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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.

ENGLISH HOME LANGUAGE – Grade 5 Book 1

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ENGLISH HOME LANGUAGE
GRADE 5 – BOOK 1
TERMS 1 & 2

ISBN 978-1-920458-60-7

THIS BOOK MAY
NOT BE SOLD.



Revised and
CAPS aligned



Name:

Class:



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



ENGLISH HOME LANGUAGE

Book 1

Terms 1 & 2

The writing process

Plan

Decide on your topic.
Talk to your group to gather ideas. Use a mind map to clarify your ideas about the plot, characters and setting.

Draft

Write your first draft.
When you do this think about your audience. Also think about the structure and each paragraph you will write.

Revise

Read the draft critically and get feedback from your classmates and teacher.

Edit

Edit to check spelling and punctuation.
Make corrections to the draft.

Publish

Write your edited draft neatly as your final version.

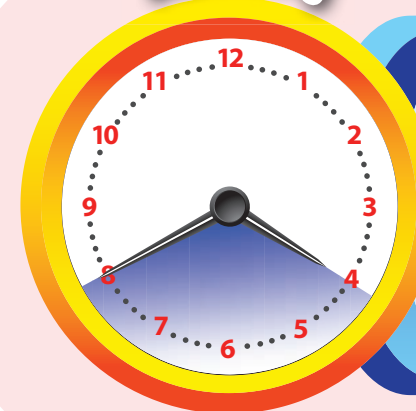
The reading process

Pre-reading



- Think about what you already know about the topic
- Think about the author and the date of the publication.
- Read the first and last paragraphs of a section.
- Try to predict what the text will be about.

Reading



- While reading, pause occasionally to check that you understand.
- Compare your predictions with what you read.
- If you can't work out the meaning of unknown words use a dictionary.
- If you don't understand a section read it again slowly. Read it aloud.

Post-reading

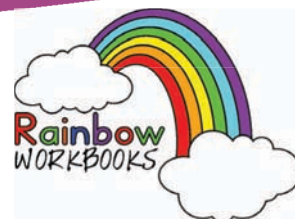


- Try to remember specific information.
- Make a mind map of key ideas.
- Write a summary to help you remember key ideas.
- Use ideas from what you read in your own writing.



Grade

5



Home Language

IN ENGLISH



This book belongs to:



ENGLISH

Book

—

GUIDELINES FOR USING THIS WORKBOOK

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

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

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



Let's talk

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

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



Let's read

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

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

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



Let's write

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

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

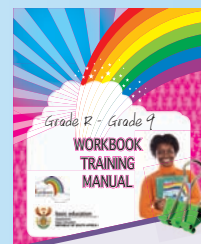


Let's write

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

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

LANGUAGE



For further guidance please consult the Workbook Training Manual.

Theme 1: Telling tales

Stories

Term 1: Weeks 1 - 2

1 **Pele - a great soccer player** 2

Talks about a picture relating to the story
Talks about a picture relating to the story
Reads a text about Pele, the soccer player
Answers specific questions based on the text
Expresses feelings and ideas about Pele
Identifies questions and answers them
Matches words with their meanings

2 **More about Pele** 4

Discusses questions in groups
Answers questions about character, place and main idea of a story
Plans a summary using a mind map
Writes a summary

3 **Portia reviews a soccer story** 6

Reads a book review
Answers questions about the review
Identifies the author, the title and the content of the book review
Gives an opinion with a reason
Completes sentences using past tense verbs
Changes sentences from the past to the present tense

4 **Writing a review** 8

Orders sentences
Uses a spider web to plan a review
Writes a review under prescribed headings
Draws a picture showing what the book is about

5 **A change in attitude** 10

Discusses a picture
Reads a story about a young boy who learns to enjoy sport
Answers questions about the story
Expresses feelings and opinions about the story
Writes a paragraph
Gives the story a title
Identifies proper and common nouns

6 **Writing some more** 12

Works in a group
Uses a given plot to plan a story
Gives the story a title
Writes an introduction to the story

Describes the setting of the story
Identifies the characters in the story
Identifies the plot of the story
Brings the story to a climax
Uses prefixes to form new words
Uses suffixes to form new words
Rewrites sentences using commas appropriately

7 **Pele's last game** 14

Presents a speech entitled 'Why sport is important'
Assesses the speech given by group
Reads a passage about Pele's last game
Answers questions about the passage
Identifies synonyms in a sentences

8 **Bringing it all together** 16

Writes a play about Pele
Presents the play to the class
Writes a review of the play identifying what the play is about, who the characters are, the kind of language used, reasons why someone should or should not see the play
Uses full stops, capital letters, commas, question marks and quotation marks in a given passage
Makes a list using the present simple tense
Writes sentences in the simple past tense

Informative texts

Term 1: Weeks 3 - 4

9 **A very special rabbit** 18

Identifies the differences between two pictures
Reads a text on the riverine rabbit
Answers questions on the text

10 **More about the riverine rabbit** 20

Identifies topic and supporting sentences
Completes a mind map about the riverine rabbit
Write a summary of the passage on the riverine rabbit

11 **Numbers tell a sad story** 22

Reads a graph about the riverine rabbit
Understands and writes about a graph of the riverine rabbit

Identifies meanings of words
Recognises synonyms
Writes words in a dictionary
Joins sentences using conjunctions and, but, because, if, so and when

12 **Learning about rabbits** 24

Write sentences in a logical order to form a clear paragraph
Identifies the topic sentence of the paragraph
Uses connectives to link sentences: first, then, next, afterwards, finally
Writes a clear, ordered paragraph

13 **Wild and tame rabbits** 26

Reads a text on tame and wild rabbits
Answers questions on the text
Writes down a heading for the text
Tabulates the differences between wild and tame rabbits
Identifies facts
Uses the infinitive form of the verb

14 **A look at tame and wild rabbits** 28

Writes a paragraph stating how the wild rabbit looks after her young
Corrects sentences using the singular and plural form of the verb
Identifies finite verbs and infinitives in sentences
Writes a summary of the text on *Different kinds of Rabbits*

15 **Looking at figures of speech** 30

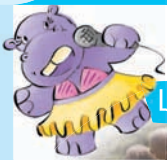
Reads a text about an imaginary reptile
Identifies metaphors in the text
Matches idioms with their meanings
Identifies idioms in sentences
Recognises personification
Matches proverbs with their meanings

16 **Another look at writing** 32

Brainstorms an essay about an animal
Plans an essay on an animal using a spider map
Writes an essay stating where the animal lives, its shape and size, how it communicates, how long it lives and whether it is endangered or not

1 Pele – crazy about soccer

Term 1 – Week 1-2



Let's talk

Talk about the picture



Soccer is one of the most popular games in the world. Do you like it? Who is your favourite soccer star? What makes him or her your favourite? Do you look up to him or her? Why?



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.



Let's read

"When I hear the Brazilian National Anthem, I feel I am in a dream. I try to

concentrate on how I will play but I keep on thinking: how is it possible that I am here, in the Brazilian team, in Sweden, about to play football for my country? It has to be a dream!"

This is Pele at 17, playing his first game in the 1962 World Cup soccer finals. Who is this boy? How did he get to the World Cup? How does he feel about football, the game that made him **famous**?

Pele lived in a small town in Brazil. His family was very poor. Pele was the kind of boy who was playing football when he was supposed to be at school. He was lucky because his father was also a football player and taught him that smoking and drinking weren't good for him.

Pele says, "Brazilians are crazy about soccer. They learn to kick as soon as they stand. Walking comes later."

He started his first soccer club, The Shoeless Ones, at the age of 10. He was very good. At 14 he played for a local soccer club.

At that time he was doing very badly at school. He was too **interested** in playing soccer. He had failed one year. He left school at 14 and started working in a shoe factory. When he was much older he felt very bad about leaving school. He went back to school and then went to university after he got married and had a child.

At 15, he went to play soccer for a famous team called Santos. Two years later he played for Brazil at the 1958 World Cup in Sweden. He scored ten goals at the **championship**, which Brazil won.

After that, he played in many matches and scored more than 1 300 goals.

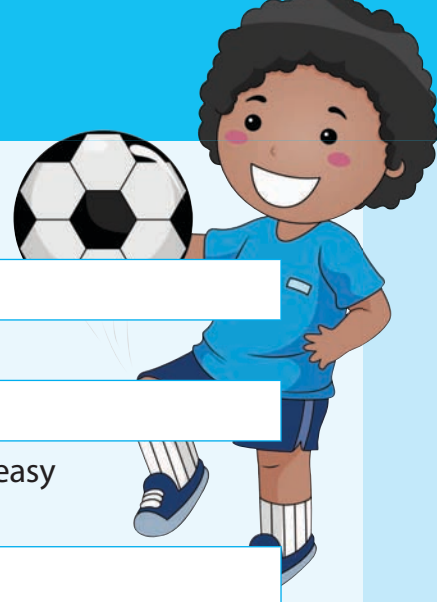
Why was Pele so **successful**? There are many reasons. Firstly, he loved soccer. Secondly, he was very clever about the way he played the game, and, lastly, he didn't play only for himself, he played for the team.

Pele was not only a great soccer player. He also worked hard for the rights of soccer players. He made sure that when they were sick or hurt they still got paid.





Let's write



How did Pele feel when he played his first match for his country?

Pele believed in keeping healthy. How do you know this?

Pele went back to school when he was married. Do you think this was easy or hard for him? Say why.

Why do you think Pele was a great soccer player?

Who is speaking in the first paragraph?

Do you think Pele was proud to play for Brazil? How do you know this?

Children usually crawl before they walk. What does Pele say kids do in Brazil?

Three questions are asked in paragraph two of the story. Write them down.

Then write the answers to the three questions.

Question 1	
Answer	
Question 2	
Answer	
Question 3	
Answer	



Let's write

Match the words with their meanings.
Draw a line from each word on the left to its meaning on the right.

concentrate

famous

interested

championship

successful

well known

involved

finals

victorious

focus



Let's write

First discuss these questions in your groups.
Then write down the answers.



Who is the main character in this story?

Why do you think he is the main character?

In your own words, write down where the story takes place.

Use your own words to write down what you think the main idea of the story is.



Let's write

You are going to write a summary of the story about Pele.

Use the mind map to plan your summary.

In each block write down a main idea or a topic sentence.

Use some of these ideas and the information on the previous page for your main ideas.



the sport he loved

his family

the club he started

where Pele lived

schooling

reasons for his success

Olympic games

first team he played for



- 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

Discuss your summary with your group.
Now write your summary.





Let's read

Read this book review about a story written by Pele’s cousin, Sam.

Soccer Sam

By Portia Nchabeleng

At the beginning of the story Sam goes to meet his cousin Pele, who arrives from Brazil. At school Pele does not know how to play cricket, rugby or tennis. He also does not like learning much. He loves just one sport: soccer! Pele teaches his fourth grade friends how to play soccer. Read this book to find out if they can beat the fifth graders.

I like this book because I like soccer. The pictures are drawn well and are colourful and the characters look like they are really playing soccer. I like the author’s writing because he brings soccer to life.

I think people who like soccer should read this book as I thought the writing was excellent and the story was exciting.



Let's write

Answer these questions about the book review.

What is the title of the book?

Who wrote the book review?

What is the book about?

Why does Portia like the story?

Does she think other children would enjoy it? Say why.



Let's write

Change the sentences below from then to now, and write down the new sentences.

Example

Pele **lived** in a small town in Brazil.

Pele **lives** in a small town in Brazil.



Why was Pele so successful?

He started his own soccer club.

He left school to play soccer.

He helped many soccer players.

Pele was a great soccer player.

