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**FIRST ADDITIONAL  
LANGUAGE – ENGLISH**  
**GRADE 5 – TERMS 3 – 4**  
**ISBN 978-1-4315-0201-1**  
**7th Edition**  
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ENGLISH First Additional Language – Grade 5 Book 2

ISBN 978-1-4315-0201-1

Revised and  
CAPS aligned

Grade **5**

**ENGLISH**

First Additional Language

**Book 2**  
**Term 3–4**



Name:

Class:



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

**ENGLISH**



Mrs Angie Motshekga,  
Minister of  
Basic Education



Mr Enver Surty,  
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, Mr Enver Surty.*

*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.*

#### AU Anthem

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

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

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

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

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

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



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



**Childline Hotline: 08000 55 555**



**LoveLife Free Plz Cal Me 083 323 1023**



**SADAG**

**Suicide Crisis Line 0800 567 567/ 0800 212 223  
or SMS 31393**

**Substance Abuse Line 0800 12 13 14 or SMS 32312**

**PLEASE CONTACT**



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Grade **5**

**ENGLISH**  
First Additional Language  
Book 2  
Terms 3 and 4



This book belongs to:





# 5 Different kinds of texts

## Theme 5: Different kinds of texts

## Term 3: Weeks 1 – 4

### Weeks 1 - 2 Different kinds of texts

#### 65 There is a monster in my cupboard 2

Reads a short story.  
Scans text and uses pictures to predict a story.

#### 66 Thinking about the story 4

Writes an ending for the story.  
Summarises the story.  
Completes an exercise on the degrees of comparison.  
Draws a monster and uses adjectives to describe it.

#### 67 The end of the story 6

Reads the end of the story.  
Answers questions based on the story.  
Completes an exercise on personal pronouns.  
Uses personal pronouns to form sentences.

#### 68 Writing a story 8

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Writes a story.

#### 69 What caused it? 10

Reads a cartoon story to identify cause and effect.  
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#### 70 Plan to write a story 12

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Writes a review of a book.

#### 72 Can you count it? 16

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Makes up own limerick.  
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Shows how picture and headline reinforce information in the article.  
Gives an opinion with reasons.  
Answers questions such as why did? What did?  
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#### 74 Elephants and Woolly Mammoths 20

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Writes sentences using phrases.  
Reads a chart.  
Writes two comparative paragraphs using information from the chart.  
Labels a diagram.  
Identifies adjectives.  
Uses adjectives in sentences of their own.

#### 75 Bugs, glorious bugs 22

Tells a humorous, personal story.  
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Answers questions on the article.  
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Indicates whether the heading is a good one or not.  
Gives opinion and reasons for their opinion.

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#### 77 Going to school 26

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Answers questions based on the essay.

#### 78 Making a graph 28

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Makes a bar graph.  
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#### 79 Cell phones 30

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#### 80 Sending a text message 32

Matches instructions with pictures.  
Summarises the text using a mind map.  
Uses possessive pronouns.  
Identifies sentences that contain universal truths and says why.



# 65 There is a monster in my cupboard



Let's read

Look at the title and the pictures and try to predict what this story is about.  
Have you ever been afraid at night?  
What happened to make you scared?

## Before you read

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



## While you read

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



Robert has invited his friend John for a "sleepover". The two boys enjoy playing on Robert's Nintendo game.

"This is the **best** computer game!" shrieked Robert. "Come and see the monsters attacking me!"

"Wow!" John exclaimed. "Where did you get such a scary game? You'd better use all your artillery to attack the monsters or they will destroy you!"

"I've still got five lives! But this is the **most difficult** game I've ever played. It looks like they're going to destroy me! Look at this monster with three eyes. He's vicious!" Robert shouted.

"Robert and John," called Robert's mother. "Put that Nintendo away and get to bed now!"

"Ok, but I just want to destroy this guy first," Robert called back.





"Switch the game off now," said his mother. "You can carry on playing it tomorrow. Switch off the lights immediately!"

"Okay Mom," said Robert as he switched off his light and carried on playing his Nintendo game under the blankets late into the night.

John, who was exhausted by now, fell fast asleep.

Eventually the monster won the game and, feeling quite defeated, Robert dropped the Nintendo to the floor and fell asleep.

Suddenly Robert woke up. What was that noise? Scratch! Bump! Scratch! Scratch!

Robert opened his eyes and pulled the blankets up to his chin. His eyes searched the dark room, trying to see what was making those scary sounds.

They were coming from his cupboard. The door moved. Something was bumping against the door.

"A monster!" Robert whispered. "Who's there?" he asked, in a shaky voice.

The door began to open. Robert jumped up and slammed the door shut. He pushed a chair against it.

"Now I can go back to sleep in peace," he thought.

Just as he climbed back into bed, there was another bump on the door. This time it was an even **louder** bump.

Gripped by fear, he ran and woke his friend, John.

"John! There's something in my cupboard! It's a monster of some kind," he whispered in a **soft** voice.

"You probably had a **bad** nightmare. Let me sleep, I'm tired," replied John.

"It wasn't a dream. I had to lock the door. The cupboard door was opening by itself!"

John scratched around in his backpack and found his torch. He walked towards the cupboard. There was another loud thump. The two boys stood still, too frightened to move.

A scratching sound now came from the cupboard.

"Do you hear that?" Robert asked.

John nodded. They could feel their hearts beating **harder** and **faster**.

"Who's there?" John called in a trembling voice.

Teacher:  
Sign:  
Date:



# 66 Thinking about the story



Let's write

Before you read the end of the story, talk to your friends about how you think it might end. What do you think will happen next? Write down your ending.



Now your group must role play the ending you have written for the story. When all the groups have done their role plays, decide which ending is the best.



Role play



Let's write

Which words in the story have similar meanings to these words?

|              |  |         |  |
|--------------|--|---------|--|
| beaten       |  | tired   |  |
| straightaway |  | weapons |  |



Word works

Look at the words that appear in bold in the story. They are comparative adjectives that describe nouns. Complete the table below, working across from left to right, by filling in the degrees of comparison for each word.

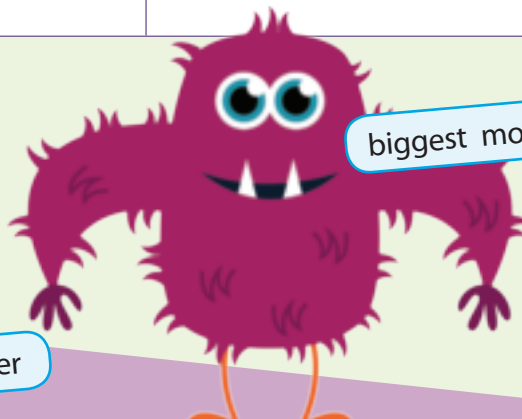
|      |                |                |
|------|----------------|----------------|
| good |                | best           |
|      | more difficult | most difficult |
|      | louder         |                |
|      | harder         |                |
|      | faster         |                |
| soft |                |                |
| bad  |                |                |



big monster



bigger monster



biggest monster







Let's write

Imagine you are Robert. Write a diary entry summarising how you felt that night.



Dear Diary

Date:

Handwriting practice lines for the diary entry.

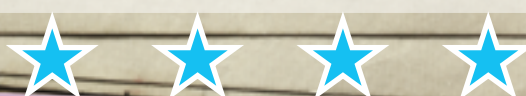
Handwriting practice lines for the diary entry.

What do you think the monster that Robert was afraid of looked like?  
Draw it and then describe it, using as many adjectives as possible.



Large area for drawing and writing, featuring a stack of lined paper and a blank space for drawing.

Teacher's clipboard with fields for Teacher, Sign, and Date.



# 67 The end of the story



## Let's read

Now let's read the end of the story. Compare what you read with the ending you wrote in the previous worksheet.

Robert and John tiptoed to the cupboard. John pulled open the door slightly and Robert shone the torch through the crack. Something was trying to push the door open. Suddenly the torch revealed two yellow eyes.

The boys began to tremble. They slammed the door shut and leaned against it. The bumping and scratching got louder.

John took a deep breath and opened the door again. A creature jumped out and streaked past them.

"What's that?" Robert shouted.

"It's your cat!" shrieked John with a laugh.



## Let's talk

Why do you think John laughed at the end of the story?

Why do you think Robert thought there was a monster in the cupboard?

Do you think the Nintendo game contributed to the fear of the boys?

Have you ever had a nightmare? If so, what do you think caused it?



## Let's write

Did the story end in the way you expected it to end? Explain your answer.

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---

Write down three sentences from the end of the story that show that the boys were frightened.

---



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# Personal pronouns



Let's write

|     |       |
|-----|-------|
| I   | me    |
| we  | us    |
| you | yours |

|      |      |
|------|------|
| he   | him  |
| she  | her  |
| it   | it   |
| they | them |

Blank lined paper for writing.

Find and then underline the personal pronouns in these sentences.

|  |                             |
|--|-----------------------------|
| He played with his Nintendo.                   | Did you play with them?     |
| They were scared of opening the cupboard door. | You must cook for us.       |
| She told them to go to bed.                    | I will give my book to you. |
| We were afraid of the monster.                 | This book is yours.         |
| It jumped out of the cupboard.                 | Her dog ate my shoe.        |



Use pairs of personal pronouns from the word box to write five sentences.

Blank lined paper for writing sentences.

Teacher:  
Sign:  
Date:





# 68 Writing a story



Let's write

Read through "There's a monster in my cupboard" again and then complete this story organiser to help you to write your own story about a cupboard monster. Remember to write the story in the past tense.

DATE



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

What is the setting?

Draw the main character

Describe your picture.

Draw the second character

Describe your picture.

Describe what happened.

Describe how the story ended.

Now use this story organiser to write your story in rough. Ask a friend to edit it and correct it if necessary. Then write the story neatly in the space provided.





Let's write

My story about the



# Cupboard Monster



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



# 69 What caused it?

Oh no! It's half past seven! I overslept and the game starts in 30 minutes.



Oh no! I left my puncture repair kit at home. Now I'll have to walk!



There's no time to get ready. I must ride as fast as I can.



You're too late, Dan. The game's over and we lost. We only had ten players.



Let's talk

Talk about the different events that caused Dan's team to lose the game. The last frame in the story shows the effect of Dan not playing in the game. Talk about all the events that resulted in the effect shown in picture 4.







**Let's write**

## Cause and effect

Why did Dan's team lose the game? Look back at the story and write down all the events that caused the team to lose the match.

First Dan

Then he

After that Dan

Lastly, Dan reached the soccer field after the game was over. His team played with only ten players and lost the game.



**Let's write**

Complete these cause and effect sentences.

If you eat too many sweets you will

If they play in the road they will

If I find her address I will

If my mother has money she will

If it rains we will

If we miss the bus we will

If we don't learn for our exams we will

If you are late for school you will

If you don't exercise you will





# Plan to write a story



Let's write

Plan to write a story. Use the following organiser to help you to plan your story.

1



2



3



4





Let's write

Now use your plan to write your story.



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

1



2



3



4



Teacher:  
Sign:  
Date:







# The soft and hard-G

Circle the words that sound as if they start with a J.

If a **g** is followed by an **e, i** or **y** then it usually sounds like a **j**. We call this a **soft-g**.  
A **g** that sounds like the **g** in "good" is a **hard-g**.




Let's write

Now fill the words into the correct sound boxes.

| Hard-g as in good |  |
|-------------------|--|
|                   |  |
|                   |  |
|                   |  |
|                   |  |

Choose five of the words and use them in sentences.

| Soft-g as in giraffe |  |
|----------------------|--|
|                      |  |
|                      |  |
|                      |  |
|                      |  |



Let's write

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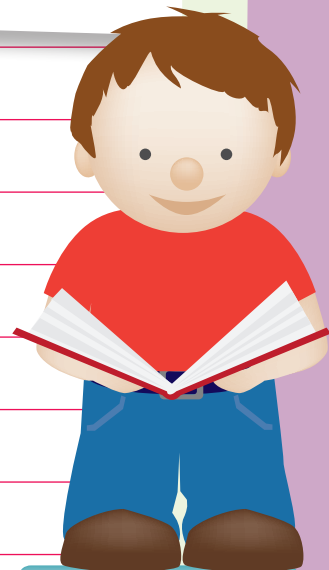


Let's write

Write a book review for a book you have recently read.

NEW  
WORDS

|  |  |
|--|--|
| Title  |  |
| Author   |  |
| Main characters                                |  |
| Plot   |  |
| What you liked/did not like about the story.   |  |
| Would you recommend the book to a friend? Why? |  |



Teacher:  
Sign:  
Date:



# 72 Can you count it?



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

**Looking** at countable and uncountable nouns.

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



Let's talk

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

How many  ?

or

How much  ?

apples

countable



water

children



salt

homework



elephant

sunshine



books



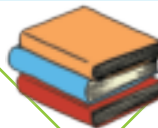
sweets



love



rain



sugar



lightning



pencils



snow



clothes



Let's write

In each block, write down whether the nouns are countable or uncountable.







# subject-verb agreement

Let's write

Use **is** or **are** to complete the sentences.

|                               |                                   |
|-------------------------------|-----------------------------------|
| There _____ one book.         | There _____ two books.            |
| He _____ late for school.     | They _____ late for school.       |
| We _____ writing our exam.    | I _____ writing my exam.          |
| She _____ walking to school.  | They _____ are walking to school. |
| The boy _____ playing soccer. | The boys _____ playing soccer.    |
| The children _____ in class.  | The girl _____ at home.           |

Now use **was** or **were** to complete these sentences.

|                                 |                                    |
|---------------------------------|------------------------------------|
| He _____ afraid of the monster. | They _____ afraid of the monster.  |
| I _____ playing Nintendo.       | We _____ playing Nintendo.         |
| You _____ asleep.               | We _____ asleep.                   |
| He _____ riding his bike.       | They _____ playing a soccer match. |

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

In the **past tense** we use **was** for **singular** and **were** for **plural**.

(But note that we always use **are** and **were** with **you**.)





# Where do elephants come from?

Say this poem out loud to your group.



Let's talk

An elephant lay in his bunk,  
In sleep his chest rose and sunk,  
He snored and he snored  
Till the jungle folks roared -  
Then his wife tied a knot in his trunk.

This is a limerick. How many lines does it have?  
How many syllables are there in each line?  
What is the pattern of rhyming in the limerick?

**Syllables:** any one of the parts into which a word is naturally divided when it is pronounced: syl-la-ble

**Rhyming pattern:** The last sounds in each line of a poem often rhyme and have a specific pattern. To work out the rhyming pattern, give each new sound at the end of a line a letter (A, B, C etc.) If the same sound repeats itself it gets the same letter.

e.g. My cat is **nice** A

My cat eats **mice** A

My cat is **old** B

But still is **bold** B

## DOZENS OF AFRICAN ELEPHANTS SLAUGHTERED



Let's read

That headline has become **all too common**. Last month, poachers killed at least 86 elephants in Chad and 28 in Cameroon. Both countries have lost more than 60% of their elephants to illegal hunters in the last ten years, according to a study by the Wildlife Conservation Society. In 2012 alone, experts say, poachers killed 30 000 elephants in countries across Africa.

Why are so many elephants being killed? The answer lies thousands of miles away from Africa, in a handful of Asian countries. In China, **business is booming** in fancy shops that sell expensive statues and jewellery made of ivory.

The material comes from elephant tusks. But for many people who buy ivory, the **gentle giants** are not only **out of sight but also out of mind**. "Surveys show that seven out of ten Chinese citizens don't realise that an elephant has to die in order for people to get ivory," says Will Travers, of the Born Free

Foundation. As China's economy has grown, so has the demand for ivory.

Conservationists are putting pressure on China **to crack down** on the sale of illegal ivory. Experts say

more help is needed in Africa too. Last year, Gabon, in central Africa, set fire to its ivory stockpile. By burning millions of dollars' worth of tusks, the nation made a strong statement. "We don't want our children to inherit an empty forest," said the country's President, Ali Bongo.

With allies like Bongo, elephants just might **stand a chance**.





**Let's write**

Look at the picture on the cover of *Time for Kids* Magazine.  
What do you think the article is going to be about?

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What does it mean to be "under attack"? What do you think is going to happen to the elephants?

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How do you feel when you look at the picture and the headline? Say why.

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Now look at the introduction to the article. Does the heading "Dozens of African elephants slaughtered" make you feel better or worse about the elephants? Say why.

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Poachers are people who kill animals illegally. Why do you think they do this?

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What part of the elephant is valuable? Say why.

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What do you think will happen to the calf if the mother is killed? Say why.

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What do you think the President of Gabon meant when he said, "We don't want our children to inherit an empty forest"?

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How do you think we can save elephants? Write down two things that you think we can do.

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After each statement, write **F** for fact or **O** for opinion.

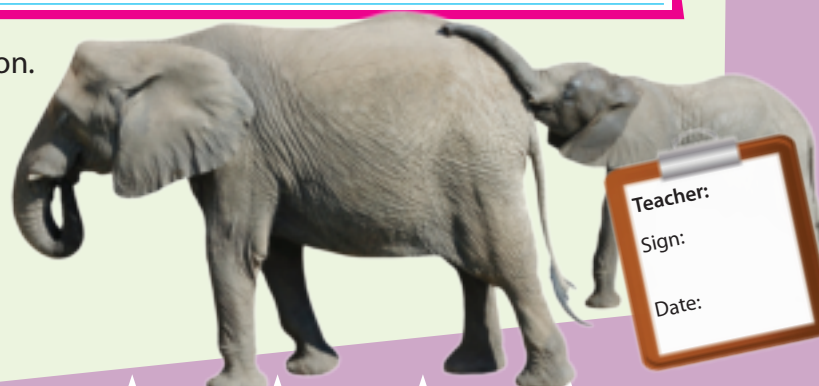
Ivory comes from elephants' tusks.

☐

Items made from ivory are beautiful.

☐

Last year, 30 000 elephants were killed in countries across Africa.

☐


Teacher:  
Sign:  
Date:





# 74 Elephants and Woolly Mammoths



Let's write

Match these phrases with their meanings. Draw a line between the phrase and its meaning.



all too common

booming

gentle giants

out of sight and out of mind

to crack down

stand a chance

growing very quickly

creatures that are huge but quiet

have a possibility

to stop something

if you don't see it, it doesn't happen

happens all the time

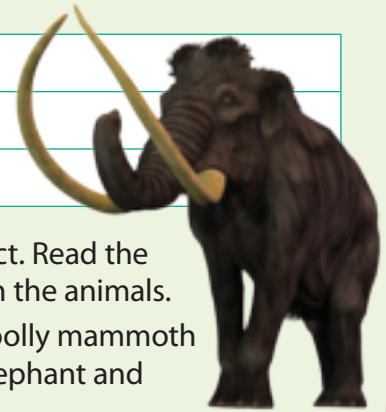
Now write sentences using three of the phrases.

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



Let's write

Elephants are related to woolly mammoths, which are extinct. Read the chart to learn about the similarities and differences between the animals. Then write a paragraph comparing the elephant and the woolly mammoth using the information in the chart and the pictures of the elephant and woolly mammoth (on the next page).



|                 | Elephant  | Woolly Mammoth   |
|-----------------|---|--|
| <b>Habitat</b>  | warm climate  | cold climate   |
| <b>Features</b> | thick, leathery skin (no fur); large ears; long tail; ivory tusks; long trunk | long coarse fur; small ears; short tail; ivory tusks; long trunk |
| <b>Height</b>   | 3,9 and 4 m   | 3,9 and 4 m  |

|  |
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Let's write

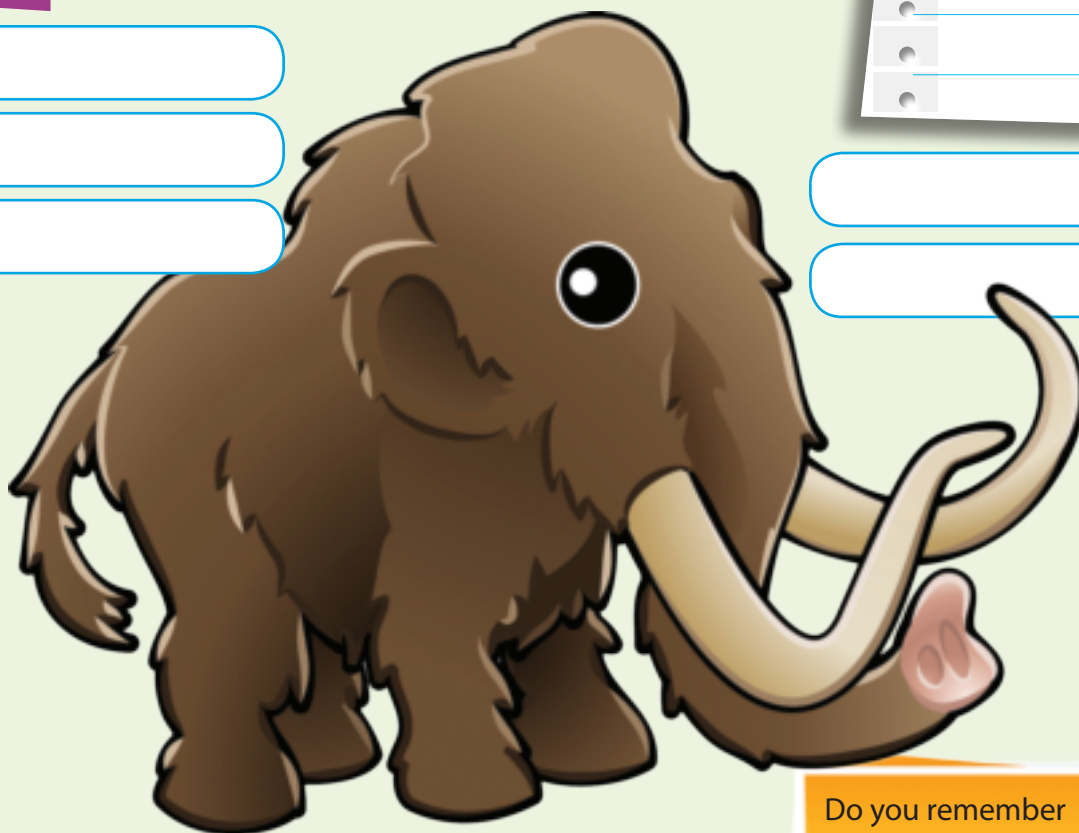
Use the information in the table to label the Woolly Mammoth.


| N | E | W |
|---|---|---|
|   |   |   |
|   |   |   |
|   |   |   |
|   |   |   |
|   |   |   |

O  
R  
D  
S



Let's write

Underline all the adjectives in the following story.  
 Circle the adjectives that tell you more about temperature, age or what something is made of.  
 Finally, use three of the adjectives in sentences of your own.

Do you remember what an **adjective** is? It is a word that tells you more about a noun – a naming word.

e.g. **beautiful** garden  
           ↓                  ↓  
       adjective      noun

Badeef was a small, 6-month-old elephant with big floppy ears and a long trunk. He was too little to have hard, ivory tusks, but one day he would have huge ones. Young Badeef and his mother stood at the watering hole. It was surrounded by long, tender grass and wooden logs. There were a lot of older animals around the deep hole drinking the cool, refreshing water.

Little Badeef lowered his trunk and sipped until he was full. His mother started nudging him with her hard trunk. "It's time to go," she said. As usual, Badeef ran beside her as they made their way through the tall grass. "That watering hole is getting too crowded. It's not safe any longer."

Badeef had to walk fast on his short legs to keep up with his mother and the other female elephants. After several hours they stopped at an enormous baobab tree. The mother elephant reached up with her long trunk and ripped off the tender leaves and soft branches. She handed some to Badeef and then ate the rest.

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Teacher:  
 Sign:  
 Date:





# 75 Bugs, glorious bugs



Let's talk

Look at the picture. Imagine that this is all you were offered for dinner. Tell your group what you would do. Try and make your story descriptive and humorous.



## Good enough to eat

October 26, 2012

by Suzanne Zimblar

Some scientists say we should use insects to help feed the world's growing population. Would you give bugs a try?

Does a crunchy grasshopper sandwich sound yummy? If you live in certain parts of the world – say, Mexico or Thailand or Kenya, or even South Africa – the idea of biting into insects might not seem strange to you at all. For thousands of years, insect-eating has been common practice among many of the world's people. According to bug-eaters around the globe, insects are tasty. “When they are roasted, I find termites really delicious,” says Arnold van Huis.

