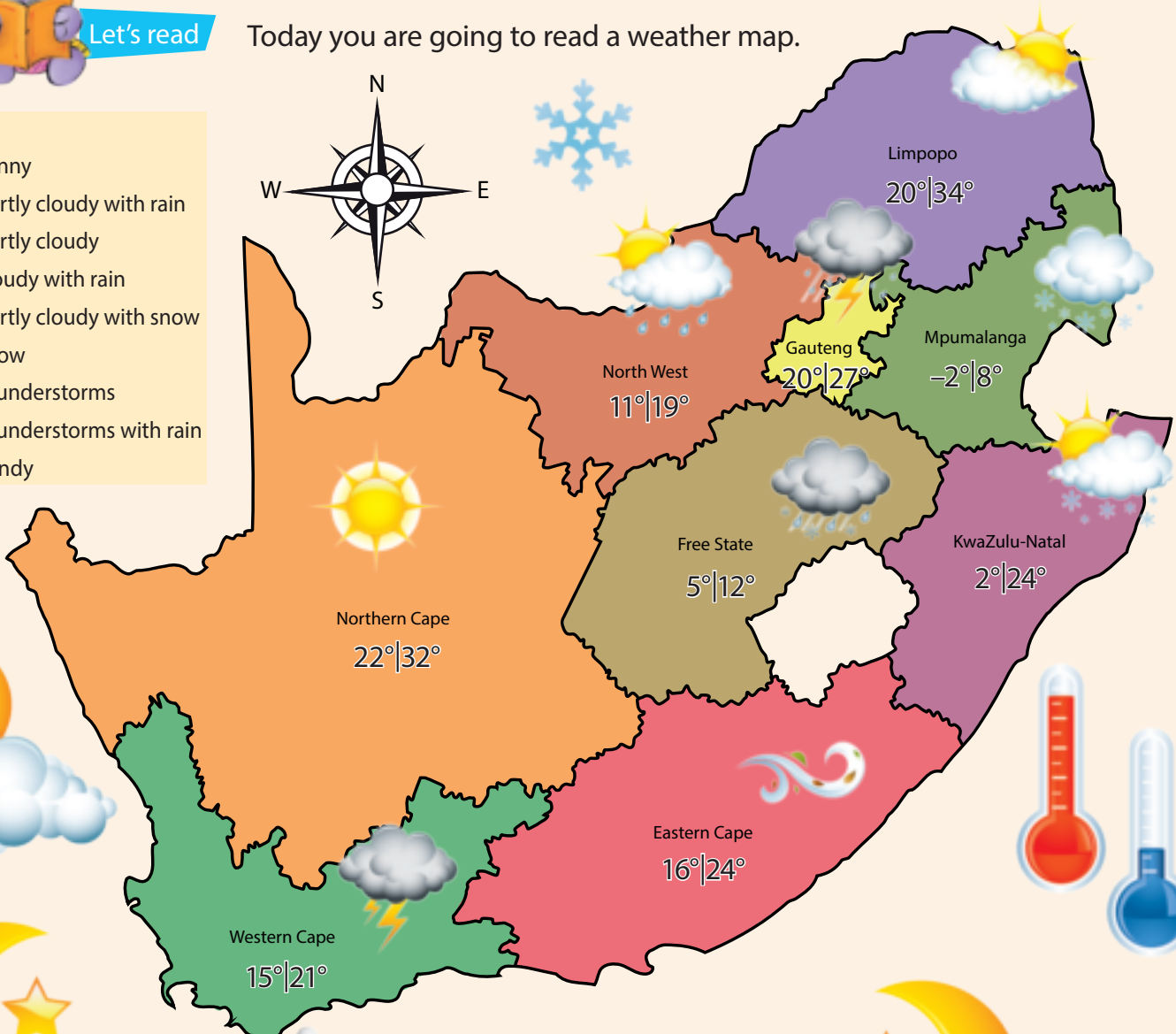
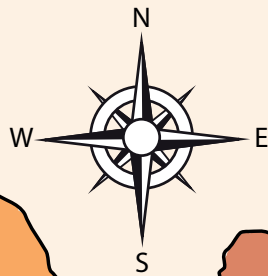


Let's read

Today you are going to read a weather map.

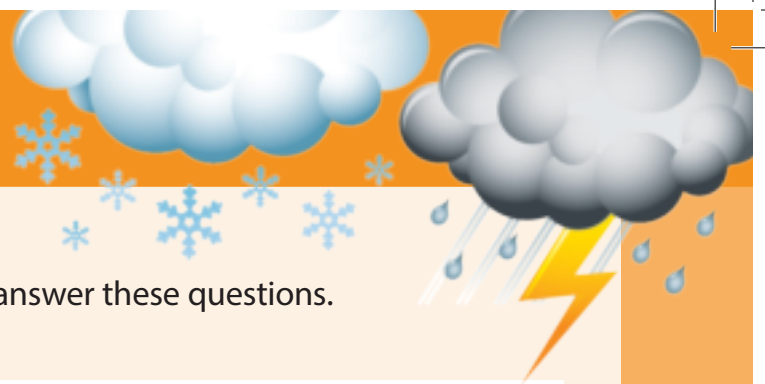
Key

- sunny
- partly cloudy with rain
- partly cloudy
- cloudy with rain
- partly cloudy with snow
- snow
- thunderstorms
- thunderstorms with rain
- windy



## A WEATHER MAP

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



**Let's write** Look at the weather map and answer these questions.

Is the weather really like that in your province?

What is the weather like in the other provinces? One of your provinces will not have an answer as it will be your province.

Gauteng	
Limpopo	
Mpumalanga	
KwaZulu-Natal	
Free State	
Eastern Cape	
Western Cape	
Northern Cape	
North West	



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

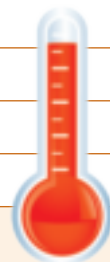
Where is the weather best? Why do you say so?

Where is the weather the worst? Why do you say so?



What are the minimum and maximum temperatures in each province?

Province	Minimum temperature	Maximum temperature
Gauteng		
Limpopo		
Mpumalanga		
KwaZulu-Natal		
Free State		
Eastern Cape		
Western Cape		
Northern Cape		
North West		



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

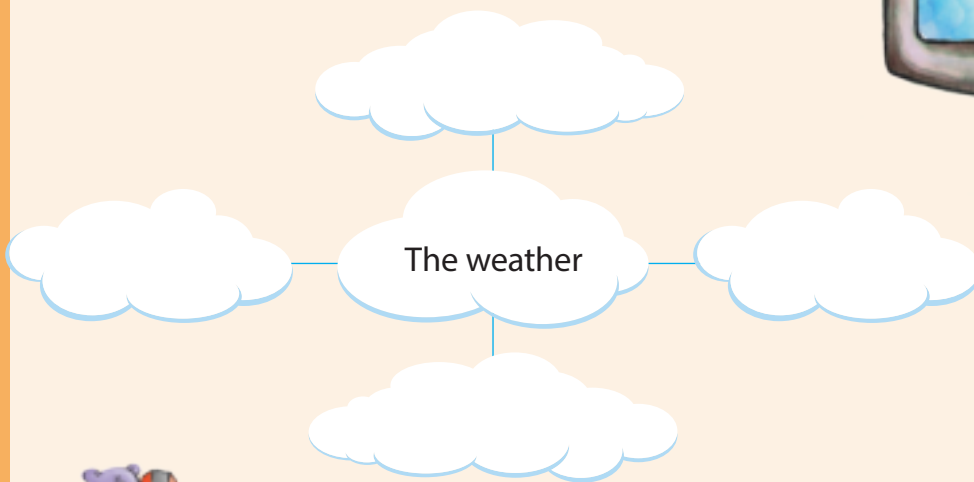


Let's write

Imagine that you are going to present the weather forecast on TV using the map on page 64.

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

First, make a mind map of what you are going to say.



Let's write

Now write your weather forecast. Ask your friend to read it and correct it if necessary.

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



Let's write

Circle the verb and underline the adverb in each sentence. Then say whether the adverb describes how or why the action takes place, where the action happens, or when the action occurs.

Astrid left early as it looked like it was going to rain. \_\_\_\_\_

The thunderstorm started at night. \_\_\_\_\_

The thunder and lightning clanged loudly for at least ten minutes. \_\_\_\_\_

It rained the whole day yesterday. \_\_\_\_\_



Let's write

Write sentences using these abstract nouns.

love	dislike	bravery	courage	success
------	---------	---------	---------	---------

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Let's write

Write two sentences with each word.

foot (bottom of leg) \_\_\_\_\_

foot (unit of measurement) \_\_\_\_\_

spring (season of the year) \_\_\_\_\_

spring (mechanism) \_\_\_\_\_

jam (traffic that is not moving) \_\_\_\_\_

jam (fruit spread) \_\_\_\_\_

When one word has many meanings, we call this **polysemy**.

Here is an example:

Are you a **pupil** at SKA Primary School?

Chameleons' eyelids are fused together, leaving only a pinhole open over the **pupil**.



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

Date \_\_\_\_\_

# Checklist



I CAN	😊	😞
talk about and act out a folk tale		
skim and read a folk tale		
answer specific questions based on a folk tale		
identify what the folk tale is about based on the heading		
identify alliteration and use of homophones		
explain how pictures reinforce understanding		
identify sounds that animals make		
give an opinion		
identify the use of inverted commas		
link meanings of phrases to words		
use a chart to plan a descriptive paragraph		
rewrite sentences in indirect speech		
make questions from statements		
tell my group a story		
identify the main idea, main characters, where the story took place and the moral of the story		
match words with their meanings		
write a descriptive paragraph		
match idioms with their meanings		
write an animal poem using similes		
discuss a story in cartoon form		
summarise a story		
use a mind map to plan and write a fable		
join sentences using conjunctions		
replace proper nouns with pronouns		
identify common nouns and infinitives		
match phrases with their meanings to make metaphors		
underline the correct homophone		
state whether sentences are exclamations or commands		
rewrite a paragraph using the correct punctuation		
write two paragraphs using link words		
talk about the weather and climate		
read a text about the weather		
answer specific questions based on the text		

	😊	😞
give a passage a title		
match words with their meanings		
make a mind map about the weather		
use a mind map to write paragraphs about the weather		
identify verbs and antonyms in simple sentences		
change sentences into the future tense		
join sentences using conjunctions		
interpret a weather drawing		
use diagrams to show cause and effect		
use a drawing to order information		
write paragraphs based on drawings		
write sentences using homophones and homonyms		
express an opinion		
write a paragraph expressing an opinion		
identify gerunds		
match pictures with objects		
identify and write sentences using pronouns		
write sentences using onomatopoeic words		
listen to a weather broadcast and present a broadcast		
read a weather map		
answer questions about the weather map		
make predictions about the weather		
edit a piece of writing		
identify verbs and adverbs in a sentence		
write sentences using abstract nouns		
write sentences using words that are spelled the same but have different meanings		

## Theme 7: Different kinds of stories

### Stories Term 1: Weeks 1 - 2

#### 97 A friendship gone wrong 70

Talks about keeping a diary.  
Reads a story from a diary entry.  
Answers specific questions based on the story.  
Determines what kind of writing it is.  
Predicts information.  
Relates information to own circumstances.

#### 98 My own diary entry 72

Matches idiomatic phrases with their meanings.  
Creates a mind map to plan a diary entry.  
Writes a diary entry.  
Identifies nouns, adjectives and adverbs in sentences.

#### 99 Sailing the wild waves 74

Talks to group about indoor and outdoor sports.  
Reads a letter about sailing from Cape to Cairo.  
Answers specific questions based on the passage.  
Predicts information.  
Gives reasons for answers.  
Identifies the differences between a formal and informal letter.  
Matches words with their meanings.

#### 100 Communicating with Carven 76

Plans a letter using a mind map.  
Writes a letter.  
Replaces nouns with pronouns.

#### 101 A short story 78

Talks about music with their group.  
Acts out a story.  
Reads the story.  
Matches words with their meanings.  
Answers specific questions based on the story.  
Answers questions about the characters, theme and plot.  
Expresses an opinion.  
Gives the story a heading.

#### 102 Writing is fun 80

Writes a letter.  
Edits a letter.  
Uses prepositions in sentences.  
Rewrites a paragraph using the appropriate capital letters.  
Divides words into their syllables.

#### 103 A new school term 82

Discusses going back to school in their group.  
Reads a story about going back to school.  
Answers specific questions based on the story.  
Writes a brief summary of the story.  
Expresses an opinion.  
Makes a prediction.

#### 104 Writing a review 84

Writes a review of the story using a frame.  
Identifies the subject and object of sentences.  
Writes sentences using determiners.  
Writes sentences using conditional clauses.  
Chooses a word for a phrase.  
Puts words into alphabetical order.

### Informative texts Term 1: Weeks 3 - 4

#### 105 Tigers 86

Talks about a game park or zoo.  
Reads a text and fact file about tigers.  
Answers specific questions based on the text.  
Skims for information.  
Gives reasons for answers to questions.  
Identifies main purpose of article.  
Identifies fact and opinions.  
Answers item questions.  
Explains the meaning of an idiomatic expression.

#### 106 More about factual writing 88

Identifies the difference between fact and opinion.  
Identifies fact and opinion from a list of contents.  
Uses a frame to write about a wild animal.  
Uses language that is more exact.  
Changes antonyms into synonyms.

#### 107 A news report 90

Summarises and reads a newspaper article.  
Completes a scorecard  
Reads a newspaper article.  
Answers questions based on the article.  
Discusses the title of the article.  
Skims the article for factual information.

Determines which paragraph summarises the article.  
Determines the link between article and the picture.  
Identifies the main point of the article.  
Matches phrases.

#### 108 Practising writing a newspaper report 92

Writes a newspaper report using a frame.  
Joins simple sentences to form compound sentences using conjunctions.