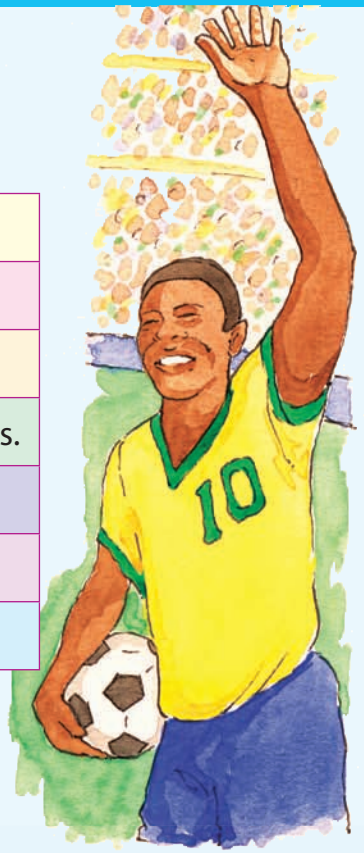




Let's write

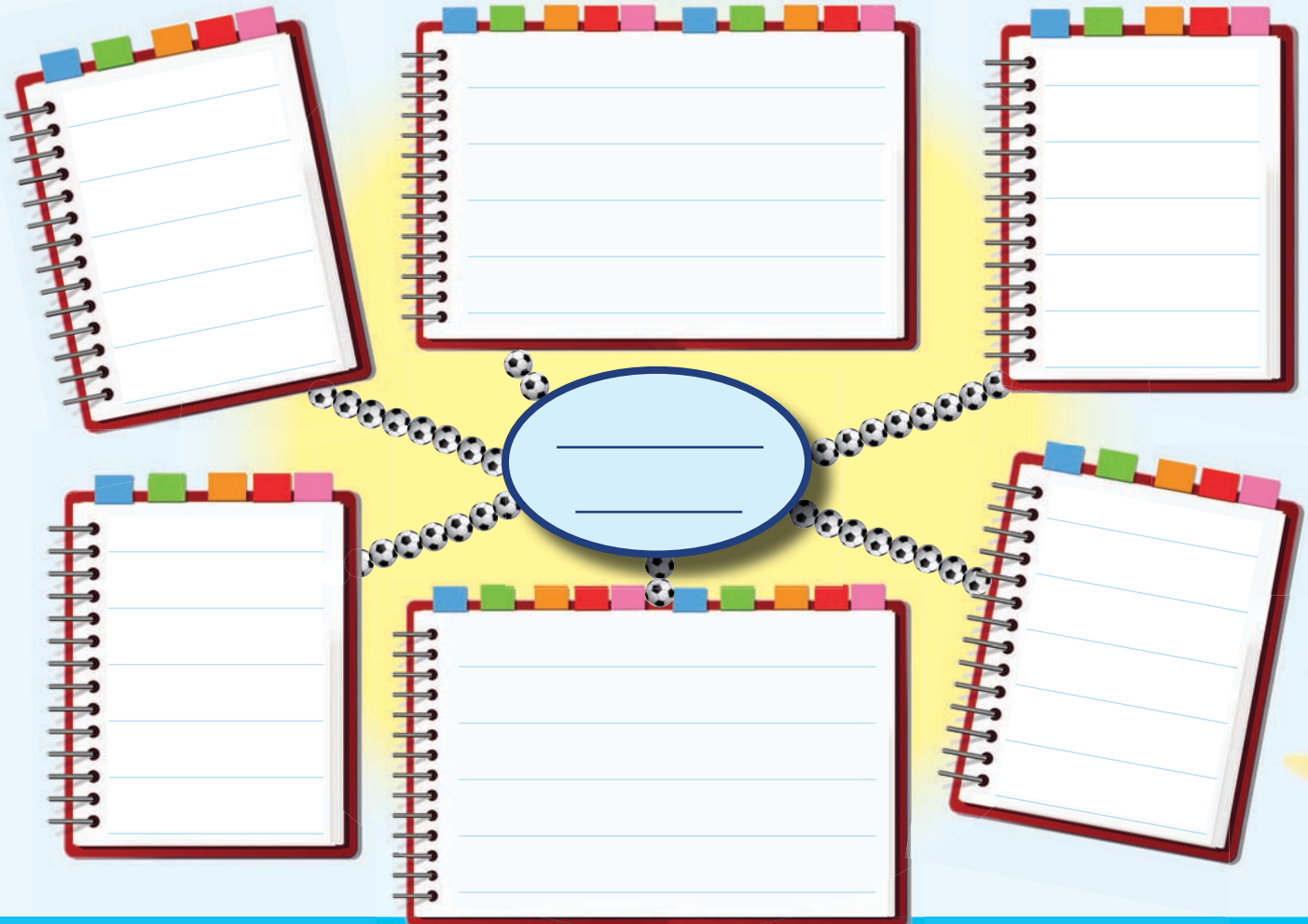
These sentences are in the wrong order.
Put them in the right order and number them.

	I think children who like soccer should read this book.
	Read this book to find out if they can beat the fifth graders.
	He loves one sport: soccer!
	At school Pele does not know how to play cricket, rugby or tennis.
	I like this book because I like soccer.
	I like the author's writing because he brings soccer to life.
	I thought the writing was excellent and the story was exciting.



Let's write

You are going to write a review of the story
about Pele. First, plan your review. Use this
mind map to plan your review.





Let's write

Now write your review.

Write four sentences under each heading.

The story is about

Pele is a good example for young people because

I liked/did not like this story because

You should/should not read this story because



Now draw a picture showing what the story is about. Give your picture a heading.

Fun





Let's talk

Discuss the picture in your group.

What do you think the boy is interested in?

Do you think he likes playing sport?

How do you know this?

If you were his friend, what would you persuade him to do?

Tell your friends in your group.

- 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.



Let's read

I never loved soccer. Not because

I didn't find it interesting, but

because I never understood the

game. Quite silly if you ask me! Two teams kicking a ball into a giant net. In the 90 minutes they do this, I can read through an interesting book!

I was a disappointment to my father. He even gave me a football with Pele's name on it for my birthday. Funny looking thing. It was wrapped in gift paper and there was a card that read "Happy birthday Xolisa, love from Mum and Dad". I put the ball, still in its gift paper, on my study table – just to look at.

One day, my new friend came to visit. "Don't you go out to play?" he asked. "No!" I answered as quickly as I could. He rolled his eyes and fixed them on the football that was on my study table. "Whose is that?" he asked excitedly. "Mine," I said. He reached for it. He took off the packaging and bounced the ball all over the place. "Come, let's go. We'll play outside with this!" I nodded. It was my ball so I followed him! I left my book on the bed.

I had no idea what I had to do standing in the middle of the field. I just stood there looking at my new friend as he played happily with my ball. He kicked the ball in my direction. I was new and didn't know what to do. I picked up the ball and ran with it. "Kick it at me!" he screamed from across the field. So I placed the ball near my feet and kicked it as hard as I could. It was a bad kick and the ball hit the girl standing in front of me. How embarrassing! Luckily it didn't hurt her!

Soon, other kids joined us. Everyone quickly got into two teams. I didn't know the rules then, but watching others and running just for the sake of keeping up in the game, I quickly learned. I didn't kick a goal, but that didn't matter.

To my surprise, I enjoyed the experience – even the sweat and the mud. Afterwards, I dribbled the ball all the way home. When Mum saw me she could barely speak. Then she smiled and said, "Take off those shoes here, mister. I don't want mud in my house!" I ran inside, hopping all the way to the bathroom.

From that day onwards, I loved playing soccer and I even practise it in my room sometimes!





Let's write

Answer these questions.

Why do you think Xolisa was a disappointment to his father?

Did he enjoy playing sport? Say why.

What was he interested in?

Write a paragraph in your own words saying what happened when his new friend came to visit him.

How did his mother feel when he came home with muddy feet?

Give the story a title.



Let's write

Read the following extract taken from the story. Underline all the common nouns in red and circle the proper nouns in blue.

I never loved football. Not because I didn't find it interesting, but because I never understood the game. Quite silly if you ask me! Two teams kicking a ball into a giant net. In the 90 minutes they do this, I can read through an interesting book!

I was a disappointment to my father. He even gave me a football with Pele's name on it for my birthday. Funny looking thing. It was wrapped in gift paper and there was a card that read "Happy birthday Xolisa, love from Mum and Dad". I put the ball, still in its gift paper, on my study table – just to look at!



Let's write

Work in groups.



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



A plot is an outline of what happens in a story.

Use this plot to plan a story: Girl or boy comes from a poor community; she or he is a superb athlete; girl or boy wins an international race or girl or boy becomes rich and famous.

Give your story a title.

Write an exciting introduction or beginning.

What is the setting? Where and when did the story happen?

Who are the characters?

How does the story end?



Let's write

Here are some common prefixes with their meanings.

PREFIXES

You add prefixes to a root word to make another word.

re-	again or back
pre-	before
mis -	wrong

dis-	not
un-	not
under-	below

Now write the correct prefix next to each root word.

<input type="text"/>	play	to play again
<input type="text"/>	ground	below the ground
<input type="text"/>	honest	not honest
<input type="text"/>	treat	treat wrongly
<input type="text"/>	happy	not happy
<input type="text"/>	view	view again



Let's write

Here are some common suffixes.

-able

-ful

-est

-less

-er

Use each of the suffixes to make words that have these meanings:

without fear the most tall with care

able to be done without worth



Let's write

Rewrite the sentences.
Fill in the commas in the right places.

My dad and I like to go fishing swimming and hiking on the weekend.

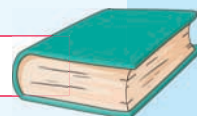
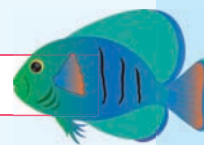
I like to watch movies read books and study.

Xolisa does not know much about cricket soccer and rugby.

**SUFFIXES**

You add suffixes to the end of a root word to make another word.

Commas are used to separate things in a list, unless the next word is "and".





Let's talk

Read the passages about Pele again, and then, in your group, talk about the importance of sport. Now present to your group a speech about **Why sport is important.**

Assess everyone's speeches using the table below: 5 is very good; 4 is good; and 3 needs improvement.

	5	4	3
The message is complete and clear.			
She/he uses strong supporting details.			
She/he speaks clearly and looks at the listeners.			
She/he speaks in a normal voice that is loud enough to be heard.			
She/he speaks smoothly and does not say "um," "uh," or "and" too often.			
The message is easy to follow and holds the listener's attention.			
She/he has a strong beginning, middle and end.			
She/he uses a variety of interesting words.			
Her/his sentences are correct and easy to understand.			



Let's read

They say all good things must come to an end and that proved to be true in 1977 as the career of the world's most famous footballer came to a close. That was when Brazilian legend Pele played his last game at Giants Stadium in New York.

The President of the United States, Jimmy Carter, made a speech for Pele and he was joined by Muhammad Ali, who said, "I don't know if he's a good player, but I'm definitely prettier than him." Ali later admitted that "now there are two sportsmen who are the greatest", confirming his place and Pele's as the planet's two most recognisable sports stars.



Pele scored his final goal with a thirty-yard free kick while the crowds shouted, "Pele the King!" At half-time Pele's number ten shirt was retired and at full-time there were more speeches and flag-waving to complete the pomp and circumstance of the day.

The only sour note was the fact that it was pouring cats and dogs by the end of the game, but a Brazilian newspaper explained that it was because "even the sky was crying."



Let's write

Why was 1977 a special year for Pele?

SYNONYMS

Synonyms are words that mean the same, or nearly the same, as another.

Mohammad Ali was a boxer. Why do you think he referred to himself as being "pretty"?

Ali said that he and Pele were the two most famous sportsmen on the planet. What planet was he talking about?

Why were the "skies crying"?



Let's write

Choose the word that is nearly the same in meaning as the words in bold. Write it down next to the correct sentence.

unpleasant

raining

ceremony

withdrawn

finish

They say all good things must **come to an end**.

Pele's number ten shirt was **retired**.

At full-time there were more speeches and flag-waving to complete the **pomp and circumstance**.

It was **pouring cats and dogs**.

The only **sour** note of the day was ...



Fun

Let's put on a play.

Get together in your groups. Put on a play about Pele.
Have at least four characters in your play.

After you have practised your
play, present it to the class.



Let's write

Now write a review of
the play. Use this outline
to write your review.



- 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 the play is about:

The actors: Were they believable? Did they speak clearly and loudly enough? Did their gestures and body movement tell you about the character? Who was particularly good and why?

Language: Was the story clear? Did you understand what the characters were saying? Was the language use interesting? Did you want to listen to the actors?

Why you should/should not see this play:



Let's write

Fill in the full stops, capital letters, commas, question marks and quotation marks.

Use **quotation marks** before and after the exact words of a speaker or writer.

Examples: The teacher said, "Did you do your homework?" "I know the answer," she said.

when i play soccer i feel unbeatable and my mind is cleared i feel happy and all the stress i have goes i also love to write because i have an imagination i feel different emotions and when i do i write them down mostly i write what i cannot say to people and make them into stories someday i hope that someone will see me play, or read one of my stories and feel happy i often say to my mom i really love what I do



Let's write

Make a list of what you do every day. Use the present simple tense. *Examples: I get up. I go to school.*

You use the **present simple** tense when you want to talk about something you do regularly. "I usually **catch** the bus."

You also use it to talk about facts that are generally true.