Van Huis is a bug scientist. He is also an **expert** on bug-eating. He has travelled the world to learn how different groups of people gather insects and prepare them as food. It was in Kenya that Van Huis tried the termites. In Zimbabwe, he had “nicely seasoned” locusts.

Bug fans say insects are not only tasty, they are also **nutritious**. Many are packed with protein, vitamins and minerals.

### Meat of the future?

According to the United Nations, the planet's population is now almost 7 billion. Cattle need large areas of farmland, and feeding the animals can be expensive. “We have to find



**alternatives** to meat,” Van Huis says. “One very good **option** is using insects.”

Raising insects, which are able to live in crowded quarters, would require less land. Bugs would also be cheaper to feed, since they could eat food scraps, such as potato peels. “We throw away one-third of our food,” he says. “Insects could grow on that.”

Not only could bugs eat our scraps, but they would also require much less food – and water – than animals. Insects also use most of what they eat to grow.

### Crunch Time

For insect-eating to become **mainstream**, Van Huis says people must have a chance to sample





tasty, ready-to-eat bugs. There are more than 1 700 types of bugs that are safe to eat. But do not even think of snacking on bugs from your backyard, since there is no way of knowing if they are dangerous!

Van Huis is working with chefs in the Netherlands to develop tasty bug recipes. For one experiment, his team prepared two types of meatballs: some made with plain meat and others made with mealworms and meat combined. In a blind taste test, nine out of

10 people preferred the mealworm meatballs.

In the future, will eating insects be common practice for people everywhere? "I'm absolutely sure it will," says Van Huis.

Care for a Bug Mac, anyone?



**Let's write**

Read the magazine article again and then write answers to these questions.



Why do you think Van Huis thinks we need alternatives to meat? Give two possible reasons.


What insects do people eat in South Africa?

Write down the reasons for eating insects – from what you think are the least important to the most important reasons.

|    |
|----|
| 1. |
| 2. |
| 3. |
| 4. |

Read the article again. Circle all the facts and underline all the opinions. Is the article based mainly on fact or on opinion?

Look at the cover of the magazine. Do you think the picture makes the meal of bugs look tasty? In your answer, talk about the colours of the picture and the way the food is shown.


Do you think the title *Bug Bites* is a good one? Say why.

Would you prefer to eat a Bug Mac or a Big Mac? Say why.



# 76 Bugs stats



Choose the best meaning for the words in **bold**. Write the words in **bold** in your dictionary.

## Let's match

|                     |           |             |                |            |
|---------------------|-----------|-------------|----------------|------------|
| <b>expert</b>       | adept     | skilful     | knowledgeable  | skilled    |
| <b>nutritious</b>   | unhealthy | nourishing  | beneficial     | wholesome  |
| <b>alternatives</b> | changes   | options     | substitutes    | others     |
| <b>option</b>       | choice    | alternative | route          | selection  |
| <b>mainstream</b>   | normal    | ordinary    | unconventional | widespread |



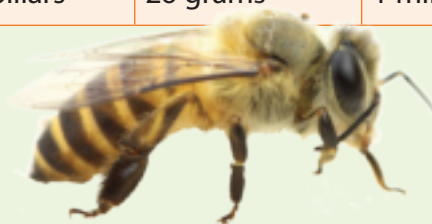
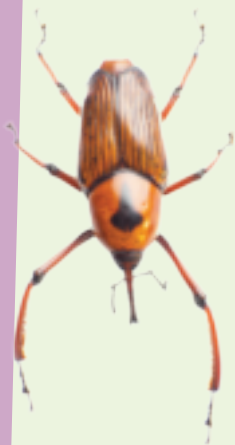
DATE



## Let's write

The chart shows nutritional information for four insects commonly eaten in Nigeria. Read it and then answer the questions.

| Insect        | Protein  | Vitamin B2   | Iron          |
|---------------|----------|--------------|---------------|
| Termites      | 20 grams | 2 milligrams | 27 milligrams |
| Honeybees     | 21 grams | 3 milligrams | 25 milligrams |
| Snout beetles | 28 grams | 2 milligrams | 12 milligrams |
| Caterpillars  | 26 grams | 1 milligram  | 2 milligrams  |



Vitamin B2 helps your body produce energy. Which insect has the most of this vitamin?

Protein helps build your body. How many grams of protein are in 100 grams of termites?

How many grams of protein are in 200 grams of termites?

How many caterpillars would someone need to eat to get 4 milligrams of iron?

In some parts of the world, eating insects is considered completely normal. What do you think is one reason why some people find it strange?





**Let's write**

Write a paragraph comparing the four insects. Give it to your friend to edit once you have written it. Don't forget to use link words such as *and*, *although* and *but*.

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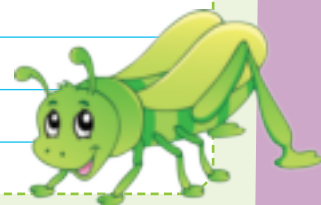
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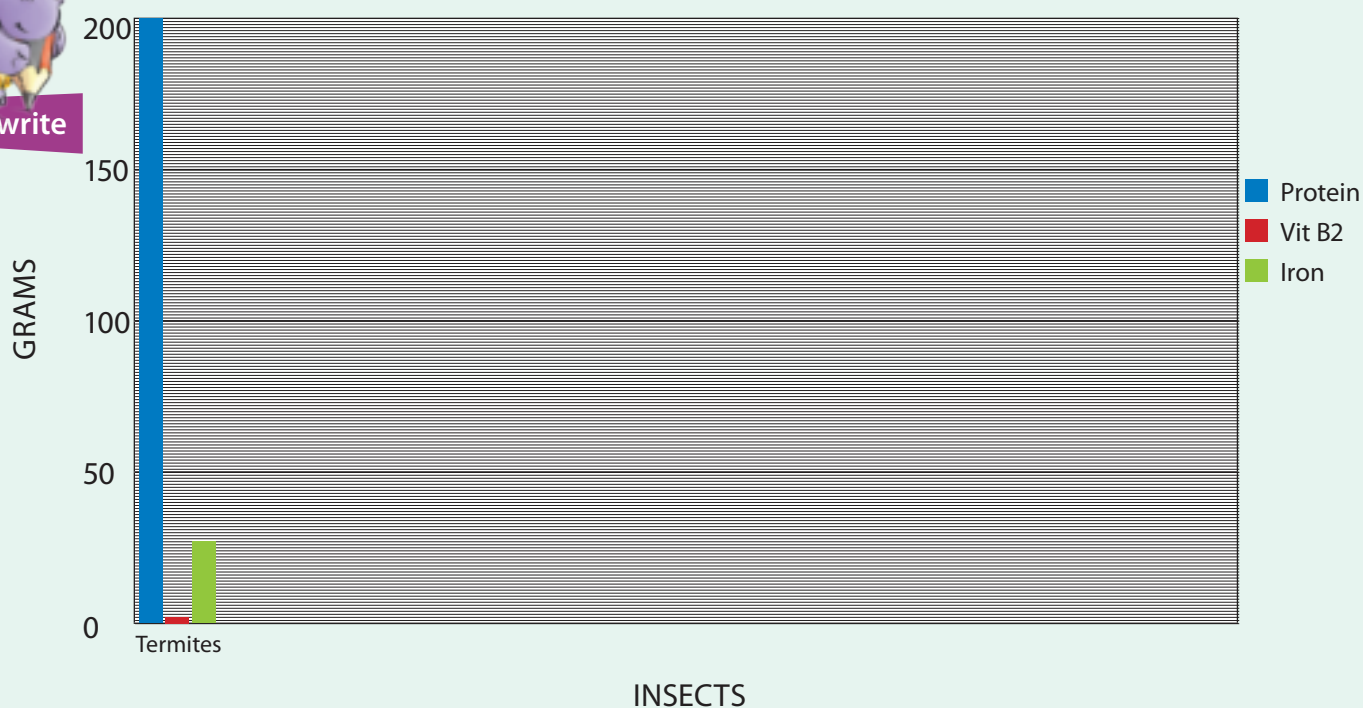
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Make a bar graph using the information from the table on insects. We have done the bar graphs for termites as an example.



**Let's write**



**Let's write**

When **c** is followed by \_\_\_\_\_ it is pronounced as \_\_\_\_\_.

Now write sentences with these words.

icy

ace

mice

space

circle

When "c" is followed by **i, e** or **y** pronounce it as **s**.

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Teacher:  
Sign:  
Date:



# 77 Going to school

DATE

Talk to your group about what being in Grade 5 means to you.  
Now act out this poem.



Let's talk

Homework, I love you. I think that you're great.  
It's wonderful fun when you keep me up late.  
I think you're the best when I'm totally stressed,  
preparing and cramming all night for a test.

Homework, I love you. What more can I say?  
I love to do hundreds of problems each day.  
You boggle my mind and you make me go blind  
but still I'm ecstatic that you were assigned.

Homework, I love you. I tell you, it's true.  
There's nothing more fun or exciting to do.  
You're never a chore, for it's you I adore.  
I wish that our teacher would hand you out more.



Let's read

I am a fifth grade student in Cape Town. I would like to share with you my experience of being in the fifth grade. Is there any fourth grade learner who wants to know how to be able to pass the fifth grade? Well, you should read this. If you don't read this, you might even fail the fifth grade.

To begin with you need to decide what subjects are the most important. When I spoke to the 80 Grade 5 learners in my school, I found out that 72 of them felt that English and Science were the most important subjects; 56 felt that Social Science was important; 38 felt Maths was important and 28 felt that Life Skills was important. The reasons they gave were the following.

To begin with, before you can pass Grade 5, you have to learn all aspects of communicating properly. This means you should be able to be a **fluent** reader, you should be able to spell well, and you should, above all, be a good writer. Writing is important because if you write well, you can express your ideas clearly. This will help you when you work on school projects. Also, there are many writing tests in Grade 5 so if you want a good mark in English you have to practise your writing.

Next, Science teaches you about the world around you and how to find **solutions** to problems. It also teaches you how to be organised. If you are organised, you are able to work clearly, neatly and thoughtfully.

Another important thing you need to know in the fifth grade is all about your country, your culture, and how things work **economically**. This is why Social Science is important.



Finally, Maths teaches you to think logically and to listen to your teacher all the time even if you are very clever. Every teacher likes learners who pay attention. The learner who pays attention and listens to the teacher usually knows what to do and how to do all the school projects or homework the first time the teacher gives instructions.

The last thing you will need to do in the fifth grade is to make a **logical** plan and to study your homework every day after school, so you will be ready to write exams any time. That's why Life Skills is an important subject. I think that a good student should first do homework after school and then play. A good student should not watch too much television but should rather prepare for a lesson every day. In other words, finish your studies first; then play with your friends.

You can now see that it is not easy to be in the fifth grade, but if you read this and realise why your school subjects are important, I **believe** you should not have any problems and you should be able to pass Grade 5. I hope you will enjoy Grade 5, and I hope you will be a great fifth grade learner.

Nomsa Masela  
Grade 5



Let's write

Who should read this essay by Nomsa Masela?

What subjects do children in Grade 5 think are the most important?

Why do most children think that English and Science are very important?

What does Maths teach you that is important?

Why do children think Social Science is important?

Why should you do your homework first before going to play with friends?

What subjects do you think are important? Say why.

Teacher:  
Sign:  
Date:



# 78 Making a graph



Let's write

Write down what you think each word means and then check the meanings of the words in your dictionary.



| Word         | What I think the word means | Dictionary meaning |
|--------------|-----------------------------|--------------------|
| fluent       |                             |                    |
| solutions    |                             |                    |
| economically |                             |                    |
| logical      |                             |                    |
| believe      |                             |                    |



Let's write

Write a summary of Nomsa's essay saying what subjects are most important and why. First underline the topic sentence of each paragraph. Then write down the main ideas clearly and logically. Don't forget to use link words such as "first", "then" and "next" in your summary. Once you have written your summary, go through it to make sure you have included the most important points.

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Let's write

Fill in the best word in the spaces.

one

fifth

third

last

final

two

I passed my \_\_\_\_\_ exams with distinction.

George came first, I came second, and Neo was the \_\_\_\_\_ person to finish the school race.

I only got \_\_\_\_\_ gold star in my test today. I will try harder tomorrow.

This is the \_\_\_\_\_ time that I won't do my homework!

In the \_\_\_\_\_ grade, I have \_\_\_\_\_ favourite subjects – English and Maths.

**Determiner:** a word such as "first", "the", "one", "two", "my", "your" or "fifth" – a word that comes before a noun and is used to show which thing is being spoken about.



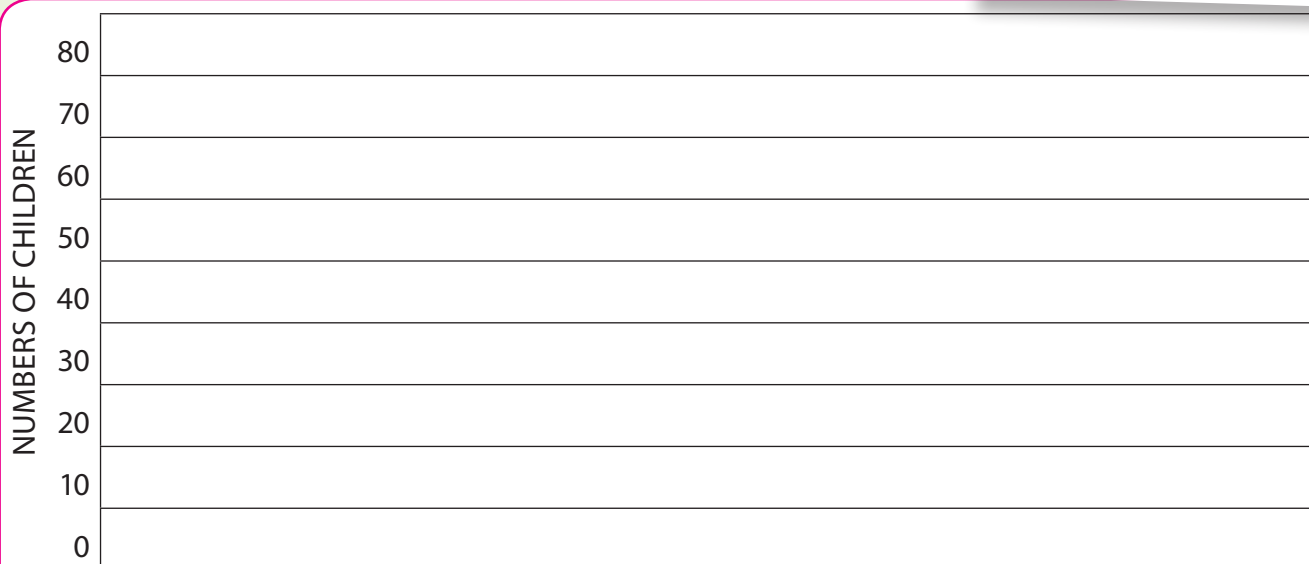




**Let's write**

In the reading passage in Worksheet 77, you are told what subjects children at a Cape Town school like best. Make a bar graph to show the information. You are given the numbers of children on the y-axis. You need to complete the x-axis and the bars themselves.

## FAVOURITE SUBJECT



**Let's write**

Ask questions about the information in your graph.



What subject \_\_\_\_\_ most?  
 What subject \_\_\_\_\_ least?  
 Why did \_\_\_\_\_?



**Let's write**

Replace the words in colour with the best phrasal verb.

divide up

found out

gave up

come in

thought about

Although he found it hard to learn another language, he never **stopped trying**.

He never **discovered** why so few children liked art.

There was a knock on the door and he shouted **"enter"**!

He **considered** many things before he bought the car.

In Science he learned that cells **separate**.



# 79 Cell phones



Let's talk

Give your friend clear directions on how to text someone using a cell phone.

Be clear and use words such as "first", "then" and "next". Make sure that your instructions are logical.



DATE

## Should children have access to the internet?

Zandile says that all her friends have a cell phone, but Zandile's mom doesn't want to buy her one. She doesn't want Zandile to play video games either. What is more, the Internet scares her. Zandile's mom says, "If Zandile has a cell phone, how do we know who she is talking to? Video games are bad for you. The Internet is dangerous. It's like having a gun in the house. We should just ban her from using the computer, and I'm not buying her a cell phone until she is eighteen. This is the only way we can be sure that Zandile is safe."

Zandile's dad disagrees. Although he agrees that there are some dangers to it, he likes the Internet, and finds it very useful. "The trouble is," he says, "we can't stop Zandile from using the Internet, as this would put her at a disadvantage. What is more, I like video games. I think that, when played in moderation, they are fun. Obviously, it is not good to play them without self-control. Finally, I think Zandile needs a cell phone. We can't take these things away."



Let's write

Tick the right answers.

Which of the following best describes the difference between Zandile's mom and Zandile's dad?

|          |  |  |
|----------|--|--|
| <b>A</b> | Zandile's mom wants to ban her from using the computer, while her dad likes to play video games. |  |
| <b>B</b> | Her mom thinks technology is dangerous, while her dad thinks it can be useful.                   |  |
| <b>C</b> | Her mom does not care about her future, but her dad is very supportive.                          |  |
| <b>D</b> | Her mom is very strict while her dad is not that strict.   |  |

Which of the following best describes how her mom and dad are similar?

|          |   |  |
|----------|---|--|
| <b>A</b> | Both her parents like technology.       |  |
| <b>B</b> | Both parents think video games are bad. |  |
| <b>C</b> | Both think the Internet is dangerous.   |  |
| <b>D</b> | Both her mom and dad care about her.    |  |



In paragraph 1, Zandile's mom says, "It's like having a gun in the house." She says this in order to

|          |   |  |
|----------|---|--|
| <b>A</b> | support the idea that the Internet is dangerous           |  |
| <b>B</b> | reject the idea that guns can be safe if used responsibly |  |
| <b>C</b> | encourage Zandile's dad to buy a gun                      |  |
| <b>D</b> | explain why one can't control the internet                |  |

In paragraph 2, her dad says he thinks Zandile needs a cell phone. You know what her mother thinks. What is the best reason her dad can give to convince her mom that Zandile needs a cell phone?

|          |  |  |
|----------|--|--|
| <b>A</b> | Zandile can use her cell phone to talk to her friends, instead of borrowing one of ours. |  |
| <b>B</b> | A cell phone will teach Zandile how to use new technology.                               |  |
| <b>C</b> | Because all of her friends have a cell phone, Zandile should also have one.              |  |
| <b>D</b> | If Zandile is in trouble she can use her cell phone to call for help.                    |  |

In paragraph 2, Zandile's dad says, "We can't stop Zandile from using the Internet, as this would put her at a disadvantage." What does he mean by this?

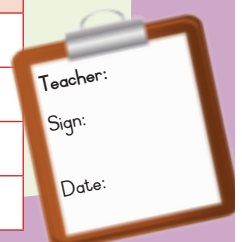
|          |   |  |
|----------|---|--|
| <b>A</b> | Zandile needs to learn how to use the Internet if she wants to have friends.                                  |  |
| <b>B</b> | Zandile should not stop using the Internet because this could slow her learning.                              |  |
| <b>C</b> | If a person's ability to use the Internet becomes important in the future, Zandile will be at a disadvantage. |  |
| <b>D</b> | If Zandile does not learn to use the Internet, then she will never know why it can be dangerous.              |  |

Which of the following do you think her dad would disapprove of?

|          |   |  |
|----------|---|--|
| <b>A</b> | On Saturday, Zandile plays video games all evening. The next day, she wakes up early and goes for a walk. She talks to her friend about what she is going to wear to the party. |  |
| <b>B</b> | Zandile plays video games for an hour or two. Then she eats lunch and meets her friends at the book shop. That night, she and her friends go to a film.                         |  |
| <b>C</b> | Zandile plays video games all morning. When her friends ask her to play outside, she tells them that she is too busy and continues to play.                                     |  |
| <b>D</b> | Zandile plays video games for an hour every day for five days but on these days, she does not watch any TV.   |  |

Which of the following would be the best way for Zandile to change the way her mom thinks about technology?

|          |   |  |
|----------|---|--|
| <b>A</b> | Read her a newspaper article that talks about the importance of technology.   |  |
| <b>B</b> | Provide her with a manual showing how the latest cell phone functions.        |  |
| <b>C</b> | Take her to the library and show her the five most popular internet websites. |  |
| <b>D</b> | Spend the weekend playing video games with her.                               |  |





# 80 Sending a text message



Let's write

Put these instructions on 'sending a message' in the right order. Number your instructions from 1 - 10.

After selecting the message, receiver's name or number, press "send" to send the message. Wait to make sure that the message has been sent.

Decide what you want to text and to whom. Make sure that your message is polite.

To send your completed message, go to "Options" and select "Send".

Add a space after you finish a word. This is usually done by pressing the space bar. You can then begin typing a new word.

Select the "Create New Message" option. You should now have a blank text on your screen. Begin typing your message on the keypad.

Find the main menu on your cell phone.

You can either enter the receiver's number OR find "Phonebook" and choose the receiver's name or number.

Add punctuation marks. Different phones use different keys for punctuation marks.

Most phones have predictive text, which means that before you finish typing the word you are shown what the word could be.

In menu, select the "Messages" or "SMS" (which stands for "short messaging service") icon. The labelling may be different for different phones.



Let's write

Re-read the text about Zandile and then make a mind map summarising the main points of the text.

| Dad's point of view | Mom's point of view | Should Zandile get a cell |
|---------------------|---------------------|---------------------------|
|                     |                     |                           |
|                     |                     |                           |
|                     |                     |                           |
|                     |                     |                           |





Let's write

Complete the sentences using the

**possessive pronouns.**

We have done an example for you.

The keys on the table are ... (for Jack)

The keys on the table are **his**.

The car outside is . (for me)

This cake is . (for my brother)

These apples are . (for you)

The kites are . (for them)

The blue pyjamas are for . (my sister)

A **possessive pronoun** tells you who owns something.

**Mine** is the red one. The one on the table is **yours**.

Don't confuse the possessive pronoun **its** with the contraction **it's** (it is).

**Its** colours have faded. (possessive pronoun)

**It's** beginning to fade. (contraction)

Choose the correct word from the words in brackets and underline it.

Please see if (you're, your) painting is dry.

(It's, Its) too early to go to the show.

(They're, Their) latest record is selling well.



Let's write

Underline the sentences that are universal truths. Then, at the bottom, write a sentence saying why they are universal truths.

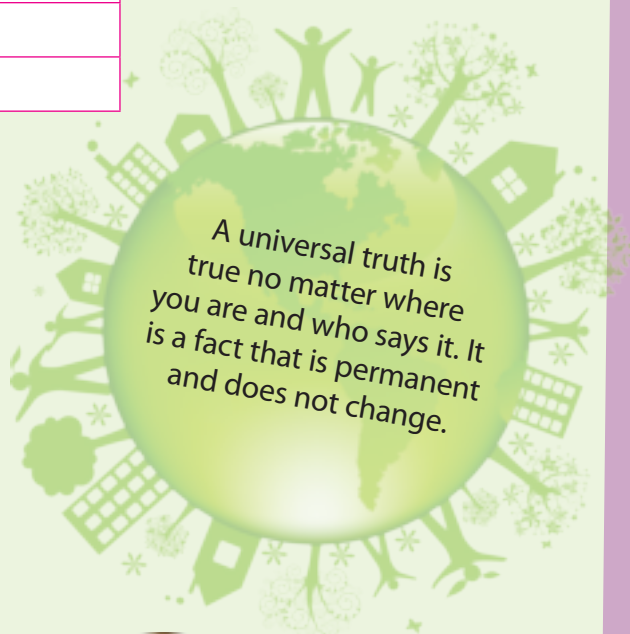
The sun rises in the east.

My dog is the prettiest dog in the world.

The earth moves on its own axis.

The twins are very pretty.

The North and South Poles are covered in ice.