#### 109 Going up Table Mountain 94

Talks about Table Mountain.  
Reads a brochure about Table Mountain.  
Matches words with their meanings.  
Reads a passage and answers questions.  
Expresses an opinion.

#### 110 More about the mountain 96

Plans a report on Table Mountain.  
Writes a report on Table Mountain using a frame.  
Draws a map.  
Identifies noun, adjectival and adverbial phrases.  
Rewrites a paragraph inserting capital letters.  
Divides words into syllables.

#### 111 Going to the game park 98

Discusses the Kruger National Park.  
Reads a magazine article about an excursion to the Kruger National Park.  
Answers questions about the article.  
Identifies fact and opinion.  
Answers questions based on a map.  
Identifies the meaning of an idiomatic expression.

#### 112 About a trail 100

Writes a report using a frame.  
Identifies prepositional phrases.  
Uses polysemes.  
Identifies mood in sentences.  
Writes sentences using homonyms and homophones.



Let's talk

Discuss in your groups.

Do you keep a diary? If you do keep a diary, tell your group why you do so. If you don't keep a diary, tell the group why you don't.



Let's read

Read this story from *Diary of a Wimpy Kid – Hard Luck*, by Jeff Kinney



## Thursday

It's been almost two and half weeks since me and my ex-best friend, Rowley Jefferson, had our first big fight. To be honest with you, I thought he would have **come crawling back** by now, but for some reason this hasn't happened.

I'm actually starting to get a little concerned, because school starts again in a few days, and if we're going to get this friendship **back on track**, something needs to happen quickly. If Rowley and I really are through, **that would stink**, because the two of us had a pretty good thing going.

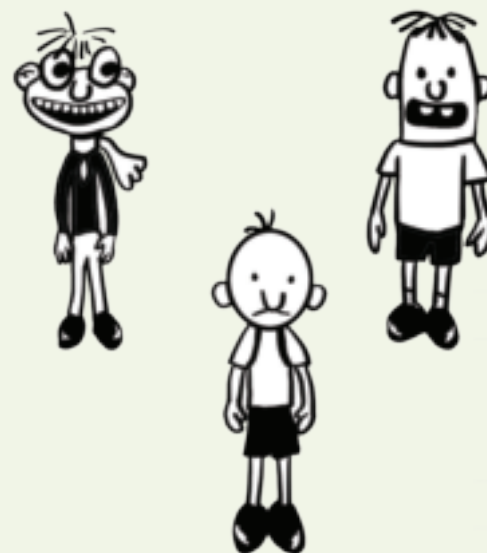
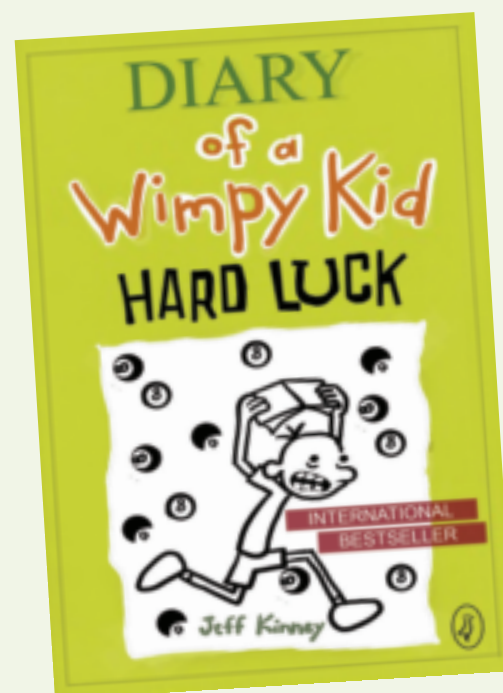
Now that our **friendship is history**, I'm in the market for a new best friend. The problem is, I invested all my time in Rowley, and I don't have any one lined up to take his place.

The two best options I have at this point are Christopher Brownfield and Tyson Saunders. But each of these guys has his own issues. I hung out with Christopher the last few weeks of the summer, mostly because he is an excellent mosquito magnet. But Christopher is more of a summertime friend than a school-year friend. Tyson is nice enough and we like the same video games, but he's very odd at so many things that I don't know if I can manage to be with him all the time.

The only other kid not paired up with anyone is Fregley, but I ruled him out as best friend material a long time ago.

Anyway, I'm still **keeping the door open a crack** for Rowley, just in case. But if he wants to save this friendship he'd better do something fast.

Because the way things stand he's not going to **come out looking good** in my autobiography.



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



Let's write

This piece of writing comes from a diary entry. Write down two things that show you that the writing comes from a diary.

What main worry does the writer talk about in his diary?

Greg, the writer of the diary, thought that Rowley would come and apologise but he hasn't. Why do you think he hasn't apologised to Greg?

Greg mentions other people who could be his friend but he doesn't think they are suitable. Why does he feel he can't be friends with any of them?

Is this a formal or informal piece of writing? Say why you think so.

How do you think this is going to turn out for Greg? Write a paragraph that could be part of the diary entry written by Greg.


Have you ever had the problem of fighting with your best friend? Write a paragraph saying what happened.


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

Date \_\_\_\_\_

# My own diary entry

Term 3 – Weeks 1–2

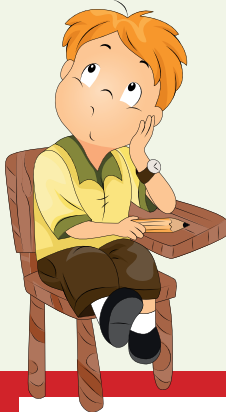


Let's write

Draw a line to match the phrases taken from the passage with their meanings.

- come crawling back
- back on track
- that would stink
- is history
- keeping the door open a crack
- come out looking good

- in the right place
- that would be awful
- admitting that you were wrong and asking someone to forgive you
- leaving a bit of room to start talking
- end up having a good image
- is over



You are going to write some diary entries, but first you are going to plan them.

You are going to write about three days. Your first entry is about a friendship that went wrong; in your second entry you will write how you felt about it; and in your third entry you will say what you are going to do about it. Don't forget to give each entry a date.

Make a mind map to plan your diary entries.

Let's write



*Diary entries*



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



Let's write

Use your mind map to write your diary entries. Once you have written your entries, ask your friend to check them and edit them if necessary. Then rewrite them neatly on this page.



A large sheet of white paper with horizontal blue lines, intended for writing diary entries. The paper is slightly curled at the bottom.



Let's write

Read these sentences. In each sentence circle the noun, underline the adjective and highlight the adverb in yellow.



The new term starts soon.

My best friend stayed at home.

Funny Fregley walks slowly.

Rowley had better do something fast.

Greg's first big fight lasted a long time.



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

Date \_\_\_\_\_



Let's talk

Talk to your partner about indoor and outdoor sports.

Talk to each other about sports we play on land and water sports.

Would you like to sail on a yacht? Say why.

What kind of qualities do you think you need if you want to sail a yacht?

Dear Alba

Once every three years, the Cape to Cairo race is held. And this year I went on one of the yachts! I don't know if I told you, but my grandfather was a fisherman and my father is a boat builder. So boats have always been a part of my life. When I was very little we had a small boat, a dinghy, and my father used to take us out on Zeekoevlei. One day, I saw some kids sailing by themselves and I knew that one day I would also be sailing by myself.

Now that I'm older and stronger, I have been competing in competitions and winning most of them. However, when the captain of a yacht going from Cape to Cairo phoned me and asked me if I wanted to go with him, I couldn't believe my luck! The trip was the highlight of my life!

And the race was great! Every day, something exciting happened. We saw baby dolphins and plenty of flying fish. One night there were so many of them that we were hit by them – doosh!

I was only seasick once – on the first day – and I was only frightened once on the trip, during a terrible storm when there were high swells – as high as double-storey buildings.

We were the second boat to reach Rio de Janeiro and we had crossed the ocean in fifteen days.

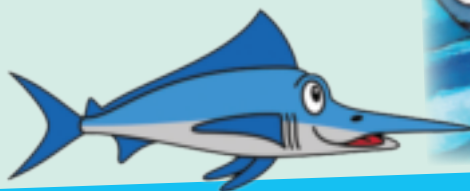
I was really sorry when we arrived home as it was the end of a really fun time. But I suppose I was rather glad to see land again.

Although I am now preparing for the World Championships, I hope that we see each other soon.

Love

Carven

Let's read



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



Let's write

How often is the Cape to Rio race held?

Is the race popular? Give reasons for your answer.

Why did Carven take up sailing?

Carven doesn't say how old he was when he took part in the race. How old do you think he was?

Is Carven good at sailing? Give reasons for your answer.



What race has been the highlight of his life?

What two exciting things happened on board the yacht?

Is this letter a formal or an informal letter? Give three reasons for your answer.



Let's write

Match the words in bold with their meanings as they are used in Carven's letter. Write the words in bold in your dictionary.



<b>highlight</b>	underline	draw attention to	best part	emphasise
<b>swells</b>	bulges	bloats	puffs up	waves
<b>seasick</b>	well	nauseous	unhappy	sick of the sea
<b>competing</b>	opposite	challenging	participating	against

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

Date \_\_\_\_\_

# Communicating with Carven

Term 3 – Weeks 1–2



Let's write

Imagine you are Alba. Write a letter replying to Carven. In your letter tell Carven how much you are looking forward to seeing him again and hearing more about his trip. Tell him what you have been doing while he has been away, and finally, tell him about a radio and TV interview that you have arranged for him when he gets back home and what he has to think about to prepare for the interviews.

Don't forget this is a friendly letter and your tone has to be informal.

First plan your letter. After you have planned your letter, ask a friend to check it for you and help you correct it if necessary. Then write it neatly in this workbook.

Letter to Carven

Blank lined writing area for the letter.

Blank lined writing area for the letter.

Blank lined writing area for the letter.



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



Let's write

Rewrite these sentences. Replace the underlined words with the right pronouns. Use the pronouns below.



she

he

we

they

him

Captain Petersen thought that Captain Petersen might win the Cape to Rio race.

I polished the brass door knobs so that the brass door knobs gleamed.

I met Samson on the yacht and I really like Samson.

Samson and I washed the dishes as Samson and I were on kitchen duty.

I contacted my mother so that my mother would not worry about me.

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

Date \_\_\_\_\_



Let's talk

Where is the Bo-Kaap? If you don't know ask your teacher or go to the library to find out where it is.

Do you enjoy music? What kind of music do you enjoy listening to?

Do you think it is important to study after you leave school? Say why.

What do you want to study when you leave school? Say why.

When you have read the story below, act it out with your group. Decide which parts of the story you want to use. When you act it out, remember to keep eye contact with the audience and express yourself imaginatively. Don't forget to portray events from the story in the correct sequence.

Let's read



Mr Banjo was a tall, slender man with a dark complexion and hair as white as snow. His real name was James John McCloyd. His father and grandfather were both sailors and his mother was of Malay descent.



The McCloyds lived in a three-roomed house in Chiapinni Street in the Bo-Kaap.

While James's father was at sea, his mother kept the house in order and saw to it that he was clean, healthy and happy and that he went to school regularly.

When James was young, his father bought him a banjo. It had a round head, a long neck and four strings. Whenever his father came home from sea he would teach his son how to play.

Over weekends, the small Malay community would get together. There would be dancing and singing and James would play his banjo. He became an amazing musician. When he started to play and sing everyone would gape in awe, and when he finished they would applaud and cheer as if an angel had just played for them.

When he was 12, people started called him Banjo, and he was known as Banjo for the rest of his life. "When I finish high school, I will go to university," he told his mother. "I want a degree in music."

But tragedy struck. Banjo's father died and he had to go to work to help support his mother. Then his mother died. Banjo decided to go to sea. He saved his money and practised his banjo whenever he could. Five years later he came home, finished Grade 12 at an adult education centre and went to university to study music.

While studying, he gave music lessons and also taught both old and young people how to read and write. His fame and popularity spread far and wide and people from all over came to him for music lessons.

Banjo got his degree in music when he was thirty. He specialised in classical guitar, but the banjo remained his first love. He would walk up Signal Hill and play his banjo sitting on the green grass. He died when he was ninety-two – a happy, contented man.



Let's write

Draw lines to match the words in bold with their meanings. Write the words in bold in your dictionary.



Let's write

- complexion**
- regularly**
- gape**
- awe**
- tragedy**

- stare with your mouth open
- wonder
- frequently
- disaster
- skin colour

Read the passage again and then answer these questions.

Who is the hero of this short story? \_\_\_\_\_

Who is telling this story? Circle your answer below.

Banjo      His mother      A third person – someone who knew Banjo

Say why you think so.

Where does the story take place? Has the writer made the place real? How has he done this?

What is the plot of this story? What happens?

What conflict or difficulty is there? Is there a resolution?

Say how the hero gets out of his difficulties.

Did you enjoy this story? Say why.

Give the story a heading. \_\_\_\_\_



Let's write

Imagine that Banjo taught you lessons for many years and that you became good friends with him. When he died, you decided to write a letter to his family telling them how much Mr Banjo had done for you.

Write the letter. Once you have written the letter, ask a friend to go through it for you and make corrections if necessary.

In the first paragraph, express your sadness at his passing away.

In the second and third paragraphs, make it clear what Mr Banjo did that made him so special to you and many others.

In the final paragraph, talk about his achievements and why you and the community will miss him.



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



Let's write

Use these prepositions to complete the paragraph below.

to      on      under      from      in      over      with

Mr Banjo lived \_\_\_\_\_ the Bo-Kaap. He lived \_\_\_\_\_ a house \_\_\_\_\_ a hill. He loved getting together \_\_\_\_\_ the community and playing his banjo \_\_\_\_\_ the sun \_\_\_\_\_ a tree. Because he believed studying was very important, he decided to get his matric and loved going \_\_\_\_\_ classes. When he started to teach he often asked his learners to go \_\_\_\_\_ their work so they would not forget it. Because he was such a good teacher, people came \_\_\_\_\_ all over the Cape to his classes.