Write down what you did when you put on your play. Write your sentences in the simple past tense. *Examples: I practised my lines. I spoke loudly and clearly.*





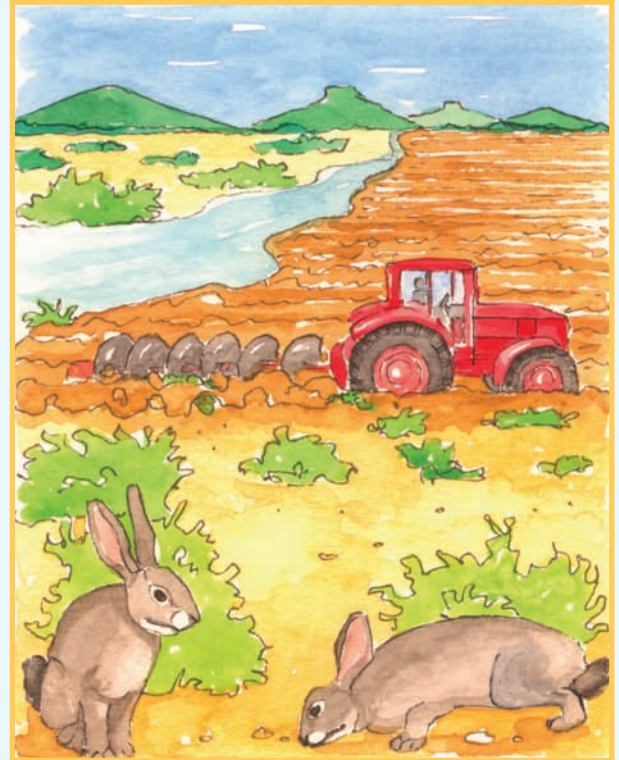
Let's talk

Look at the pictures.

Look at the picture on the left. What do you see?
 Look at the picture on the right. What do you see?
 Are the pictures different? What are the differences?



Let's read



Riverine rabbits are found only in South Africa, in the Karoo. Unfortunately they are our most **threatened mammals**. They are in danger of **disappearing** forever.

Riverine rabbits live along rivers in the Karoo. The soil there allows them to dig burrows. Riverine rabbits need **burrows** to raise their babies, which are tiny when they are born – just a bit bigger than a matchbox. The babies are called kittens.

Some farmers have ploughed up the land next to the rivers. So the bushes and shrubs riverine rabbits need have been destroyed. There are fewer and fewer places where these rabbits can live and look after their kittens.

The South African Wildlife Society is trying to save the riverine rabbits. Some farmers in the Karoo have agreed to protect the rabbits on their farms. There is also a breeding programme at De Wildt Nature Reserve. There they breed the rabbits in safety. They hope to return these rabbits to the Karoo, where they belong.





Let's understand

Reread the passage about the riverine rabbit.



This piece of writing gives us information. What information does it give us?

Are riverine rabbits like ordinary rabbits?

Why do you think they are called riverine rabbits?

Is the riverine rabbit in danger? Say why.

What do you think we can do to save the riverine rabbit? Write two sentences.

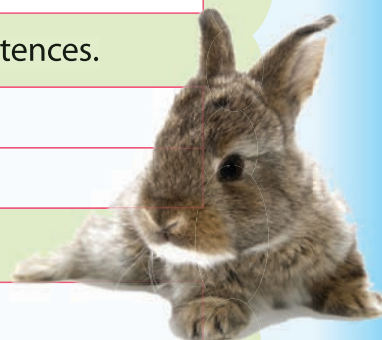
Where is the riverine rabbit found?

How big are the babies when they are born?

Why are there so few riverine rabbits left? Write two sentences.

What are the farmers doing to save the riverine rabbit? Write down two things.

What does the breeding programme hope to achieve?





Let's write

Circle the topic sentence of each paragraph in blue; underline the supporting sentences in red.

A topic sentence summarises the main idea in a sentence.

Riverine rabbits are found only in South Africa, in the Karoo. Unfortunately they are our most **threatened mammals**. They are in danger of **disappearing** forever.

Riverine rabbits live along rivers in the Karoo. The soil there allows them to dig burrows. Riverine rabbits need **burrows** to raise their babies, which are tiny when they are born – just a bit bigger than a matchbox. The babies are called kittens.

Some farmers have ploughed up the land next to the rivers. So the bushes and shrubs riverine rabbits need have been destroyed. There are fewer and fewer places where these rabbits can live and look after their kittens.

The South African Wildlife Society is trying to save the riverine rabbits. Some farmers in the Karoo have agreed to protect the rabbits on their farms. There is also a breeding programme at De Wildt Nature Reserve. There they breed the rabbits in safety. They hope to return these rabbits to the Karoo, where they belong.



Let's write

The seven sentences below are about the riverine rabbit. Five of them are about the same topic, but two don't belong because they are about something else. Which sentences don't belong? Underline them.

Riverine rabbits live along the riverbeds in the Karoo.

The soil in the Karoo is good for making their burrows.

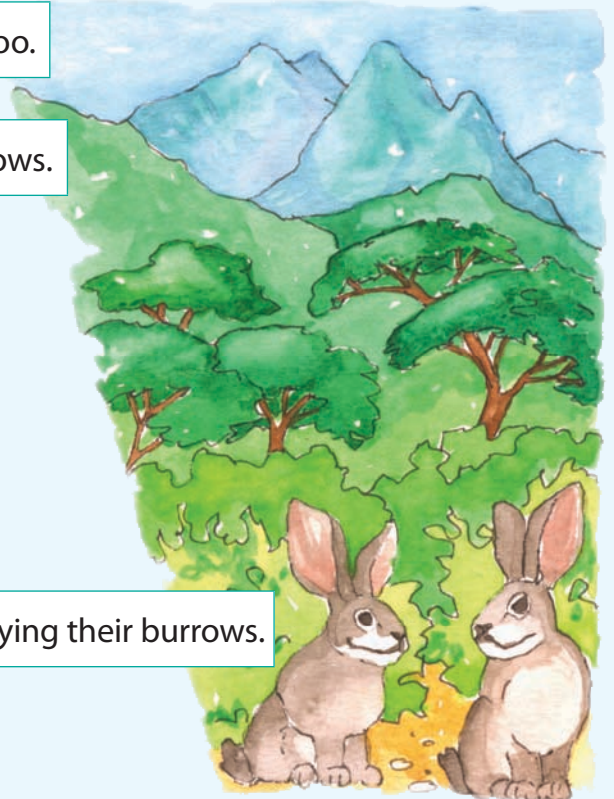
They eat plants that grow along the river.

The baby is the size of a matchbox.

They are in danger of disappearing.

Farmers are ploughing along the rivers and destroying their burrows.

The kittens are very tiny.



Now complete this mind map about the riverine rabbit.



Let's write

Use the topic sentences that you circled in the first passage to write a summary of what it says about the riverine rabbit.

Blank lined area for writing a summary.

Hints for writing a summary:

Read the text quickly in order to find the main ideas (skimming). Make sure that you've got all the main ideas (scanning).

Underline the most important words. Write down the keywords. Use the keywords in simple sentences. Combine the simple sentences by using conjunctions. Compare the original.



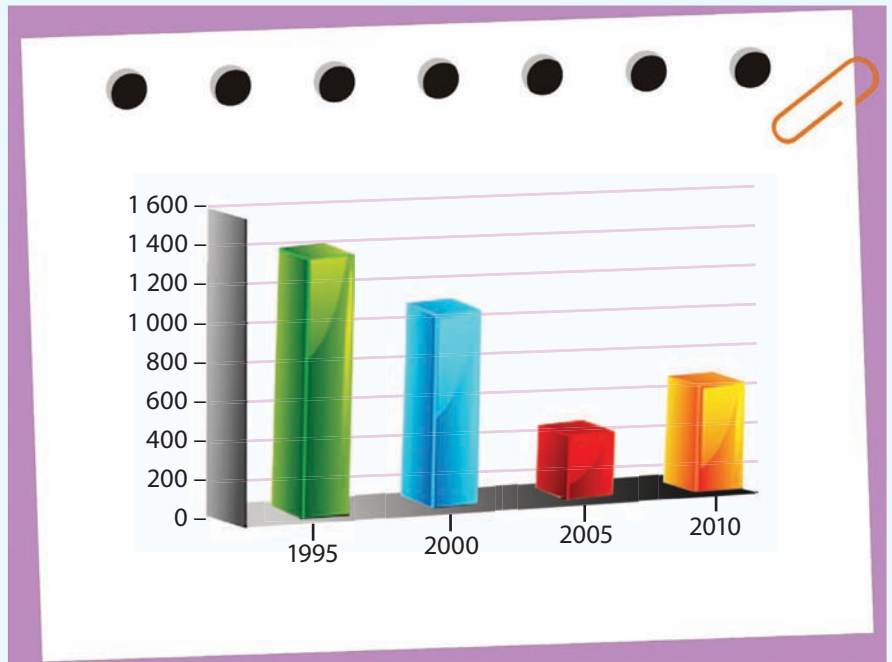
Let's read

Look at the graph. Read the numbers on the left, and the dates along the bottom.



Let's understand

Work out what the graph tells us. Then answer the questions.



What does the graph show?

How many riverine rabbits were there in 1995?

In what year were there the least riverine rabbits?

Did the number of riverine rabbits increase between 2005 and 2010? Why?

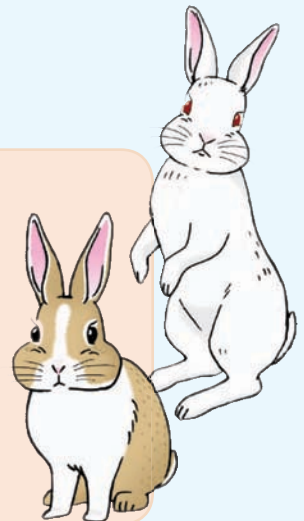
The rabbits are an endangered species . What does this mean?

Choose one of the three answers below.

1. They are in danger of disappearing forever.

2. They are being moved to another part of South Africa.

3. They are being moved to farms outside the Karoo.





Let's write

In each row, match the first word, in bold, with its meaning from the list. Some of the words in the list mean almost the same thing. Choose the best word.

Write the words in bold in your dictionary.

threatened	gone	unhappy	dying out	horror
mammals	birds	bees	animals	frogs
disappearing	getting less	fading	increasing	appearing
burrows	tunnels	pits	holes	trees
destroyed	frightened	hurt	deserted	damaged



Let's write

Join each pair of sentences to make one sentence. Use some of these words to join them:

when

if

because

but

and

so



Example:

The riverine rabbits are in danger of disappearing.

The wildlife society is trying to save them.

The riverine rabbits are in danger of disappearing **so** the wildlife society is trying to save them.

Riverine rabbits need to make burrows along the side of rivers.

Farmers are ploughing up land next to the rivers.



There is a breeding programme. They breed the rabbits successfully.

They hope to take the rabbits back to the river. The rabbits are ready.

The rabbits will not be endangered. The programme is successful.





Let's write

Put these sentences in the right order so that your paragraph is logical and clear.



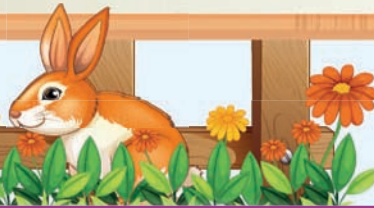
After reading this book, readers will know not just how rabbits act, but why they act as they do.

They come in a variety of sizes, colours and coat types.

This informative book teaches readers how to care for their rabbits, regardless of type.

There are over forty different types of rabbits in the world.

There are daily feeding suggestions, as well as information about cleaning responsibilities and recommendations about exercise.



Write down the topic sentence of your paragraph.



Let's write

Use these connectives to link the sentences below and write a clear paragraph.

first

next

finally

afterwards

then



How to clean a rabbit hutch

Take your rabbit out of the cage.
Put him in an exercise pen or crate.
Scoop up the dirty shavings and
put them in the bin bag. Wash and
disinfect the floor of the hutch.
Dry the floor with an old towel.
Put down new shavings. Make
sure there is clean water and food.



Let's write

Write a paragraph about the decrease in riverine rabbits between 1995 and 2010. Your paragraph should be no longer than eight lines. The graph in worksheet 11 has some information that will help you to write your paragraph.





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.

There are wild rabbits and tame rabbits. Tame rabbits can be gentle and loving pets. Wild rabbits live on every continent except Antarctica. All tame rabbits are descendants of European rabbits, which are also called common rabbits.

You find both big and small rabbits. Some rabbits have narrow, pointed heads while others have broad, flat heads. The different rabbits have different coloured fur: wild rabbits have a brownish fur but domestic rabbits have short fur that can be white, black or grey. Their fur keeps them warm.

Rabbits have powerful hind legs which they use to hop. They can run as fast as 23 kilometres an hour, and many can jump more than 5 metres.