# Checklist



| I CAN   | 😊 | 😞 |
|---|---|---|
| read a short story  |   |   |
| use pictures to predict a story                                     |   |   |
| skim and scan a text to see what a story is about                   |   |   |
| write an ending for the story                                       |   |   |
| summarise a story   |   |   |
| use degrees of comparison   |   |   |
| use adjectives  |   |   |
| use personal pronouns   |   |   |
| answer questions based on a story                                   |   |   |
| plan a story using a story organiser                                |   |   |
| write a story   |   |   |
| identify cause and effects  |   |   |
| identify the soft and hard-g sound                                  |   |   |
| write a book review   |   |   |
| identify countable and uncountable nouns                            |   |   |
| ensure subject-verb agreement                                       |   |   |
| use comparative adjectives  |   |   |
| talk to a friend and the group about various topics                 |   |   |
| say a poem out loud   |   |   |
| identify the rhyming pattern in a limerick                          |   |   |
| make up my own limerick   |   |   |
| read an article and essay   |   |   |
| answer questions about the article and essay                        |   |   |
| show how a picture and headline reinforce information in an article |   |   |

| I CAN   | 😊 | 😞 |
|---|---|---|
| give an opinion with reasons                                      |   |   |
| answer questions such as why did? What did?                       |   |   |
| identify fact and opinion   |   |   |
| match phrases with their meanings                                 |   |   |
| write sentences using phrases                                     |   |   |
| read and answer questions based on a chart                        |   |   |
| write two comparative paragraphs using link words                 |   |   |
| label a diagram   |   |   |
| identify adjectives   |   |   |
| use adjectives in sentences                                       |   |   |
| tell a humorous, personal story                                   |   |   |
| choose the best meaning for words from an article                 |   |   |
| write words in dictionary   |   |   |
| make a bar graph and write questions about the bar graph          |   |   |
| write sentences using words with the soft 'c'                     |   |   |
| write a summary and use a mind map to write a summary             |   |   |
| use determiners in sentences                                      |   |   |
| use phrasal verbs   |   |   |
| give clear directions   |   |   |
| match instructions with pictures                                  |   |   |
| use possessive pronouns   |   |   |
| identify sentences that contain universal truths and give reasons |   |   |





# 6 Different kinds of texts



## Theme 6: Different kinds of texts

## Term 3: Weeks 5 – 8

### Weeks 5 - 6 Stories

#### 81 Saving our trees 36

Tells a story using a given beginning.  
Reads a story.  
Answers questions about the story.  
Identifies character and setting in the story.  
Gives an opinion with reasons.  
Answers questions such as why did? What did?  
Writes a summary of part of the story.  
Identifies the moral of the story.

#### 82 Starting the writing process 38

Identifies and writes about similes.  
Writes sentences in reported speech.  
Chooses a topic for a story and makes a mind map to plan the story.  
Makes notes based on the mind map.

#### 83 Quite a bit about dogs 40

Tells a story based on a picture.  
Uses "ki" and 'ke' words.  
Reads a poem.  
Answers questions on the poem.  
Identifies the meaning of an idiom.  
Identifies sounds that animals make.  
Gives a good title for the poem.  
Matches words with their meanings.  
Writes words in dictionary.

#### 84 At the sea 42

Corrects spelling errors.  
Uses punctuation marks.  
Continues the writing process and writes a draft based on notes.

#### 85 Having a party 44

Acts out a play.  
Reads a play.  
Acts out a play.  
Answers questions based on a play.  
Identifies characteristics of a play.  
Identifies punctuation marks used in a play.

#### 86 More writing 46

Writes down meanings of phrases and checks meaning in a dictionary.  
Writes sentences using phrases.  
Creates sentences making sure there is a subject, verb and object.  
Puts words in alphabetical order.  
Edits a story.  
Uses conditional sentences if ... then.

#### 87 Who can I help? 48

Tells a story about helping someone.  
Reads a poem.  
Gives the poem a title.  
Answers questions on the poem.  
Gives an opinion with reasons.

#### 88 Finishing my story 50

Identifies meanings of words.  
Identifies criteria met in edited story.  
Writes final draft of story.

### Weeks 7 - 8 Reading procedural texts

#### 89 Having a census 52

Takes part in a conversation about urban and rural areas.  
Reads a text about the importance of being counted in a census.  
Answers questions about the text.  
Writes sentences about the importance of a census.

#### 90 Thinking about the census 54

Completes a crossword.  
Plans an essay about a school census.  
Joins sentences using conjunctions showing addition, sequence and contrast.  
Uses prefixes to change meanings of words and then writes sentences using these new words.

#### 91 Do you count? 56

Talks about a diagram showing different aspects of the census.  
Answers questions based on the diagram.  
Discusses a picture with a friend.  
Writes information based on the picture.  
Uses conjunctions showing contrast.  
Gives an opinion with reasons.

#### 92 Holding your own census 58

Conducts an interview with people in the community.  
Uses reported speech.  
Writes down questions and answers gathered from the interview.  
Uses the mind map to write an about the needs of the school and the importance of these needs.

#### 93 Let's be creative 60

Gives instructions and acts on instructions.  
Reads instructions on making a dumper truck.  
Answers questions based on the instructions.  
Identifies command words in the text.  
Matches instructions with drawings.

#### 94 Ordering information 62

Reads a diagram of the life cycle of a plant.  
Orders information of the life cycle of a plant.  
Identifies words that link information.  
Changes sentences into the passive form.  
Changes words by adding prefixes.

#### 95 Eat well 64

Talks about a recipe they like to cook.  
Uses words to order information.  
Reads a text about eating healthily.  
Reads a chart of healthy foods.  
Answers questions based on the text and chart.  
Identifies audience and purpose of the text.  
Draws up a menu using the chart.  
Writes sentences using prepositions.

#### 96 More about healthy eating 66

Writes a report on healthy eating using guidelines.  
Rewrites sentences in the negative form.  
Reads definitions from a dictionary.  
Answers questions based on the definitions.  
Writes sentences using words from the dictionary.

# 81 Saving our trees

Term 3 – Weeks 5 – 6

DATE



Let's talk

South Africa wants to plant more than one million trees throughout the country every year. The project is part of a United Nations programme to encourage the planting of trees that are right for the local environment. The sentences below are the beginning of a story about someone who supported this programme.

I am 11 years old. I decided to have a tree-planting ceremony at my school for my birthday. Instead of the usual gifts, I asked each of my friends to bring a sapling, a spade and some compost...



Let's read

Work in your groups, and make up the rest of the story. Make sure that, after these beginning sentences, it has a middle and an end.

Now read this story.



The old lady told them to call her Ambi. She looked so small and alone as she led them across the bare, windy hillside down a stony track. At last they reached a hollow and in it stood one enormous old tree. Ambi beckoned them close to it and leaned her back against the trunk. She shut her eyes.

"Now," she said, "I have a story to tell you. This tree is the very last tree of all our forests. When I was a girl, all these hills were covered in green forests and the fields were full of different crops. My village, which was called Himandal, was a lovely place. It was in the forest and was the home of many families. All that you see now was trees and green fields."

Wilén looked around, shocked. Millions of trees must once have covered these sad yellow hills. How many monkeys and elephants, birds and deer had lived here? A forest was like a whole world. Until this moment, Wilén hadn't understood that a whole world could disappear so entirely.

"Will our village also look like this one day?" He shivered to think of it.

Denngu, his uncle, stood between the tree's great roots, his face pinched and pale and stared at the hills as bare as stone, as if it hurt him to look.

Ambi went on, "The forest gave us wood to build, medicines to heal and food to eat. It brought

rain to fill our rivers and to water our crops. But little by little, we cut it down to grow more crops, to mine for coal, to make money."

Ambi touched Denngu's arm and looked into his sad, miserable face. "Your father, Jenak," she told him, "he warned us. The coal will run out, he said. The soil will lose its goodness and no rain will come. He warned us and warned us. But he was only young and no one listened. And one day, all the forest was gone. The coal *did* run out, the soil *did* die, the rains *did* fail. Just as he said. People had to leave or starve. And now there is nothing. Nothing and nobody. Just me and the old tree, as old as these hills, waiting to die."

Ambi stood away from the tree. "That's all I have to say. Now go home."

The bus drove on through the night. Wilén knew now that he must try to win the fight that his grandpa had lost so long ago.

As they got off the bus the next morning, Wilén pulled out the paper money that had been burning in his pocket ever since Denngu had given it to him.

"I love you, but we can't do this to the land. Keep your money. I can't and won't take it!"

By Nicola Davies





Now answer these questions about the story.

Where does the story take place?



There are three main characters in this story: Ambi, Wilen and Denngu.

What kind of person do you think Ambi is and what do you think is important to her? Quote a line from the story to support your answer.



How does Wilen feel about what happened to the village? Quote two words or phrases from the passage to support your answer.



Denngu gave Wilen money but Wilen gives it back to him. Why do you think Denngu gave him money?

What did Denngu's grandfather warn the villagers about?

One reason why the villagers didn't listen to his grandfather was because he was young. What do you think another reason could be?

Wilen felt that he should carry on fighting to save the environment. Do you think it is important to care for the environment? Say why.



Write a summary of what happened to Himandal.




What do you think the moral of the story is?





## 82 Starting the writing process



Let's write

Nicola Davies uses a comparison – a simile – when she says: "A forest was like a whole world".

**Simile:**  
When you use a simile, you compare one thing with another thing using either **like** or **as**.  
For example:  
She is as slippery as an eel.  
Her eyes are like diamonds.

What two things are being compared?

What are the similarities between a forest and the world?

Do you think the comparison is a good one? Say why.

The writer uses two more similes in her story:

| Simile                                     | What is being compared? | Is the comparison a good one? Say why. |
|--|-------------------------|--|
| stared at the hills as bare as stone       |                         |  |
| me and the old tree, as old as these hills |                         |  |



Let's write

Rewrite these sentences in reported speech:

Ambi said, "Then one day the forest was gone. People had to leave or starve."


Wilén said, "I love you, but I can't do this to the land. I can't and won't take your money!"


With **direct speech** we use the exact words that someone says. We can either do this by using inverted commas to show the exact words that are said or, in a play, by using colons to show when someone is speaking. For example:

*Zondi: I'll call them tomorrow.*

*Zondi said, "I'll call them tomorrow."*

With **indirect** or **reported speech** we tell someone what the person has said.

For example: *Zondi said that she would call them the next day.*

Can you see what changes when you change direct into indirect speech?

You take away the quotation marks or colon.

You usually use the word **that**.

The verb changes. For example, the **present** becomes the **past**.

The pronouns change. For example, **my** becomes **her**; **I** becomes **he** or **she** etc.)







Let's write

You are going to write a story of your own, now. Choose one of these topics and then start planning your story. Write down your ideas first on your mind map and then use the mind map to write notes. Include what you are going to write about, the characters, the setting, the beginning, middle and end.

NEW  
WORDS

My most embarrassing moment

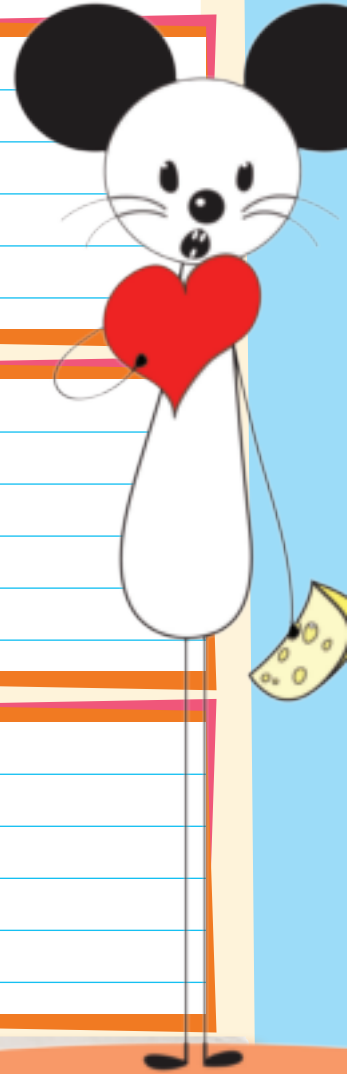
What is important to me ...

My first day of school

My biggest surprise

My special friend

A day in the life of ...



Large lined area for writing the story.

Teacher:  
Sign:  
Date:





# 83 Quite a bit about dogs

DATE



Let's talk

Look at the picture. Tell a story based on it. Use as many of the following words as you can.

kiss

kept

kick

key

kind

kitten

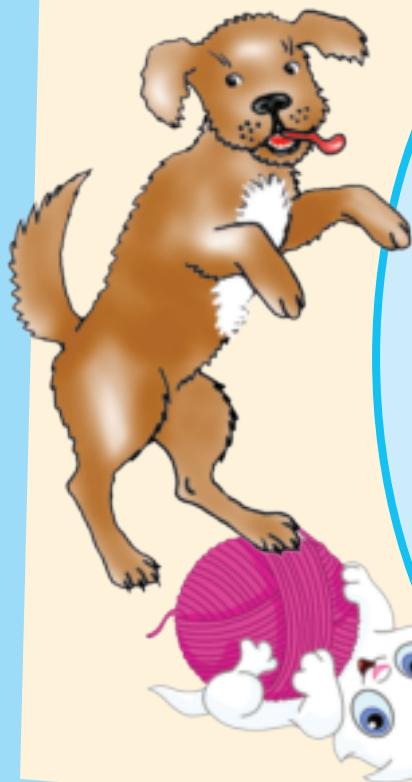
kids

kiosk

kite



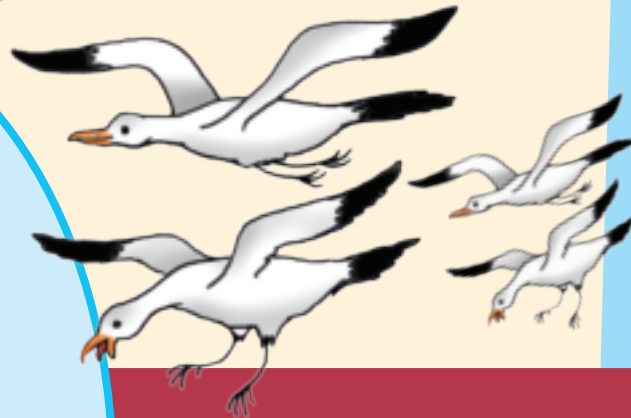
Let's read



I'm a happy dog at the beach.  
If I had the power of speech  
I would tell you all  
To throw my ball  
I'm a happy dog at the beach.

I'm a happy dog at the beach.  
There are no new tricks you can teach,  
I'm bouncy and glad  
And my tail wags like mad,  
I'm a happy dog at the beach.

I'm a happy dog at the beach.  
As I hear the seagulls screech  
I chase and I bark  
Long into the dark,  
I'm a happy dog at the beach.





**Let's write**

Read the poem again and then write answers to these questions.

Does the dog like the beach? Say why.


He enjoys chasing seagulls. Do you think he can catch them? Say why.


What do you think the dog means when he says, "If I had the power of speech?"

What is the one thing he would ask people to do for him if he could speak?

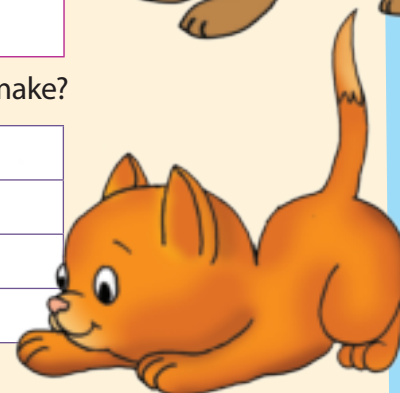
The dog says he can't be taught new tricks. What does the idiom "You cannot teach an old dog new tricks" mean? Choose the best meaning from the following:

|   |                          |
|---|--------------------------|
| It is difficult to make someone change the way they do something when they have been doing it the same way for a long time. | <input type="checkbox"/> |
| Old people can't be taught new things.  | <input type="checkbox"/> |
| People think the way they do things is always the best way.   | <input type="checkbox"/> |
| Only young dogs can learn things; older dogs find it very difficult.  | <input type="checkbox"/> |



Seagulls screech when they fly around. What noises do the following animals make?

|        |                      |
|--------|----------------------|
| dog    | <input type="text"/> |
| cat    | <input type="text"/> |
| whales | <input type="text"/> |
| seals  | <input type="text"/> |



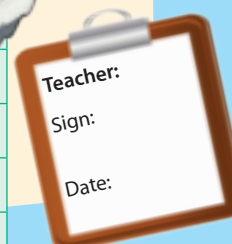
What would be a good title for the poem?



**Let's match**

Choose the best meaning for the words in bold. Write the words in bold in your dictionary.

|                |        |         |                  |            |
|----------------|--------|---------|------------------|------------|
| <b>power</b>   | rule   | control | influence        | ability    |
| <b>tricks</b>  | stunts | magic   | clever behaviour | activities |
| <b>bouncy</b>  | firm   | springy | lively           | elastic    |
| <b>screech</b> | shriek | yelp    | cry              | shout      |
| <b>chase</b>   | hunt   | game    | dash             | follow     |





# At the sea



Let's write

Dear Onicca

I am mising you vey mutch. But I am haveing  
a lovly tim at the sea. Evry day Sam and I go to  
the beech. We kik the ball, play with my kight and  
build sand casles. My dog and kiten  
are also hapy to be at the see. When I get home  
I'll show yu all my pichures. I am so glad my mom  
bout me a new camra. Lots of kises.

Love Merriam



Let's write

You need to use punctuation when you write what people say, so that whoever is reading it, knows when a person speaks and when a person stops speaking. Read this sentence:

**Sally says, "I love playing on the beach."**

What punctuation is used to show that Sally is speaking?

Write down two other punctuation marks that are used.

Now punctuate these sentences. Use these punctuation marks:



Sally says I throw the ball to my dog

Sally shouts don't cross the road now

Notembi replies I can't come and play today

My friend asks when will you come and play with me







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

- a beginning
- a middle
- an end
- characters
- location: where your story takes place
- dialogue
- a problem and how you resolve the problem

Use words such as "and" and "but" to link your sentences.

[illegible][illegible]

Teacher:

Sign:

Date:



# 85 Having a party



Let's talk

Read this extract from a play about Orphan Annie. There are eight characters in it. Each person in your group should decide what part he or she is going to play. Practise the play and then act it in front of the class.



Let's read

- ANNOUNCER: [Jovial] Here it is! Five forty-five on Orphan Annie's birthday, and so far, Annie hasn't the **slightest suspicion** of her big surprise party. Joe is keeping Annie away from the farm so she won't **catch on**, and all Annie's school friends have arrived for the party already.  
[Children chatter noisily and run about.]
- ANNOUNCER: You can hear the noise they're making in the Silo kitchen, running around Mr and Mrs Silo, and, listen, there's Potato Face talking now.
- POTATO FACE: Hey, Squinty! Look at my new scarf!
- SQUINTY: I saw it in school today. It looks like a chessboard!
- MRS. SILO: Goodness gracious me! Not so much noise! Not so much noise!
- MR. SILO: [Laughs] If Annie's anywhere within a kilometre of the house, she can hear the lot of you, most likely.
- CINDY: When's she coming, Mrs. Silo?
- NOGA: Yes, Mrs. Silo, when will she be here?
- MRS. SILO: Are all the children here?
- CINDY: Yes, ma'am, everybody from school! The only one that wouldn't come was Mike Gool.
- MRS. SILO: He didn't come?
- JIMMY: Oh, he's just a **sore head**!
- POTATO FACE: Joe Corncast and I had to give him a **good talking to** today so he wouldn't **give the secret away** to Annie.
- NOGA: When's Annie coming, Mrs. Silo?
- MRS. SILO: Well, Joe promised to have her here by twenty minutes to four.



CINDY: Oooh! It's almost twenty minutes to four now!

MRS. SILO: Indeed, I *know* it is!

POTATO FACE: Hey, Jimmy! Take a look out of the window! See if you can see Joe and Annie coming!

JIMMY: Okay!

MRS. SILO: Now you children can all hide in the lounge, and when Annie and Joe come inside, you can come running out and shout, "Surprise!"

NOGA: All right, Mrs. Silo.

JIMMY: Hey, get ready everybody! Here they come!



Why have all the children come to Mr and Mrs Silo's house?

**Let's write**

Why do you think Mike Gool didn't want to come to the house?

Why do you think Annie is called "Orphan Annie"?

Do you think Annie is popular? Say why.

Potato Face and Squinty are nicknames for two of the boys. Why do you think they were given these nicknames? In your answer use as many descriptive adjectives as you can think of.




What punctuation marks show you when a new character speaks?

Why has the writer written words in brackets and in a different type face?

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







## 86 More writing



Let's write

Write down what you think each phrase means. Then look up the phrases in your dictionary to see if you are right.



| Phrase              | What I think the phrase means | What I found in the dictionary |
|---------------------|-------------------------------|--------------------------------|
| slightest suspicion |                               |                                |
| catch on            |                               |                                |
| good talking to     |                               |                                |
| a sore head         |                               |                                |
| give a secret away  |                               |                                |

Now write sentences using three of the phrases.

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



Let's write

Use a word from each column to make three sentences of your own. Make sure that your sentences have a subject, a verb and an object.

e.g. The **boy** **hits** the **ball**.

↓   ↓   ↓  
**subject** **verb** **object**

|           |         |             |
|-----------|---------|-------------|
| fishermen | lick    | home        |
| Annie     | learn   | boats       |
| children  | rush    | ball        |
| people    | hits    | Life Skills |
| dogs      | row     | owners      |
| boy       | invites | friends     |

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



Let's write

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

|      |      |        |        |        |        |      |
|------|------|--------|--------|--------|--------|------|
| ball | bait | banter | basket | barter | ballot | back |
|      |      |        |        |        |        |      |





**Let's write**

Read the following text that has been edited. Write down the correctly spelled words and punctuation marks in the space provided.

## Sparky the Dalmation dog

A long time ago, a little Dalmation puppy sat outside the outside the fense (sp) \_\_\_\_\_ at the school. The puppy loved watching the children play. He wanted to play with the children, but he was very shy.

One day, the puppy folowed (sp) \_\_\_\_\_ two children home from school. He curld (sp) \_\_\_\_\_ up under a tree in the front yard to take a nap. Suddenly, he woke up. When he looked up, he saw that the children's house was on fire. The puppy knew he needed to get help. He ran down the street to the fire station, barking all the way.

The puppy saw the firefighters jump on their trucks and leave. He tried to run behind them, but his little legs could not keep up. When he got back to the house, he looked all around for the children but could not see them. He was very worried (sp) \_\_\_\_\_.

After the fire was out, the firefighters noticed the sad-looking puppy shivring (sp) \_\_\_\_\_ under a tree.

"Look, it's the little puppy we saw at the station." Firefighter Janet scooped up the puppy in her arms.

"Hey, little guy, where do you live (punctuation mark needed) \_\_\_\_"

"I know," said firefighter Janet, "lets (apostrophe needed) \_\_\_\_\_ take him to see the family. I'll bet he could cheer up the kids," said the firefighter. She nocked (sp) \_\_\_\_\_ on the door. The puppy could barely beleive (sp) \_\_\_\_\_ his eyes!

The children were safe! They hugged the puppy and he wagged his tail.

"Do you know who this puppy belongs to?" asked the firefighter. "He's a real hero, he ran all the way to the fire station to let us know there was a fire at your house."

"I guess that makes him a fire dog. Maybe we should call him Sparky. Sparky the Fire Dog," said the firefighter. Sparky found a new home at the fire station.

Sparky was very pride (sp and tense) \_\_\_\_\_ of his knew (sp) \_\_\_\_\_ name and loved his new home at the fire station. He worked hard to teach children and their families everywhere how to stop fires from happening.



(sp) = spelling



**Let's write**

Join the correct parts to make sentences.



|                                   |             |                                |
|-----------------------------------|-------------|--------------------------------|
| If John makes breakfast           | <b>then</b> | I will have to put on a hat.   |
| If I go to the beach              |             | Pam will wash the dishes.      |
| If my dog gets wet                |             | we will play Hide and Seek.    |
| If many children come to my party |             | he shakes his coat dry.        |
| If it is very hot                 |             | it will rain later in the day. |





# Who can I help?



Let's read



Stretch out your hands  
Reach out  
To the people's needs  
Open your ears  
Here are **inspiring** words.

Open your eyes  
And look around.  
Just ask yourself  
What can I do?

You have hands  
You have eyes  
You have ears  
**Expose** yourself.