Let's write

Rewrite this paragraph putting in capital letters where necessary.

mr banjo lived in the western cape in chiapinni street in the bo-kaap. his real name was james john mccloyd and his mother was of malay descent. mr banjo was quite old when he studied music at university. however, he still loved playing his banjo on signal hill.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Let's write

Divide these words into their syllables and then clap out each word.

**Example:** com/plex/ion: three syllables

weekends _____	regularly _____
university _____	tragedy _____
popularity _____	contented _____

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

Date \_\_\_\_\_



Let's talk

How do you feel when you go back to school? Are you excited or sad?

How do you feel about being in a new teacher's class?

What do you look forward to most?

Read this story written by Tom Palmer.

Let's read



It was the first day back at school after the school holidays. A whole month of holidays and fun.

But Lily, Zack and Khal weren't sad to be back. They were over the moon.

The three of them stood in the playground and looked round the school grounds. Nothing had changed. Hudson Park Primary was just as it had always been.

The school building was old and brown. The small car park was packed with teachers' cars. The woods over and beyond the playground were as dark and creepy as always. And the playground itself was marked out as a football pitch, ready for the first game of term.

"Kick off at morning break?" Lily asked.

Zack and Khal nodded.

Zack was short and stocky, with dark hair in tight plaits. Khal was tall and had a thin face.

"Yeah, I can't wait," said Zack.

"Nor me," Khal agreed.

Lily pushed her curly blonde hair away from her face. "It's been a long time since we played football," she said.

And it had been a long time. A very long time.

Their school was in the middle of the city. The triangle of ground on which it sat had a very busy road on one side and several railway tracks on the other sides.

Trains thundered past the school the whole day.

The part of the city where Lily and the others lived was so built up that there was no room for fields and parks. No room for football. The only place that the children could play football was the school playground.

Zack rubbed his hands together and asked, "Did you see that new 4x4?" Maddie, Lily's best friend shouted, "It's his – our new teacher's! Has anyone seen him?"

Everyone shook their heads.

"Well, he must be cool if he's got a 4x4," said Zack just as the school bell rang.



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



“We’ll find out in assembly,” said Lily. “It starts in a few minutes’ time.”  
And the four friends headed into the school full of hopes about the new term and their new teacher.

Let’s write



Reread the story. Give the story a title.

What do the four friends enjoy doing most?

Have they been able to pay soccer during the school holidays? Say why or why not.

The children lived near railway tracks. Why do you think this could have been difficult?

Do you think it was easy for the children to concentrate at school? Say why.

In what ways were Zack, Lily and Khal different?

Write a summary of the story in about three sentences.


The children were looking forward to meeting their new teacher. What do you think the teacher was like?

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

Date \_\_\_\_\_



Let's write

You have been asked to review the book by Tom Palmer. Write your review under the following headings. When you have written it, ask a friend to edit it.

## A BOOK REVIEW

The story is about

The four children enjoy

I liked/did not like this story because

You should/should not read this book because



Let's write

Underline the subject and the object in each of these sentences.



The four children love to play soccer.

The teachers park their cars in the small car park.

The new teacher drove a 4X4.

The children went to assembly soon after they got to school.

All the children live near a railway line.



Let's write

Write sentences of your own using these words.

this

that

these

those



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



Let's write

Complete the following conditional sentences. Use the verbs in brackets.

**Example:**

The plants will die  (water)

The plants will die **unless you water them.**

A sentence with a **conditional clause** is called a conditional sentence. The conditional clause may begin with either **if** or **unless**.

Examples: The snake will bite me **if** I get too close.

The snake will bite me **unless** I don't get too close.

The children can't play soccer  (closed)

Zack can't solve the problem  (help)

The children won't pass the exam  (study)

Unless the school is open  (play)

The playing field is muddy  (rains)



Let's write

Choose the best word for each of these phrases.

now

because

needs

quickly

shortly

**Circumlocution** is the use of many words when one will do.

- has a requirement for
- at this point in time
- in a timely manner
- due to the fact that
- in the near future



Let's write

Put these words into alphabetical order.

soccer	school	shoal	shopping	sipping	socks
sacks	soaking	sorting	smile	stain	saint

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

Date \_\_\_\_\_



Let's talk

Have you ever been to a game park or a zoo? Tell your group about the park or the zoo. Talk about any wild animals you saw.

Who would win in a fight, a lion or a tiger? Well, if size has anything to do with the matter, the tiger would win. That's because tigers are the largest of the cat species. They grow up to 3.5 metres long and weigh as much as 304 kg. Tigers are not only large, they are also fast. They can sprint as fast as 64 km per hour for short distances and can leap as far as 9 metres horizontally. This means they have an extremely dangerous pounce. You might not think that such large, fast, ferocious creatures need help to survive, but they do. The tiger is an endangered species.

Tigers are mainly threatened by humans in two ways: hunting; and destroying their habitat.

Tigers are hunted for their skins and for their body parts, which can also fetch a pretty penny. Some people in China and other Asian countries believe that various parts of the tiger have healing properties. Tigers have also been hunted as game. In other words, people have hunted tigers solely for the thrill

and achievement of killing them.

Humans have also destroyed their habitat – the places where tigers survive. Tigers once lived all the way from Turkey to the eastern coast of Russia. But now the tiger population is isolated in small pockets in south and southeastern Asia. This is because humans have built towns, cities and roads where the tigers used to live. In addition, forests and fields have been cleared to create farmland, and large pieces of land have been mined.

Tigers need a lot of land to live on. A male tiger needs about 100 km<sup>2</sup> because wild tigers are territorial and solitary animals. This means that they do not share with other tigers. Because they need so much territory, it is difficult for conservationists to get enough land to support a large population of tigers. To try and protect tigers, some who were born in captivity have been brought to South Africa and have been re-wilded. It appears that this is working.

Let's read



## FACT FILE

- About half the number of tiger cubs born don't live beyond two years of age.
- Tiger cubs leave their mothers when they are around 2 years of age.
- A group of tigers is known as an "ambush" or "streak".
- Tigers are good swimmers and can swim as far as 6 kilometres.
- White tigers are very rare. The gene that makes them white is only present in about 1 in every 10 000 tigers.
- Tigers usually hunt alone, at night time.
- Less than 10% of hunts end successfully for tigers.
- Tigers can easily jump 9 metres in length.
- There are more tigers held privately as pets than there are in the wild.



Let's write

Skim the passage and the information in the fact file to answer these questions.

How big do tigers grow? \_\_\_\_\_

How much do they weigh? \_\_\_\_\_

How fast can they run? \_\_\_\_\_

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



How much land does a male tiger need to survive? \_\_\_\_\_

At what age do tiger cubs leave their mothers? \_\_\_\_\_

Now read the passage carefully and answer these questions.  
Write down two reasons why tigers are hunted.


What is the author's main purpose in writing this article? Tick your answer.

- to give readers interesting information about tigers
- to persuade readers to help the world's tiger population
- to explain to readers why the world's tiger population is endangered

Why have tigers lost so much of their habitat?

--

Why do you think tigers are hunted?

--

Why is it so difficult to preserve the wild tiger population?


Which of the following statements is an opinion?

- Tigers can grow up to eleven feet long.
- Saving the wild tiger population is important.
- Humans have endangered the world's wild tiger population.

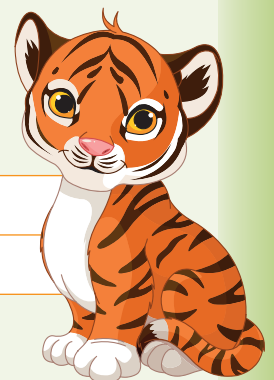
Which of the following best defines the term "re-wild" as used in the last paragraph of the article?

- to preserve animals by keeping them in zoos
- to bring animals born in zoos back to nature

Explain the meaning of the idiom "fetch a pretty penny".


Which of the following is most clearly based on information in the article?

- Efforts to save tigers have had some success, but there are many obstacles.
- Efforts to save tigers have failed in the past, but there is reason to continue trying.
- Efforts to save tigers have been so successful that they are no longer endangered.





Let's write

A lot of the information in the article about tigers is factual.

When you write an information text you need to know whether what you are writing is fact or opinion.

Look at this list of contents and decide which items are facts and which are opinions. Then tick the appropriate column.

	Fact	Opinion
Tigers' anatomy		
Where they live		
What they eat		
Their teeth		
Tigers are frightening creatures		
Different kinds of tigers		
Toy tigers are my favourite toys		



Let's write

Read this passage.

Lack of exercise and overeating is bad for us. You should walk for at least half an hour every day. Lack of exercise can cause lung problems, heart problems and obesity. If you eat badly and you don't exercise you can get very sick. It is important to eat proteins, carbohydrates, fruit and vegetables every day. Chocolate isn't good to eat, and sweets and cold drinks are bad for your teeth.

Underline all the statements that are definitely facts.

Circle the statement that is meant to sound like a fact but is an opinion.

Why has the writer included it?

Do you think everyone would agree with the writer? Write two sentences saying what you think.



Let's write

Choose a wild animal that interests you. Find out more about it and write about it using these headings:

General statement (e.g. "Elephants are mainly found in the wild.")

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



Two blank horizontal lines for writing.

Qualities (e.g. "They have a long trunks.")

Three blank horizontal lines for writing.

Habits and behaviour (e.g. "Elephants tend to live in herds.")

Three blank horizontal lines for writing.

What they eat (e.g. "They eat leaves.")

Three blank horizontal lines for writing.



Let's write

Change the underlined words using one of these synonyms, which are more exact and exciting but have the same meaning.

- powerful
- power
- travel
- largest
- dangerous

Tigers are the biggest members of the cat family and are known for their bigness and strength. Tigers live alone. They are strong and hunt at night. They go many miles to find buffalo, deer, wild pigs and other large mammals. Tigers usually avoid people but a few do become bad and attack people.



Let's write

From the words below, choose a synonym for each word in the table. Write them in the table under "Synonym". Then choose their antonyms (words that have the opposite meaning) and write them in the table under "Antonym".

- weak
- rare
- quick
- tiny
- dry
- strong
- slow
- private
- usual
- general
- damp
- big

Word	Synonym	Antonym
public		
common		
wet		
small		
fast		
powerful		





Let's write

Find a newspaper or magazine article about something that you are interested in, and bring it to school. Tell the class what the article is about and then read it to them. Then ask your group to give you a score for your summary and reading.

Fill in this scorecard for other learners in your group.

SUMMARY		Excellent	Good	Needs attention
Introduction	Says what the article is about.			
Content	Information is correct and about the article.			
	Stays on the topic.			
Presentation	Looks at the audience.			
	Speaks clearly and is confident.			
Reading	Reads fluently and clearly.			
	Looks up while reading.			



Let's read

## Pet dog waits for master to go home

Amir Plume

Monday, 2 August

India, Dhaka— A pet dog swam three rivers, walked 13 kilometres and then kept a week's vigil outside a jail where his master was imprisoned, a newspaper said today.

When Sohrab Ali was arrested, his dog swam behind the boat that ferried him across the first river to prison, said the Independent Sungbad newspaper.

The boatman tried to scare the dog away by shouting at him, but he kept on swimming. At the prison, the dog waited until his owner left prison a week later, on August 21, the paper reported.

"The dog often cried outside the gate, but it would wag its tail with joy whenever it saw Ali, its master, on the other side of the prison gate," the newspaper said. Ali gave the dog half of his prison food whenever he could.



Ali had been wrongly arrested in his remote village, Nakia, in the Sherpur District, 130 km northwest of Dhaka, said the newspaper. When he was released from prison, he was very relieved.

The dog, whose name was not given, barked in joy and licked Ali's feet when he walked out, a free and happy man.

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



Let's write

Do you think the title of the article is a good one? Say why.

---

---

Skim the article to find out the following information:

How many rivers did the dog swim to keep up with his master? \_\_\_\_\_

How many kilometres did the dog walk? \_\_\_\_\_

How long did he wait for his master outside the jail? \_\_\_\_\_

On what day was the article written? \_\_\_\_\_

Who wrote the article? \_\_\_\_\_

Do you think the dog was in South Africa or in another country? Give reasons for your answer.

---

---

Which paragraph summarises the article best – the first paragraph or the last paragraph? Say why.

---

---

How does the picture support what the article is about?

---

---

Which word below best describes the main topic of the article? Why do you say so?

loyalty	honesty	helpfulness	kindness
---------	---------	-------------	----------

---

---



Let's write

Match the phrases on the left with the phrases on the right.

- kept a vigil
- ferried him
- released from prison
- wagged its tail
- remote village

- let out of jail
- waved its tail from side to side
- took him in a boat
- far from a major city
- watched and waited for his master





Let's write

## Pet dog waits for master to go home

Headline

By-line

Amir Plume

Monday, 2 August

Place-line

**Dhaka, India** – A pet dog swam three rivers, walked 13 kilometres and then kept a week's vigil outside a jail where his master was imprisoned, a newspaper said today.

Lead

Catches reader's interest. Gives the most important information. Introduces topic.

Answers "wh" questions: where, when, what, why, who.

When Sohrab Ali was arrested, his dog swam behind the boat that ferried him across the first river to prison, said the Independent Sungbad newspaper.

The boatman tried to scare the dog away by shouting at him, but he kept on swimming. At the prison, the dog waited until his owner left prison a week later, on August 21, the paper reported.

Quotation

Adds human interest.

"The dog often cried outside the gate, but it would wag its tail with joy whenever it saw its master, Ali, on the other side of the prison gate," the newspaper said. Ali gave the dog half of his prison food whenever he could.