A rabbit depends on its excellent hearing to catch sounds coming from any direction. A rabbit's eyes are on the sides of its head. Because of this, it can see on both sides as well as to the front and back. Rabbits can also see well in the dark. A rabbit has a good sense of smell, too.



Rabbits eat leafy plants. Their front teeth never stop growing, and biting and chewing helps to stop these teeth from getting too long. During the winter months, they live on bark, twigs and the old fruit of bushes and trees.

Rabbits are nocturnal. They eat and play most of the night from dusk to dawn. During the day they rest and sleep.

A well-cared-for pet rabbit can live eight to twelve years. In the wild a rabbit may live to be about five years old.

A male rabbit is called a buck, a female rabbit is called a doe and baby rabbits are called kittens. They are born with their eyes closed and without any fur.

To keep their kittens warm, the mother covers them with grass and bits of her fur in a nest that she digs in the ground. At about a week old, the kittens have opened their eyes and have grown a coat of soft fur. When they are about two weeks old, the kittens leave their nest. Their mother only nurses them for the first few weeks of their lives. Then they begin to find their own food. When they are about six months old they begin to raise their own young.





Let's write



Blank lined paper for writing.

What is this piece of writing about?

Blank box for writing the topic.

Give this piece of writing a heading.

Blank box for writing the heading.

In the table below write down five differences between tame and wild rabbits.

Tame rabbits	Wild rabbits

Write down five facts from the text.

Blank box for writing five facts.

Complete the sentences using the infinitive form of the verb given in the brackets.

Do you want (clean) the rabbit hutch with me?

You don't need (leave) yet – it's not late.

Don't forget (take) clean hay and straw for your rabbit.

I want (go) and see my friend's rabbits on Sunday.

How long do you expect a rabbit (live)?

All verbs have an infinitive form. "To see", "to speak" and "to dance" are examples of the infinitive form. This form of the verb does not have a tense, and it does not have a plural form. It also does not have a subject in a sentence. You can't, for example, say "I to see a car".



Let's write

Look at the piece of writing about tame and wild rabbits.

Write a paragraph explaining how the wild mother rabbit looks after her young.



Let's write

Rewrite the sentences below using the correct verb.

There is/are many riverine rabbits in the Karoo.

Many riverine kittens is/are born every year.

Farmers plough/ploughs up the fields next to the river.

They destroy/destroys the bushes and vegetation.




Let's write

Underline the infinitives and circle the finite verbs in these sentences.

I would love to have a rabbit as a pet.

Although I love rabbits, I have to save money before I can buy one.

It is so hard for me to save any money as I love to go shopping.

I am afraid to go to the mall because I know I will spend all of my money.

If I plan to save my money to buy a rabbit, I definitely need to resist temptation.

My mother told me to give her my money to keep but I told her I had to learn how to control my own money.


Let's write

Reread the passage on *Different kinds of rabbits*.
Now write a summary of the passage.

Make sure that you do the following:

- | | |
|---|--|
| • Cut the original text to about one third. | • Mention only the main ideas. |
| • Combine specific statements to form general statements. | • Change direct or reported speech into statements |



Let's read

Read this passage and then answer the questions.

It came on great, oiled, striding legs. It towered thirty feet above the trees like a giant, folding its delicate claws close to its oily reptile chest. Each lower leg was like a piston, a thousand pounds of white bone, sunk in thick ropes of muscle, like the armour of a warrior. Each thigh was a ton of meat, ivory and steel mesh, and from the great breathing cage of the upper body those two delicate arms dangled out front, arms with hands which might pick up and examine men like toys.

By Ray Bradbury



Let's write

What kind of creature do you think this is?

Which word tells you that it was huge?

What does the author compare its legs to?

What figure of speech does he use to make this comparison?

The author says that each thigh was a ton of meat. What figure of speech is this?



Let's write

Match the idioms in the left-hand column with their meanings in the right-hand column.

Idiom

to eat a horse

to walk on air

to be no spring chicken

to have butterflies

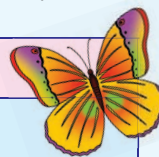
Meaning

to be quite old

to feel nervous

to have a very big appetite

to feel very happy





Let's write

Underline the idiom in each of the sentences below. Then say what each one means.

My grandmother bought me a dog. I wanted a rabbit but my mother said that I should not look a gift horse in the mouth.

My sister likes to be the centre of attention. When she had to give a speech she talked the hind leg off a donkey.

My little sister was very good and was as quiet as a mouse.



Let's write

Underline the non-human thing and circle the human quality in these sentences.

The winter wrapped its icy claws around Cape Town.

The alarm clock screeched that it was time to get up.

Fear grabbed me as I heard footsteps behind me.

The stars winked at us from the night sky.

Listening to the piano sing its happy tune made me want to dance.

The trees sighed in the soft evening breeze.



Let's write

Match the proverbs with their meanings.
Draw a line from the proverb to its meaning.

Proverb

Even when there is no cock the day still dawns.

The young cannot teach tradition to the old.

One does not follow a snake into a hole.

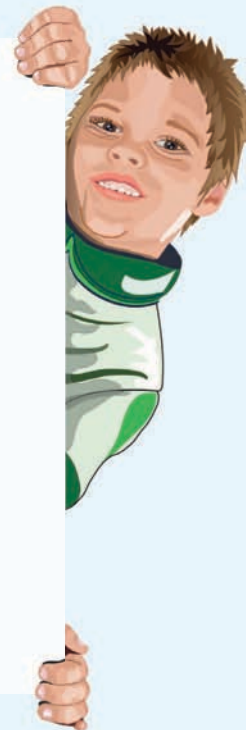
Meaning

Young people don't know more than old people.

Don't go into dangerous places.

No one is so important that we can't do without them.

You use personification to give a non-human thing human qualities such as hearing, feeling or talking. Writers use personification to make something stand out more.





Let's write

You are going to write an essay about an animal, but first you need to plan the essay. Your essay must be four paragraphs long.

Brainstorm your essay. Write down as many things as you can think of.



- 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.

Characteristics (what these animals look like)



Habitat (place where they are found)



Let's write

Now write your essay.

- In your first paragraph say where the animal lives and whether it lives alone or in a group.
- In your second paragraph describe your animal: how big it is, and what it looks like.
- In your third paragraph explain how your animal communicates: what sounds it makes.
- Finally, say how long your animal lives and whether or not it is an endangered species.

A large rectangular area with horizontal green lines for writing an essay.

Check yourself



I can	😊	☹️
read a text		
answer questions based on a text		
match words with their meanings		
identify meanings of words		
plan and write a summary		
complete sentences using past tense verbs		
change sentences from the past to the present tense		
order sentences		
complete and use a mind map		
write a review		
illustrate a book		
talk about a picture		
write a paragraph		
identify proper and common nouns		
use prefixes and suffixes to form new words		
punctuate a passage		
make a speech		
write and present a play		
make a list		
talk about pictures		
identify topic and supporting sentences		
read a graph		
recognise synonyms		
use conjunctions		
tabulate differences		
identify facts		
use the singular and plural form of the verb		
identify and use infinitive verbs		
recognise and use metaphors and personification		
use idioms		
match proverbs with their meanings		
plan and write an essay		

Theme 2: Newspaper Articles



Womeni nt hen ews Term 1: Week 5 - 6

17 Nothembi - a musician with a difference 36

Reads a newspaper article about Nothembi
Answers questions about the newspaper article
Identifies meanings of words
Uses the past tense to write sentences
Uses prepositions to complete sentences

18 More about Nothembi 38

Uses link words to complete sentences and make own sentences
Writes descriptive sentences
Talks about a picture
Tabulates words in the past and present tense

19 Nothembi performs 40

Reads additional information about Nothembi
Answers questions about the text
Gives own opinion
Identifies antonyms from the text
Writes sentences in the future tense

20 News about Nothembi 42

Identifies the headline, the author, the main points and the speakers of an article
Describes the photograph and caption of an article
Writes an article
Draws a picture and writes a caption

21 She flies through the air 44

Works within a group
Talks about a picture
Reads an article about a gymnast
Answers questions about the text
Discusses the headline of the text
Identifies genre

22 More about Edith 46

Writes a paragraph about Edith Moetsi
Matches a headline to a sport
Writes topic sentences for the articles
Identifies verbs in headlines
Rewrites headlines using verbs in the past tense

23 It's your turn to be reporter 48

Talks about different kinds of articles that appear in the local newspaper
Reads an article about Edith
Answers questions about the text
Identifies the topic sentence
Explains the meaning of the title
Uses question words in sentences

24 Writing a newspaper article 50

Plans an article for a school newspaper using a spider map
Discusses and writes the article making sure that the article has a heading, an introductory and concluding paragraph, direct speech, a picture and a caption
Turns statements into questions
Completes sentences using definite and indefinite articles: a, an and the
Completes sentences using determiners: some, all, none, someone, no-one

Folk Tales Term 1: Week 7 - 8

25 The Ant and the Dove 52

Discusses attributes of a fable
Reads a fable
Answers questions about a fable
Identifies the differences between a story that is real and a story that is imaginary
Gives an opinion
Matches words with their meanings

26 Thinking about the ant and the dove 54

Writes three descriptive sentences
Completes sentences
Identifies and completes the attributes of a fable: the title, setting, characters, conflict, solution and moral
Matches animals with their characteristics
Identifies possible morals of a fable

27 The working ant 56

Works in groups
Discusses questions about ants
Reads a text about ants
Answers questions about the text
Matches words with their meanings
Uses pronouns in sentences
Writes sentences using adjectives and adverbs

28 Sorting out the folk tale 58

Writes a description using animal characteristics
Discusses and writes down significance of giving advice
Joins sentences using conjunctions: **and**, **but** and **because**
Orders information to make a coherent paragraph

29 The Lion and the Mouse 60

Discusses questions in groups
Reads a text on the fable *The Lion and the Mouse*
Answers questions based on the text
Discusses meanings of proverbs

30 Thinking about the Lion and the Mouse 62

Links sentences
Skims a text
Plans a fable using a chart

31 Meghan reviews a fable 64

Reads a review about *The Lion and the Mouse*
Answers questions on the review
Draws a picture that goes with the review
Works with proverbs
Chooses either the singular or plural verb

32 A folktale to end all folktales 66

Writes information in direct speech
Writes a folktale about a mouse that helps a lion using headings





Let's talk

Bring a newspaper article to school. There are newspapers in your community that you don't have to pay for. Make sure that the article you bring is about something that interests you.

Read the article and then discuss the answers to these questions in your group.

- | | |
|--|---|
| <ul style="list-style-type: none"> • What is the headline of your article? • How many words are in the headline? • Who wrote your article? • Who is the article about? • What happened? • When did it happen? • Where did it happen? • What else are you told? | <ul style="list-style-type: none"> • Does your article have quotes? If so, what was said? Who said it? • How are the quotes related to the event? • Does your article have a photograph? What does it show? Describe exactly what you see. • What does the caption say? |
|--|---|



Let's read

Read the first part of the article and then answer the questions.

A GUITAR-PLAYING MOM

Nothembi Mkhwebane is a traditional Ndebele singer who is fast becoming an international star. She performed with her band The Siblings in Johannesburg recently. JJ Phiri chatted to her.

I heard about a woman who was performing on Freedom Day at Kippies, a club in Johannesburg. She wears traditional Ndebele clothes, and she plays an electric guitar. "Never, that can't be true!" I said. But I was curious. I wanted to see her for myself. So I went to Kippies, and there I found Nothembi.

I could not believe my eyes when Nothembi walked onto the stage. She looked enormous. Colourful, beaded bracelets covered her arms and legs. She had a bright, beaded blanket round her shoulders and she wore a large traditional hat.

Nothembi lifted her arms to greet the crowd. Then she picked up her electric guitar. What a guitar! It was decorated with Ndebele designs and painted in all the colours of the rainbow. Nothembi started playing. She made her guitar talk, sing, whine, screech and sob.



African queen of Ndebele music



Let's write



Who is speaking in the first paragraph?
Do you think it is Nothembi or the writer? Say why.

What do you think "I could not believe my eyes" means?

What colours did Nothembi use to decorate her guitar?

The writer uses personification to describe the way Nothembi plays her guitar. She says the guitar talks, sings, whines, screeches and sobs. These are things that people do. She also uses the present tense.

Personification is a figure of speech in which something not human (an object, idea or animal) is given human qualities.

Insert instruction above this one. So, first The writer uses, then: Look at the text again. Underline the nouns in red, the adjectives in blue and circle the articles in green.

Then Use three of the verbs

Use three of the verbs from the article and write sentences of your own in the past tense.