If you love, love more  
If you sing, sing the best  
If knowing how to colour,  
Colour this year  
If having anything good  
Show it to the world  
Do not hide, **come out**  
**Confident** and **strong**  
Expose yourself  
This year.

Albert Mogale







Let's read

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



NEW  
ORDS

What does Albert Mogale think people should do?

What does he think people need in order to be able to help others? Write a full sentence.

If you are talented what should you do? Write a full sentence.

Do you think your school would think that any talent is important or only a talent that allows you to do well at school? Say why.

What do you think Mogale means when he says "Expose yourself This year"?

The poet repeats the word "expose". What word could he have used instead of "expose"?

Do you like the poem? Say why. Then give the poem a title.

Write a paragraph describing your talents.

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





Term 3 – Weeks 5 – 6

DATE

# 88 Finishing my story



Let's write

Write down what you think each word means. Then check the meaning in your dictionary.



| Word /s   | What I think the word means | Dictionary definition |
|-----------|-----------------------------|-----------------------|
| inspiring |                             |                       |
| expose    |                             |                       |
| come out  |                             |                       |
| confident |                             |                       |
| strong    |                             |                       |

Use three of the words to write sentences.

---



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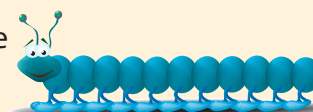


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Let's write

Look at your friend's essay. Edit it. Then, look at the criteria and write **Y** if you feel that the criteria were met, **S** if you think they were partially met and **N** if you felt the criteria weren't met at all.



| Ideas  | Organisation  | Voice   |
|--|---|---|
| It all makes sense. <input type="checkbox"/>   | It starts out with a bang. <input type="checkbox"/>                                 | It sounds like a real person wrote it. <input type="checkbox"/>                   |
| The writer knows the topic well. <input type="checkbox"/>                                      | Everything ties together and at the end it feels finished. <input type="checkbox"/> | You can tell the writer is interested in what she wrote. <input type="checkbox"/> |
| The writer has included interesting details. <input type="checkbox"/>                          | The story builds up. <input type="checkbox"/>                                       | You can tell the writer was thinking about her audience. <input type="checkbox"/> |
| Once you start reading you don't want to stop. <input type="checkbox"/>                        | You can follow the story easily. <input type="checkbox"/>                           | <input type="checkbox"/>  |
| Word choice  | Sentence structure  | Language  |
| This is the best way to say this. <input type="checkbox"/>                                     | The writer's sentences begin in different ways. <input type="checkbox"/>            | The writer uses punctuation correctly. <input type="checkbox"/>                   |
| Her words make pictures in my mind. <input type="checkbox"/>                                   | Sentences are different lengths. <input type="checkbox"/>                           | Almost every word is spelled correctly. <input type="checkbox"/>                  |
| The words she uses are powerful and specific. <input type="checkbox"/>                         | It sounds good when you read it. <input type="checkbox"/>                           | The writer indented each paragraph. <input type="checkbox"/>                      |
| Some of the words stay with you after you have finished reading them. <input type="checkbox"/> | The writing flows easily. <input type="checkbox"/>                                  | The way it is written makes the story easy to read. <input type="checkbox"/>      |





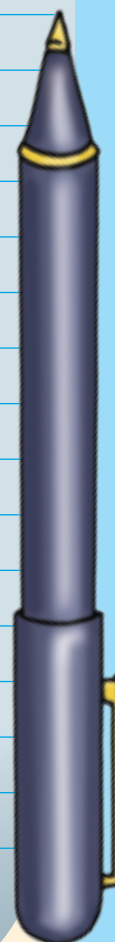
Let's write

Write the final draft of your story.



NEW  
WORDS

S

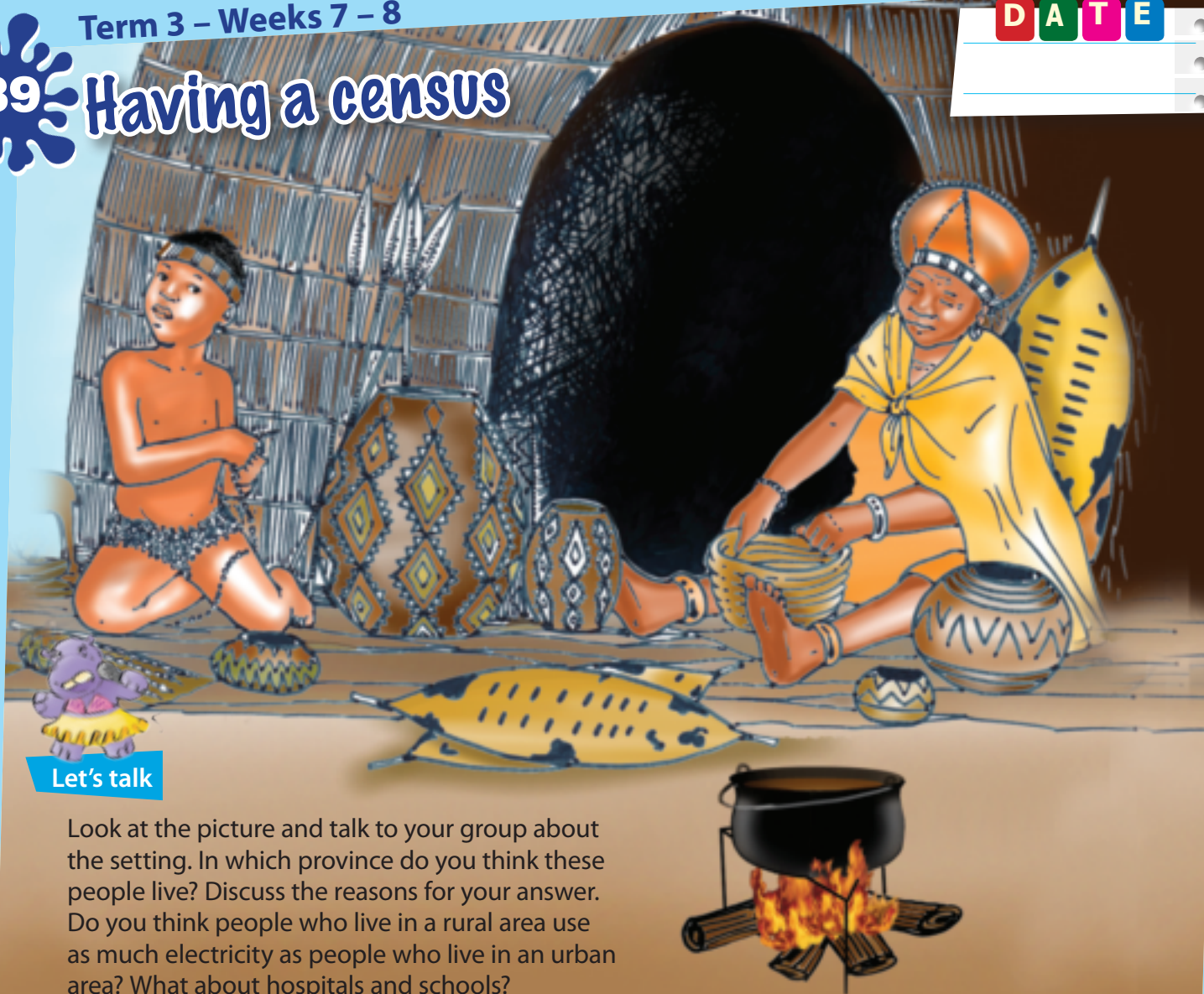


Teacher:  
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Date:





# 89 Having a census



## Let's talk

Look at the picture and talk to your group about the setting. In which province do you think these people live? Discuss the reasons for your answer. Do you think people who live in a rural area use as much electricity as people who live in an urban area? What about hospitals and schools?



## Let's read

When your mom makes cheese and tomato sandwiches for your friends, she needs to know how many friends want sandwiches. This will tell her how many slices of bread to cut, how much butter to use, how many tomatoes to pick, and how much cheese to buy. In the same way, the census counts all the people in the country so that government can work out how many programmes and services are needed and where they are needed. Government will use the census numbers to decide how to spend money for hospitals, schools, housing, roads, water, electricity, playgrounds and lots of other things. Businesses will use the census to decide where to build new shops.

Census workers are called enumerators. They help you fill in a special form. All people are counted. It doesn't matter where they live, how old they are, what language they speak and whether they are citizens or not. The information that comes out of the census can help make the place where you live a better place.

It is important to be counted in a census. If you aren't, the place where you stay may not get money from government to build things your community needs.







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



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

What is a census?

Why does a country have a census?

Who is counted in a census?

How can a community benefit after a census is held?

Write down three things that you think are needed in your community.

We are told that by holding a census, government will know what services to provide to different communities. What service that government provides do you think is important?

Write three sentences saying why you think it is important.





## Thinking about the census



Let's write

Complete the crossword. You will find the words in the passage in worksheet 89.

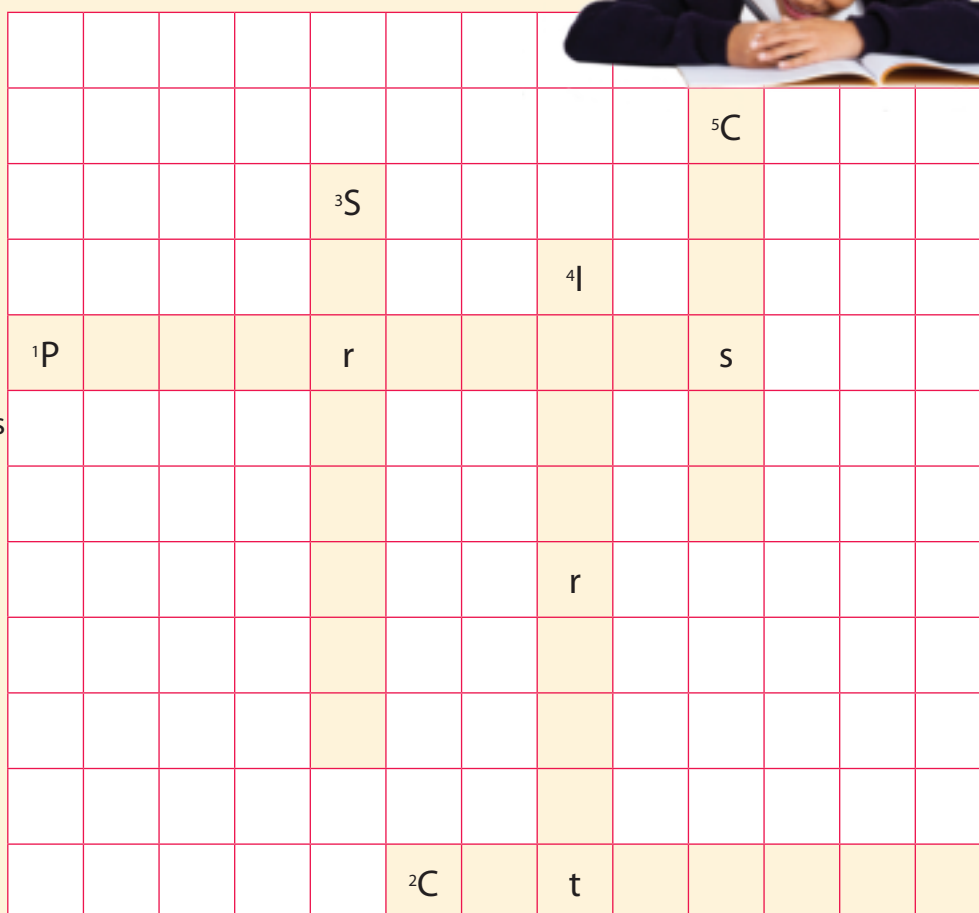


## ACROSS

- plans; arrangements
- people who carry identity documents of a country

## DOWN

- these are provided to people by municipalities
- necessary
- a count to get information



Let's write

Imagine that your class has just conducted a census to see what your school needs. In Worksheet 92 you are going to write an essay of four paragraphs saying what you think your school needs and why you think it needs these things.

Before writing the essay you are going to plan it by completing this mind map.

What our school needs

---



---



---

Our school census

---



---



---

Why our school needs them

---



---



---

Conclusion

---



---



---





**Let's write**

Join these sentences together using the word in brackets.



Blank lined paper for writing.

The census starts in October. Census gatherers have been trained to get information. (**so**)

Blank lined paper for writing.

All census gatherers have an official Identity Document. All census gatherers wear special clothes. (**and**)

Blank lined paper for writing.

Everybody is counted in a census. You must be in the country to be part of a census. (**but**)

Blank lined paper for writing.

The government uses information from the census to help communities. It is important that everyone is counted. (**therefore**)

Blank lined paper for writing.

Find out if the census gatherer has an ID. Let the person into your home. (**then**)

Blank lined paper for writing.



**Let's write**

We add a prefix to the beginning of a word to change its meaning. You can use prefixes to make lots of new words and improve your vocabulary.

Use the prefixes in brackets to make new words. Then write sentences with each new word you make.

agree (dis) \_\_\_\_\_

polite (im) \_\_\_\_\_

important (un) \_\_\_\_\_

significant (in) \_\_\_\_\_

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

# 91 Do you count?

DATE



## Let's talk

Look at this diagram, which shows you what a census gatherer wore in 2011. Talk to your friend about it.



### YELLOW REFLECTIVE BIB

Census officials wore reflective bibs as well as official Census 2011 T-shirts.



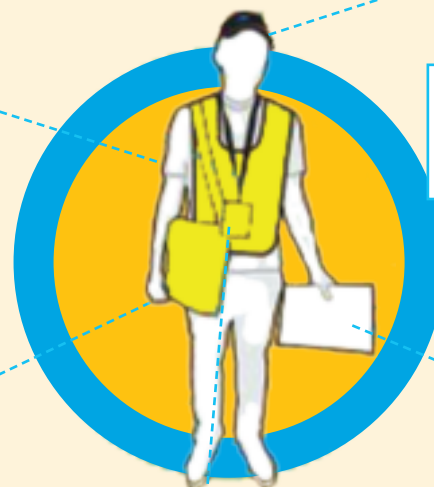
### BLACK STATS SA PEAK CAPS

Black peak caps were worn by every fieldworker and Stats SA's logo appeared above the peak.



### YELLOW BAG

Census officials carried an official Census 2011 yellow bag.



### AN OFFICIAL QUESTIONNAIRE

Each questionnaire had a unique number. You answered it with the assistance of the official.



### CENSUS 2011 ID CARD

Every fieldworker carried an ID card.

### HOW THE PROCEDURE WORKED

- A fieldworker wearing Census 2011 gear arrived with a questionnaire containing 75 questions.
- If a person asked for identification the fieldworker produced a Census 2011 ID card. If the person was worried, they called **0800 110 248**.
- The person either invited the fieldworker in or chose another suitable place to complete the questionnaire.



## Let's write

Read the information again and then write answers to these questions.

Why do you think you should be proud to be counted?

\_\_\_\_\_

There were five things that a real census gatherer had to have. Write them down.

\_\_\_\_\_

\_\_\_\_\_

The colour of the bib was \_\_\_\_\_. The colour of the cap was \_\_\_\_\_.

What did people ask census gatherers for before allowing them into their houses?

\_\_\_\_\_

What number could they phone if they were not sure that the person was a proper census gatherer?

\_\_\_\_\_







Let's talk

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



Let's write

The young census gatherers who came to our community wore red caps and orange bibs. They carried census forms and a pencil to fill in the information. They wore an ID around their necks. Look again at the diagram and description of census gatherers on the previous page. In what way is the clothing that those census gatherers are wearing different from the clothing that the census gatherers are wearing in the picture?



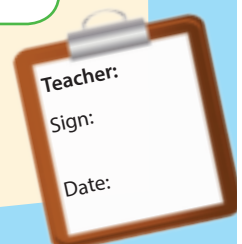
Let's write

Complete these sentences.

In the diagram the hat is black **but**

In the diagram the bib is yellow **but**

If you were alone in the house and you had seen the diagram and the picture of the census gatherers, what would you have done to make sure that the person was a real census gatherer? Write a sentence.



## Holding your own census



Remember, you will be reporting what someone has said to you.



"No, of course not! Please come in and we can sit in the dining room at the table."

This image shows a single sheet of white paper with horizontal blue lines, resembling notebook paper. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.



Write four paragraphs.

Don't forget to give your essay to a friend to edit.

[illegible]

NEW  
O  
R  
D  
S

[illegible]

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

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

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





## Let's talk

Have you ever made something out of paper, cardboard or wire? If you have, tell your group what you made, how you made it, and whether it worked or not. Now work with your friend. One of you gives instructions on how to make a bracelet out of cardboard and the other must make the bracelet. Then swap roles.

### To make a bracelet

1. Cut out a long, thin strip of card.
2. Stick the ends of the card together with some glue. This will make the shape of your bracelet.
3. Decorate with stickers, coloured beads, and anything else you would like to use.
4. Give to a friend.



## Let's read

Read these instructions carefully.



### How to make a dumper truck

#### You will need:

- 1 large cereal box
- 2 small cereal boxes
- Shoobox lid
- Thin strip of blue paper
- 4 bottle tops
- Red and yellow paint to decorate
- 4 round lids
- Some newspaper
- Grey paint
- Black paint
- Sticky tape



#### Method

1. Cut one of the small cereal boxes in half, lengthways.
2. Stick it on top of the larger cereal box using sticky tape on one side only.
3. Cut the second small cereal box in half, widthways, and stick this on the other end of the large cereal box, standing upright.
4. Stick a shoebox lid on the highest part of the truck to make a roof.
5. Stick a strip of blue paper just underneath the roof to make a window.
6. Stick two bottle tops onto the lower front of the truck to make the headlights.
7. Paint the truck red and yellow.
8. Paint four round lids black. When they are dry, stick them around the bottom of your truck to make the wheels.
9. Scrunch up pieces of old newspaper and paint them grey to make some rocks for your truck to carry.







Let's write

What is the purpose of these instructions?


What size cereal boxes must you use?

What do you need a shoebox lid for?

You are told to use scrunched up paper. Why?

Write down four command words from the text.

Draw lines to match the instructions with the pictures.

1. Cut one of the small cereal boxes in half, lengthways.
2. Stick it on top of the larger cereal box using sticky tape on one side only.

3. Cut the second small cereal box in half, widthways, and stick this on the other end of the large cereal box, standing upright.
4. Stick a shoebox lid on the highest part of the truck to make a roof.
5. Stick a strip of blue paper just underneath the roof to make a window.

6. Stick two bottle tops onto the lower front of the truck to make the headlights.
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8. Paint four round lids black. When they are dry, stick them around the bottom of your truck to make the wheels.

9. Scrunch up pieces of old newspaper and paint them grey to make some rocks for your truck to carry.



# 94 Ordering information

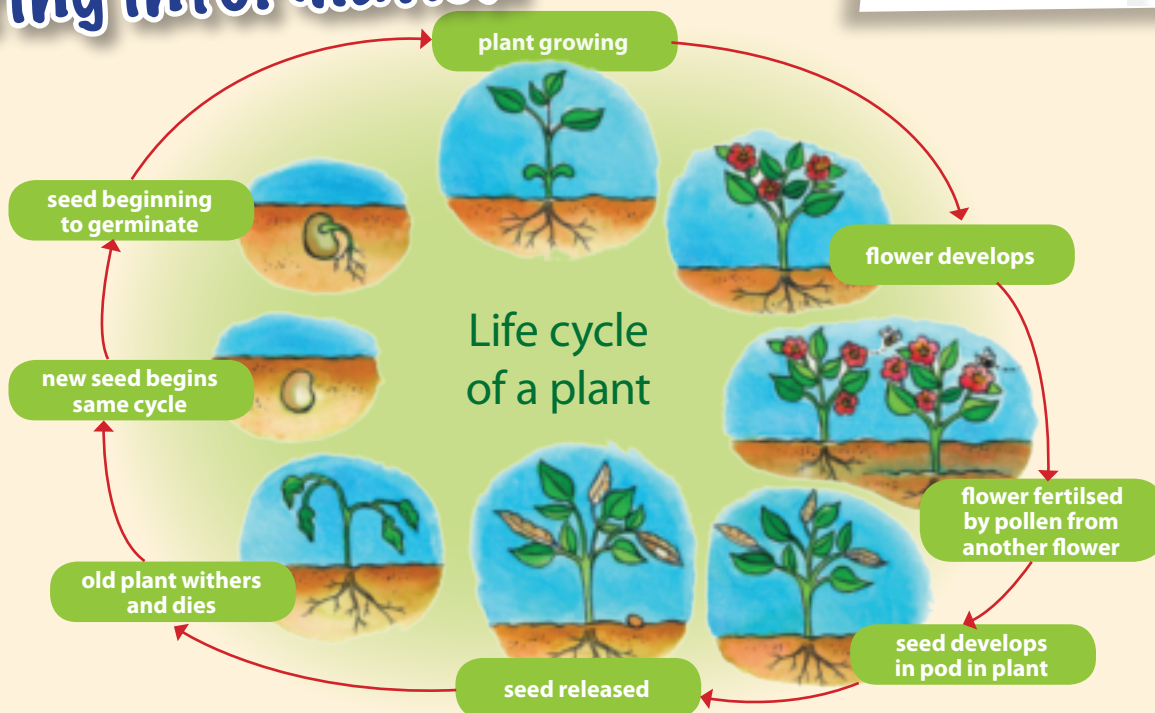


Let's talk

Look at the drawing of the life cycle of a plant. The steps in this cycle are always the same.



Let's write



Now read this paragraph. It describes the life cycle of a plant. However, the sentences in the paragraph are not in the right order. Rewrite the paragraph so that it gives a clear, ordered description of the life cycle of a plant. Use the pictures to help you.

## Description of the life cycle of a plant

When the seed is fully grown it is released. When the plant has grown big enough it develops a flower. The seed begins to grow under the ground. Then the old plant fades and dies. Once the flower has been fertilised, seeds begin to form inside the seedpod or fruit of the plant. But the new seed settles on the ground and, in time, begins to grow, so beginning the same cycle again. After a while the flower is fertilised by pollen from another flower of the same kind. Then the young plant pushes above the ground and grows bigger.





**Let's write**

You have learned that there are words that help to show when things happen and give order to our writing. They are words such as:

**first, second, third, finally, then, when, after a while, next.**

Underline all the words in your rewritten paragraph that show order.



**Let's write**

Change these sentences into the passive form.

Neo plants a seed.

Neo waters the seed every day.

Pollen fertilises the flower.

Neo digs the ground.

We sell flowers at the store.

### The passive voice

Look at these two sentences. They mean the same thing.

Neo plants a flower.

**active voice**

A flower is planted by Neo.

**passive voice**

How do we make the passive voice?

We change the verb form into **is** and **are**.

We change the positions of the nouns, and we use **by**.

We use the passive if, for example, we think the plant is the most important thing.



**Let's write**

Change the words below by adding these suffixes and then use them in a sentence.

able

ly

less

ed

ful

care

bare

help

read

plant



Teacher:  
Sign:  
Date:





# Eat well



## Let's talk

What food do you like best? Do you cook at home? If you do, tell your group what you cook, the ingredients you use, and how to cook it. Use words like "first", "then", "next", and "finally".



Lots of children want to know which foods to eat to be healthy, so let's learn the difference between **Go**, **Slow**, and **Whoa** foods.

Foods can be classified into three groups: Go, Slow, and Whoa.

## Go foods

These are foods like fruit, vegetables, meat, chicken and fish that are good to eat almost any time. They are the healthiest foods.

## Slow foods

These are "sometimes foods" such as waffles and pancake. They aren't banned, but they shouldn't be eaten every day. At most, eat them once or twice a week.

## Whoa foods

These foods should make you say exactly that — Whoa! Should I eat that? Whoa foods are the least healthy and the most likely to cause weight and health problems, especially if a person eats them all the time. That's why Whoa foods, such as chips, are "once-in-a-while" foods.