Content

Ali had been wrongly arrested in his remote village, Nakia, in the Sherpur District, 130 km northwest of Dhaka, said the newspaper. When he was released from prison, he was very relieved.

The dog, whose name was not given, barked in joy and licked Ali's feet when he walked out, a free and happy man.



Let's write

You are going to write a newspaper report. The report is about students who raise money for a good cause.

Look at the notes provided above in the story about the dog, and make sure your report includes the same elements. Complete the following summary for your book report.

A **headline** that catches the reader's attention and sums up the story

---

A **by-line** that includes the writer's name

---

A **place-line** that tells you where the story begins and takes place

---

A **lead** paragraph that arouses interest and answers question words

---

**Content** (also called body) that is written in the third person, gives details (the most important first), and facts written as clear, simple statements (Write the key words of your content here.)

---

A paragraph that contains a **quotation** which makes the story more personal

---







Let's talk

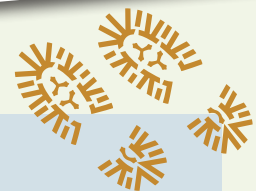
Have you ever been to Table Mountain or read about Table Mountain? Have you ever been in a cable car? If

you have, tell your group what it was like. Even if you have not been up Table Mountain, what do you think you would be able to see from the top of the mountain?



Let's talk

Read this brochure about Table Mountain.



The cable car will take you to the very top of Table Mountain in about 5 minutes. On the way up you already **get a taste** of what's ahead.

The **rotating** base of the car allows you to see in all directions from the minute you leave the foot of the mountain.

Once you get to the top, you can enjoy the amazing views of the city below.

### Plants and Animals

Table Mountain has over 1 460 different types of plants and is a World Heritage Site. Some of the local **flora** includes the Cape Fynbos, plants that are found only in the Cape.

There is **abundant** animal life on the mountain. You can easily spot dassies, porcupines, mongooses, various snakes and many butterflies. Birdlife includes red-winged starlings, eagles and sunbirds.

### Guided Walks

There are two **guided** walks offered daily. The meeting point is at the Upper Cable Station at 10:00 and 12:00. The walks will take you 2 km along the top of the mountain. There are many lookout points where you can enjoy the breathtaking views of the Cape Peninsula, Devil's Peak, Table Bay, Sea Point and Clifton. You can even see Lion's Head and Robben Island.

### Services

On the top of Table Mountain there is a selfservice restaurant and deli where you can get something to drink, have some good food and take in the views.

### Cableway curios

*Shop at the top* is situated in the original stone cottage built on the mountain. It offers many things you can buy that have Table Mountain's insignia on them.

- Tourist information available
- Exclusive clothing and gifts
- Film and stamps available

### Cableway Opening Hours

#### Winter

First car up – 08:30  
Last car up – 17:00  
Last car down – 18:00

#### Summer

First car up – 08:00  
Last car up – 20:30  
Last car down – 21:30

**The cable car is closed on windy days to avoid accidents.**

### Costs

Type	Return	Up only
Adults	R205	R105
Children (under 18 years)	R100	R53
Children (under 4 years)	Free	Free
SA senior citizens (60 years and older)		
– please produce ID (Fridays only)	R95	R50
Students – please produce student card (Fridays only)	R130	R68

For more information about this attraction have a look at Table Mountain's official website: [www.tablemountain.net](http://www.tablemountain.net)



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



Let's write

Draw lines to match the words or phrases in bold with their meanings. Write the words or phrases in bold in your dictionary.

<b>get a taste of</b>
<b>rotating</b>
<b>flora</b>
<b>abundant</b>
<b>guided</b>

going round in a circle
plant life
plentiful
conducted
sample something



Let's write

Read the passage again and then answer these questions.

Underline all the statements that you think are opinions. What do you notice about the information given in the pamphlet?

Once you are in the cable car, do you have to move around in order to see in all directions? Explain your answer.

Name three things that would be of interest to a tourist visiting Table Mountain.

Is Table Mountain isolated? Say why.

Why is Table Mountain open longer in summer than in winter?

The opening hours show that you can either go both up and down the cableway, or you can just go up. If you just go up, how do you think you would get down the mountain?

When can't you take the cableway to go up Table Mountain? Explain why.

You can buy clothing at the shop on top of the mountain. Do you think you can buy this clothing anywhere else? Explain your answer.

One of the places of interest that you can see from the top of the Mountain is Robben Island. Write two lines saying what you know about this island.



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

Date \_\_\_\_\_



Let's write

You have been asked to write a report on your visit to Table Mountain. Use the information in the brochure to write your report. Include any other information that you think is important. First plan the report and then write it using the headings below.

**About Table Mountain**

**Things of interest**

**Opening hours and cost**

Don't forget to give your report a heading.



Handwriting practice lines for writing a report.

Blank box for drawing a map of South Africa showing the location of Table Mountain.

In this box, draw a map of South Africa showing exactly where Table Mountain is.



Let's write

Divide these words into their syllables and then clap out each word.

Example: com/plex/ion: three syllables

rotating \_\_\_\_\_

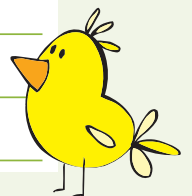
situated \_\_\_\_\_

abundant \_\_\_\_\_

insignia \_\_\_\_\_

heritage \_\_\_\_\_

information \_\_\_\_\_



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



Let's write

Underline the noun, adjectival and adverbial phrases in these sentences. Write down what kind of phrase each one is (a noun phrase, adjectival phrase or adverbial phrase). Remember, a phrase is a group of words that does not have a finite verb.

Many beautiful plants are found on Table Mountain.

The tablecloth on the mountain is one of the wonders of the world.

Table Mountain is found in the Western Cape.

The Western Cape is a province with many beautiful attractions.

Did you see the boy leaving the Mountain?

A **noun phrase** is a group of words in a sentence that acts like a **noun**.

Example: **Joseph** went to town. (**Joseph** is a noun.)

**My big brother** went to town. (**My big brother** is a noun phrase.)

An **adjectival phrase** is a group of words in a sentence that acts like an adjective.

Example: Nina is an **experienced** teacher. (**experienced** is an adjective.)

Nina is a teacher **with a great deal of experience**. (**with a great deal of experience** is an adjectival phrase.)

An **adverbial phrase** is a group of words in a sentence that acts like an **adverb**.

Example: I live **here**. (**here** is an adverb.)

I live **down the road**. (**down the road** is an adverbial phrase.)



Let's write

Rewrite this paragraph putting in capital letters where necessary.

table mountain is in the western cape. you can see the following birds on the mountain: red-winged starlings and eagles, and one can also see the following places: cape peninsula, devil's peak, table bay, sea point and clifton.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

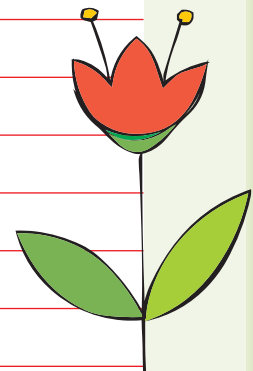
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

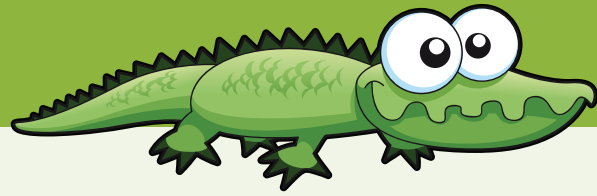
\_\_\_\_\_

\_\_\_\_\_



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

Date \_\_\_\_\_



Let's talk

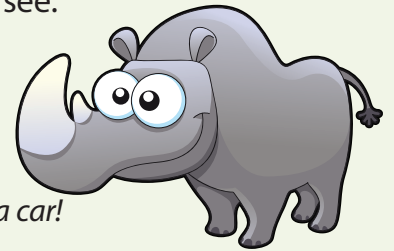
Do you know where the Kruger National Park is?

Have you ever been to the Kruger National Park? If you have, tell the group about your visit: say in what camp you stayed and what animals you saw. If you haven't been to the Park, say why you would like to go and what animals you would like to see.



Let's read

## A walk in the park



*Exploring the Kruger National Park on foot is very different from driving through in a car! Narina Smith went on the three-day Olifants trail to get up close to rhino and otters.*

"That's your bush. If it charges, you get behind it," whispered Nicol Coetzee. Eight pairs of eyes widened behind him. The white rhino munched on green grass. Everyone stood still.

It's one thing for a rhino to pass three metres from your car, but when you're watching it graze just a little over five metres from you, and you don't have your car as protection, the feeling is quite different. And the idea that you could have a 2 500 kilogram rhino charging you is extremely frightening!

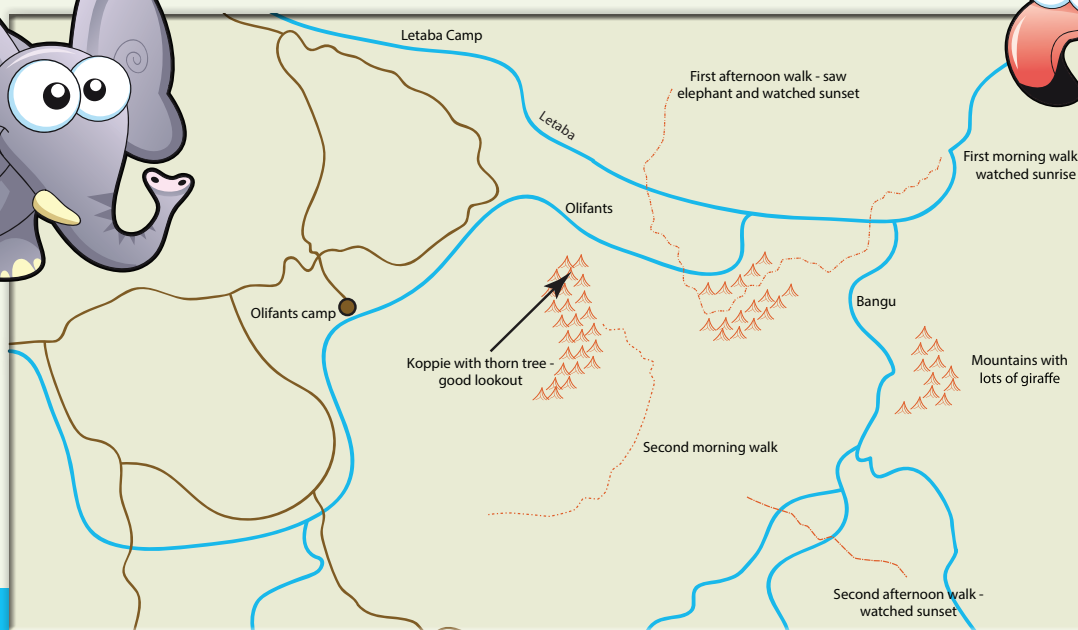
The ground shook and dust billowed up behind the rhino. As the distance between us and the rhino grew shorter and shorter, everyone held their breath and stood dead still.

When Nicol and Tsambok – both trail rangers – shouted and waved their hands, the rhino realised we were humans, got a fright and ran away.

It's the kind of encounter that people dream of – and are scared of – when they do a wilderness trail.

Wilderness trails in the Kruger National Park offer three nights of being alone in the bush. There are seven wilderness areas, set aside for walking trails. These sections are mainly untouched by humans. Each has a camp, which is basic but comfortable, and a few roads used only by a small group of trail staff.

Olifants Trail Camp is situated on the banks of the Olifants River. In the morning, before the sun rises, you wake up to the sounds of rhino snorting. During the day, you hear the sounds of birds and crickets, and at night the moans of lions.



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



Let's write

Read the magazine article again. Underline the story part of the article in red. Then underline all the facts in blue.

The phrase "a walk in the park" has two meanings. The first meaning is "a short journey in the park on foot". The second meaning is that "a walk in the park" is something that's very easy to do. Do you think that the three-day trail was very easy? Explain your answer.

---

---

Look at the map. When did Narina see the rhino?

---

In your own words, say what happened when they saw the rhino.

---

---

---

Why do you think people could be both excited and scared when they saw the rhino charging? How would you have felt?

---

What did the rangers do to scare the rhino away?

---

What do you think they would have done if the rhino had not run away?

---

Look at the map.

Near which three rivers was their camp?

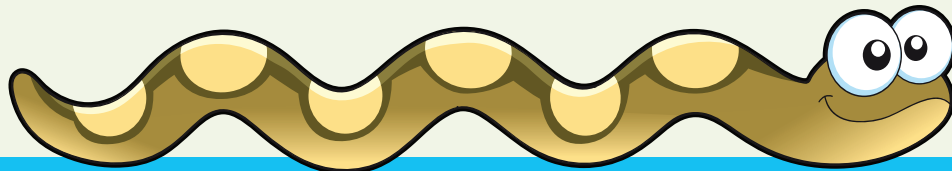
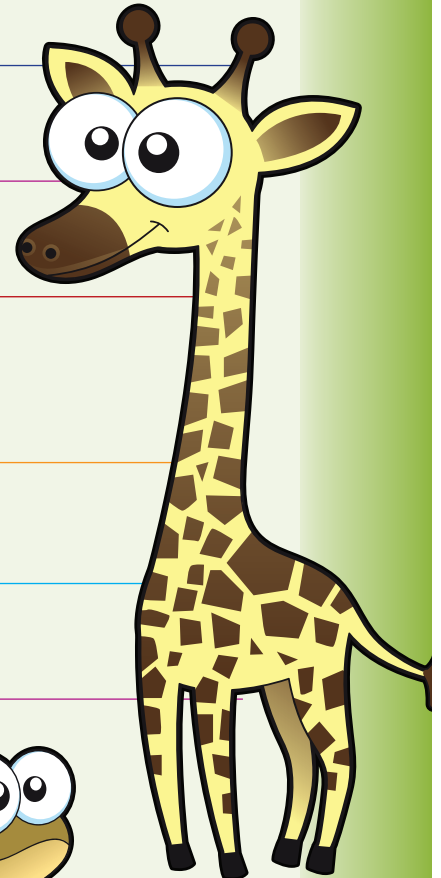
---

Where is a good place to see animals?