Let's write

Use these prepositions to complete the sentences below.

at

up

on

before

Nothembi sings Kippies, a club in Johannesburg.

she came to Mamelodi,

she lived a farm.

Many musicians look
to her because she has helped them get work.



Let's write

Let's start the writing process by using connectives to link the two parts of these sentences.

Use each of these connectives (or link words) to complete the sentences.

but

however

because

so

then

I would like to see you tomorrow, Nothembi, let's have lunch together.

I love to eat, Nothembi has to watch what she eats.

When Nothembi was at school she studied for hours she hoped to do well in her exams.

First, Nothembi put on her clothes, she had her hair done.

She likes to help other musicians, she doesn't always have the time to go out for lunch.



Let's write

Use the following connectives to make sentences of your own.

Connectives (or link words) are used to link sentences and ideas. If you use them correctly, your writing will be easier to understand.

for

as

though



Let's write

Write down three sentences that describe Nothembi. You can copy them from the story or you can write your own sentences.

Look at the picture. Write about Nothembi's clothing and beadwork. Say what they look like, what colours they are and whether you would like to dress like that.



Let's write

Look at these words taken from the last paragraph of the article about Nothembi on the next page.

worked

is lucky

had to support

perform

Write down the words that talk about things that happened then and now in the correct columns.

THEN	NOW



Let's read

Read the last part of the article about Nothembi.



A GUITAR-PLAYING MOM



Nothembi also sings. Her songs are about the rural areas: the rivers and life on the farm, which she remembers from her childhood. There was music everywhere. "My uncle taught me to play the guitar when I was very young," Nothembi says. "I used to sing at funerals and weddings. In 1983 I formed my own band in Mamelodi. Not many women played the electric guitar then. When people saw me they thought I was strange. But I didn't think I was strange. I just love music and playing the guitar. I feel different when I perform. I feel powerful."

She says she is lucky now. "I perform for a living. In the 1980s, I worked as a domestic worker because I had to support my two children."



Let's write

When did Nothembi form her own band?

Nothembi says that people found it strange that she played an electric guitar because she was a woman. Are there other things that people find strange when a woman does them? Write down two things you can think of.

Nothembi says she feels powerful when she plays her guitar. Why do you think she feels like this?

If she feels powerful when she plays the guitar how do you think she feels when she is not playing the guitar? Say why.

Is her life the same as it was in 1980? Say why.



Let's write

Write down the antonyms for these words taken from the passage.

An antonym is a word opposite in meaning to another (e.g., bad and good).

rural

young

childhood

different

then



Let's write

Put these sentences into the future tense. Remember that you will need to use **will** and **your verb**.

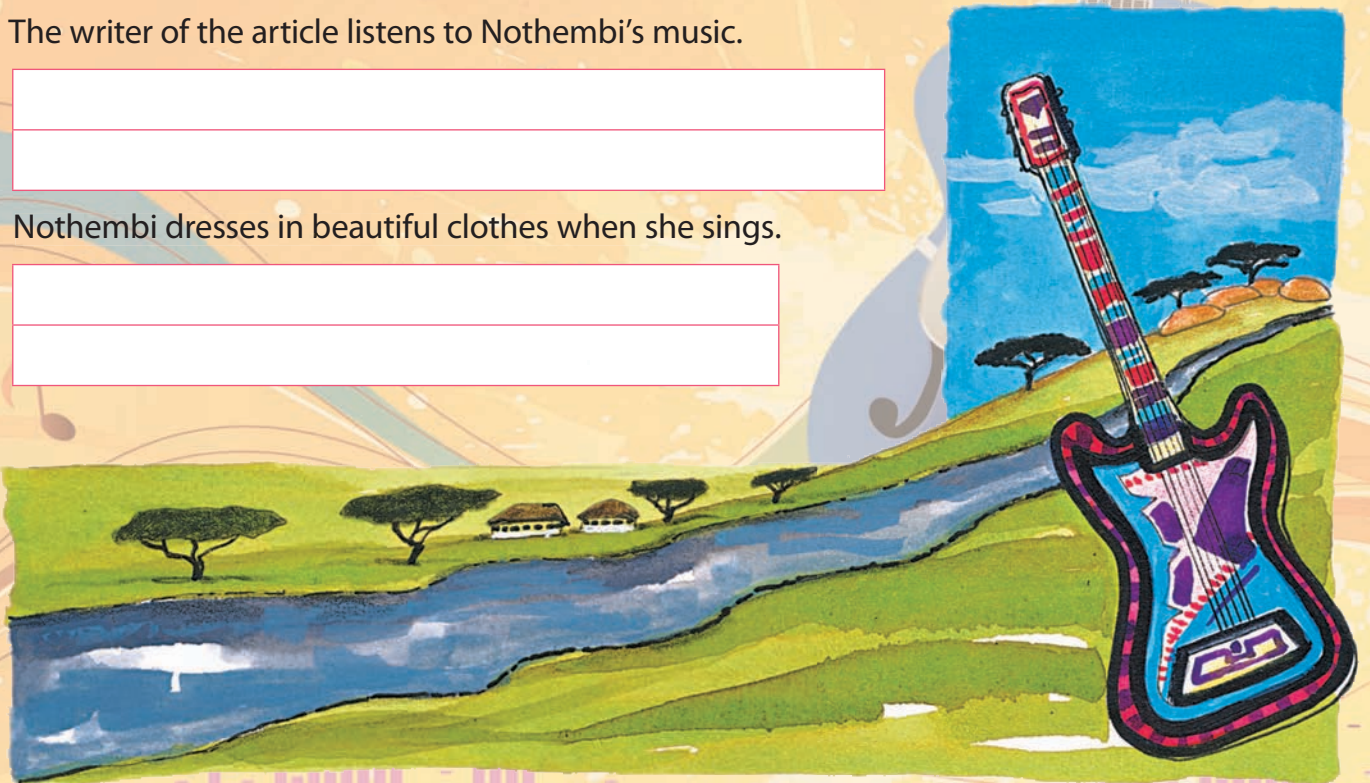
Nothembi sings at Kippies.

Nothembi plays songs from her youth.

Nothembi performs in concerts overseas.

The writer of the article listens to Nothembi's music.

Nothembi dresses in beautiful clothes when she sings.





Let's write

Read the following and answer the questions. Look again at the whole article about Nothembi to find the answers.

The headline of a newspaper article usually has only four or five words. It tries to attract the interest of readers by telling them what the story is about, in a short and interesting way.

What is the headline of the article?

How many words are there in the headline?

The by-line tells you who wrote the article.

Who wrote this article?

The introduction sets the scene and summarises the main points of the article by answering questions about who, what, when, where.

Who is the article about?

What happened?

When did it happen?

Where did it happen?

The body of the article answers questions about how and why.

What else do you now know about Nothembi?

Sometimes articles include what a person (like an eye-witness or an expert) has said. This will be in inverted commas.

Does the article have quotes? If so,

What was said?

Who said it?

The article has a photograph and caption.

Describe the picture and write down what the caption says.



Let's write

Imagine that Nothembi taught you how to play the guitar and after many years you became very good friends. You are asked to write an article about her for your school newspaper.

- Give your article a heading.
- In your first paragraph make sure you answer the four questions about who, what, when and where.
- In the second and third paragraphs add more information about Nothembi. These paragraphs should answers questions about how and why.
- Don't forget to use direct speech to create interest.
- Finally, draw a picture of Nothembi and give it a caption.





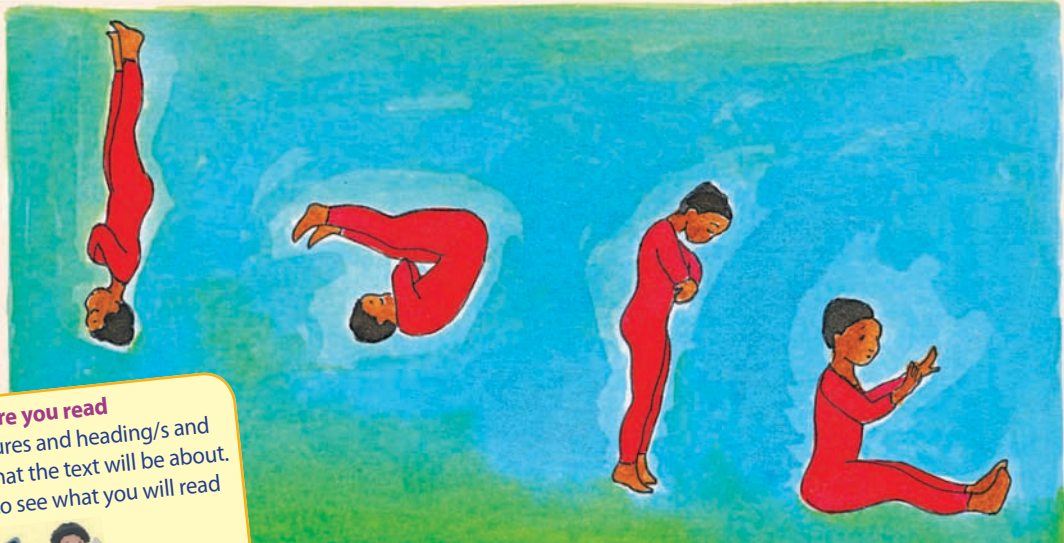
Let's talk

Work in your groups.

Look at the pictures. What do you think the article is going to be about?

Do you think it is important to support young people who do well at sport? Say why.

If you were a reporter, what sporting activities would you write about? Say why.

**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.

Edith Moetsi – gymnast and tumbler

By Dani Moeng

Mats are lined up along the edge of the gymnasium at the Cultural Centre in Polokwane. At one end of the floor there is a high bar. A springboard and vaulting horse stand at the other end. Overhead, a young girl spins through the air. Her name is Edith Moetsi.

This gym has been part of Edith's life since 2001. She has changed from an 11-year-old girl with dreams and no training to a gymnast and a tumbler who takes part in international competitions.

"I started training a few weeks after the Polokwane gym opened," Edith says. "I wanted to do gym because I was tired of hanging around, not doing much."

Edith's coach began her training by making her do cartwheels and jump on a trampoline. But soon she

moved on to somersaults and flick-flacks. She never missed a practice unless she was studying for an exam.

Today, Edith competes all over the world – in Hungary, New Zealand and Holland.

Edith has also qualified as a National Tumbling Judge and as a Women's Gymnastic Judge for Limpopo province.

She matriculated in 2008 and plans to study architecture (designing buildings) at university. "But my future in tumbling is so bright that I might wait a bit before I go to university," she says.

Edith is also a promising artist and musician. She has won awards for her drawings and she played in her high school band. "Being able to do what I want makes me feel good," she says. "I never thought that I'd go this far. I started gymnastics for the fun of it. My success has to do with hard work."



Let's write

How has Edith's life changed since she started gym?

Why did she start gym?

Apart from being a good gymnast, what other talents does she have?

What does she think is the main reason for her success?

Why is the heading written in big, bold letters?

What is the purpose of the bold writing just below the heading?

Why do you think Edith's name comes at the end of the first paragraph, and not at the beginning?

Who wrote the article?

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

1. Newspaper
2. Story book
3. Poetry book

Why do you say so? Go back to the article on Edith Moetsi. Underline the nouns in red, the adjectives in blue and circle the articles in green.





Let's write

Look again at the story about Edith.

Write a paragraph that explains how Edith developed from the time she started at the gymnasium to the time she became a judge. Write three sentences.



Let's write

Look at the headlines on the opposite page and then do the following:

tennis

cricket

rugby

swimming

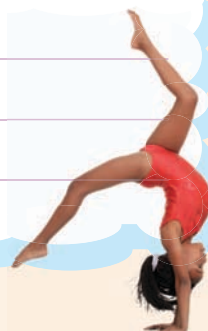
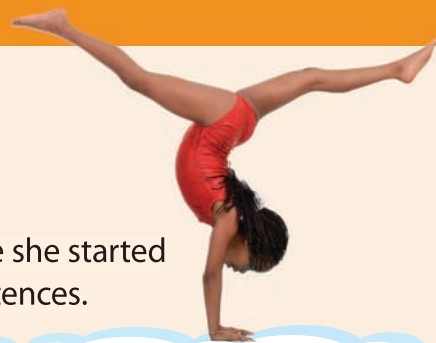
- Match the sport to the newspaper headline. Use the sports on the right.
- Imagine that you have to write a newspaper article for each headline. Write the main sentence for each article. The main sentence tells you what the article is about. It gives the most important facts.