## Let's read



Look at the chart that shows you the Go, Slow and Whoa foods. Perhaps you would like to share it with your family so that you can all eat healthily and everyone in the family can learn when to say "Go" and when to say "Whoa"!

| Food group             | Go   | Slow  | Whoa  |
|------------------------|--|---|---|
|                        | Almost any time  | Sometimes   | Once in a while   |
| Fruit and vegetables   | fresh, frozen and canned vegetables; fresh fruit; avocados             | Vegetables in added sauces; baked oven chips; dried fruit | Any vegetable fried in oil; fruit juice and canned fruit in syrup |
| Breads and cereals     | Whole grain breads, pasta, brown rice; whole grain cereals             | White bread, pasta, French toast, pancakes,               | Doughnuts, muffins, sweet rolls, sweetened cereals, biscuits      |
| Milk and milk products | fresh full fat milk; yoghurt; cheese; butter                           | processed cheeses   |   |
| Protein                | beef, lamb, chicken, pork, fish, eggs, sardines, tuna, pilchards, nuts | fried foods in oil  |   |
| Sweets and snacks      |  | fruit bars, nut bars, chips                               | cake, chocolate, ice cream, crisps, sweets.                       |







**Let's write**

Read the passage again and then answer these questions.

What is the purpose of this piece of writing?


Who do you think should read it?

Explain why Whoa foods are not healthy for you.

You have been asked to draw up a menu for your Grade 5 end-of-term lunch party.

Choose foods from the chart that you could serve as a starter, a main course, and a dessert.

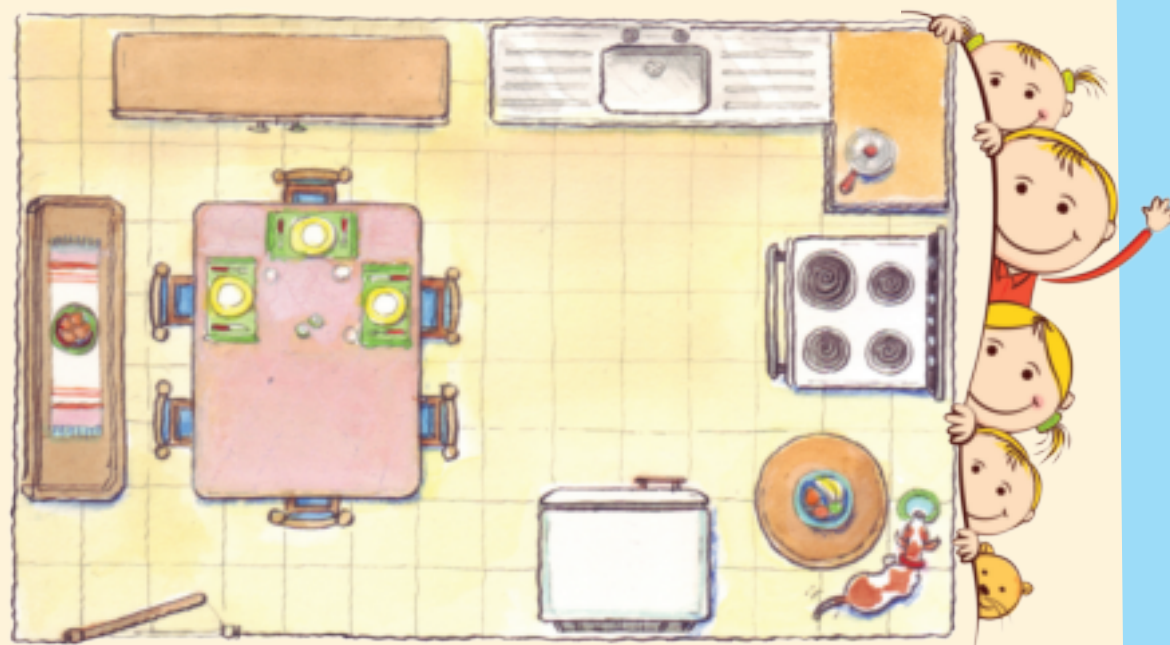

Write two sentences saying why you have chosen these foods.



**Let's write**

Look at this floor plan. Write sentences about what you see in the plan, using the prepositions below.



behind

between

next to

to the left of

opposite


Teacher:

Sign:

Date:



# More about healthy eating



Let's write

You are asked to write a report on the importance of eating healthily.  
Use these guidelines to write your report.



## Heading of your report

What will you call your report?

## Name of writer

Write your name.

## First paragraph

Introduce the topic. You may start your paragraph like this if you want to: It is important to know what foods are healthy.

## Second paragraph

Explain why certain foods are healthier than other foods.

## Third paragraph

Explain what can happen if you do eat healthily and what can happen if you don't.

## Illustration

Draw a picture of healthy foods and write a caption underneath your picture.





**Let's write**

Rewrite these sentences so that they are in the negative.

I eat fruit and vegetables during the day. (Use neither ... nor)

I must have chocolates every day as I heard they are good for you.

Please drink this fizzy drink because it is good for you.

Tuck shops should keep sweets, crisps and cold drinks.

You should eat Whoa foods as they provide you with energy.

**Negative forms: not, neither, nor**

I have eaten healthily today.

If you haven't eaten healthily you can say:

I have not eaten healthily today. **Or**

I haven't eaten healthily today.

If you haven't eaten fruit or vegetables, you can say:

I have eaten **neither** fruit nor vegetables.

If you use **neither** you must use **nor**.



**Let's write**

Read these definitions taken from Webster's English Dictionary and then answer the questions.

**cake** **n**, a mixture of flour, eggs, sugar etc. baked in small, flat shapes or a loaf

**calorie** **n**, a unit of heat; a measure of food energy

**candy** **n**, a solid confection of sugar or syrup with flavouring, fruit, nuts, etc., a sweet

**conserve** **v**, to preserve (food) with sugar. **n**, a type of jam using whole fruit

**custard** **n**, a sauce mixture with milk, eggs and sugar



What letter does each of these entries start with? \_\_\_\_\_

What sound does this letter make? \_\_\_\_\_

What do the abbreviations n and v stand for? \_\_\_\_\_

Write sentences using two of the words defined in the dictionary.



Teacher:

Sign:

Date:



# Checklist



| I CAN   | 😊 | 😞 |
|---|---|---|
| tell a story  |   |   |
| read a story, a play and a poem and answer questions about them   |   |   |
| identify character and setting in the story   |   |   |
| write a summary of part of the story  |   |   |
| identify the moral of the story   |   |   |
| identify and write about similes  |   |   |
| write sentences in reported speech  |   |   |
| choose a topic for my story, make a mind map and notes to plan my story, edit my story, write a final draft of my story and identify specific criteria in the story |   |   |
| use "ki" and "ke" words   |   |   |
| identify the meaning of an idiom  |   |   |
| identify sounds that animals make   |   |   |
| give a good title for a poem  |   |   |
| match words and phrases with their meanings and write words in my dictionary  |   |   |
| correct spelling errors   |   |   |
| use punctuation marks   |   |   |
| act out a play and identify characteristics of a play   |   |   |
| create sentences making sure there is a subject, verb and object  |   |   |
| put words in alphabetical order   |   |   |
| use conditional sentences if ... then   |   |   |
| take part in a conversation   |   |   |
| read a variety of texts and answer questions based on the texts   |   |   |
| write sentences   |   |   |
| complete a crossword  |   |   |
| plan and write an essay   |   |   |
| join sentences using conjunctions   |   |   |
| use prefixes and suffixes to change meanings of words and then write sentences using these new words  |   |   |

| I CAN   | 😊 | 😞 |
|---|---|---|
| talk about a diagram and answer questions based on the diagram  |   |   |
| discuss a picture and write information based on the picture  |   |   |
| give an opinion with reasons  |   |   |
| conduct an interview  |   |   |
| use reported speech   |   |   |
| write down questions and answers  |   |   |
| give instructions and act on instructions   |   |   |
| read instructions and answer questions based on the instructions  |   |   |
| identify command words  |   |   |
| match instructions with drawings  |   |   |
| read a diagram , order information and use the appropriate linking words  |   |   |
| change sentences into the passive form  |   |   |
| talk about a recipe   |   |   |
| read a chart and answer questions based on the chart  |   |   |
| identify audience and purpose of the text   |   |   |
| draw up a menu  |   |   |
| write sentences using prepositions  |   |   |
| write a report  |   |   |
| rewrite sentences in the negative form  |   |   |
| read definitions from a dictionary, answer questions based on the definitions and write sentences using words from the dictionary |   |   |





# 7

# Fact or fiction



## Theme 7: Fact or fiction

## Term 4: Weeks 1 – 4

### Weeks 1 - 2

#### Different kinds of texts

#### 97 All about setting 70

Talks to a friend about a picture.  
Reads a story.  
Answers questions about the story.  
Decides whether the story is fact or fiction.  
Gives an opinion with reasons.

#### 98 Starting to write 72

Matches words with their meanings.  
Writes words in their dictionaries.  
Brainstorms ideas.  
Creates a story board.  
Uses link words to order events.  
Identifies and uses adjectives.  
Writes sentences with words from the passage.

#### 99 The story continues 74

Makes notes for a speech.  
Continues reading the story.  
Matches words with their best meaning.  
Writes words in their dictionaries.  
Identifies genre.  
Answers questions on the story.  
Identifies a simile from the passage.  
Answers questions such as why do you think?  
What would you have done?  
Gives reasons for answers.

#### 100 Mainly language 76

Completes sentences using this is, these are, there is, there are.  
Uses pronouns appropriately.  
Uses words ending in -l and doubles the l when adding a suffix.  
Uses story board to write a story.  
Drafts, checks, edits and re-writes the story if necessary.

#### 101 The different characters 78

Talks about special festivals.  
Continues reading the story.  
Understands characterisation.  
Identifies meanings with words.  
Checks words in a dictionary.  
Answers questions based on the story.

#### 102 Writing about character 80

Completes sentences using pronouns.  
Uses countable and uncountable nouns.  
Writes sentences using given words.  
Completes a group story.

#### 103 The story ends 82

Reports an incident to the class.  
Reads the last part of a story.  
Matches words with their meanings.  
Answers questions on the story.  
Writes a new ending to the story.  
Identifies the moral of the story.

#### 104 My very own story 84

Identifies singular words.  
Changes singular words to plural words, changing articles and verbs.  
Plans and drafts an essay.  
Proofs, edits and writes the final draft of the story.

### Weeks 3 - 4

#### Informative and descriptive texts

#### 105 A different kind of learning 86

Talks to a friend about a picture.  
Reads a poem out loud.  
Reads a newspaper article.  
Answers questions about the article.  
Answers questions relevant to a newspaper article.  
Gives an opinion with a reason.

#### 106 Telling a good news story 88

Matches words with their meanings.  
Writes words in their dictionary.  
Matches activity to a headline.  
Writes a main sentence for each article.  
Identifies adjectives.  
Writes an article using a specified structure.

#### 107 My interests 90

Discusses what they would like to do as a profession.  
Reads a magazine article.  
Matches words with their best meaning.  
Answers questions on the article.  
Gives opinion and reasons for their opinion.  
Identifies use of informal language.  
Explains meanings of phrases.

#### 108 Writing a magazine article 92

Uses nouns that only have a plural form.  
Completes outline for a magazine article.  
Plans, drafts, edits and writes a final copy of an article.

#### 109 Let's be safe 94

Talks about safety signs to their group.  
Gives clear directions.  
Reads a poster in the form of a newspaper.  
Finds meanings of words in dictionary.  
Answers questions based on poster.  
Identifies features of a poster.

#### 110 Making a poster 96

Reads tips for making a poster.  
Designs a poster.  
Uses words with the "silent" or "magic" e.  
Writes sentences using given words.  
Identifies irregular verbs.

#### 111 Children go to the theatre 98

Acts out a poem with a partner.  
Reads a newspaper article.  
Answers questions and multiple choice questions.  
Identifies features of a newspaper article.

#### 112 Creating a poster 100

Creates a poster.  
Uses demonstrative pronouns.  
Writes sentences using demonstrative pronouns.



# All about setting



Let's read

That same night, the skipper of the ship crept into the man's house to steal the mill. He tucked the hand-mill under his arm and quickly left. Once on board his ship, he took the mill out. "Grind salt, and grind both quickly and well," said the skipper.

So the mill began to grind salt, until it spouted out like water. When the skipper had filled the ship, he wanted to stop the mill, but no matter what he did, it went on grinding.



The heap of salt grew higher and higher, until at last the ship sank like a stone to the bottom of the ocean.

And to this day, the mill remains at the bottom of the sea and grinds on. If anyone ever asks, that is why the sea is salty.



Let's talk

- What was the skipper doing?
- What happened to the boat?
- What happened to all the salt?
- Do you think what happened here is fact or fiction (a story)?



Let's read

Once upon a time there were two brothers, one rich and one poor. On one freezing Christmas Eve, the poor brother had nothing to eat. The snow was knee-deep and the wind **howled** and whistled and he and his wife were starving. So he went to his brother and begged him to give him something for Christmas Day. It was not the first time that the poor brother had asked his brother for a favour. The rich, **stingy** brother was tired of being asked to help out, so he **devised** a plan.

"If you will do as I ask, you shall have a whole ham. You must spend a night in the Haunted Cave," he told his poor brother. Thomas, the poor one, thanked him and agreed, since he had no other **options**.

"Well, I will do what I have promised," said the poor brother, and he took the ham and set off. He went on and on all day, and at night time he came to a place where there was a bright light.

"This must be the place," he thought.

An old man with a long white beard was outside chopping logs.

"Good evening," said Thomas.

"Good evening to you. Where are you going at this late hour?" asked the man.

"I am going to the Haunted Cave. Am I **headed** in the right direction?"







Let's write

Answer these questions about the story you have just read.

The story is about:

|   |   |  |
|---|---|--|
| A | three brothers                                |  |
| B | a kind, rich brother and a mean, poor brother |  |
| C | a mean, rich brother and a kind, poor brother |  |
| D | an old man                                    |  |

The story is set in:

|   |        |  |
|---|--------|--|
| A | summer |  |
| B | spring |  |
| C | autumn |  |
| D | winter |  |



How do you know this? Write down three things.

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When does the story happen? Underline all the words that are true about the story.

|          |           |                  |        |           |
|----------|-----------|------------------|--------|-----------|
| today    | yesterday | once upon a time | March  | Christmas |
| New Year | day time  | night time       | Spring | morning   |
| December | snowing   | afternoon        | Easter | Spring    |

Is the story fact or fiction? Say why.

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Was the journey to the Haunted Cave a long one? Say how you know.

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What would you expect to find in the Haunted Cave? Write down three things.

---

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





# Starting to write

DATE



Let's match

Draw a line to match the words on the left with the words on the right. Write the words from the passage in your dictionary.

|         |
|---------|
| stingy  |
| howl    |
| devised |
| options |
| headed  |

|                                     |
|-------------------------------------|
| choices                             |
| planned                             |
| set out                             |
| make a noise like the cry of a wolf |
| doesn't like to spend money         |



Let's write

## What happened next?

Read the beginning of the story below and then make a storyboard showing what you think happened next. Be sure to put each **important event** that happened in your story in its own box. Below each box, write a sentence **describing** what happened.

In this box write down all the "link" words you can think of that will show the reader the order of events in your story.  
e.g. first, then, after

Your teacher decides to take your class on a surprise outing. Excitedly, you get on the bus and take your seat. The next thing you know, the bus has come to a stop and the door is opening.... (You choose where you are going). Don't forget to use some of the words in your box to show the order of events.



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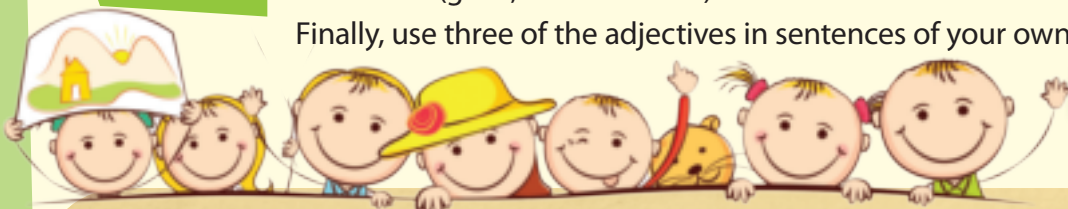






Circle those adjectives that tell you more about temperature (whether something is hot, warm or freezing), about age (is the person old or young) or what something is made of (glass, wood or steel).

NEW WORDS



"If you will do as I ask, you shall have a whole ham. You must spend a whole night in the Haunted Cave," he told his poor brother. The poor one thanked him and agreed, since he had no other options. He started walking in the icy snow to the cave. Finally he saw an old man with a long white beard chopping a wooden log with a steel axe.

This is a blank sheet of white paper with light blue horizontal lines. It has a yellow border at the top and sides. In the bottom-left corner, there is a small, colorful illustration of a cartoon animal, possibly a cat or dog, peeking over the edge. The rest of the page is empty.

headed



# 99 The story continues



Let's talk

You have been asked to talk about two people: someone who is kind and gentle and someone who is mean and nasty. Make notes for your speech in the space below.




Let's read

The story of the rich man and the poor man continues.

"Oh! Yes, you are already there," said the old woodcutter. "When you get inside, the little people will all want to buy your ham, for they don't get much meat to eat there. But you must not sell it unless you can get the hand-mill, which stands behind the door. When you come out again, I will teach you how to use the hand-mill properly; it is **useful** for almost everything."

So Thomas thanked the old man for his good advice and knocked at the door. When he got in, everything happened just as **predicted**. People came around him like ants on an anthill and tried to **outbid** each other for the ham.

"I really shouldn't sell it," said the man. "But, if I do decide to sell it, I would like to have the hand-mill that is standing there behind the door."

At first they said no, but **eventually** they gave in and **traded** the hand-mill for the ham.

When Thomas came out again into the yard, he asked the old woodcutter about the hand-mill and how to use the hand-mill.

"It is a wonderful mill. It will grind anything in the world that you wish for. I will show you how to use it. The mill will grind anything you want. But when you want the mill to stop, you must say 'Halt, halt, little mill', and the mill will obey you."

When the poor man had learned how to use the mill he headed home. He got there just as Christmas Day arrived.





### Let's match

Choose the best meaning for the words in bold.  
Write the words in bold in your dictionary.

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

|                   |             |            |                   |          |
|-------------------|-------------|------------|-------------------|----------|
| <b>useful</b>     | handy       | beneficial | worthy            | valuable |
| <b>predicted</b>  | anticipated | unforeseen | expected          | forecast |
| <b>outbid</b>     | overpaid    | outdid     | offered more than | outdone  |
| <b>eventually</b> | finally     | timely     | at least          | left out |
| <b>traded</b>     | imported    | exported   | swopped           | operated |



### Let's write

Read the extract again and  
then answer these questions.

This piece of writing is a:

|          |                   |  |
|----------|-------------------|--|
| <b>A</b> | play              |  |
| <b>B</b> | newspaper article |  |
| <b>C</b> | story             |  |

Say why.

Are the little people kind or unkind people? Say why you think so.

If you were hungry, would you swop a good meal for a mill grinder? Say why.

Is this piece of writing fact or fiction? Say why you think so.

We know that there were many little people in the Haunted Cave. What simile tells us this?  
Remember that a simile compares two things using "like" or "as".

Why do you think the old woodcutter didn't keep the mill grinder for himself?

If you were the old woodcutter what would you have done? Say why.





# 100 Mainly language



Let's write

Complete the sentences below.  
Use these words.

this is

these are

there is

there are

the boots I wear in the snow.

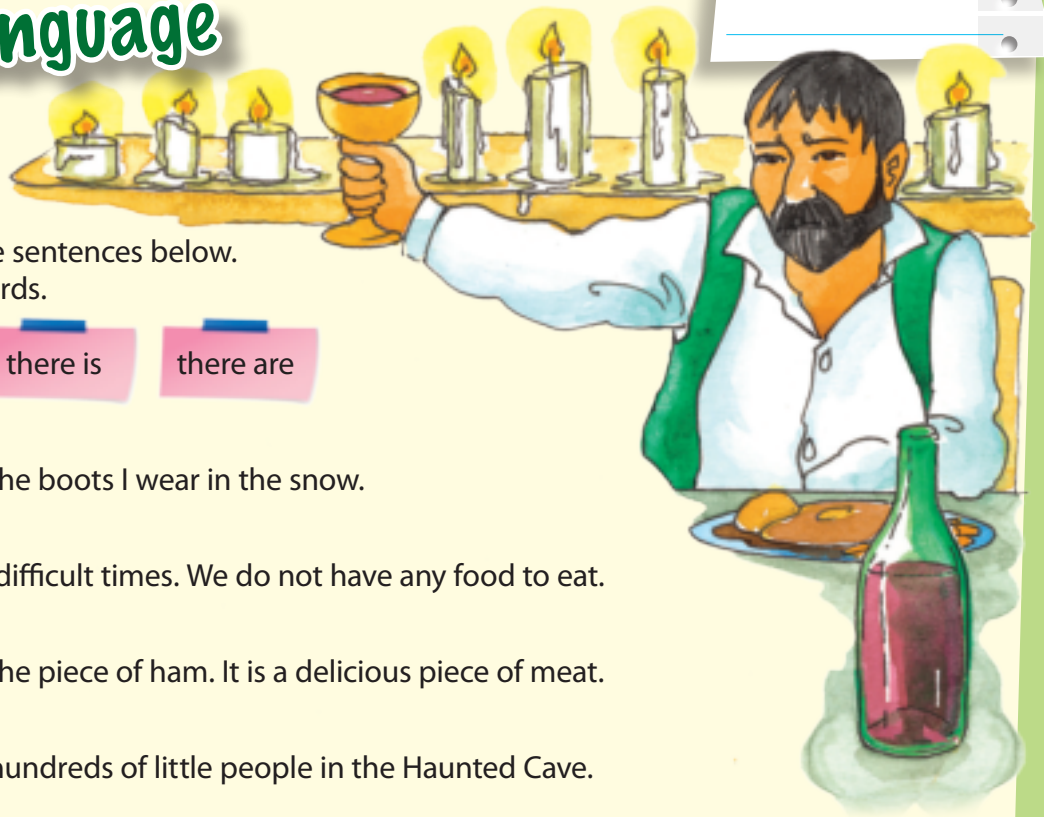
difficult times. We do not have any food to eat.

the piece of ham. It is a delicious piece of meat.

hundreds of little people in the Haunted Cave.

a plain pair of trousers,

but  trousers with pink stripes.



Let's write

The rich brother is nasty. Does **she/he** want to help his poor brother?  
Our house is cold. Should **we/they** make a fire?  
His wife wanted food to eat. **She/he** was very hungry.  
The little people live in the Haunted Cave. **They/we** love fresh meat.  
My name is Thomas. **I/we** am the poor brother.  
This is the Haunted Cave. **It/he** is very scary.  
The mill grinder belongs to **us/our**. **We/he** won't sell **it/her** to anyone.



Let's write

Cross out the incorrect spelling.

The little people **labeled/labelled** the packages, threw them on the trolley, and **wheeled/wheelled** them out of the room.

The watchman **patroled/patrolled** the Haunted Cave at hourly intervals.

The poor brother **controled/controlled** the speed of the mill.

Look at this pattern.

Words ending in one vowel + l  
travel + ed = travelled  
control + ing = controlling

Words ending in two vowels + l  
reveal + ed = revealed  
school + ing = schooling





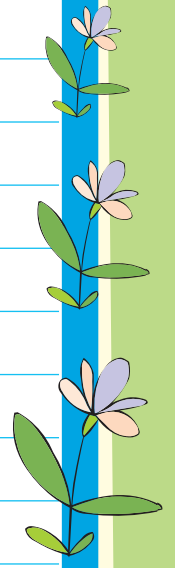


Use your story board in Worksheet 98 to write your essay.

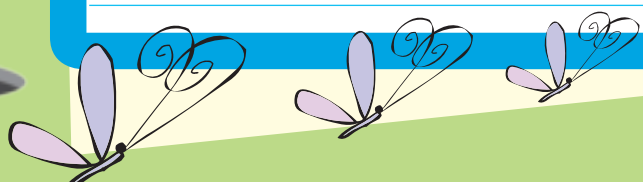
Let's write

Read your essay. Make sure there are no unfinished sentences or sentences that are too long.

- Check to make sure all words are spelled correctly.
- Correct any grammar mistakes.
- Fix any punctuation errors.
- When you are happy with your essay, ask a friend to read it over. A fresh pair of eyes might find mistakes you didn't see!



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





# The different characters



Let's talk

Look at the picture and talk about it.

Tell the class about a special Christmas that you have had. If your family celebrates other festivals, tell the class about one of those festivals.



Let's read

This is the next part of the story.