---

Where did they put up their camp?

---



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

Date \_\_\_\_\_



Let's write

You have been asked to write a report on a trail you went on. Write your report under the following headings:

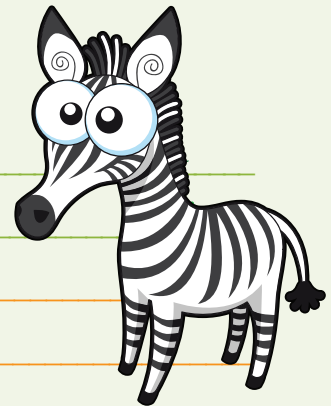
### A REPORT

Description of the camp site \_\_\_\_\_

An incident on a walk \_\_\_\_\_

Description of the animals seen \_\_\_\_\_

A final look \_\_\_\_\_



Let's write

Underline the prepositional phrases in these sentences.

- They sat under the tree and watched the buck.
- The rangers mark out walks in the Kruger National Park.
- The rhino is at home in the bush.
- Our home for three nights was under the stars.
- They went to bed after supper.

A *prepositional phrase* is made up of a preposition and the object of the preposition.

Example: She is *at home*. "*at home*" is a prepositional phrase.



Let's write

Write sentences of your own using these words, which are polysemes.

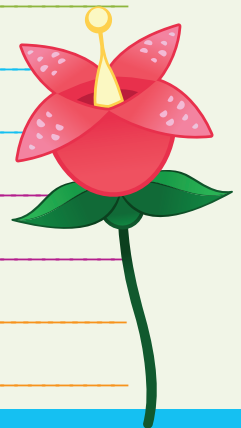
A polyseme is a word or phrase that has many meanings.

bat \_\_\_\_\_

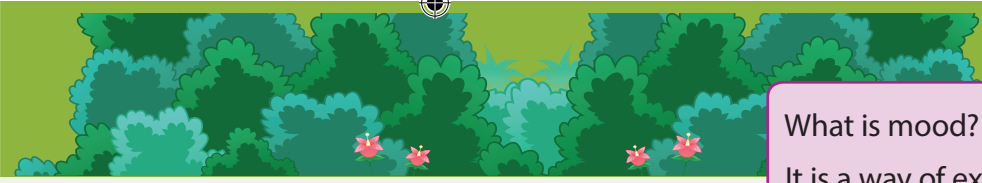
bat \_\_\_\_\_

top \_\_\_\_\_

top \_\_\_\_\_



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



Let's write

State whether these sentences are in the indicative, imperative or subjunctive mood.

Don't walk too close to the hyena. \_\_\_\_\_

Close the window before the monkeys climb in.  
\_\_\_\_\_

If I were fitter I would stay on the trail for longer.  
\_\_\_\_\_

Run for your life! \_\_\_\_\_



Let's write

Do you remember what homophones and homonyms are? Write sentences using these words.

bear \_\_\_\_\_

bare \_\_\_\_\_

seal \_\_\_\_\_

seal \_\_\_\_\_

fire \_\_\_\_\_

fire \_\_\_\_\_



Let's write

Imagine that you are a member of the debating club in your school. You are asked to argue in favour of the statement: "It is important to be out in the wild". You decide to base your talk on the article 'A walk in the park' to support your argument. Present your point of view, but first plan the talk. Use the space below.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



What is mood?

It is a way of expressing our attitude about what we are saying. There are three moods.

We use the indicative mood when we state facts.

Example: We finished the project on time.

We use the imperative mood when we express an order or command.

Example: Go to bed now.

We use the subjunctive mood when we express wishes, doubts or suggestions. A subjunctive sentence often begins with "if" followed by "were" later in the sentence.

Examples: I suggest you wait a few minutes before going home.

Young boys like you should enjoy swimming.

If I were a young boy I would like to swim.

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

Date \_\_\_\_\_

# Checklist



I CAN	😊	😞
talk to my group		
read a story		
answer specific questions based on a story		
determine what kind of writing the story is		
predict information		
relate information to my life		
match words and idiomatic phrases with their meanings		
create a mind map to plan and write a diary entry		
identify nouns, adjectives and adverbs in sentences		
read a letter		
give reasons for answers to questions		
identify the differences between a formal and informal letter		
match words with their meanings		
plan and write a letter		
replace nouns with pronouns		
act out a story		
answer questions about characters, theme and plot		
express an opinion		
give a story a heading		
write and edit a letter		
use prepositions in sentences		
use capital letters		
divide words into their syllables		
write a brief summary of a story		
make a prediction		
write a review using a frame		
identify the subject and object of sentences		
write sentences using determiners		
write sentences using conditional clauses		
choose a word for a phrase		
put words into alphabetical order		

	😊	😞
talk about a topic		
read a text and fact file		
answer specific questions based on the text		
skim for information		
express an opinion and give reasons for an opinion		
identify the main point and purpose of article		
identify fact and opinion		
answer item questions		
explain the meaning of an idiomatic expression		
write a report using a frame		
use language that is more exact		
change antonyms into synonyms		
summarise and read a newspaper article		
complete a scorecard		
discuss the title of an article		
skim the article for factual information		
determine what paragraph summarises the article		
determine the link between an article and a picture		
match phrases and words with their meanings		
join simple sentences to form compound sentences using conjunctions		
draw a map		
identify noun, adjectival and adverbial phrases		
rewrite a paragraph inserting capital letters		
divide words into syllables		

## Theme 8: Writing of many kinds

### Imagining worlds Term 4: Weeks 5 - 6

#### 113 Bicycles 104

Talks about various forms of transport.  
Labels a picture of a bicycle.  
Identifies important information.  
Reads a newspaper article.  
Answers questions on the article.  
Gives an opinion with reasons.  
Completes sentences using own words.  
Matches words with their meanings.

#### 114 Writing about cycling 106

Writes a descriptive paragraph.  
Identifies and uses descriptive adjectives.  
Uses definite and indefinite articles.  
Changes statements into questions.  
Uses the negative form.

#### 115 Reading a map 108

Reads a map of South Africa and discusses aspects of their province.  
Reads a map of the world and a fact sheet about different countries.  
Answers questions about the map.  
Matches proverbs with their meanings.

#### 116 Descriptive writing 110

Plans and writes descriptive paragraphs about summer and winter.  
Matches idioms with their meanings.  
Writes sentences using idiomatic expressions.  
Identifies noun clauses.  
Puts words in alphabetical order.  
Writes sentences.

#### 117 A different kind of bike 112

Talks about hobbies and interests.  
Reads a passage about a bike and answers questions.  
Matches words with their meanings.  
Answers questions about the passage.  
Expresses an opinion.  
Writes a final paragraph to end the story.

#### 118 My bike 114

Draws a picture of a bike.  
Writes two descriptive paragraphs about the bike.  
Writes a poem using similes and metaphors.  
Divides words into syllables.

#### 119 A dirty old man 116

Discusses a picture.  
Reads a story and answers questions.  
Gives an opinion.  
Gives the passage a heading.  
Writes a concluding paragraph.

#### 120 A character of my own 118

Matches words with their meanings.  
Plans and writes a story.

### Instructions Term 4: Weeks 7 - 8

#### 121 Create a welcome banner 120

Talks about reading and not following instructions.  
Reads instructions to make a welcome banner.  
Answers questions about the instructions.  
Gives an opinion.  
Completes sentences.

#### 122 Writing instructions 122

Identifies antonyms.  
Writes instructions as a list.  
Uses the imperative tense.  
Identifies prefixes and suffixes.  
Makes sentences.  
Uses metonymy.  
Rewrites sentences using the correct verbs.

#### 123 Following instructions 124

Reads instructions to make an Egyptian necklace.  
Reads instructions on how to make mashed potatoes.  
Identifies differences between the texts.  
Determines which of the two texts is clearer and gives reasons.  
Gives an opinion.  
Identifies the purpose of instructional texts.

#### 124 Rewriting instructions 126

Rewrites instructions using words such as 'first', 'then', 'next'.  
Numbers instructions and uses imperatives.  
Identifies main and subordinate clauses.  
Identifies phrases.  
Identifies correct spelling of words.  
Writes sentences.

#### 125 Your good body 128

Gives clear instructions.  
Writes notes to plan instructions.  
Reads a text on how the body works.  
Answers questions on the text.  
Writes a simile.  
Gives an opinion.  
Rewrites information as a set of numbered instructions.

#### 126 and 127 Preparing to write a story

Discusses different stories they like to read.  
Creates a mind map.  
Plans a story.  
Writes a story.





Let's talk

Do you own a bike?

Do you think it is important to ride a bike instead of using a car, taxi or bus?

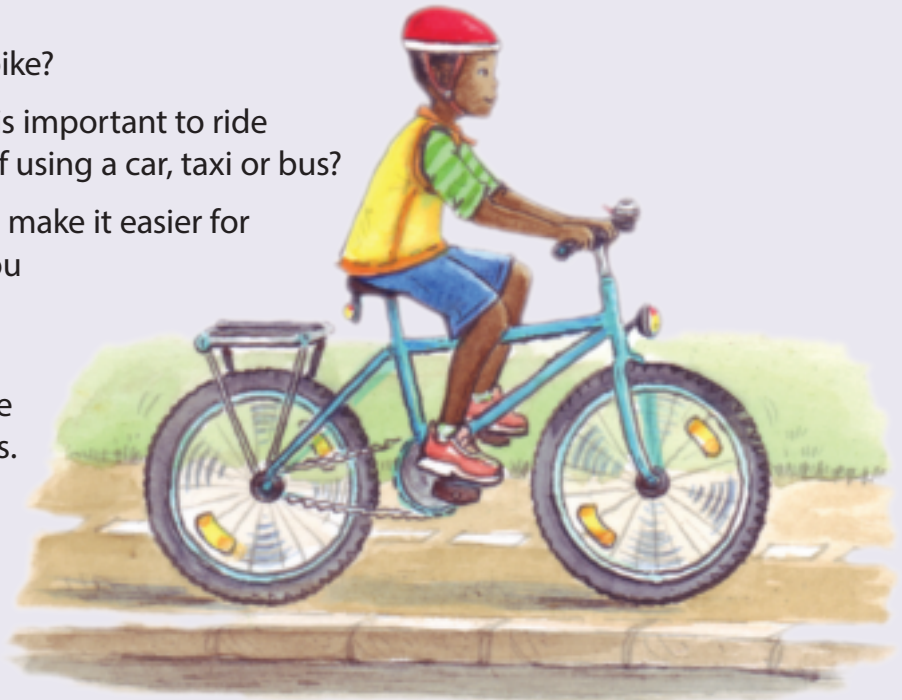
Do you think municipalities should make it easier for people to ride bicycles? How do you think they could do this?



Let's read

Label this picture with these words.

carrier	fluorescent jacket
helmet	lights
bell	pavement



How can we make cycling safer? Tick the statements that you think are important.

Every cyclist should have a bell on their bike \_\_\_\_\_ cycle on pavements  
 \_\_\_\_\_ wear a helmet \_\_\_\_\_ ride on special cycle paths \_\_\_\_\_ ignore traffic lights  
 \_\_\_\_\_ have lights on their bike \_\_\_\_\_ wear fluorescent clothing \_\_\_\_\_ tie things  
 securely on the back of the bike \_\_\_\_\_.

Now read this newspaper article.

## Wear a helmet on the road

By Roy Mann

**Research** shows that drivers drive more than 6 cm closer to cyclists who wear helmets than to those who don't, because they see them as more experienced. Female cyclists are given more room than male cyclists.

The research was carried out by a psychologist from MMR in Cape Town, who says that he did his research using a distance sensor. He found that when he wore a helmet, drivers drove closer to his bike than when he didn't wear a helmet.

Drivers think, "He knows what he is doing, he won't do anything strange." But that's quite dangerous, as every cyclist should wear a helmet.

Although drivers of cars were bad, bus drivers and truck drivers were worse. They gave the cyclist hardly any room to cycle.

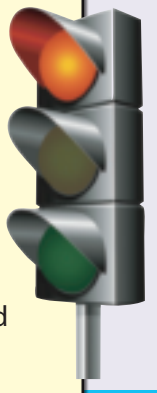
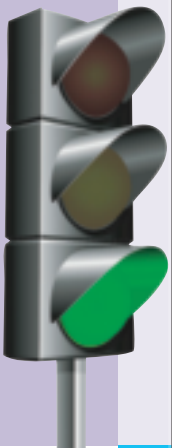
When the psychologist wore a wig and drivers thought he was a woman, they gave him about 12 cm more space to cycle.

The psychologist wants his research to raise awareness of the **dangers** cyclists face. Many cyclists are injured on South African roads. Experts blame the increase in injuries on the number of **inexperienced** cyclists cycling on the road in order to get fit.

Overtaking cars are thought to be the most dangerous for riders because the drivers sometimes don't see them.

The psychologist said that if his study made drivers more careful about getting too close to cyclists on the road, that would be **wonderful**.

Despite his findings, cyclists wearing helmets are more likely to survive a **crash** with a car, and *surviving* an accident could be more important than *having* an accident!



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



Let's write

Look at the headline of the article. Do you find it surprising? Say why.

Who conducted the research? \_\_\_\_\_

Where did he conduct the research? \_\_\_\_\_

How did he conduct his research? \_\_\_\_\_

Why did he conduct his research? \_\_\_\_\_

Complete these sentences using your own words.

Drivers who overtake get close to cyclists who \_\_\_\_\_.