Example

Headline: **MTHEMBU BREAKS SPRINT RECORD**

Sport: *Athletics*

Main sentence: *Sprint champion Speedy Mthembu broke the South African 100 metre sprint record at the South African Championships in Port Elizabeth last night.*



WICKETS FALL ON FIRST DAY

Sport: _____

Main sentence: _____



RACHEL SLAMS HER WAY INTO THE WIMBLEDON SEMIFINALS

Sport: _____



Main sentence: _____



GIRL BREAKS RECORD FOR FREESTYLE

Sport: _____



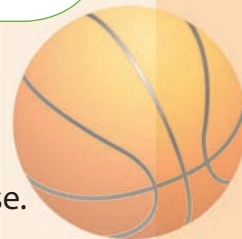
Main sentence: _____



Let's write

Underline all the verbs in the headlines above.

Now write separate sentences using those verbs in the past tense.





Let's talk

Do you have a newspaper at your school? If you do, what kind of articles appear in your newspaper? If you don't, do you think it is important to have one? Discuss in your groups.



Let's read



Edith tumbles into the spotlight

JJ Menge

Gymnast Edith Moetsi, almost unknown before her medal-winning performance at the Commonwealth Games last month, is expected to be the big attraction at South Africa's ANNUAL Bumbo Gymnastics Cup. This is the biggest gymnastic competition in South Africa each year.

The event takes place early next month, and Moetsi will compete against top international gymnasts.

Moetsi, 20, from Polokwane in Limpopo, was narrowly beaten in the women's tumbling final at the Commonwealth Games. Nevertheless, her performance at the games has put her firmly on the South African sporting map.

Moetsi decided to take up gymnastics as an 11-year-old when she watched the 2000 Sydney Olympics on TV. Coach Marie Slabbert noticed her ability at school during physical education lessons. She took Moetsi under her wing and is still her coach.

Moetsi became national artistic gymnastics champion in 2011 and specialised in tumbling, where she is ranked sixth in the world.

She lives with her mother, grandmother, an aunt, two cousins and two sisters in Polokwane.

"My gran and my aunt are my role models, the people I look up to. They helped me be who I am," she said.

She likes going to movies with her friends, but says she is focused on her career as a gymnast, training several hours a day.

Although she will be competing in championships all over the world, her main aim now is to compete at the next Olympic games.

"I am really working hard towards that," she said.





Let's write

Has Edith done well in gymnastics? Say why.

She was narrowly beaten in the final. Where did she come and what medal did she get?

What is the topic sentence of the first paragraph? Write it down.

Explain the meaning of the title in your own words.

Who wrote the article?

What is a role model? Who are her role models?

Who is your role model? Say why.



Let's write

Use these words to complete the questions. Don't forget to start each sentence with a capital letter.

was Edith born?

where

when

sport does she compete in?

what

does she train every day?

who

many people does she live with?

how

are her role models?





Let's write

Work in your groups. Make a mind map to plan a newspaper article you are going to write for your school newspaper about Edith Moetsi.

**EDITH**

Let's write

Discuss the article in your groups.

Give your article a heading.

In your first paragraph make sure you answer the four questions about who, what, when and where.

In the second and third paragraphs add more information about Edith. Answer questions about how and why. Don't forget to use direct speech to create interest.

In your concluding paragraph, bring the article to a close.

If you like you can draw a picture of Edith and give the picture a caption.





Let's write

Let's do some language practice. Use the words in brackets to change the statements into questions.

Edith comes from Limpopo. (where)

She watches films for enjoyment. (what)

She practises every day. (when)



Let's write

Complete the sentences using **a**, **an** or **the**.

capital of Limpopo is Polokwane.

Nothembi was born on farm.

When it rains I use umbrella.

We use **the** when we are talking about something particular and **a** or **an** when we are talking about one thing in general.

We use **an** before words beginning with a vowel sound.



Let's write

Complete the sentences using the words below.

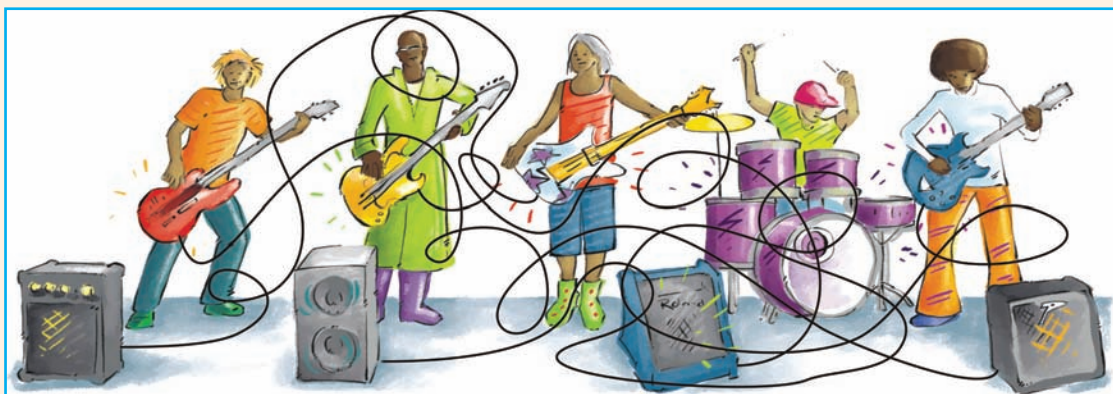
some

none

all

no-one

someone



the children are playing a musical instrument.

of the children are playing guitars.

of the children is playing a piano.

is playing the drums.

Now trace the cables to match the guitar with the speaker.



Let's talk

Work in your groups.

Do you think animals help each other? How?
 Can a small animal help a big animal? How?
 Can a small person help a big person? How?
 Do you think animals talk to each other?

Give reasons for your answer.



Let's read

The Ant and the Dove



One hot day, an ant was sitting next to a river. "How lovely it will be to swim," she thought. She put one leg into the river, then another and another. Suddenly, she fell in. The water was flowing so strongly she could not get out.

"Help!" she shouted. "I am drowning!" But no one heard her shout. When the ant felt sure she would drown, a dove flew past. She saw the ant was in danger and dropped a leaf into the water. It was like a little boat and the ant climbed on.

"Thank you dove. One day I will help you."

The dove laughed. "You are too small to help me, little ant." And she flew away.



Thank you!



Many months went by. Then, one day, the ant saw the dove sitting in a tree.

Before she could say "hello" a man came with a bow and arrow. He was going to shoot the dove. Quickly, the ant climbed onto the man's leg and bit him. "Ouch!" shouted the man and dropped his arrow.

"Thank you," the dove called as she flew away.
 "You are small, but you saved my life."

Ouch!
Ouch!

A fable is a short folk tale that teaches a moral lesson. The characters are often animals. The story is very brief. One animal is usually vain or proud and another animal shows him or her that this behaviour is not morally acceptable.



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.



Let's write

Why did the ant want to swim?

What happened to her?

How did the dove save her?

How did the ant save the dove?

Do you think this folk tale is about something that really happened? Say why.

In which season of the year do you think this folk tale took place? Choose one and circle it.

spring

autumn

summer

winter

Why do you say so?

The story is a fable which is like a folk tale. What is a fable? Choose one of these answers and circle the number.

1. A story with animal characters that teaches a lesson
2. A story of gods and heroes
3. A short letter

What do you think this fable teaches us?



Let's write

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

flowing strongly

small

suddenly

many

climbed

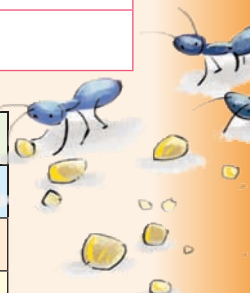
tiny

several

unexpectedly

mounted

moving powerfully





Let's write

Choose three words that describe the ant and circle them.

brave

silly

naughty

vain

caring

cowardly

daring

Now use the three words to write three sentences.



Let's write

Re-read the fable of the ant and the dove and then complete this information.



The title of the fable

--

The setting of the fable

--

The characters in the fable

--

The conflict in the fable

--

The solution

--

The moral

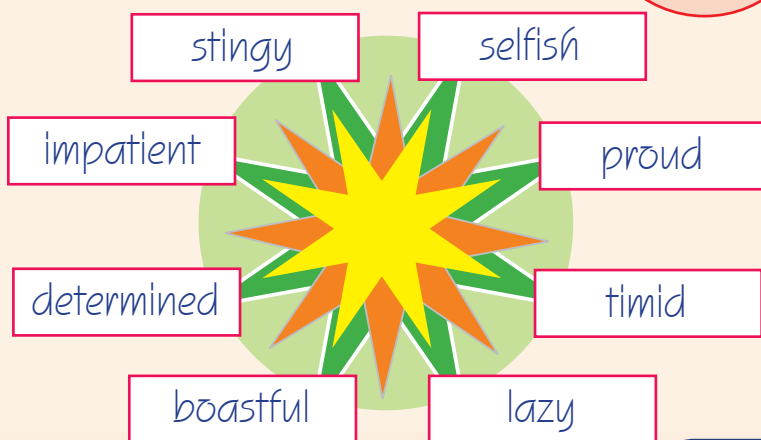
--





Let's write

Now you are going to write your own folk tale. From wheel 1 choose an animal, from wheel 2 choose its characteristic (what it is like) and from wheel 3 choose the moral of the folk tale.





Let's talk

Work in your groups.



Do ants work alone or in groups?

What do you think is the advantage of working together?

Do you have ants in your house? What do they want?

What happens when you try and stop ants from getting to the food by blocking their path?

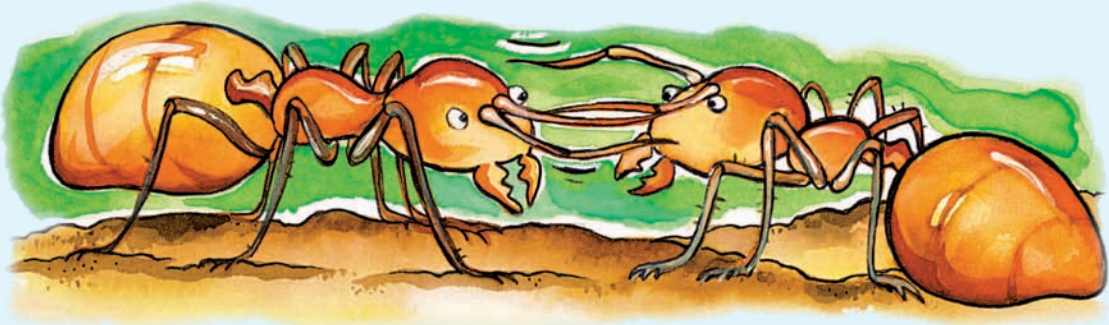


Let's read

Ant to ant

How do ants communicate? They can't speak but they need to tell each other what is going on. How do they do this? They give off a special scent.

You're eating a sandwich. Breadcrumbs fall on the floor. Oh, it doesn't matter. There are no ants here. But wait a minute! There are one or two ants exploring the crumbs. Well, that's not a problem. A few ants never hurt anybody. But look closer. The tiny creatures are waving their antennae in the air.



Suddenly, one of them runs across the floor and disappears. The scout has found food, and it's off to tell the ant colony. But it has to remember the way back to the food. The ant doesn't leave footprints. It leaves a scent trail.

When the scout arrives at the nest it tells the other ants through its scent that it has found food. Now there's great excitement. Soon they're off, running after the scout along the scent trail it left behind. Suddenly there's a long line of ants on the floor. Those breadcrumbs are on their way back to the nest.





Let's write

How do ants "talk" to each other?

How do they find their way back to their nest?

Do you think ants are clean or dirty creatures? Give reasons for your answer.

In what way is this passage about ants different from the fable?



Let's write

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

communicate

antennae

ant colony

scout

someone sent to get information

a large group of ants living together

talk

the growths on an insect's head



Let's write

Use these pronouns to complete the sentences.

Pronouns can be used in the place of nouns.

they

it

her

you

she

Ants cannot talk. use their antennae to communicate.When drop crumbs, ants pick them up. doesn't matter if drop crumbs of food. Ants will eat the crumbs.The queen ant stays in the ant colony. is the most important ant. All the ants work hard for . Wow! Look at that. is an ant colony.