The people in a story are the characters. A character can be good, bad, kind, mean, happy or sad. A character can also be hard-working or lazy, rich or poor, thin or fat. A character can also speak in a certain way.

Thomas, the poor brother, took the little mill under his arm and trudged home again through the snow.

He could not wait to find out what the mill could do. At home, he put the mill on the **wobbly** table and smiled. "Look what I have!" His wife looked very **uncertain**. Why was he bringing home a mill? What were they supposed to eat? However, she was a good person and did not want to **complain**.

Thomas told the mill to make the most wonderful Christmas dinner. He asked for a turkey, vegetables and two puddings. Everything he asked for, appeared on the table. Next he asked for a Christmas tree, and there it was. His wife asked for presents to put under the tree, and enough food and presents for all their friends.

The mill gave them all they needed.

"Grind, quickly grind, little mill,  
Grind a house – with a right good will!"

The little mill ground and ground, until the poor brother had the most beautiful house in the world. It had large windows and broad stairways, and the house was fully furnished. It ground everything he needed in the house. It **ground** sheep and cows and food for them to eat. It ground crops. Finally, Thomas and his wife had everything they needed.

"Halt, halt, little mill!" The mill obeyed him.

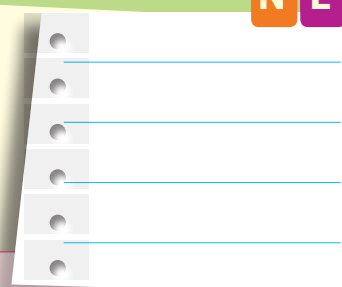
The rich brother heard about all the **strange** things that had happened, and he went to visit his poor brother.





**Let's write**

Look at the word in the first column. In the second column write down what you think the word means. Finally, check your meaning with the meaning in a dictionary.

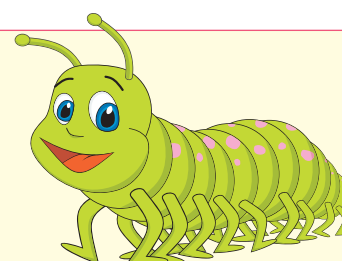


| Word      | What I think the word means | Dictionary meaning |
|-----------|-----------------------------|--------------------|
| wobbly    |                             |                    |
| uncertain |                             |                    |
| complain  |                             |                    |
| ground    |                             |                    |
| strange   |                             |                    |



**Let's write**

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



What kind of person is the poor brother? Give reasons for your answer.

What kind of person is his wife? Give reasons.

Write down three things about Thomas's brother.

Write down three things that Thomas and his wife asked the mill for.

If you got hold of a magic mill, what three things would you ask it to grind for you?

Teacher:  
Sign:  
Date:





# 102 Writing about character



Let's write

Complete the sentences using **my**, **your**, **his**, **her**, **its**, **our** or **theirs**.

The poor man loves \_\_\_\_\_ mill grinder.

His wife is visiting \_\_\_\_\_ best friend in the village.

The mill belonged to the poor, kind man and \_\_\_\_\_ wife. It was \_\_\_\_\_.

She told his brother that the mill was \_\_\_\_\_ not \_\_\_\_\_.

She said, "This is \_\_\_\_\_ mill."



Let's write

Are the words in bold countable or uncountable nouns?  
Write C or U next to each sentence.

The **children** are playing in the garden

I don't like **milk**. I prefer **tea**.

**Scientists** say that the environment is threatened by pollution.

My mother uses **butter** to prepare cakes.

There are a lot of **windows** in our classroom.

We need some **glue** to fix this vase.

The **bread** my mother prepares is delicious.

A **countable** noun has a singular and a plural form. We can use numbers with it: e.g. *One book/three books*.

An **uncountable** noun has only one form. We cannot use numbers with it. e.g. work, progress, information, air, life, fun, happiness.

**Countable** nouns can be singular or plural: e.g. **The book is** over there. **The books are** over there.

**Uncountable** nouns are always singular: e.g. French **is** difficult.

His advice **was** very useful.

We put **the** before a **countable** noun when there is only one or when we are referring to a particular one.

e.g. The man outside the cave.

We also put **the** before **uncountable** nouns when we are referring to a particular example.

e.g. I like milk. I like the milk my gran gives us.



Let's write

Use these words to make sentences of your own.

litre of milk

pats of butter

loaves of bread

Do the words "litre", "pats" and "loaves" make it possible to count these nouns? Say why.







Let's write

Get into groups of four. You are going to complete a story. You are given an outline and each person needs to complete one part of the outline. Once you have edited it, write the final group story neatly on a piece of paper and give it to your teacher to read.

NEW  
ORDS

## Ms Monyane's magic mill grinder moment

### Introduction

Thursday, September 3 began like any other day. It was the beginning of spring. The sun was shining and tiny little leaves were shooting on the huge white stinkwood trees. The clouds that blotted out the sun every now and then might bring much-needed rain. Ms Monyane was taking our Grade 5 English class. Everyone was sitting at their desks either \_\_\_\_\_, or \_\_\_\_\_ I was \_\_\_\_\_.

### The incident itself

Nobody was taking much notice of Ms Monyane as she \_\_\_\_\_ out of the room. Suddenly, however, she \_\_\_\_\_. All of our heads snapped up at once to see what the noise was about. What we saw was \_\_\_\_\_

### What happened next

Ms Monyane remained on the floor for some minutes clutching her \_\_\_\_\_. Everyone went really \_\_\_\_\_ and were \_\_\_\_\_ to their seats. I \_\_\_\_\_. No one moved. No one except for \_\_\_\_\_ and \_\_\_\_\_, who both \_\_\_\_\_

### What happened next

Suddenly, Ms Monyane \_\_\_\_\_. No one could believe she had been joking all the time! Everyone started \_\_\_\_\_ and \_\_\_\_\_ at once. It was an afternoon in English I will never forget.

Teacher:  
Sign:  
Date:





# The story ends

DATE



Let's talk

You see this picture in the newspaper about a ship sinking.

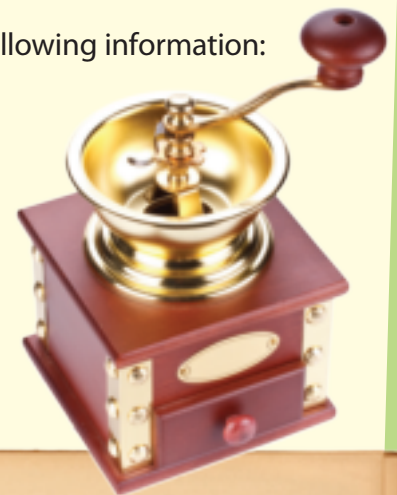
Report the accident to the class. In your report give the following information:

- **When** the accident happened
- **What** happened
- The **name** of the ship
- **Why** the accident happened
- What happened **because** of the accident



Let's read

The story ends



The rich brother knew about the mill grinder and had heard his brother tell the mill to grind things for him. The rich brother wanted the mill more than anything else in the world. He wanted it to make salt – something that everybody wanted and that would make him a lot of money. One evening, he crept into his brother's house and stole the grinder.

He took the mill onto his ship and started sailing. If he could get the mill to make enough salt to sell to everybody throughout the world, he would be the richest man in the whole world.

When they were out at sea, the brother said,

"Grind, quickly grind, little mill,  
Grind salt – with a right good will!"

And the mill ground salt, and more salt, and still more salt. When he had filled his hundred thousand sacks, the brother cried, "Now you must stop, little mill".

But the little mill did not stop. The brother did not know the right words. The mill kept on grinding salt, and more salt, and still more salt. Soon there was so much salt that the ship sank. But the mill kept on grinding. And that is why the sea is so salty.



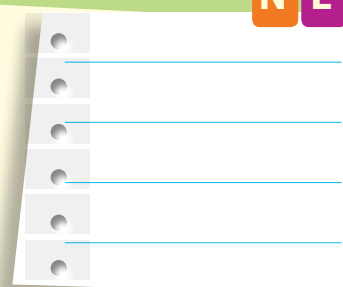


**Let's match**

Draw a line to match the words in the left box with the words in the right box.

precious  
commodity  
grind  
moral  
goodwill

something that can be bought and sold  
make into smaller pieces  
concerned with right and wrong  
friendly feelings towards others  
valuable



**Let's write**

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

How did the mean, rich brother get hold of the mill?

What did he want from the mill?

How was he punished?

Do you think there is a moral (a lesson) to this story? What is the moral?

Imagine the story ended differently. Perhaps the two brothers became good friends, or Thomas and his wife became greedy and mean. Perhaps they realised that owning things is not important or perhaps they realised that they could help lots of less fortunate people.

Write a new ending for the story, and then say if the moral of the story is the same.


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





# 104 My very own story

DATE



Let's write

Circle the words that are in the singular (one thing).  
Then re-write the sentences to make the nouns more than one.  
Don't forget to change the verbs and the articles, if necessary.

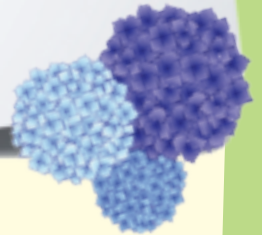


This is a delicious meal.

I met a kind little person.

The little person gave Thomas a mill grinder.

This is a ham.



Let's write

Imagine that you are Thomas. You are going to write a story about the day  
you met the little people.  
First plan your story.

## My story planner

### The characters and the place

Who is in your story?  
Where does the story happen?  
When does the story happen?

### The beginning

What happens at the start  
of the story?

### The middle

What happens in the middle  
of the story?

### The end

How does the story end?







Let's write

Now write your story neatly below. Don't forget to give your story to a friend to edit and comment on before writing the final copy.

NEW  
WORDS

Lined area for writing the story.

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





# A different kind of learning



Let's talk

Look at the picture and talk to your friend about it. Do you go to an after-school centre? If you do, tell your group about it. If you don't, tell your group about an extramural activity that you do.

Imagine that you attend an after-school science programme. Read this poem out loud to your group.

First I'll get into my spacesuit.  
Then I'll bravely wave good-bye.  
Next I'll climb into my spacecraft  
Built to sail right through the sky!  
In command inside the capsule,  
When we've checked out

all the systems,  
I'll say, "Let the countdown roll!"  
And it's 4-3-2-1 - - blast off - -  
With a smile upon my face,  
I'll spin loops around the planets.  
I will talk to ground control.



## CHILDREN TAKE THE LEAD ON LEARNING

By Michelle Minster

**Children in Hillbrow are taking charge of their own learning. And they're having lots of fun too.**

A small room behind a building in Hillbrow is buzzing with activity. Around two large tables children laugh and talk as they draw and colour in slogans: "People shall share", "Stop the War", "I love all but I don't trust anyone", "I'm the happiest girl in the world". In the corner sits Tsela Maako, who teaches the group.

She is explaining to two children how to use a machine to make badges for their slogans.

These are just a few of the kids who attend this resource centre after school. Tsela explains why she started the centre.

"I like working with children. I saw many kids walking around after school doing nothing. So I decided to collect them together where they would be safe and I could do fun things with them."

### At the centre

"I come twice a week," says Nomfundo. "I've been coming here for three years. I come because I want to learn new things and I don't want to get involved with gangsters in the streets."

Ivy smiles when she talks about what they do in the afternoons. "We learn dancing, music, drama and art." The children teach themselves dancing and a teacher from the art school comes to teach them art.

Along the walls of this busy room is a miniature city made out of beautiful cardboard houses. The children made them all themselves.

### The gardeners

Mawetu loves gardening. He spends much of his time looking after the little plots the centre uses. A gardening group taught the children how to grow things in the poor soil.

"What I like best about our group is that you learn how to plant trees, flowers and vegetables. Then you sell the vegetables and flowers for money."

In Tsela's garden there is a crop of



potatoes. "The children just planted the potatoes without telling me." Now the neighbours come up to her and say, "Don't the children want to work in our gardens?"

### What the children are learning

Some of the children went to workshops on storytelling, toy-making, organising and running meetings, and fund-raising. All the children raise funds and then decide what they are going to do with the money they raise.

"The children tell me what they want to do," Tsela says, with a smile. "The whole point is about children helping and looking after each other."





Let's write



What kind of things do the children do at the resource centre?

Do you think the workshops the children go to will help them when they are older? Say why.

Who decides what the children are going to learn at the school? Do you think this is a good idea? Say why.

Why did Tsela decide to start the centre?

Why is the heading written in big bold letters?

Why are the two sentences just below the heading written in bold letters?

Who wrote the article?

Where do you think you would find this kind of article?

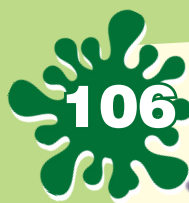
☐ Newspaper    ☐ Storybook    ☐ Poetry book

Why do you say so?



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





# 106 Telling a good news story



Let's write

Match the words with their meanings. Draw a line between each word and its meaning.

Write the words in **bold** in your dictionary.



|                  |                   |
|------------------|-------------------|
| <b>buzzing</b>   | very small        |
| <b>slogans</b>   | hooligans, thugs  |
| <b>involved</b>  | sayings           |
| <b>gangsters</b> | energetic, lively |
| <b>miniature</b> | busy with         |



Let's write

Look at these headlines. Each one is for an article about an activity – the kind that the children at the Hillbrow centre might also enjoy.

- Match the activity to the headline.
- Imagine that you are asked to write a newspaper article for each of the headlines. Write the main sentence for each article.

A **slogan** may be a phrase or a sentence, but it is a special kind of phrase or sentence. A slogan is always short and easy to remember, and it is supposed to let other people know what you think about something, or to persuade them to think the same as you, or to persuade them to buy something.

acting

fund-raising

woodwork

painting

music

**MAIA TO PLAY LEAD  
ROLE IN SCHOOL PLAY**

Activity: Acting

Main sentence: \_\_\_\_\_

**EXHIBITION OF FINE  
SOUTH AFRICAN  
PICTURES**

Activity: \_\_\_\_\_

Main sentence: \_\_\_\_\_

**DISPLAY OF HANDMADE  
FURNITURE AT SUN CITY  
DRAWS CROWDS**

Activity: \_\_\_\_\_

Main sentence: \_\_\_\_\_

**SATURDAY MARKET  
IN HILBROW HELPS  
RAISE FUNDS**

Activity: \_\_\_\_\_

Main sentence: \_\_\_\_\_

**UNIVERSITY  
HOSTS STUDENT  
ORCHESTRA**

Activity: \_\_\_\_\_

Main sentence: \_\_\_\_\_







Let's write

Do you remember what an **adjective** is? It is a word that tells you more about a noun – a naming word.

e.g. **beautiful** garden

adjective      noun

Underline all the adjectives. Circle those adjectives that tell you more about temperature (whether something is hot, warm or freezing), about age (is the person old or young) or what something is made of (glass, wood or steel).

Finally, use three of the adjectives in sentences of your own.

A small room behind a building in Hillbrow is buzzing with activity. Around two large tables young children laugh and talk as they draw and colour in slogans. Along the walls of this busy room is a miniature city made out of beautiful cardboard houses. Children do various things at the aftercare centre.

Mawetu loves gardening. He spends much of his time, whether it is hot or cold, looking after the little plots the centre uses. A gardening group taught the children how to grow things in the poor soil. Sibongile loves making toys – two of her favourite toys are a wooden giraffe and a wire car.

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Let's write

Write an article for your school newspaper about a concert or play that you went to watch. If you can't remember seeing a play or a concert recently, you can pretend!

Use a full sheet of paper. Make sure that your article has:

A heading written in big letters.

A short explanation of the play or concert. In your article, answer who, when, where, what and how questions like these:

Who was in the concert or play?

When was it held?

Where was it held?

What did the performers do, or what was the play about?

How was it done? (Describe it.)

An interview with one of the actors or performers who talks about the success of the play or concert.

A paragraph at the end saying whether you liked it or not, and why.



Teacher:  
Sign:  
Date:



# 107 My interests



Let's talk

Look at the pictures. What do you want to do when you are bigger? Tell the class whether you would like to be an actor, a musician, a singer, a sportsperson, a photographer, an actor, a mechanic, or even a potter. Say what interests you about the career you have chosen.



DATE



## NEWS THREAD - a magazine for kids

### 11-year-old DESIGNER

creates her own fashion for kids

By Mindy Mondy

At age 11, I didn't know whether I wanted to be a ballerina, a vet or an astronaut. Not so 11-year-old Thami Mabena. At her young age, Thami is already receiving a lot of interest in her brightly-coloured and **adorable** designs for young girls.

Her parents say she became **fascinated** with fashion design and designers – particularly David Tlale – at a very early age.

At age 7, she wrote a letter to her **idol** for a class project (most of the other children wrote to Santa) where she said, "I notice you do not have a kids' line."

Thami has stepped in to provide fashionable clothes for kids. Her designs are energetic, have vibrant colours and strong prints. Her dresses have **flounced** skirts, giant bows, sparkle - all pretty and eye-catching detail that appears to appeal to Thami herself. She definitely wears



### An outfit fit for a princess

her own cute designs, topped off with flower headbands and the finishing touch of bright pink nail polish. On top of all this, she sews her clothes herself!

Thami's excitement and enthusiasm are **inspiring** to any dress designer. I just hope so much early attention doesn't dim her passion for fashion. It's amazing to think she's only 11 years old. It should be so much fun to see what she does in the future.

Do you have a passion for fashion and designing clothes? Or what are your interests?





Let's write

Choose the best meaning for the words in bold.  
Write the words in bold in your dictionary.

|                   |               |             |             |             |
|-------------------|---------------|-------------|-------------|-------------|
| <b>adorable</b>   | loveable      | fascinating | pretty      | attractive  |
| <b>fascinated</b> | involved      | intent      | trapped     | absorbed    |
| <b>idol</b>       | statue        | hero        | sculpture   | pin-up      |
| <b>flounced</b>   | pranced       | swaggered   | bounced     | frilled out |
| <b>inspiring</b>  | inspirational | arousing    | stimulating | boring      |

NEW  
O  
R  
D  
S



Let's write

Read the magazine article again and then write answers to these questions.



Look at the name of the magazine. What do you think the magazine is going to be about?

Look at the title of the article. Write down in one sentence what you think the article is going to be about.

What does Thami Mabena do?

What makes her different from other girls her own age?

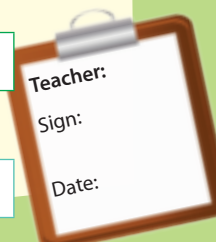
We are told she wrote to David Tlale at 7. Who would you have written to at 7 years old? Say why.

Would you wear Thami's designer range of clothes? Give a reason for your answer.

Apart from designing her clothes, what else does she do that is quite remarkable for an 11-year-old?

Who do you think would want to read this magazine? Give a reason for your answer.

The article uses informal language. Explain the meaning of "dim her passion".





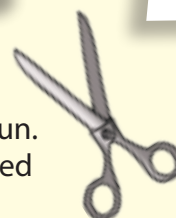
# 108 Writing a magazine article

DATE



Let's write

You have made plurals by adding "s" to a singular noun. The nouns you are now going to use in sentences need plural verbs as there are two parts to them.



**Example:** The trousers **are** too long for me and have to be shortened.

Trousers (have two legs)

Shears (have two blades)

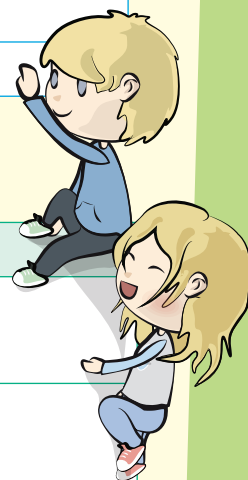
Scissors (have two blades)

Tweezers (have two levers)



Let's write

Use the magazine article about Thami to complete this outline.



| FEATURE  | EXAMPLE |
|--|---------|
| Headline   |         |
| Subheading   |         |
| Quotation  |         |
| Language: informal<br>simple sentences<br>easy-to-understand<br>vocabulary |         |
| Pictures   |         |
| Caption  |         |
| Use of colour  |         |
| Different fonts  |         |







You are going to write an article entitled  
**"Welcome to –"** for your school magazine.  
 You could write about your school, your town, the local  
 zoo or the seaside – in fact, any place that interests you.  
 Use the article you have read and your plan to write it.

Have you remembered the  
writing process?

First plan your article by  
jotting down notes in your  
exercise book.

Write your first draft.

Give it to a friend or your  
teacher to edit.

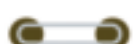
Finally, rewrite it neatly.



Title:



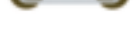
Writer:



Introduction



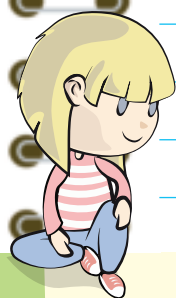
Paragraph 1: Give information about the place.



Paragraph 2: Give more detail and a quotation from someone about the place.



Concluding paragraph: Why it is an exciting place to visit.





# Let's be safe



DATE



Let's talk

Talk to your group about these safety signs.

Do you think it's important for children to be taught about road safety? Say why.

Imagine that you have a new friend. You have invited her to your house but she does not know how to get there. Give her clear directions.

Use words such as turn left, turn right, go straight.



Let's read

Now read this poster taken from the Department of Basic Education (DBE) newspaper.

## DBE WEEKLY NEWS

### Road safety SA style

Know the rules of the road

#### TOP 10 SAFETY TIPS

- Always walk on the pavement.
- Wear appropriate clothing – be safe, be seen.
- Stop, look, listen, think before you cross the road.
- Do not cross the road in between two parked cars.
- Use only safe and available road crossings.
- When you ride your bike always wear a helmet.
- Always get out of a car on the pavement side.
- Do not play near the road – accidents happen.
- Always wear a seatbelt.
- Make sure your younger sister or brother uses a baby car seat.

#### Why did the Zebra cross the road?



The DBE is launching their decade of action for road safety in September. Their aim is to help school children to avoid accidents.

Look at the new road safety tips for children. Show them to your friends and make sure you follow them each time you are on the road.





Let's write

Look at the word in the first column. In the second column write down what you think the word means. Finally, check your meaning with the meaning in a dictionary.

| Word        | What I think the word means | Dictionary meaning |
|-------------|-----------------------------|--------------------|
| appropriate |                             |                    |
| available   |                             |                    |
| launching   |                             |                    |
| decade      |                             |                    |
| reduce      |                             |                    |

NEW  
WORDS



Let's write

What is the Department of Basic Education trying to promote with this poster?

What is the Department's aim?

If you are walking to school, which tips are most important for you?

Which safety rules are most important if you are coming to school by taxi?

What kind of accident could occur if you played near the road?

Can you think of two other tips to keep safe on your way to school? Write them down.

What feature makes this poster unusual? Look at the layout and the picture.

These are some of the features of a poster. Tick those that appear in the poster on safety.

- ☐ It is easy to read.
- ☐ Sentences are clear and easy to understand.
- ☐ It is colourful to attract attention.





# Making a poster



Let's write

The Traffic Department is sending someone to your school to talk about the importance of safety for children. Design a poster to hang up in all the classes to promote the talk.

## Tips for making a poster

- Make your poster as large as possible.
- Keep the writing as big as possible so that people can read it easily.
- Use simple, clear sentences.
- Colour in your poster to attract more attention.
- Do not put too many pictures on your poster.
- Include the venue, and the day, date and time.
- Give the talk a heading.

DATE







Let's write

Circle the words that use the magic "e".

cube

cope

hat

bite

cop

cub

cane

kit

can

bit

tape

tap

hate

kite

Now use these words in sentences.

cape

fire

cute



Each of the 5 vowels has two sounds - a short sound and a long one. The magic "e" makes the word say its name.

For example: mad      made

pip      pipe

hop      hope

tub      tube



Let's write

Circle the correct verb in each set of brackets.

After proposing his famous Theory of Relativity, Albert Einstein (visit/visited) many universities. He (gived/gave) lectures wherever he (goed/went).

He (wased/was) always (accompanied/accompanied) by his driver, Harry, who (willed/would) listen to each of the lectures while (seat/seated) in the back row. One day, after Einstein had finished a lecture, Harry (sayed/said), "Professor Einstein, I've (heard/heard) your lecture so often now that I think I (willed/would) be able to give it myself!"