They do this because they think these cyclists are \_\_\_\_\_.

Drivers give more space to \_\_\_\_\_.

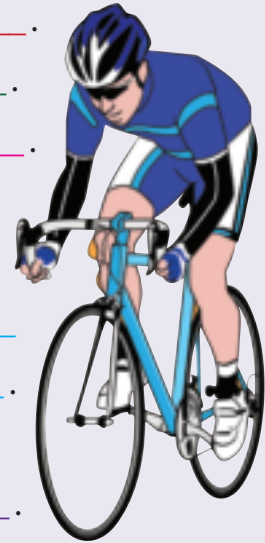
\_\_\_\_\_ get closer to cyclists than motorcars.

Many people have started cycling to \_\_\_\_\_.

Cyclists who wear helmets have a better chance of \_\_\_\_\_.

Do you think cyclists should be fined if they don't wear helmets? Say why.

\_\_\_\_\_



Let's write

Match the word in bold with the word that is closest in meaning to the word as it is used in the article. Colour the word you choose in red.

<b>research</b>	experiment	test	investigation	study
<b>dangers</b>	threats	menaces	hazards	risks
<b>inexperienced</b>	marvellous	joyful	ideal	remarkable
<b>wonderful</b>	collision	accident	bang	crack
<b>crash</b>	new	raw	untested	untried

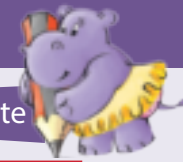




Date: \_\_\_\_\_

Complete these sentences using one of these words.

Let's write



any

the

an

some

a

I really wanted \_\_\_\_\_ orange bike for my birthday but I was given \_\_\_\_\_ blue one.

\_\_\_\_\_ bike was \_\_\_\_\_ Raleigh - \_\_\_\_\_ really good bike.

Do you have \_\_\_\_\_ extra stars to stick on \_\_\_\_\_ bike? \_\_\_\_\_ of mine fell off.



Let's write

Change these statements into questions using the words in brackets.

The blue bike belonged to the young girl with brown curly hair. (who)

\_\_\_\_\_

She wanted additional silver stars to put on her bike. (why)

\_\_\_\_\_

I am getting a silver bike for my birthday. (what)

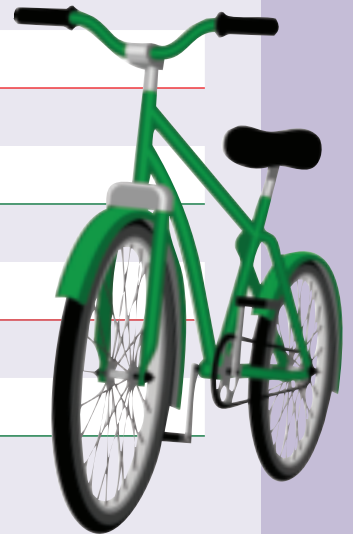
\_\_\_\_\_

I am getting a bicycle for my eleventh birthday. (when)

\_\_\_\_\_

I am going to ride down the hill on my new bike. (where)

\_\_\_\_\_



Let's write

Change the underlined words into the negative form.

If you turn the corner quickly, you'll fall off your bike!

\_\_\_\_\_

She will cry if she gets a blue bike for her birthday.

\_\_\_\_\_

It is raining and we have to stay indoors.

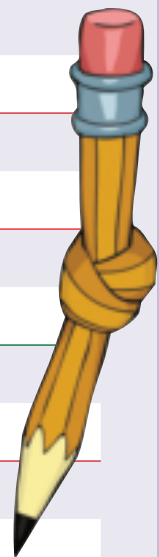
\_\_\_\_\_

Everyone of you needs to go for a ride in the country.

\_\_\_\_\_

She has a bell so she can warn people when she is coming.

\_\_\_\_\_



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

Date \_\_\_\_\_



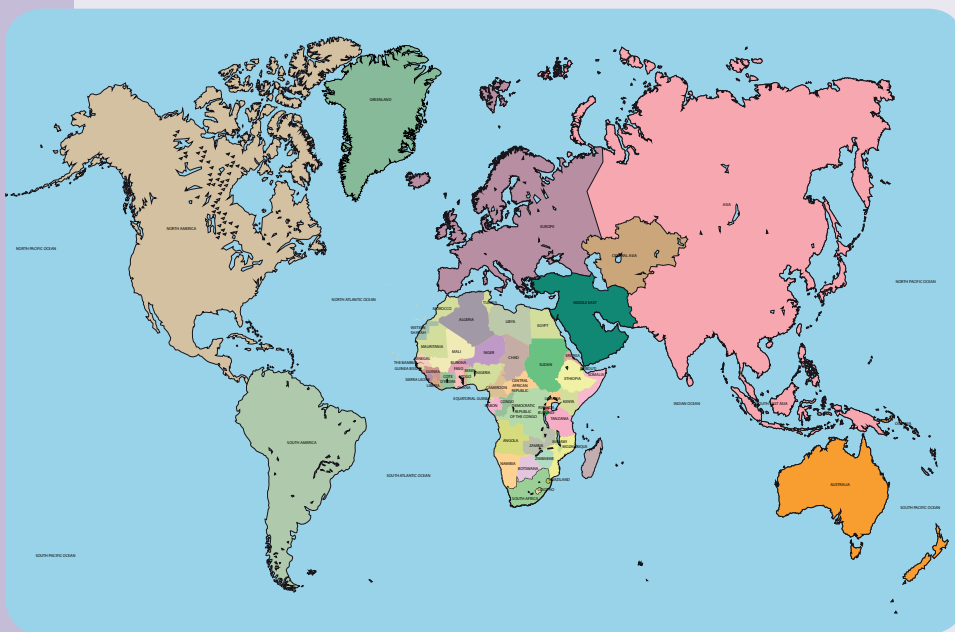
Let's talk

Look at the map of South Africa. Discuss your province with your group. Talk about the names of the towns in your province, the climate of the province and its main attractions.



Let's read

Now look at the map of the world.



Name of country	Population in millions	Size in km
South Africa	50,59	1 221 037
Zimbabwe	12,97	390 757
Malawi	14,39	118 484
Mozambique	23,70	801 590
Algeria	37,90	2 381 741
Egypt	83,67	1 002 000
Nigeria	162,5	923 768
Uganda	34,13	241 550
Argentina	40,12	2 780 400
China	1,344 billion	9 706 961
Hong Kong	7,18	1 104
Brazil	201,03	8 514 877
United States	313,9	9 629 091
Australia	22,32	7 692 024
New Zealand	4,48	270 467
United Kingdom	62,74	242 900

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



**Let's write** Look at the map of South Africa.

How many provinces are there in South Africa? \_\_\_\_\_

What is the name of your province? \_\_\_\_\_

What is the name of the capital city of your province? \_\_\_\_\_

Which provinces are next to the sea? \_\_\_\_\_

Are there any rivers in your province? Name them. \_\_\_\_\_

What are the most important tourist attractions in your province?

**Now look at the map and statistics of some of the countries of the world.**

Which country has the biggest population? \_\_\_\_\_

Does Egypt have a bigger or smaller population than Hong Kong? \_\_\_\_\_

How much bigger is the population of the United States than that of South Africa?

Which country is the smallest? \_\_\_\_\_

Is Malawi bigger or smaller than the United Kingdom? \_\_\_\_\_

Which country is nearest to South Africa? \_\_\_\_\_

Which country is furthest away from South Africa? \_\_\_\_\_

Which country is nearest to the United States? \_\_\_\_\_

Which countries do you think are the coldest? \_\_\_\_\_

Which countries do you think are the hottest? \_\_\_\_\_



**Let's write** Match these African proverbs with their meanings.

It takes a whole village to raise a child.

Rain does not fall on one roof alone.

A sugar cane is sweetest at the joint.

Only a fool tests the depth of water with both feet

Knowledge is like a garden: if it is not cultivated, it cannot be harvested.

Trouble comes to everyone at one time or another.

What seems to be hard to achieve in real life is often the best.

It is not wise to jump into a situation before thinking about it.

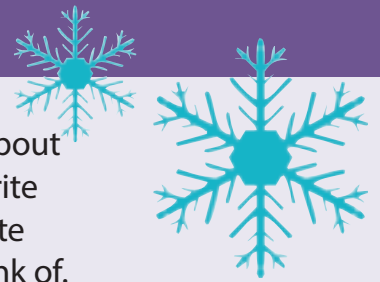
If you do not use the knowledge that you have, you cannot expect to gain anything from it.

Everyone in a community should be responsible for helping to raise a child.



Let's write

You are going to write descriptive paragraphs about two seasons: summer and winter. Before you write them, you need to plan them. For each one, write down as many descriptive words as you can think of.



Also try to use at least one metaphor or simile in your descriptions.

Planning

Let's write



Blank lined area for planning the writing.

Summer



Blank lined area for writing about summer.

Winter



Blank lined area for writing about winter.



Let's write

Match these idioms with their meanings.

A dime a dozen	A disappointment that turns out to have a good side
Poles apart	A person who is bad-tempered
A piece of cake	Having extremely different opinions about things
A blessing in disguise	So many they don't have a value
A bear with a sore head	Very easy



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



Choose three of the idioms and write sentences for each of them to show what they mean.

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



Let's write

Underline the noun clause in each sentence and say whether it is the subject or object of the sentence.

Whether or not she should go camping in winter worried Xola.

\_\_\_\_\_

Mary promised that she would put on a jersey.

\_\_\_\_\_

I know what the answer is.

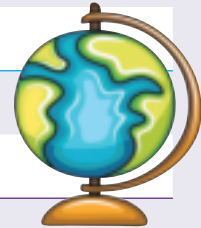
\_\_\_\_\_

The person who is talking about China knows what she is saying!

\_\_\_\_\_

Mia assured Ms Maponya that she understood the problem.

\_\_\_\_\_



Let's write

Put these words in alphabetical order and then write sentences using two of the words.

excited

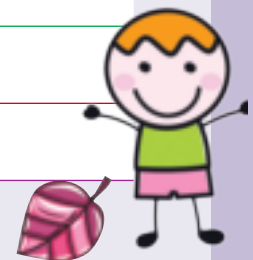
exhibition

exercise

excluded

examiner

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



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

Date \_\_\_\_\_

# A different kind of bike



## Let's talk

- Do you ever get bored?
- What do you do when you are bored?
- What do you do to stop being bored?

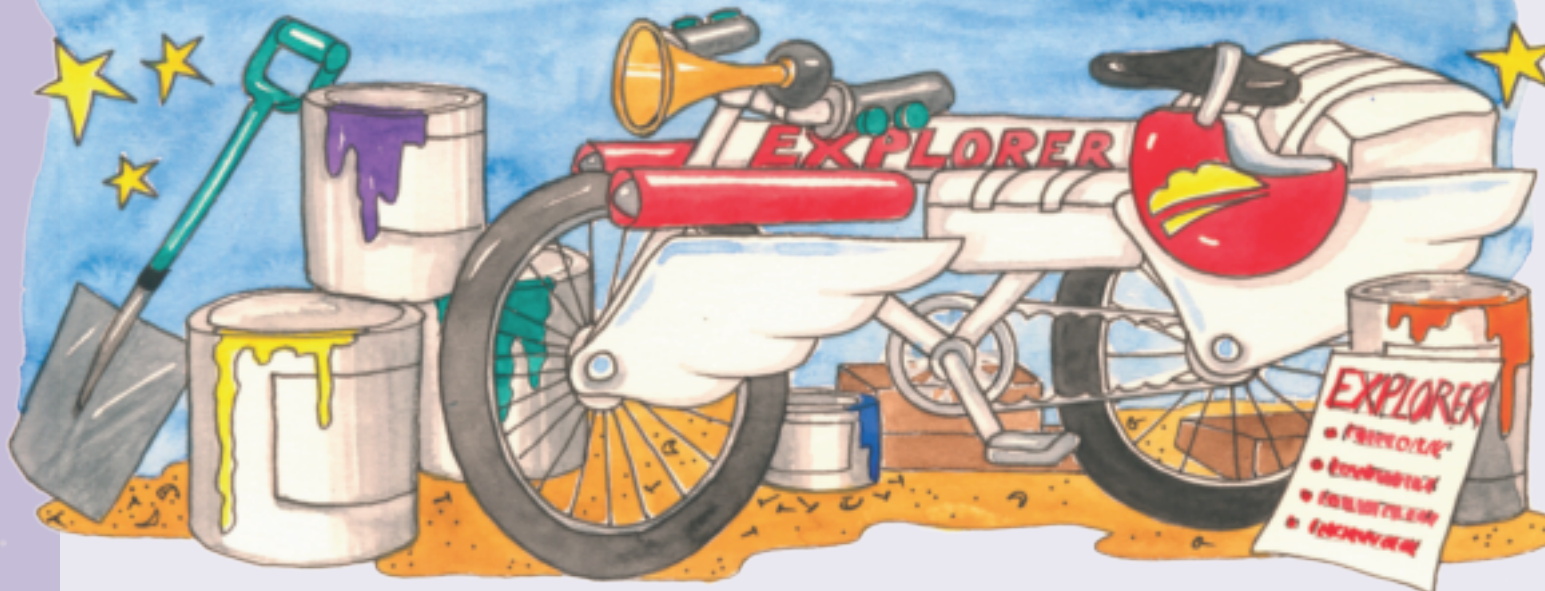
Tell your group what hobbies you have and what your interests are.



## Let's read

I was eleven years old when I first saw it in an old, dusty, **unused** garage. It was something that was going to change my boring life. My mother told me every day that I wouldn't be bored if I tried harder to be interested. Sometimes, as I paged through books that my **desperate** teacher gave me in the hope of **sparking** some kind of interest, I thought that this endless boredom could not last for ever.