Let's write

These adverbs and adjectives are taken from the fable about the ant and the dove. Underline the adverbs in red and circle the adjectives in blue. Now use them in sentences of your own.

lovely

strongly

suddenly

little

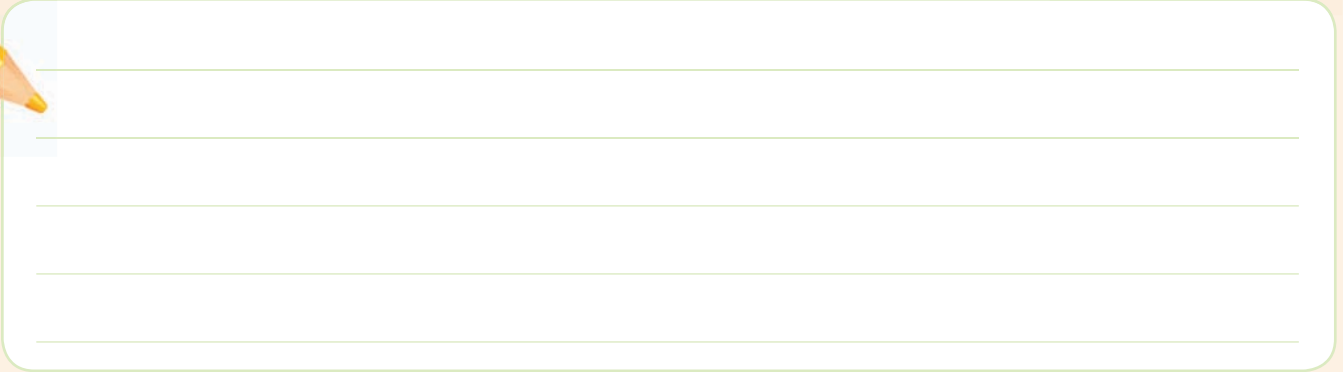
hot



Let's write

Fables use animals and animal characteristics to portray humans and their characteristics.

Look back at the wheel of animals in worksheet 26. Choose one of the animals which you think is most like you and write a description of yourself as that animal. For example, if you think you are like an ant, you could write about how hard-working you are and how well you work with others.


Let's write

The point of a fable is to teach a moral or a lesson. Discuss this in your groups. Talk about what it means to give advice. Discuss the following questions and then write down your answers.



When would you want advice from someone?



When would you not want advice from someone?



What would you do if you wanted to give advice to a friend but she or he did not want any advice?



Tell your friends about a folk tale that you know that has a moral or gives advice. Then write a brief outline of the folk tale.






Let's write

Join the sentences. Use the connectives below.

Example

because

but

and

The dove dropped a leaf into the water. She wanted to help the ant.

The dove dropped the leaf into the water *because* she wanted to help the ant.

The ant was hot. She wanted to swim.

The man had a bow and arrow. He wanted to shoot the dove.

The dove laughed. She did not think an ant could help her.

The man nearly shot the dove. The ant bit him.



Let's write

Put these sentences in the right order to make a paragraph.

After a while the ant thought she was going to die and shouted for help.

On a hot day an ant decided to cool herself in the river.

"Don't worry," the dove shouted.
"I will help you."

Unfortunately, she leaned too far over and fell in.

"Thank you. You saved my life," said the ant. "One day I will help you."

She dropped a leaf into the river.

The ant used the leaf as a boat.



Let's talk

Discuss these questions in your groups.

- Do you think a little creature could help a big creature? In what way?
- Do you know of any story where a small person managed to defeat a big person?
- Do you think size is always important? Give reasons for your answer.
- Have you ever helped any person or any animal?
- Tell the class who you helped and how you helped the person or the animal.

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.



Let's read



One day, two tiny grey mice were watching a huge, fierce lion sleeping in the sun. "Run over his nose," said one. "See if he wakes up!"

So the silly little mouse ran over the lion's nose, and what happened? Of course, the lion woke up and caught the mouse in his massive paw.

The gigantic lion was annoyed and was going to eat the minute grey mouse. "Oh, please don't eat me, lion," begged the quivering mouse. "One day I will help you!"

The lion laughed. "You? You are too small to help anyone, little mouse! You can't help me!" But, because he was not really hungry, the lion let the mouse go.

Soon after that, the lion was running in the veld. Suddenly, he ran into a trap that men had made to catch a buck. It was a large net and the lion got stuck in it. He couldn't move, but he could roar.

"Help! Help! Help!" he roared. "Save me from this trap!"

A buck walked by. "I won't help you," said the buck. "Last week you ate my brother."

A rabbit hopped by. "I won't help you," said the rabbit. "Last week you ate my mother."

Then the little grey mouse ran by. "You didn't eat me last week," she said. "I will help you."



So the little grey mouse nibbled at the net. She nibbled and nibbled and nibbled. Late in the afternoon the hole in the net was big enough for the lion to climb out.

"Thank you, little friend. Now I know that even little animals can help big animals like me," said the lion.



Let's write



Discuss this in your groups and then write down the answers.

Do you think this folk tale could be true? Give reasons for your answer.

Do you think this folk tale teaches us a lesson? What do you think the lesson is?

What title would you give this folk tale?

--

A fable is a folk tale that teaches us a moral or a lesson. Do you think the story of the lion and the mouse teaches us a lesson?

Look at these proverbs and say which one fits the folk tale. Place a tick next to it.

<input type="checkbox"/>	Let sleeping dogs lie.
<input type="checkbox"/>	One good turn deserves another.

<input type="checkbox"/>	When the cat's away the mice will play.
<input type="checkbox"/>	All's well the ends well.

Why did the mouse disturb the lion?

Why did the lion decide not to eat the mouse?



Let's write

Connect the first half of the sentence with the second.
Then write the correct sentences in the space below.

The huge lion was	for his life to be spared.
The little mouse begged and begged	a fine set of sharp teeth.
The lion ran into a trap because	having a lovely nap in the sun.
The mouse had something useful:	being such a big head.
The lion needed to apologise for	he was moving too quickly.



Let's write

Skim the fable about the lion and the mouse.
Then do the following.

- Underline a word that means **angry**.
- Circle a word that means **shivering**.
- Colour a word that means **chew tiny bits at a time**.
- Make an X next to a word that means **large piece of open land**.
- Tick a word that means **pleaded**.





Let's write

Look at worksheet 26 again, and use the animal, its characteristics and the moral that you wrote down to write your own folk tale.



Title of folk tale

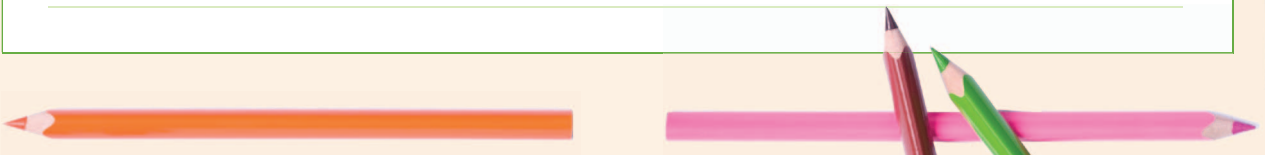
Character and traits

Setting

Events

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

Moral





Let's read

The Lion and the Mouse

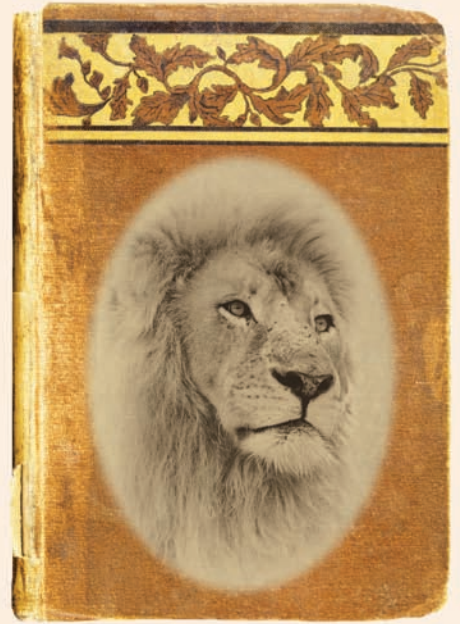
by Jerry Pinkney

Reviewed by Meghan Cox

The beautiful watercolor pictures in this wonderful rewriting of an Aesop fable have just won Jerry Pinkney the 2009 Caldecott Medal for most distinguished American picture book.

The *Lion and the Mouse* retells the classic story of a kingly beast who spares the life of a mouse and then later, caught in a net, is repaid when the tiny rodent bites through the ropes to free him. This mostly wordless version takes place on the Serengeti plain, a wild area full of birds, animals and delicately drawn insects. We see that the lion is the undisputed master of all; as he moves majestically through the golden grassland, giraffes and elephants turn their heads to watch him. But danger prowls in the form of khaki-clad hunters. The men lay their trap, and we see two great paws step fatefully across a hidden rope. When the lion's anguished "RRROAARR..." reaches the ears of the mouse, it scampers to the rescue and begins to "scratch, scratch" at the bonds while the helpless prisoner looks on.

Children between the ages of 6 and 11 years will especially appreciate the domestic touch that the much-admired Mr Pinkney has added to this familiar tale. Both lion and mouse, it turns out, have young families. The closing pages show us the charming sight of the great cat walking with his lioness and cubs, while carrying on his back an entire mousy clan.



Let's talk



- Who wrote the book and drew the pictures?
- Why did this book win a medal?
- At what age group is this book aimed?
- Where is the story set?
- What danger did the animals face?
- What makes this fable of the *Lion and the Mouse* different from the previous one you read?
- Which version do you like best? Say why.

Draw a picture to go with the book review.



Let's write

Draw a line to match the first half of the proverb with its ending.

Don't look a gift horse

A friend in need

Don't put off until tomorrow

The early bird

Every cloud

More haste

what you can do today.

has a silver lining.

less speed.

is a friend indeed.

catches the worm.

in the mouth.



Let's write

Now write two of your own proverbs.



Let's write

Choose the correct verb and underline it.

A tourist in the bus need/needs the binoculars to watch the lions.

Neither Cici nor Moses is/are going to the lion park today.

Today the class study/studies lions.

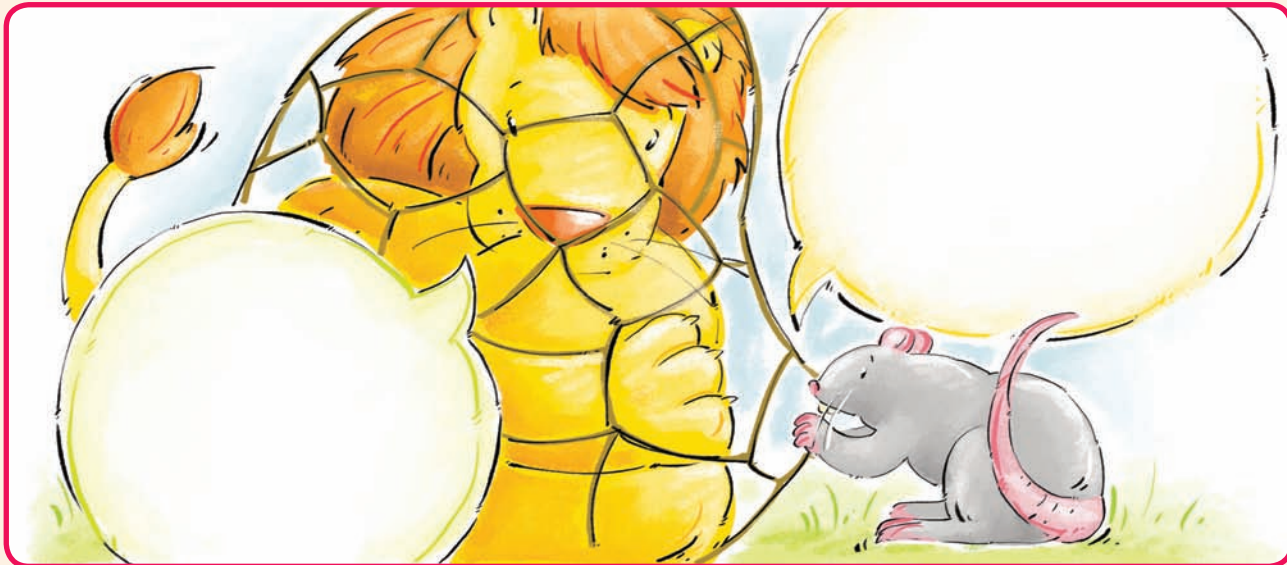




Let's write

Look at worksheet 29. Look at the picture of the mouse getting the lion out of the trap.

Write down in the speech bubbles what you think they are saying to each other.



Let's write

Use your chart from worksheet 30 to work out a plan for the folk tale you are going to write, about how a mouse helps a lion. Fill in the headings of your plan in the spaces provided below.

Title

Introduction, where you set the scene

Body, where you tell the story

(Make sure that the lion and the mouse speak to each other.)

Conclusion, where you say how the problem is fixed

Date:

Date:



Let's write Now write your own folk tale.

Lined writing area for the folk tale.