"Very well, I'm going to lecture in Dartmouth next week. Nobody knows me there. You can give the lecture." And so it (goed/went). Harry (deliver/delivered) the lecture perfectly while Einstein (sitted/sat) in the back row playing "driver". However, as they (ared/were) about to leave, someone (begined/began) to ask him a question about the Theory of Relativity - one that (involve/involved) a lot of difficult equations. Harry (sayed/said), "The answer to this question is very simple. In fact it is so simple, that I'm going to let my driver answer it."

**Irregular verbs** are verbs that don't follow the normal rules.

Verbs in the past tense end in "ed" e.g.

I usually **walk** round the block.

Yesterday I **walked** round the suburb.

Irregular verbs don't follow this rule: e.g. I usually **buy** my clothes from ABC stores.

Today I **bought** them from a new store.



Teacher:  
Sign:  
Date:





# Children go to the theatre

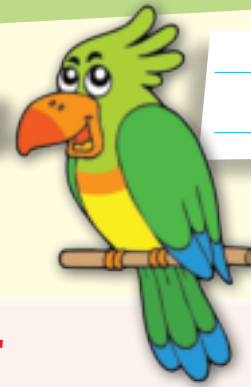
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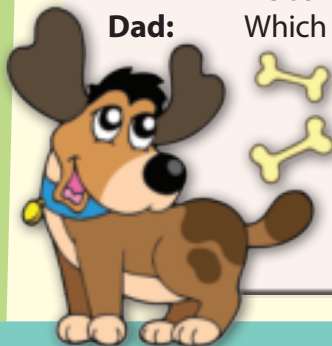
Let's talk

Act out this poem with a friend in front of the class. Have fun!

## My New Pet

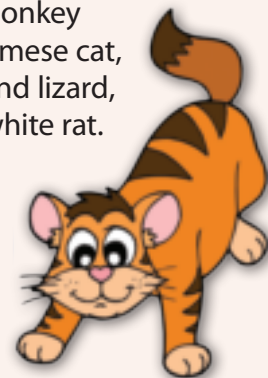


**Child:** I asked my father for a pet.  
He said:  
**Dad:** I'll take you shopping.  
**Child:** My father took me to a store  
where animals were hopping.  
He asked me:  
**Dad:** Which one would you like?



**Dad:** If you want a pet,  
then you will have to feed it.  
**Child:** Instead, I picked a storybook.  
I cannot wait to read it.

**Child:** So I picked out a puppy  
a parakeet, a rabbit  
Plus a gerbil and a guppy.  
I also picked a monkey  
And a yellow Siamese cat,  
a turtle, snake, and lizard,  
Plus a very big white rat.  
My dad said:



## CHILDREN GET TO THE THEATRE



Let's read

Daily News, Johannesburg, Friday 21 November

**HAPPY DAYS:** Children from Lakeview Primary School will be joining in the fun of Christmas Children's Theatre after all. A businessman has become a hero after coming to the rescue of hundreds of pupils who were going to miss out on their Christmas treat.

Every year, Lakeview Community Primary School's 420 pupils have travelled by bus for a special trip to see the Christmas show at City Playhouse. But this year, due to rising costs, the school could not afford to go to the theatre. The disappointed children were to miss out on their **annual** treat until Mike Buck, chairman of the local estate agents' association, decided **to step in**.

After hearing about their **plight**, he offered to pay for the buses and the theatre tickets for the children. The 420 children went to the theatre to see a performance of Pippi Longstocking on 12 December.

The tradition of taking the children to see the Christmas show was started by the school's principal, Simon Smith. He said: "We've been going to the theatre at Christmas time for nine or ten years. I was really upset

when we had to cancel something that we all love doing. With rising petrol costs the school simply could not afford it. Nor could our parents. It's absolutely magnificent that Mike is sponsoring us."



School children get their treat after all



### Before you read

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



### While you read

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







Let's write

Answer these questions about the news story. Read it again if you can't remember the answer straight away.

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

What problem did the children at Lakeview Primary School have?

|  |
|--|
|  |
|  |

What happened that solved the children's problem?

- |          |  |
|----------|--|
| <b>A</b> | They went to a movie instead.                              |
| <b>B</b> | A kind man donated money for the bus and theatre tickets.  |
| <b>C</b> | The parents and children had already paid for the tickets. |

Why was their principal so upset?

- |          |   |
|----------|---|
| <b>A</b> | This was the first time the school would not take the children to the theatre as they had been doing for the past 10 years. |
| <b>B</b> | The petrol price had gone up.   |
| <b>c</b> | The children were disappointed.   |

Which words in the story show that the businessman decided to help?

- |          |             |
|----------|-------------|
| <b>A</b> | magnificent |
| <b>B</b> | plight      |
| <b>c</b> | step in     |

What word shows that the children went to the theatre every year?

- |          |            |
|----------|------------|
| <b>A</b> | annual     |
| <b>B</b> | sponsoring |
| <b>c</b> | treat      |

Where does the article come from?

|  |
|--|
|  |
|  |

Why is the headline written in big, bold, bright colours?

|  |
|--|
|  |
|  |

The first paragraph should answer questions such as who, what, when, why and where. Write down the questions that the first paragraph in this article answers.

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



Teacher:  
Sign:  
Date:



## 112 Creating a poster



Let's write

You have been asked to create a poster for the play *Pippi Longstocking*. Make sure the poster has:

- the name of the play
- a picture that tells us more about the play
- who is acting in the play
- where and when the play will be held
- the cost of the tickets
- colour
- different kinds of lettering
- big bold letters



DATE







Let's write

Look at the picture and then complete the sentences using

this

these

those

that



is the Grade 5 class at Buffalo Primary School.

are the children in my class.

Look at  girl. She is fast asleep!

is the teacher at the back of the class.

are my glasses but Brian is wearing them!

are the activities we do in the class.



Let's write

Now write your own sentences using

those

these

that

this

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

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

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



# Checklist

DATE



| I can  | 😊 | 😞 |
|--|---|---|
| talk to a friend about a picture and different topics                            |   |   |
| read a story   |   |   |
| answer questions about the story and identify whether a story is fact or fiction |   |   |
| give an opinion with reasons   |   |   |
| match words with their meanings and write words in my dictionary                 |   |   |
| brainstorm ideas   |   |   |
| create a story board   |   |   |
| use link words to order events   |   |   |
| identify and use adjectives  |   |   |
| write sentences using words from the passage                                     |   |   |
| make notes for a speech  |   |   |
| identify genre   |   |   |
| identify a simile from the passage   |   |   |
| answer questions such as why do you think? What would you have done?             |   |   |
| complete sentences using this is, these are, there is, there are                 |   |   |
| use pronouns appropriately   |   |   |
| use words ending in "l" and know I must double the "l" when adding a suffix      |   |   |
| use a story board to write a story   |   |   |
| draft, check, edit and rewrite the story if necessary                            |   |   |
| write about character  |   |   |
| complete sentences using pronouns  |   |   |
| use countable and uncountable nouns  |   |   |
| complete a group story   |   |   |
| report an incident to the class  |   |   |
| write a new ending to a story  |   |   |
| identify the moral of a story  |   |   |
| identify singular words  |   |   |

| I can   | 😊 | 😞 |
|---|---|---|
| change singular words to plural words, and change articles and verbs      |   |   |
| talk to a friend about a picture  |   |   |
| read a poem out loud  |   |   |
| read a newspaper article, a magazine article and a poster                 |   |   |
| answer questions about the texts  |   |   |
| match an activity to a headline   |   |   |
| write a main sentence for each article                                    |   |   |
| identify adjectives   |   |   |
| write an article using a specified structure                              |   |   |
| talk to my group  |   |   |
| identify use of informal language   |   |   |
| explain meanings of phrases   |   |   |
| use nouns that only have a plural form                                    |   |   |
| complete an outline for a magazine article                                |   |   |
| plan, draft, edit and write a final copy of an article                    |   |   |
| give clear directions   |   |   |
| identify features of a newspaper article, a magazine article and a poster |   |   |
| design a poster   |   |   |
| use words with the "silent" or "magic" e                                  |   |   |
| write sentences using given words   |   |   |
| identify irregular verbs  |   |   |
| act out a poem with a partner   |   |   |
| use demonstrative pronouns  |   |   |
| write sentences using demonstrative pronouns                              |   |   |



# 8

# Different kinds of texts

## Theme 8: Different kinds of texts

Term 4: Weeks 5 – 8

### Weeks 5 - 6

#### Different kinds of texts

#### 113 The lion's roar 104

Talks to a friend about a picture.  
Tells the group a story.  
Reads a story.  
Answers questions about the story.  
Finds words in story to match given words.  
Writes words in her or his dictionary.  
Answers questions from the story.  
Answers questions such as why did?  
What did? What made?  
Identifies lesson of the story.

#### 114 Lessons we can learn 106

Brainstorms ideas to be used in paragraph.  
Writes a first draft, edits and writes a final draft of two paragraphs.  
Makes plural words from singular words.  
Explains what she or he did to make words plural.  
Uses adverbs of time and frequency.

#### 115 An interesting atlas 108

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

#### 116 Writing a review 110

Fills in prepositions.  
Uses can and may.  
Plans, drafts, edits and writes a final copy of a review.

#### 117 Let's make music 112

Talks about music to the class.  
Tells the class about a concert she or he has been to.  
Reads a story.  
Matches words with their meanings.  
Writes words in her or his dictionary.  
Answers multiple choice questions.

#### 118 The writing process 114

Writes a summary of the story.  
Plans to write an essay using a mind map.  
Writes notes for the essay.  
Writes sentences using given words.

#### 119 All about rhyme 116

Reads a poem out loud to the class.  
Gets the class to assess the reading.  
Reads a poem.  
Answers questions on the poem.  
Identifies meaning of words and phrases used in the poem.  
Identifies metre in the poem.

#### 120 Writing a story 118

Refers to plan of story and fills in outline given.  
Writes a first draft of a story.  
Writes the final draft.

### Weeks 7 - 8

#### Procedural and instructional texts

#### 121 Living healthily 120

Discusses in a group different kinds of food and his or her favourite foods.  
Imagines a situation where he/she is given R500.  
Reads an informative text about eating healthily.  
Answers questions about the text.  
Matches words with their meanings.  
Writes words in his/her dictionary.  
Discusses different kinds of font and their purpose.  
Shows how pictures support information.  
Summarises information from the text.

#### 122 More about healthy living 122

Writes down words and phrases to be used in a paragraph.  
Writes two paragraphs about living healthily.  
Makes plural words from singular words.  
Explains why certain words do not have plurals.  
Uses adverbs of manner and degree.

#### 123 Let's clean the environment 124

Discusses a picture.  
Reads an informative text.  
Answers questions about the text.  
Gives the text a heading.

#### 124 Writing about the environment 126

Matches words with their meanings.  
Writes words in her/his dictionary.  
Uses connecting or link words to show reason and purpose.  
Reads a poem to the class.  
Reads a poster.  
Makes own poster.

#### 125 Let's play soccer 128

Discusses sport with the class.  
Reads a text on soccer.  
Reads a poster advertising soccer.  
Links the poster to the text.  
Answers questions about the poster and text.  
Matches words with their meanings.  
Writes words in her/his dictionary.

#### 126 My hobby 130

Plans an essay about her/his hobby.  
Writes three paragraphs using a frame.  
Writes sentences using the present continuous tense.  
Writes sentences using the future tense.

#### 127 Preparing to write a story 132

Prepares to write a story.  
Plans a story using a mind map.

#### 128 Let's write a story 135

Writes the story.



# 113 The lion's roar



## Let's talk

Look at the picture and talk to your friend about it. Imagine that the lion is telling the animals a story. Tell your group the story. Make sure your story has a clear beginning, middle and end, that you describe the characters, and that you say where the story takes place.



## Let's read

Once there was a lion without a roar. The lion had always been this way; he had never been able to roar. But the other animals did not know this. From an early age

he realised he could not roar. He had learnt to talk softly to everyone, and to listen to them. He learned to convince others of his point of view without having to raise his voice. This won him the affection and trust of all the other animals.

But one day the lion spoke to a pig who was so stupid and stubborn that the lion could not find a way to make the pig understand. He felt a strong urge to roar at the pig, but the fact that he could not made him feel weak. He wanted to solve this problem, so he spent a few months inventing a roaring machine which he could use whenever he needed it. A short while after completing the roaring machine, the stupid, stubborn pig turned up. He annoyed the lion so much that the lion used the machine. It sent out a truly terrifying roar.

"GRRRRRRRRRRROAUUUUUUUURRRR!!!"

Not only did this give the pig a terrible fright, but it also shocked all the other animals. They were so frightened that for months none of them dared to come out of their homes. The lion became sad and lonely. He realised that he didn't need to roar in order to get others to pay attention to him. Without knowing it, his lack of a roar had made him good at talking and listening to others and convincing them.

So, little by little, by using a kind, pleasant tone of voice, he managed to restore the animals' trust in him. Never did he consider using his roaring machine again.



## Before you read

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



## While you read

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







### Let's match

persuade or influence

belief in

obstinate

very scary

absence

bring back

think about

Find words in the story that have the same meaning as the words or phrases below. Then write the words from the story in your dictionary.

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|  |
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### Let's write

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

What made the lion in this story different from other lions?

|  |
|--|
|  |
|  |

How did the lion talk to the other animals?

|  |
|--|
|  |
|  |

Why did the lion make a machine that roared?

|  |
|--|
|  |
|  |

What did the other animals do after the lion used the machine?

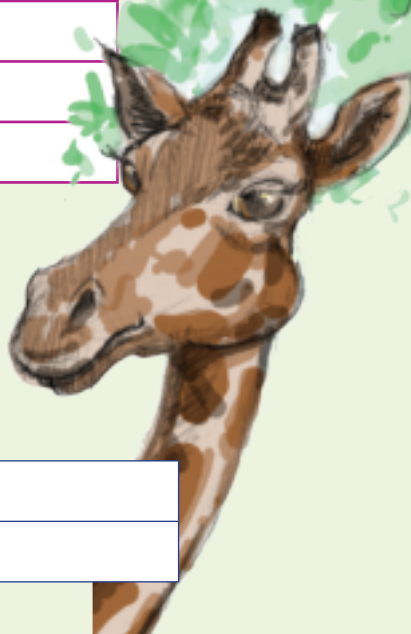
|  |
|--|
|  |
|  |

What lesson did the lion learn?

|  |
|--|
|  |
|  |

The story about the lion teaches us a lesson. What lesson does it teach us?

|  |
|--|
|  |
|  |



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



# 114 Lessons we can learn

DATE



Let's write

The lion learnt an important lesson. It is better to talk to people than to shout at people. Brainstorm ideas by completing the mind map to show why it is important to talk to people rather than shout at them.



**Reasons  
why I should  
not shout at  
people**

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Let's write

Write two paragraphs about what happened when you shouted at somebody because you lost your temper. Use your mind map to help you.

In the first paragraph say why you shouted at someone.

In the second paragraph say what happened and how the person reacted when you shouted.

Write a draft of your paragraphs in your exercise book. Ask a friend to help you edit them. Once you have corrected the paragraphs, write the final draft below.

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





Let's write

Complete this table. Make plural words from the singular words.

| Singular | Plural | Singular | Plural |
|----------|--------|----------|--------|
| lion     |        | machine  |        |
| animal   |        | problem  |        |
| pig      |        |          |        |

What did you do to make the words plural?



Let's write

**Adverbs of time**  
tell us **when** an  
action happened.  
e.g. tomorrow,  
yesterday

Underline the adverbs of time in the paragraph below, and then use three of the adverbs in sentences of your own.

*The lion met the animals yesterday to listen to their problems. He had appointments to see them today and tomorrow. However, they also wanted an appointment now and then another appointment at night.*



Let's write

Rewrite the sentences using the adverb of frequency correctly.

The lion listens to the animals. (often)

They take his advice. (sometimes)

The lion roars. (never)

The animals are friendly. (usually)

They have discussions in the evening. (never)

**Adverbs of frequency**  
tell how often something  
happens or is done.  
e.g. often, usually



Teacher:  
Sign:  
Date:





# 115 An interesting atlas



Let's talk

Look at the book covers and talk to your friend about them.

- What books do you enjoy reading?
- Do you buy books or do you borrow books from your local library?
- Does your school have a library?
- If it doesn't have a library, do you think it should have one? Say why.



Let's read



## Atlases for everyone

If you buy only two books while you are at school, the *Shosholoza World Atlas* should be one.

The first few pages of the atlas give you information that explains the world. There

is information about space, the seasons, the reasons for day and night – just what you need when your memory gets a bit rusty!

There is a summary of South African history, from the earliest time right up to the present. There are also maps on climate, environmental problems, and many other topics.

What makes the *Shosholoza World Atlas* different is that two thirds of the atlas is about Africa. This is great if you are interested in Africa. It's a problem if you want to find out about other parts of the world. There is only one page each on Europe, Asia, the Americas and Australia.

The *Shosholoza World Atlas* is a bargain at R150,00.

The section on environmental issues provides interesting information and uses pictures and maps to do so.

It covers problems like the ozone layer, acid rain and threatened animal species. There is also more cheerful information about alternative energy.

I have only one problem with this book. It does not give much information about any one topic. But it is very useful for school libraries. It can also be used for project work, speeches and group activities.







### Let's match

Choose the best meaning for the words in bold.  
Write the words in bold in your dictionary.

|                      |                             |             |             |           |
|----------------------|-----------------------------|-------------|-------------|-----------|
| <b>information</b>   | material                    | evidence    | report      | data      |
| <b>climate</b>       | weather pattern             | temperature | atmosphere  | situation |
| <b>environmental</b> | to do with our surroundings | green       | the world   | earth     |
| <b>threatened</b>    | endangered                  | safe        | loomed      | exposed   |
| <b>alternative</b>   | substitute                  | unusual     | replacement | change    |



Read the book review again and then write answers to these questions.

### Let's write

What topics do you think the atlas covers? What continent does it focus on?

What do the first few pages of the atlas contain?

The reviewer includes the statement that there is more cheerful information about alternative energy. What do you think most of the information covers?

What does the reviewer feel is a problem about the atlas?

What topics does the *Shosholoza World Atlas* cover?

If you were asked to do a project on the Industrial Revolution, would this atlas be useful? Give reasons for your answer.

In what way will the atlas help you "when your memory gets a bit rusty"?

You are told that if you buy only two books while you are at school, the atlas should be one of them. What other book would you buy? Say why.



# 116 Writing a review



Let's write

A reporter for the *Cape Argus* wants to write an article for the paper. However, she has left out the prepositions. Fill them in for her so she can complete her piece of writing.



It is five o'clock \_\_\_\_\_ the morning \_\_\_\_\_ 9 March.

Hundreds of cyclists are waiting \_\_\_\_\_ the moment \_\_\_\_\_ the centre of Cape Town for the start of the Cape Argus cycle race.

The gun fires and thousands of cyclists head out of Cape Town \_\_\_\_\_ Simonstown. \_\_\_\_\_ the way, volunteers are laden \_\_\_\_\_ bottles of water to help prevent dehydration.

\_\_\_\_\_ the race hundreds of spectators line the streets, cheering the riders. The race is not only about winning – it is about people and their desire to complete something special.

in  
on  
at  
towards  
with  
during



Let's write

Use **can** and **may** in this dialogue between two friends.

The word **can** is used to show ability.  
e.g. Can you ride a bicycle?  
The word **may** is used to ask permission.  
**May** I leave the table, please?

Candice: \_\_\_\_\_ I come and visit you after school?

Fatima: Of course you \_\_\_\_\_. Have you asked your mother for permission?

Candice: Not yet. \_\_\_\_\_ I use your phone to phone her?

Fatima: You \_\_\_\_\_ but I don't have any minutes left!

Candice: Do you think I \_\_\_\_\_ ask the shopkeeper if

I \_\_\_\_\_ use his phone?

Fatima: There's no harm in trying. Let's see what he says!





Let's write

Write a review of a book you have read. Use the book you have read and the frame below to help you write the review.

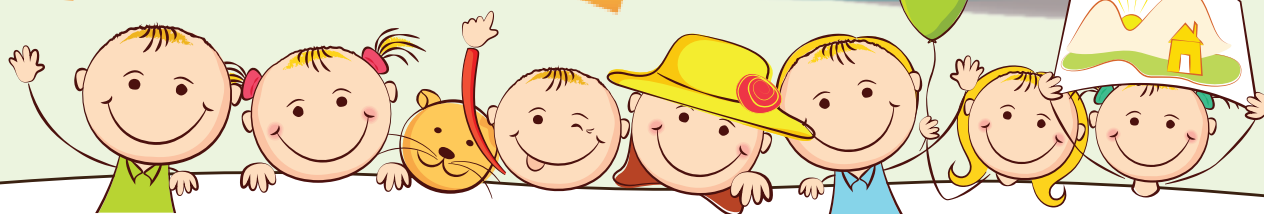
*Do you remember the writing process?*

*First plan your review by jotting down notes in your exercise book.*

*Write your first draft.*

*Give it to a friend or your teacher to edit.*

*Finally, rewrite it neatly.*



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

Author \_\_\_\_\_

How does the book begin?

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---

---

---

---

How does it end?

---

---

---

---

---

Do you think other children would enjoy the book? Say why.

---

---

---

---

---

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



# 117 Let's make music



Let's talk

Do you play a musical instrument? Tell the class about it: why you chose it, how long you practise for, and where you have classes. If you don't play an instrument, would you like to? If so, what instrument would you like to play, and why? Have you ever been to a concert? Tell the class about it.

Tami wanted to play in the orchestra at the community centre, but she was nervous. She thought the music would be too difficult. The first day she was so nervous she could hardly tune the strings of her musical instrument. The only orchestra she had ever played in was the one at school. After a few rehearsals she was comfortably playing along with everyone else. She realised that there was no reason to be nervous and she began to enjoy herself.

At rehearsals, Tami became friendly with Vusi, who sat next to her. Vusi was always helpful. Tami was not embarrassed to ask him questions about music. Vusi's parents were musicians. They had started teaching Vusi music when he was only five years old. Tami couldn't imagine playing the violin at that age. Vusi told her that many famous musicians started playing when they were very young.

Another orchestra member who became a friend of Tami's was Marie. Marie played the clarinet. After rehearsal Marie would tell her funny stories. Marie said that when she played her clarinet at home as a child, it squeaked so much that she got the nickname Squeaky. That was a long time ago. Now Marie had a beautiful tone on the clarinet. Sometimes, just to make Tami laugh, Marie made her clarinet squeak. Even though Marie was older than Tami, the two became very good friends.

The orchestra was rehearsing music for the spring concert. Tami liked all the composers but Mozart was her favourite. Some of her friends at school didn't understand why she liked Mozart. They promised to come to the spring concert anyway. Tami looked forward to the event and hoped that it would not rain the night of the concert.

On the night of the spring concert, Tami was very excited. She had never played for such a large audience before. Both Vusi and Marie told her that she would have a lot of fun. The conductor, who usually seemed so calm, appeared to be nervous. Tami was quite surprised because he had been to big cities all over the world for at least forty years. After the concert was over, the conductor seemed pleased. He praised the members of the orchestra for their fine performance.



Let's read



## Before you read

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



## While you read

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







### Let's match

Draw a line to match each word in bold with its meaning.  
Write the words in bold in your dictionary.

|                    |
|--------------------|
| <b>nervous</b>     |
| <b>rehearsals</b>  |
| <b>embarrassed</b> |
| <b>praised</b>     |
| <b>performance</b> |

|                            |
|----------------------------|
| complimented               |
| ill at ease, uncomfortable |
| concert                    |
| practice sessions          |
| worried, anxious           |



### Let's write

Tick the correct answer.