At the back of the garage was a bicycle. Bright red words below the saddle read: THE EXPLORER. The bicycle was a brilliant white and had many strange little buttons on the handlebar. A clear sign **propped up** against a rusty tin of paint caught my eye.





### THE EXPLORER

This bike is **unique** with a brake in the first place you look for in an emergency: for example, on the handlebars, under the saddle, on the pavement, up a tree ...

#### There are many features including:

- Unfolding wings (two at the back and two at the front)
- **Missiles** (these do not kill, they only have stink pellets in them)
- A handle (for bumpy rides or dives)
- Car horn and earphones (wear them – the noise can be up to 300 **decibels**)
- Air bags and a crash helmet
- Blanket and pillows (for night journeys)
- Fizzy drinks and hot cocoa (stored in containers on the frame)
- Pocket calculator, diary and sketch book
- Parachute
- Toothbrush and toothpaste

**NOTE:** Do not use any of these special features unless you know what they are for.

*Emily Labran (aged 10) adapted*



Let's write

Draw lines to match the words in bold with their meanings.  
Write the words in bold in your dictionary.

unused		a measure of loudness
desperate		weapons
sparking		supported
propped up		generating
unique		despairing
missiles		not in use
decibel		distinctive



# My bike



Let's draw

In the space below draw a picture of a bike you wish you could have.



Let's write

Now write two descriptive paragraphs about your bike.





# A dirty old man



Let's talk

Look at this picture and talk about it in your group.



Mr Twit was a very hairy-faced man. The whole of his face, except for his forehead, his eyes and nose, was covered with thick hair. The hair on Mr Twit's face didn't grow smooth and flat as it does on most hairy-faced men. It grew in spikes that stuck out straight like the bristles of a nailbrush.

And how often did Mr Twit wash this bristly, nailbrushy face of his?

The answer is NEVER, not even on Sundays.

Let's read



## Dirty beards

As you know, an ordinary, unhairly face like yours or mine simply gets a bit **smudgy** if it is not washed often enough, and there's nothing so awful about that.

But a hairy face is a very different matter. Things stick to hairs, especially food. Things like gravy go right in among the hairs and stay there.

You and I, if we are careful, can eat our meals without spreading food all over our faces. But watch carefully, the next time you see a hairy man eating his lunch, and you will notice that even if he opens his mouth very wide, it is impossible for him to get a spoonful of food into it without leaving some of it on the hairs.

Mr Twit didn't even bother to open his mouth wide when he ate. As a result (and because he never washed) there were always hundreds of bits of old food sticking to the hairs around his face. They weren't big bits, though, because he used to wipe those off with the back of his hand or on his sleeve while he was eating. But if you looked closely you would see tiny little **morsels** of all the disgusting things Mr Twit liked to eat.

If you looked closer still, you would probably see much larger objects that he hadn't managed to wipe off, things that had been there for months and months, like a piece of **maggoty** green cheese or a **mouldy** old cornflake or even the **slimy** tail of a tinned sardine.

What I am trying to tell you is that Mr Twit was a foul and smelly old man.

He was also an extremely horrid old man, as you will find out in a moment.

*By Roald Dahl (adapted)*



Date:



Let's write

Read the story again and then answer the questions.

The author of the story, Roald Dahl, has named his character Mr Twit. In your own words, say what you think a twit is.

---

---

Do you think Mr Twit is very clean and hygienic? Say why.

---

---

What happens when people with beards eat?

---

---

What do you think happens to the bits of food that get stuck in Mr Twit's beard?

---

---

Mr Twit never wiped his face with a serviette after he ate his food. What did he use instead of a serviette?

---

---

Do you think the writer likes Mr Twit? Say why.

---

---

Would you like to live in Mr Twit's house? Say why.

---

---

---

---



Give the passage a heading.

---

---

The writer tells us that Mr Twit does something horrible. Write a paragraph describing the horrible thing that Mr Twit might have done.

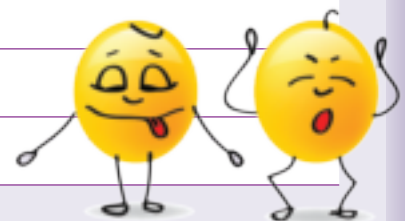
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TEACHER: Sign

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Date

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# A character of my own



Let's write

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

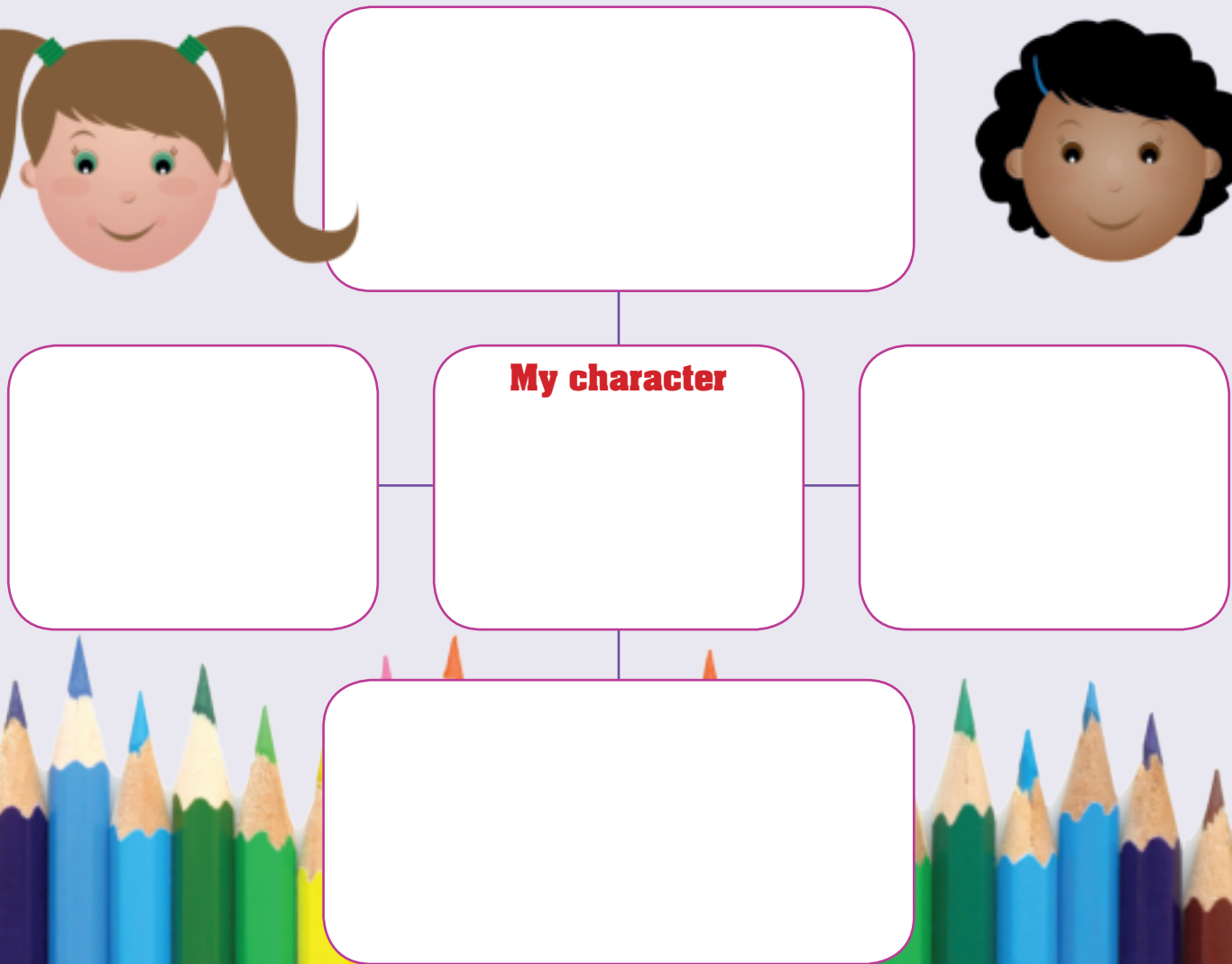
smudgy		full of worms
morsel		stale, unpleasant, full of fungus
maggoty		gooey, unpleasant to touch
mouldy		a small piece of food
slimy		streaky, a bit dirty



Let's write

You are going to write your own story about someone you know or someone you have made up. Your story should have at least four paragraphs.

First plan your story using this mind map.

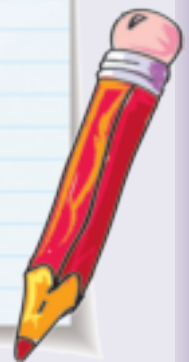


Date:



Let's write

Now write your story. Don't forget to give your story a heading. When you have written it, ask a friend of yours to go through it and help you edit it.



TEACHER: Sign

Date

# Create a welcome banner



Let's talk

Have you ever bought something that you wanted to make and decided not to follow the instructions? Tell the class what it was and what happened. Did the final object turn out as you expected?

You learn that a new girl is joining your class. You all decide to make her a welcome banner. Follow these instructions.

Let's read



## First make a tie-dye square

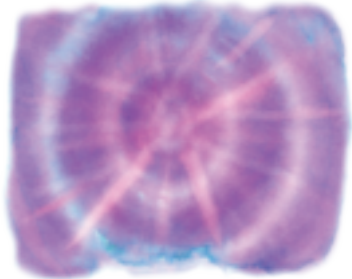

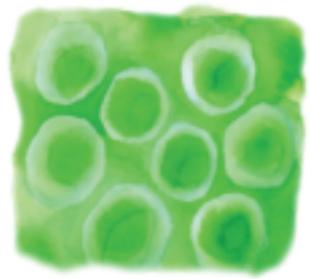


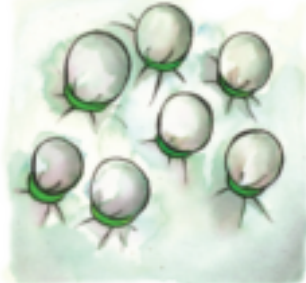
### What you need:

- **various** colours of fabric dye (cold water dye)
- rubber bands
- rubber gloves
- marbles
- tap water
- a piece of white cloth 1 m square
- string
- different coloured **permanent** markers
- stapler and staples

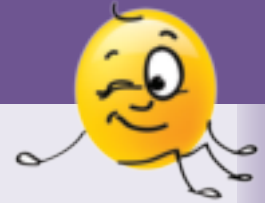


### What you do:

Tie up your piece of cloth according to the design you want. Look at the designs in the first row of pictures. The second row shows you how to make these designs.

		
sunburst	lines	circles
		
marble and several rubber bands	rubber bands only	marbles with one rubber band each

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



Prepare the dye according to the directions. Wear rubber gloves to protect your hands, as dye can damage your skin. Follow the safety **precautions**.

Place your piece of cloth in the dye for at least 20 minutes. The longer the cloth remains in the dye, the darker and deeper the colour will become. Remove the cloth from the dye and rinse it in cold running water until the water runs clear.

Carefully remove the rubber bands and marbles to see your new design! No two designs will be the same and you can get different effects by **combining** different methods.

### Now write a message

You want to write the message "Welcome to our class". Write **one** letter of the message on your square. Use different coloured permanent markers to write the letters.

Make a fold of 1 cm at the top of your square. Keep it in place with staples. Place all the squares so that they make the message "Welcome to our class". Thread a piece of string through the folds to join the squares. Hang up the message.



Let's write

Look at the instructions.



You want to make circles. What will you use to make them?

What happens to the colour when you leave the cloth in the dye for a long time?

How would you get a paler colour?

If someone new arrives in your class, what do you do to make the person feel welcome?

Complete these sentences using your own words.

Tie-dyers dye cloth for about 20 minutes. They do this because they want

If they wanted a lighter colour they would \_\_\_\_\_

Tie-dyeing is \_\_\_\_\_



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

Date \_\_\_\_\_

# Writing instructions



Let's write

Match each highlighted word taken from the passage with its antonym. Underline the antonym.

<b>various</b>	many	different	just one	numerous
<b>permanent</b>	eternal	stable	temporary	enduring
<b>precautions</b>	only	single	many	unit
<b>combining</b>	provisions	carelessness	defences	securities
<b>one</b>	linking	uniting	separating	mixing



Let's write

Write a list of the instructions to make a welcome banner. Use the imperative. Make sure your instructions are in the right order.

1.	Tie up the piece of cloth with rubber bands and marbles.
2.	



Let's write

Circle the prefixes or suffixes in each of these words and then make sentences using the words.

slowly

unusual

report

portable


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



Let's write

Draw a line to link each name on the left to a word closely related to it. Then write sentences with three words from the left-hand column.

redhead		baby
tongues		ANC
hands		languages
cradle		manual labourers
Luthuli House		person who has red hair


**Metonymy** is using the name of one thing for something else that is closely related to it.  
Example: "Go to the office" where "office" means "the school principal".



Let's write

Rewrite these sentences using the correct verbs.



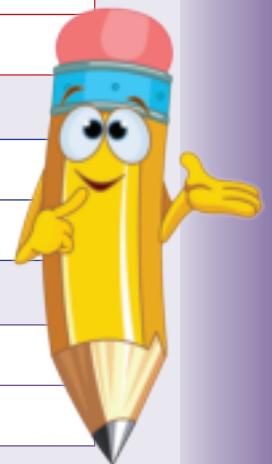
Most of this soccer equipment (belong, belongs) to the township.


The newspaper (arrive, arrives) each morning at six o'clock.


Peanut butter sandwiches (is, are) my favourite lunch.


The students (walk, walks) quickly to get to class on time.


Nothing ever (seem, seems) to bother him.

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

Date \_\_\_\_\_



Let's talk

Have you ever made anything? Tell the class what you made and how you made it.