#### Which group of words best describes Tami at the beginning of the passage?

|          |                           |  |
|----------|---------------------------|--|
| <b>A</b> | eager to make new friends |  |
| <b>B</b> | afraid she will mess up   |  |
| <b>C</b> | excited to try new things |  |
| <b>D</b> | uninterested in playing   |  |

#### Compared to Marie, Tami is

|          |         |  |
|----------|---------|--|
| <b>A</b> | bigger  |  |
| <b>B</b> | wiser   |  |
| <b>C</b> | faster  |  |
| <b>D</b> | younger |  |

#### What might explain why Tami did not want it to rain?

|          |  |  |
|----------|--|--|
| <b>A</b> | Tami couldn't walk to the concert in the rain. |  |
| <b>B</b> | The concert was about springtime.              |  |
| <b>C</b> | Tami's friends didn't like the rain.           |  |
| <b>D</b> | The concert was going to be held outside.      |  |

#### Which word best describes Marie?

|          |         |  |
|----------|---------|--|
| <b>A</b> | gloomy  |  |
| <b>B</b> | funny   |  |
| <b>C</b> | naughty |  |
| <b>D</b> | thrifty |  |

#### Why were Tami's friends going to go to the concert?

|          |  |  |
|----------|--|--|
| <b>A</b> | Her friends enjoyed classical music.     |  |
| <b>B</b> | They wanted to show her that they cared. |  |
| <b>C</b> | They wanted to learn to play the violin. |  |
| <b>D</b> | They wanted to make new friends.         |  |

#### Which word from the passage is a compound word?

|          |           |  |
|----------|-----------|--|
| <b>A</b> | orchestra |  |
| <b>B</b> | rehearsal |  |
| <b>C</b> | conductor |  |
| <b>D</b> | nickname  |  |

#### What will most likely happen to Tami?

|          |  |  |
|----------|--|--|
| <b>A</b> | Tami will play in many more concerts.          |  |
| <b>B</b> | Tami and Vusi will stop being friends.         |  |
| <b>C</b> | Tami will become a conductor.                  |  |
| <b>D</b> | Tami and Marie will start their own orchestra. |  |



# 118 The writing process



Let's write

Underline the main idea in each paragraph of the story in the previous worksheet. Now, write a summary of the story. Follow these steps.



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

- Give your summary a heading.
- Write an introductory sentence for your summary.
- Use the main ideas that you underlined to complete your summary.

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Let's write

You are going to write an essay about a concert you have been to. It could be a concert at your school, at your church, or at a big stadium. First plan your essay. You are going to use your plan to write your final essay later.

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Let's write

Now write notes for your essay on some rough paper and then write your essay neatly on this page. Don't forget to give your essay a heading.

NEW  
WORDS



Let's write

Write sentences using these words taken from the previous worksheet.

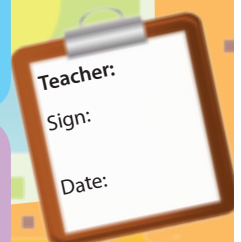
nervous

embarrassed

helpful

calm

excited



115

# 119 All about rhyme



Read this poem to your class.  
Then ask the class to assess you.

## Assessment sheet

I spoke loudly enough and clearly.  
I had prepared my poem.  
I read the poem with enthusiasm.  
I paced the poem to match the tone of the poem.

### Let's talk

### Today we had some weather

1. Today we had some weather  
like I've never seen before,  
so I pulled on my galoshes  
and I headed out the door.
2. It sprinkled, first so lightly,  
it could easily be mist.  
A tornado then came dancing by,  
it swung and did the twist.
3. The fogbanks opened up their vaults  
and let out all their fogs,  
and the dog pound took a pounding;  
it was raining cats and dogs.
4. It started raining buckets,  
then the rain came down in sheets.  
I had never seen so many  
sheets and buckets in the streets.
5. I'd planned to watch the weather  
and, though gallantly I tried,  
when it started hailing taxis  
I gave up and went inside.

*Kenn Nesbitt*



### Let's read

### Autumn's chores

Summer's getting drowsy now;  
Soon she will be dozing;  
Flowers are folding up their heads,  
Another season's closing.

Autumn's waiting in the wings,  
Impatient to get going,  
He has a lot of work to do,  
Before it's time for snowing.

"I have to paint the leaves," he says,  
"In shades of red and gold,  
And send the birds along their way  
Before it gets too cold

Sunshiny days will be shorter now;  
I'll add a cool, crisp breeze;  
For this relief from summer heat,  
I make no apologies.

I have just one more thing to do;  
My work is almost done;  
I'll turn the leaves to crunchy piles,  
So kids can have autumn fun!"

*Joanna Fuchs*







Let's write

Read the poem 'Autumn chores' again and then answer these questions.



What season of the year is the poem about? Tick the answer.

|        |                          |        |                          |
|--------|--------------------------|--------|--------------------------|
| Spring | <input type="checkbox"/> | Autumn | <input type="checkbox"/> |
| Summer | <input type="checkbox"/> | Winter | <input type="checkbox"/> |

Write down two lines from the poem that support your answer.

What is going to happen to summer?

What do you think the phrase "waiting in the wings" means?

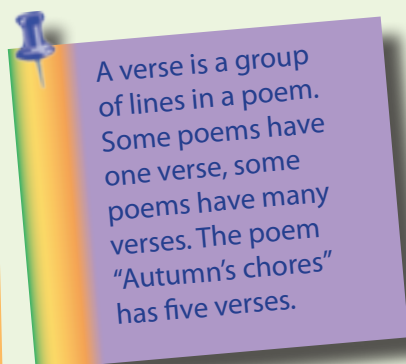
What colours do leaves turn before they fall off trees?

What will autumn do to the leaves to make it fun for children?

What is a "chore"? Do you have chores to do?

Read the poem "Autumn's chores" out loud with your partner.

- Did you notice that some words rhyme? ● In which lines do you find the rhyming words?



Now beat out the first verse of the poem. The beat of a poem is called the metre. We show the metre by using stressed (/) and unstressed syllables (˘). We have done the first line for you. Study it, then show the metre of all the other lines.

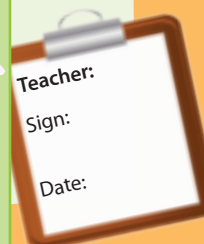
/ ˘ / ˘ / ˘ /

Summer's getting drowsy now;

Soon she will be dozing;

Flowers are folding up their heads,

Another season's closing.





# 120 Writing a story

DATE



Let's write

Look back to your mind map and notes for writing a story.  
Fill in your ideas here before writing your first draft.

|                                |   |
|--------------------------------|---|
| The characters and the setting | Who is in your story? _____<br>_____        |
|                                | Where does the story happen? _____<br>_____ |
|                                | When does the story happen? _____<br>_____  |
| The beginning                  | What happens at the start of the story?     |
| The middle                     | What happens in the middle of the story?    |
| The end                        | How does the story end?                     |



Let's write

Write the first draft of your story. Ask a friend or your teacher to edit it for you.





Let's write

Now write your story neatly below.

NEW  
ORDS

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



# 121 Living healthily

DATE



Let's talk

Discuss these questions in your group.

What kinds of food do you eat?

What are your favourite foods?

Imagine someone gave you R150 to eat at a well-known restaurant. Tell the group what you would order. Describe what each of your choices tastes like.



Let's read

## ARE YOU HEALTHY?

Are you always tired?

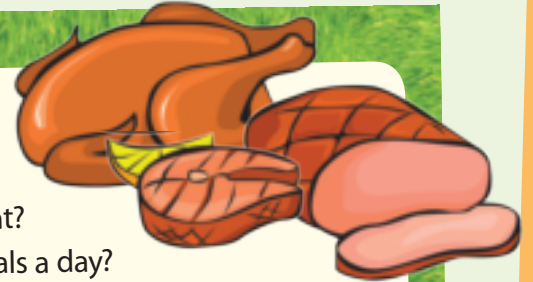
Do you find it hard to sleep at night?

Are you too busy or tired to eat three meals a day?

Do you always feel cross?

Do you get headaches and tummy aches?

Does this sound like you?



**If so**  
**You need to live a healthier life**



Exercise every day! Run, cycle, take the dog for a walk!

Feel the air! Fresh air makes you think clearly.

Stoke up your body! Your body is like a machine that needs fuel to move. Eat healthy foods: vegetables, fruit, chicken, fish, eggs, milk, nuts, legumes, cheese and porridge.

Sleep soundly! You need at least 10 hours of sleep a night to think clearly and do well at school.

Water is life! Drink water, water and more water! Leave the cola, lemonade and juice! Your body needs water and lots of it. It also keeps you clean and smelling good.

Take care of your teeth! Brush your teeth at least twice a day and properly. Always floss them first!



Let's write

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

|                 |   |
|-----------------|---|
| <b>stoke</b>    | engine                                  |
| <b>machine</b>  | food; energy                            |
| <b>fuel</b>     | correctly                               |
| <b>properly</b> | clean teeth using dental tape or ribbon |
| <b>floss</b>    | provide fuel; make stronger             |





## Let's write

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

Why do you think the pamphlet was written?

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If you answered "yes" to all the questions the pamphlet asks, what should you do?

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What do you think are the three healthiest things you need to do to keep healthy? Write them down and then say why you think they are important.

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Why do you think "Are you healthy" and "Then you need to live a healthier life" are written in bigger letters than the rest of the pamphlet?

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Do you think the pictures support the information in the pamphlet? Say why.

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If it didn't matter what you ate, what foods would you choose? Say why.

---

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Explain in your own words why your body is like a machine and needs fuel to move. Then say what your body is being compared to.

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Teacher:  
Sign:  
Date:





# More about healthy living

DATE



Let's write

Your school is handing out "health" soccer balls. They want to write something on each side of the soccer balls before they give them out to the children. Help them do this by writing something under each heading. Use the space below.



Large lined area for writing, enclosed by a dashed green border.





Let's write

Complete this table. Make plural words from the singular words.

| Singular | Plural |
|----------|--------|
| life     |        |
| body     |        |
| tooth    |        |
| juice    |        |
| legume   |        |

NEW  
ORDS



How are the words "milk" and "water" different from the above words?



Let's write

Complete the sentences using these words.

slowly

quickly

greedily

thoroughly

patiently

properly

**Adverbs of manner** tell us **how** something happens. They are usually placed **after the main verb** or **after the object**.

The child was taught to floss his teeth and then brush them \_\_\_\_\_.

I was told it was important to chew my food \_\_\_\_\_.

The girl ate the chocolate cake \_\_\_\_\_.

It is important to walk \_\_\_\_\_ if you want to exercise \_\_\_\_\_.

She waited \_\_\_\_\_ for her steak and chips at the restaurant.



Let's write

Fill in the correct word from the words in brackets.

**Adverbs of degree** tell us about the intensity or degree of an action, an adjective or another adverb.

She was \_\_\_\_\_ about to eat her lunch when the phone rang. (**just/nearly**)

She doesn't \_\_\_\_\_ know what subjects to take in Grade 6. (**quiet/quite**)

I am \_\_\_\_\_ tired to make a big supper. (**too/to**)

Let's \_\_\_\_\_ have a salad. (**just/jest**)

Is your coffee hot \_\_\_\_\_ ? (**enough/sufficiently**)

Wow! My coffee is \_\_\_\_\_ hot to drink. I'll let it cool. (**too/to**)



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





# 123 Let's clean the environment



Let's talk

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

- Is the place where you live clean or dirty? Explain your answer..
- Do you think it is important to keep the place where you live clean? Say why.



Let's write

Spring is in the air and while people enjoy the sunshine, Plastics SA is encouraging the public to start their **annual** spring-cleaning by looking at their environment first.

"We are calling on all South Africans to help keep our country beautiful during September," says Douw Steyn, Environmental Director of Plastics SA. Local communities, schools and groups throughout South Africa are encouraged to plan and **host** their own clean-up and recycling activities during Clean-Up South Africa Week, which will take place from 12 to 17 September.

## Clean Up South Africa Week (12 to 17 Sept)

According to Steyn, the aim of Clean-Up South Africa Week is for everyone to make a difference by keeping South Africa clean and litter free. "The Clean-Up South Africa Week shows the importance of individual efforts. Each South African has a responsibility to help rid our country of litter and to **recycle** waste. Every piece of paper you pick up and every plastic wrapper you throw into the recycling bin makes a huge collective difference," Steyn says.





## International Coastal Clean-Up Day (17 Sept)

The highlight of Clean-Up South Africa Week will be the 26th Annual International Coastal Clean-Up Day which will take place on Saturday, 17 September.

"Plastics don't litter, people do. Plastics should not be in the oceans, and **marine** litter is not acceptable," says Steyn. "This year, organisers expect more than 20 000 volunteers to join us on our **precious** beaches and help us pick up anything and everything that wasn't left there by nature."

Steyn explains how important the clean-up is. "No matter where we live, we're all connected to the ocean. Even litter that falls from our hands hundreds of kilometres away, may eventually find its way to the ocean," he says.

## Together we can solve the problem

Turning the tide on litter is one of the easiest ways to help protect our country. Together, we can solve the problem of litter lining our streets and waterways. When you **volunteer** your time and energy during September as part of Clean-Up South Africa Week, Recycling Day or the International Coastal Clean-Up Day, you will be joining a **movement** of individuals who are turning the tide on litter in our beautiful country.



Let's write

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

What is important about September?

What company wants South Africans to volunteer their help?

According to Douw Steyn, if you help pick up pieces of paper you can make a huge difference to the environment. Why do you think it can make a difference?

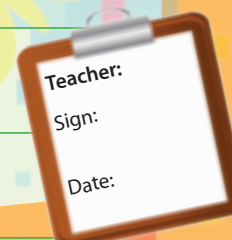
What is happening on 17 September?

According to Douw Steyn our beaches are precious. Why do you think they are precious?

What is one of the easiest ways of keeping our environment clean?

What do you do when people throw litter on the streets?

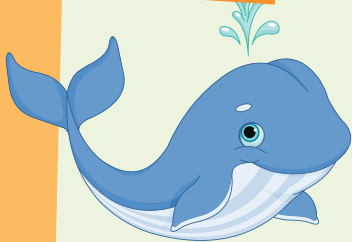
Give the article a heading.



# 124 Writing about the environment



Let's write



Let's write

Draw a line to match the words on the left with their meanings on the right. Then write the words in bold in your dictionary.

**annual****host****recycle****marine****precious****volunteer****movement**

organise and lead

sea

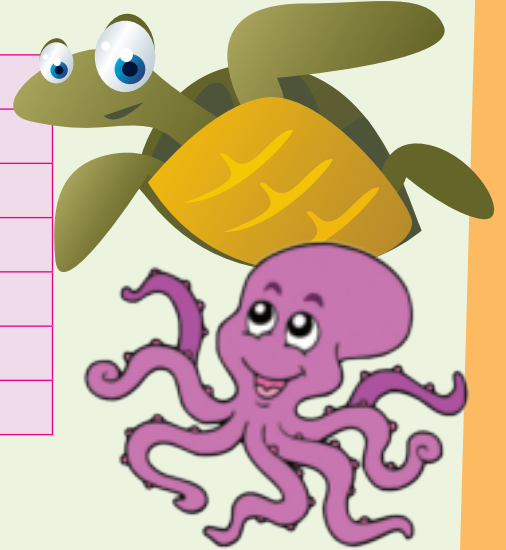
very valuable

re-use

offer to help

large group

yearly; every year



Use these words to link the pairs of sentences below.

**because****since****as**

The environment is dirty.

People throw rubbish in the street.

You need to pick up plastic from the beach.

It kills fish.

The girls got sick.

They drank the river water.

Now write sentences of your own using **for** and **because of**:

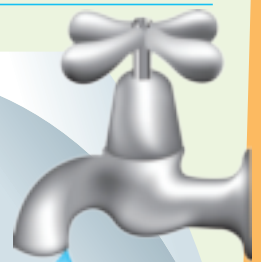


Let's do

Work with a partner. Read a verse of the poem to your partner. Then listen to your partner read the other verse.

The leaky tap drips day and night  
Just fix it right or shut it tight.  
It seems the earth with water abounds  
But really it's every drop that counts.  
The tap is on, you brush your teeth  
The water flows, you soap your feet.

Just think of all the water lost.  
To close the tap, what does it cost?  
The water bottle you take to school  
The water in it is nice and cool.  
You drink a bit, the rest you throw,  
The water could help a plant to grow.



From CEE - The Green Teacher





Read the poster.  
The poster says that **you**  
need to pick up your  
own rubbish.

Now make your own poster for your school or  
community building, in which you encourage  
everyone not to litter.

**Make people aware of your school's  
playground.** Is there litter? What kind of  
litter is there? Does someone take the litter away?  
Who takes it away?

**Ask people to do something about the litter.**

You could use one of these phrases: Put the litter in a  
rubbish bin! Don't leave other children's litter on the  
ground! If there is no dustbin, put your litter in a bag!  
Don't throw litter out of a taxi!



**It's not  
someone else's  
responsibility  
to pick up our  
litter.**

**IT'S OUR  
RESPONSIBILITY**

**Please! Put your  
litter in the bin.**



# 125 Let's play soccer



Let's talk

Do you enjoy playing sport?

What sport do you play?

If you don't enjoy sport, what games do you play?

Tell the class.



DATE



## Before you read

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



## While you read

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



Let's read

## Soccer in South Africa

by Brad Morgan

Soccer is the most widely played sport in South Africa. For many South Africans, the country's proudest sporting moment came when we won the African Nations Cup on home **turf** in 1996.

Soccer is **intensely** followed, and the quality of the local game keeps improving – as shown by the increasing number of South African players playing for **glamorous** European clubs.

Local teams are followed with **passion** by whistling and cheering fans.

There's probably no quicker way to break the ice with the South African on the street than to show some knowledge of local soccer.

In 1992, two years before the country's first democratic election, the united South African team was formed and played Cameroon in its first match in Durban on the 9th of July. It was a **triumphant** occasion for the team, as they beat the West African **powerhouse** by one goal to nil.

When South Africa hosted the 1996 African Nations Cup, they proved they belonged in the finals by defeating Tunisia 2–0 in the final. It was during the team's run to the title that its nickname, "Bafana Bafana", became known around the world.

# G O FOR THE GOAL

## COMMUNITY SOCCER LEAGUE

**Build our future by focusing on the present.**

**Give each child the opportunity to work in a team, developing skills, and gaining confidence.**

**Enrol now! Practice sessions every Saturday morning at Marks Park. R100 per month.**

**Talk with your feet. Play with your heart.**

**ALL CHILDREN BETWEEN 10 AND 14 YEARS.**







Let's write

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



NEW  
WORDS

Who wrote the report?

According to the writer, what is the best way to make friends with a South African?

When did the name Bafana Bafana become known around the world?

Which is your favourite soccer team? Say why.

Look at the poster.

Who is it aimed at?

What skills do players get during soccer practice?

Do you think all children would be able to attend? Give a reason for your answer.

What is the motto of the club?

What does the motto mean?

Do you think the poster is a good one? Give a reason for your answer.

What part of the poster did you read first? Say why.



Let's write

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

**turf**

**intensely**

**glamorous**

**passion**

**triumphant**

**powerhouse**

strongly, deeply

urge

successful

driving force; powerful

fashionable

ground



Teacher:  
Sign:  
Date:



# 126 My hobby



Let's write

Write an essay of about three paragraphs about your hobby. Use the following frame to write your essay. Include any pictures or diagrams that you think could give your readers a better understanding of your hobby.

First plan your essay. Then ask your friend to edit it for you. Correct it if necessary. Use this mind map to plan your essay.

My hobby is \_\_\_\_\_

When I first became interested in my hobby

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What it involves (rules)

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Why I chose it as my hobby

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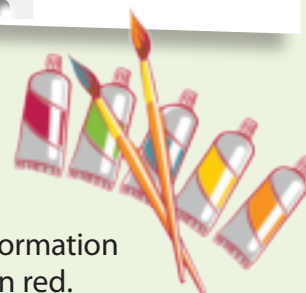
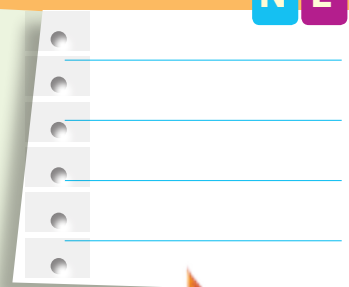
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**Let's write**

Imagine that you are playing a soccer match (or any other match) at the moment. Write two sentences about the game, using the present continuous tense. Then underline all the verbs you have used, in blue.



Now imagine that you are going to play the game tomorrow. Write the same information but now in the future tense. Underline all the future tense verbs you have used in red.



**Let's write**

Look around the classroom and write four sentences about what is happening. Underline all the verbs.

Now write four sentences about what you are going to do in the holidays. Underline the each time you use the word "will".

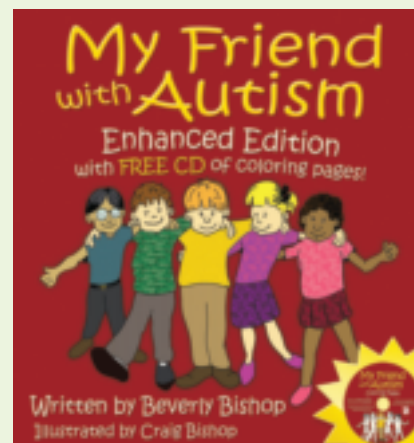


# 127 Preparing to write a story



Let's talk

What stories do you like to read? Tell your friend what kind of story you like the most. Is it a fairy tale? Or perhaps you like stories about famous people? Do you like stories about different places? Or do you like stories that are about real things?



Let's write

Use this mind map to plan your story. Then tear out the cut out page to write your story. After you have removed the page, complete the story organiser on page 135.



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





## 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

5

Write the middle of your story here and on page 4.

Draw picture here.

## COVER

Draw picture here.

Write the title of the book here.

Fill in your name (you are the writer).

1

STEP 1: Fold on the dotted line

4

Draw picture here.

Draw picture here.

Draw picture here.

Start writing your story here and go on to page 3.

Finish your story.

2

7

3

9

Say what happens at the end of your story here and  
on page 6.

Write what happens at the end of your story.

Draw picture here.

Draw picture here.



# Let's write a story



Let's write

## Plan to write your own story.

What will it be about?

Who will your main characters be?

What information will you give?

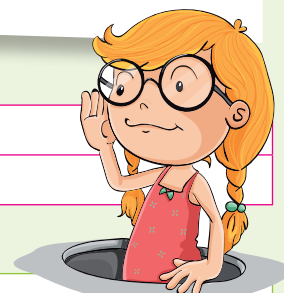
What is your plot?

What is the setting?

NEW  
WORDS



Use the page you cut out to 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.



Fun

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



# Checklist



| I CAN  | 😊 | 😞 |
|--|---|---|
| talk to a friend and the group about various topics  |   |   |
| tell the group a story                               |   |   |
| read a story   |   |   |
| answer questions about the text                      |   |   |
| find words in the story to match given words         |   |   |
| write words in my dictionary                         |   |   |
| answer questions from the story                      |   |   |
| identify the lesson of the story                     |   |   |
| brainstorm first draft, edit draft, write final copy |   |   |
| review a story                                       |   |   |
| make plural words from singular words                |   |   |
| explain what I did to make words plural              |   |   |
| use adverbs of time and frequency                    |   |   |
| discuss book covers                                  |   |   |
| read a review  |   |   |
| match words with their best meaning                  |   |   |
| give opinion and reasons                             |   |   |
| give meaning of an idiomatic phrase                  |   |   |
| fill in prepositions                                 |   |   |
| use "can" and "may"                                  |   |   |
| tell the class about a concert I went to             |   |   |
| answer multiple choice questions                     |   |   |
| write sentences using given words                    |   |   |
| discuss different topics with my group               |   |   |
| imagine what I would do with R150                    |   |   |
| read an informative text                             |   |   |
| answer questions about the text                      |   |   |
| write words in my dictionary                         |   |   |

| I CAN   | 😊 | 😞 |
|---|---|---|
| discuss different kinds of font and their purpose                       |   |   |
| show how pictures support information                                   |   |   |
| summarise information from the text                                     |   |   |
| plan and write informative paragraphs                                   |   |   |
| explain why certain words do not have plurals                           |   |   |
| use adverbs of manner and degree  |   |   |
| discuss a picture   |   |   |
| give a text a heading   |   |   |
| use connecting or link words to show reason and purpose                 |   |   |
| read a poem out loud to the class                                       |   |   |
| read and make a poster  |   |   |
| link a poster to the text   |   |   |
| plan an essay and write an essay using a frame                          |   |   |
| write sentences using the present continuous tense and the future tense |   |   |
| change sentences from the active to the passive voice                   |   |   |
| use a dictionary to spell words   |   |   |
| plan and write a story  |   |   |





# My dictionary



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# My dictionary



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# My dictionary



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# My dictionary



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# My dictionary



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V  
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Y  
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Z  
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**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**



A









B