Let's read

## MY EGYPTIAN NECKLACE

### What you will need

- pasta tubes
- string
- needle with a large eye
- different coloured paints

To begin with, cut a piece of string that will go over your head and is long enough for you to tie the ends together.

Now paint the pasta tubes so that they look like beads. The ancient Egyptians liked turquoise. Find pictures of old Egyptian necklaces and bracelets to see what other colours were used.

Thread the string onto a needle with a large eye.

After the paint has dried on the pasta beads, carefully thread enough pasta onto the string to fill its length. Remember to leave some string free at each end. Tie the ends to complete the necklace.

## How to make mashed potatoes

- 1 Peel two potatoes and cut them into small pieces.
- 2 Cover the potatoes with water and boil for 15 minutes or until soft.
- 3 Put boiled potatoes into a dish with a knob of butter, a quarter of a cup of milk and a pinch of salt.
- 4 Mash the potatoes with a potato masher till soft and creamy.



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



Let's write

What two things are you going to make?

In what ways are the two sets of instructions the same?

In what ways are the two sets of instructions different?

Which set of instructions do you find clearer? Say why.

Would you ever wear a necklace made of pasta tubes? Say why.

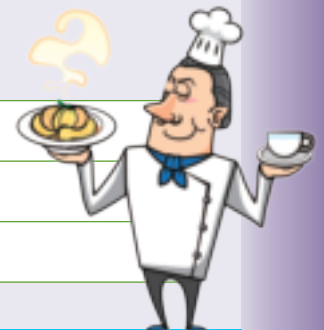
What colour would you paint your pasta beads? Say why you chose that colour.

Why do you have to leave enough string at the ends when making the necklace?

What do you think is the purpose of instructional texts? Tick the information that you think is relevant.

- Instructions and procedures give a step-by-step guide to something.
- They are written to help us make something or do something correctly.
- Instructions and rules can be written in different ways.
- Diagrams and pictures can be included.
- The instructions tell a story.
- Instructions tell you about the person who writes the instructions.

Now say why you think the information you have not ticked is not relevant.

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

Date \_\_\_\_\_



Let's write

Look at the instructions for making an Egyptian necklace.  
Rewrite the instructions using the following words:

First \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Then \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Next \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Finally \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Now rewrite the information, in the correct order, as numbered instructions.  
Use imperatives.

1. Cut \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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



Let's write

Underline the main clause and circle the subordinate clause in each of these sentences.

I don't want to go, if you're not.

She ran to her classroom, dragging her bag behind her.

Without my best friend's help, I couldn't have made the Egyptian necklace.

Hoping for help with the mashed potatoes, she waited for her mother.

Without his help, she made her necklace.



Let's write

Each of these sentences has a subordinate phrase that gives an extra bit of information. Put a comma on each side of the subordinate.

The schoolgirl clutching her school bag tightly ran down the corridor.

Millions of people even very young ones are learning to use a smart phone.

A tree swaying violently in the storm fell to the ground.

My last thought just before I fell asleep was what colour I would paint my necklace.

School holidays during the summer months are a lot of fun.



Let's write

Tick the correct word from the pairs of words below. Then write sentences of your own with three of the words.

successful / succesful

ex cetera / et cetera

occasion / occassion

perhaps / prehaps

definite / definate

disappear / dissappear


A **clause** is a group of words that has a subject and a verb.

An **independent clause** can stand alone as a complete sentence because it forms a complete idea.

Example: I sing in the bath.

A **subordinate** or **dependent clause** contains a subject and a verb, but it does not form a complete idea.

Example: The movie **that I saw last weekend** wasn't nearly as good as the popcorn.

A **phrase** is a group of words that behaves like a single part of speech. It has a subject or a verb, but not both.

Example: **Going to a new school** can be difficult.

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

Date \_\_\_\_\_



## Let's talk

What food do you enjoy eating?

Tell your group how to make your favourite food.  
Give clear instructions.

Did everyone in your group understand your instructions?

## Let's read



Your stomach is empty, so it sends a message to your brain to say, "I am empty and hungry!" Your brain immediately sends a message to the rest of your body to say, "It is lunch time. Go and eat your lunch so that your stomach is no longer hungry." Your legs take you to the bathroom to wash your hands and then to the kitchen to eat. They bend at the knees so you can sit down at the table. Your eyes see the food on the table, your nose smells the food and the brain says to the stomach, "Hang on, the food is coming." The stomach gets so excited that it squeezes itself in anticipation. You feel the squeezing and you know how hungry you are.

The brain sees the food on your plate and sends a message to your stomach. Your mouth begins to make saliva, so you swallow and your stomach gets even more excited. Your brain is now very busy telling all the different parts of your body what to do at the same time. Your arms move so that you pick up your knife and fork. Your hands move so that you cut the food into pieces. Your arms take the food to your mouth. You chew the food with your teeth while your tongue tastes the different tastes: sweet, sour, salty and bitter. Your tongue moves the food around your mouth to make sure it is soft and small enough before you swallow it. Your gullet carries the food to your stomach, which squeezes the food to make it small enough to go into your intestine and then to all the different parts of your body.

All the time you are doing all these things, you can also talk, listen, look and hear. Your lungs are breathing air in and out, your heart is pumping and your blood is travelling all over your body. Your brain is like the conductor of a huge, beautiful orchestra of different parts of your body, all making sure that everything works together.

Date:



Let's write

Answer these questions about the passage.

Explain what happens to your stomach when you are hungry.


In what way is the brain like the conductor of an orchestra?


Write down the different things you can do when you are eating.


"Your body is an orchestra" is a metaphor. The body is being compared to an orchestra, without using "like" or "as". Turn this metaphor into a simile and use it in a sentence of your own.


What do you think happens if some parts of the body can't work properly because you don't look after them?


Reread the extract and then write the information, starting from when you wash your hands, as a set of instructions. Don't forget to number your instructions and to use the imperative. We have done two instructions for you.

1.	Wash your hands.
2.	Sit down at the table.
3.	
4.	
5.	
6.	
7.	
8.	

TEACHER: Sign

Date

# Checklist

I CAN	😊	😞
talk about not following instructions		
read instructions		
answer questions		
give an opinion		
complete sentences		
identify antonyms		
write instructions in a variety of forms		
use the imperative tense		
identify prefixes and suffixes		
make sentences		
use metonymy		
rewrite sentences using the correct verbs		
identify differences between texts		
determine which of two texts is clearer and explain why		
identify the purpose of instructional texts		
identify main and subordinate clauses		
identify phrases		
spell words correctly		
give clear instructions		
write notes to plan instructions		
discuss different stories I like to read		
create a mind map, plan, write and edit a story		

**You are special.**  
**Your whole body is special.**  
**Your body belongs to you!**



**NOBODY should touch your private parts.**

**You need to tell someone if anybody touches your private parts.**

**You need to tell someone if anybody makes you do things that you do not want to do.**



**Who to call for help:**

**Child Line: 0800 05 55 55**

**SAPS Crime Stop: 086 00 10111**

**SAPS Emergency Number: 10111**

**Life Line: 0861 322 322**

**Child Protection Unit: 012 393 2359/2362/2363**

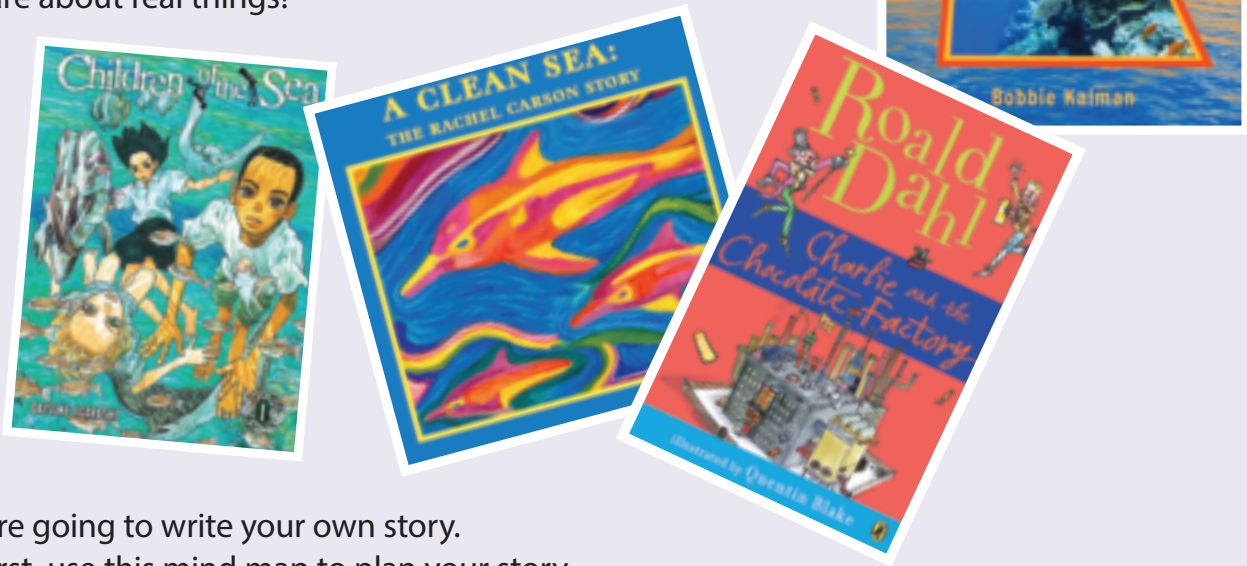
## Preparing to write a story

What stories do you like to read?

Tell your friend what kind of story you like the most.

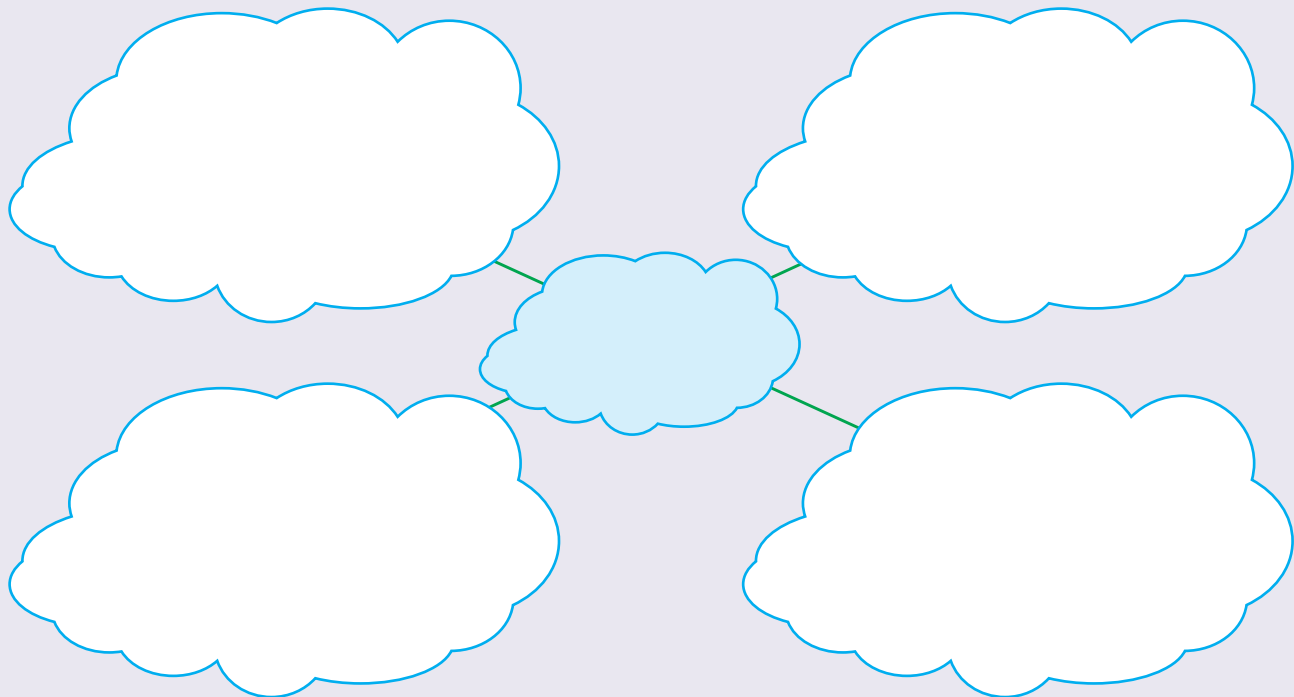
Do you like fairy tales? Or perhaps you like stories about famous people?

Do you like stories about different places? Or do you prefer stories that are about real things?



You are going to write your own story.

But first, use this mind map to plan your story.



## Let's write a story

Talk to your friend about a story you really liked.

Talk about the characters in the story.

Say what you liked most about the story.

Did the story give you information?



Write a summary of your own story.

What will it be about?



Blank writing area with horizontal dashed lines for the summary of your own story.

Who will your main characters be?

Blank writing area with horizontal dashed lines for the main characters.

What information will you give?

Blank writing area with horizontal dashed lines for the information to be given.

Fun

Cut out the next page. Make a book. On the cover, write the title of the book.  
Put your name under the title, because you are the writer. Draw a picture on the cover.  
Now write your story with a beginning, a middle and an end.

BACK COVER

ABOUT THE WRITER



Write your name here.

Write your age here.

Write where you live.

8

STEP 4. cut on the solid line after you have stapled your book

COVER

Draw a picture here.

Write the name of the book here.

Fill in your name (you are the writer).

1

STEP 1: fold on the dotted line

5

Continue with your story here.

Draw a picture here.

4

Continue with your story here.

Draw a picture here.

STEP 2: fold on the dotted line STEP 3: Staple on this side

Draw a picture here.

Start writing your story here and go on to page 3.

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2

3

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Write the middle of your story here and on page 4.

Draw picture here.

Draw a picture here.

Continue with your story here.

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7

9

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Say what happens at the end of your story here and on page 7.

Draw picture here.