Check yourself

I can	😊	☹️
read a newspaper article		
answer questions about the newspaper article		
identify meanings of words		
use prepositions		
use link words		
write descriptive sentences		
talk about a picture		
work with the present, past and future tenses		
give an opinion		
identify antonyms		
identify the topic sentence		
write an article		
write a paragraph		
plan an article		
turn statements into questions		
complete sentences using definite and indefinite articles		
complete sentences using determiners		
discuss attributes of a folk tale		
read a folk tale		
answer questions about a folk tale		
identify the differences between a real and imaginary story		
match words with their meanings		
write a description		
use pronouns		
write sentences using adjectives and adverbs		
use conjunctions		
order information		
work with proverbs		
read a review		
skim a text		
plan and write a folk tale		
use singular and plural verbs		
use direct speech		



Theme 3: Information in action



Gives and follows instructions

Term 2: Weeks 1 - 2

33 Reading labels 70

Works in a group
Talks about different kinds of labels
Discusses the importance of reading instructions carefully
Reads a label for a health supplement
Answers questions based on the label
Matches words with their meanings

34 More about directions 72

Matches information
Identifies the imperative tense
Uses the imperative tense in simple sentences
Uses punctuation correctly
Uses adverbs of time, manner, place and degree

35 Making something to eat 74

Reads a recipe
Follows instructions to make a smoothie
Answers questions about the recipe
Explains steps to take to make smoothies using link words such as **first**, **then**, **next** and **finally**
Combines simple sentences to form complex sentence structures using **because**, **after**, **although**, **since** and **when**

36 More about food 76

Gives instructions using the imperative: **go**, **find**, **make**
Follows instructions in an e-mail for making funny face biscuits
Sends an SMS using abbreviated words
Rewrites abbreviations: **l**, **ml**, **T**, **t**, **g**, **kg**

37 A pot of soup 78

Discusses a picture
Reads a story called Stone Soup
Answers questions about the story
Gives reasons
Identifies steps used to make the soup
Identifies the result

38 Soup, soup, glorious soup 80

Chooses a soup dish eaten at home
Write out a list of ingredients used for the soup
Writes directions using imperative words such as **mix**, **chop**, **peel**, **add**
Writes a draft of the ingredients and directions
Understands the purpose of using ellipses at the end of a sentence
Writes a concluding paragraph for the story on Stone Soup

Works in groups to produce an outline of a play

Writes an outline of a play using given headings: title, scene, characters and plot

39 An experiment with colour 82

Talks in their groups about the rainbow and the colours of the rainbow
Assesses the speech given by group
Reads an experiment to reproduce colours
Chooses a heading for the experiment
Identifies the imperative verbs
Completes a flow chart
Matches words with their meaning
Transcribes words into their dictionaries
Identifies and uses prepositions: **in**, **on**, **at**, **from**, **up**
Fills in correct adjectives describing a rainbow and uses the adjectives in sentences of their own

40 Sort things out 84

Follows directions
Follows instructions to draw a costume

Interviews

Term 2: Weeks 3 - 4

41 And this is fashion 86

Discusses information in a group
Discusses the type of questions to be used in an interview
Discusses what additional information one would need to find out information
Reads an interview
Answers specific questions
Determines the purpose of the interview
Writes three questions
Uses question marks
Writes information in reported speech

42 More about T-shirts 88

Identifies topics to write about
Determines who they should interview to write an article
Writes open and closed questions
Reads a graph based on information
Answers questions on the graph: both the central idea and specific details
Interprets and analyses graphic information
Gives reasons for information
Summarises information found in survey

43 Learning about volleyball 90

Discusses rules using the active voice
Reads a text with headings on volleyball
Identifies source of text

Gives reasons for answers
Gives the text a heading
Matches words with their meanings
Writes words in a dictionary
Puts information into reported speech using appropriate quotation marks
Uses conjunctions to link sentences in a paragraph and uses appropriate pronouns

44 More about sport 92

Writes an ending
Completes a table
Uses picture to complete the table
Completes an interview using question words **who**, **what**, **where** and **when**
Summarises information
Uses the past continuous tense
Uses the future continuous tense

45 The dancing bee 94

Discusses the importance of working in a group
Reads a text
Answers questions on the text
Determines the source of the text
Identifies meanings of words
Writes words into dictionary
Links sentences
Uses the passive voice

46 Thinking about bees and honey 96

Orders information logically
Labels a diagram
Writes a factual paragraph
Writes a topic sentence and supporting sentences
Rewrites a report under specific headings
Identifies descriptive adjectives, pronouns, verbs and question words

47 The amazing kangaroo 98

Discusses a picture
Reads an informative text on the kangaroo
Answers specific questions on the text
Matches words with their meanings
Turns statements into questions using question words

48 Thinking about kangaroos 100

Use information from text to write a factual paragraph
Completes a text using direct speech
Writes a report about oneself using specific headings
Uses exclamation marks



Let's talk

Work in your groups.

- Talk about the different kinds of labels that you get: food labels, clothing labels.
- Why is it important to read instructions on the labels?
- What do you think could happen if you read only part of the instructions on a label?
- If you were taking medicine where should you keep it?
- Why is it important to read the instructions on a medicine label properly?
- Why is it important to take medicine only with an adult present?



Let's read

Factual information

Active ingredient (in each packet) Actigo

Purpose Antioxidant

Uses

To provide extra strength, energy and boost your immune system

Additional information

- Act-Yu-go is a delicious supplement.
- Provides carefully selected nutrients to keep up your energy levels.
- Keeps cells healthy.

When using this product

- You will feel an extra boost of energy if you take some every day.

Directions:

Adults and children 10 years and older

Empty contents of packet into 3/4 glass of water.
Stir and allow to bubble before drinking.
Use not more than 1 packet in 24 hours.

Children under 10 years

Empty 1/2 packet into 3/4 glass of water.
Stir and allow to bubble before drinking.
Use not more than 1/2 packet in 24 hours.

Other information

Store in a cool dry place below 25°C and above the reach of babies
There are enough packets for a month's supply.

Inactive ingredients: Vitamins B1, B6, B12, C.
Contains no starch, lactose, sugar or preservatives.





Let's write

Discuss these questions in your groups and then write down the answers.

What is meant by **factual information**?

What is a health drink?

Why do you think the main heading on the label is bigger than the section headings?

How many sections are there on the label?

Based on the size of the lettering, which are the most important section headings? Write them down.

Which are the least important section headings? Write them down.

How much can children under 10 years drink?

Why would you take Act-Yu-go?

What could you feel like after drinking Act-Yu-go?



Let's write

Match the words with their meanings. Draw a line from each word on the left to its meaning on the right.

active
ingredient
contents
supplement
nutrient
selected

add on; additional
certain; particular
food, nourishment
component
effective; working
elements





Let's write

Look at these instructions for taking a health drink.

Match the information in the right-hand column with the main idea in the left-hand column.

Read and follow the label directions **every time**.

Know how much medicine to give and when.

Never play doctor.

Follow age and weight limit recommendations.

Follow the "KEEP OUT OF REACH" warning.

Always check the package and the drink itself to see that it has not been opened.

Don't buy or use any health drink from a package that shows cuts, tears or slices.

Keep all health drinks away from very small children. The drinks are often very tasty, and children might have too much thinking they're drinking a cool drink.

If the label says don't give to children under a certain age or weight, don't do it.

Never give or take more than the directions say because you think it will work better or more quickly.

Read and follow the label. Know the abbreviations for **tablespoon** (tbsp.), **teaspoon** (tsp.) and **milligram** (mg.).

Pay special attention to directions on how to use any health drink.



Let's write

Can you see that we use verbs like **read**, **know** and **follow** when we give instructions? These verbs are in the imperative tense.

Now underline the imperative verbs (verbs that tell you what to do) in this passage.

Homemade energy drink

Sage Pomegranate Green Tea Cooler

Directions: Brew 1 green tea bag for 1-3 minutes in 1 cup of hot water. Remove tea bag. Add 1 tablespoon of pomegranate concentrate. Sweeten to taste with honey. Stir in 1 tablespoon of sage. Let it brew for 15 minutes. Pour over a cup of ice. Stir until chilled and enjoy.



Let's write

The words below are imperatives. In your groups, discuss the kind of sentences you could make with these words, and then write them in the blank lines below. Use simple sentences and make sure that the first word starts with a capital letter and that the sentence ends in a full stop.

take

give

read

close

lock



Let's write

Work in groups. Look back at the factual information sheet on page 70 and underline **one** adverb of time, **two** adverbs of degree, **one** adverb of manner and **one** adverb of place.



Let's write

today

above

very

badly

often

We use the imperative to give an order, a warning, an appeal, advice, a suggestion or an instruction. You form the imperative by using the infinitive of the verb without the "to". An imperative verb is usually placed at the beginning of a sentence.

Take your medicine.**Sit** down!**Watch** out!IMPERATIVE
TENSE

Adverbs of time tell you when and how often: now, today, never.

Adverbs of manner tell you how: beautifully, gracefully, badly, clearly.

Adverbs of place tell you where: above, below, here, there, indoors.

Adverbs of degree tell you how much or how little of something: very, enough, almost.

ADVERBS
OF ...

Write sentences of your own using these words. Let your friend check the sentences after you have written them.

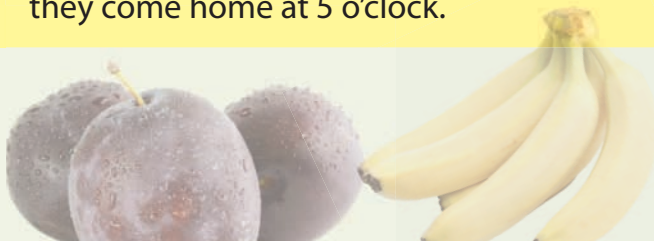


Let's read



Make your own smoothie

It is a very hot Saturday afternoon. Thami is at home and has just finished doing her homework. Her younger brother and sister have gone shopping with her mom and dad. She knows they are going to be very hot when they get back. What can she do to help? She goes to the kitchen and finds a wonderful recipe to make delicious cold smoothies. She reads the recipe quickly and decides to surprise her brother and sister with smoothies when they come home at 5 o'clock.

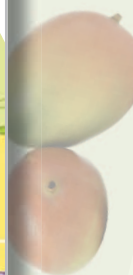
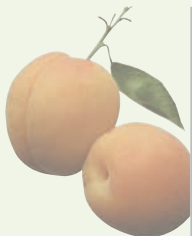


Ingredients

- 1/2 cup of peaches, pineapples, strawberries, mangos or plums
- 1/2 cup mashed bananas
- 3/4 cup of yogurt
- 1 cup milk
- 1 tablespoon sugar

Method

1. Peel the fruit.
2. Cut the fruit into small pieces.
3. Put all the ingredients into a pot.
4. Mix ingredients together into a thick, smooth liquid.
5. Pour into a glass.
6. Keep cold in the fridge.



Let's write

First talk about the answers to these questions in your group, then write them down.

How must you prepare the fruit?

Do you need more milk or more sugar?

How many bananas do you need?





Let's write

Complete the sentences to explain the steps Thami followed to make the smoothies.



First you must ...

Then you ...

Next you ...

Finally you ...

How will Thami serve the smoothies?

How do you think her brother and sister felt when they came home? Say why.



Let's write

Combine these simple sentences to make complex sentences. Use the words in brackets.

Thami peels fruit. Thami wants to make smoothies.
(because)

Thami adds sugar. Thami blends the fruit. (after)

Thami stayed at home to do her homework.
She wanted to go to the shops. (although)

Thami made smoothies. It was hot. (since)

Thami took the smoothies out the fridge. They were ready. (when)

A simple sentence contains a subject and a verb, and it expresses a complete thought.

Thami makes smoothies.

A complex sentence has an independent clause joined by a dependent clause. You use words such as *because, since, after, although, when, that, who* or *which* to join the two clauses.

Thami poured the mixture into a glass after she had blended it.



Let's write

Imagine that you are giving Thami instructions on what to do before she makes her smoothies. The first instruction has been done for you.

First **go** ... **to the kitchen.**



Then **find** ...

Next ...

Finally **make** ...



Let's write

Kalim wanted to make funny face biscuits. He wrote an e-mail to his teacher asking her for instructions. Read the e-mail his teacher sent back to him and then draw the face in the space provided.

To: 'Thuli Ngoma' tn@lehobo.co.za

From: Kalim@newtownkzn.com

3 March 201

14:22

Subject: Icing instructions

Dear Kalim

Here are the **ingredients** you need and the **steps** you need to follow to make your face biscuits.

Practise drawing the face before you do the actual icing.

Ingredients

- 2 cups icing sugar
- 2 tbsp water
- Yellow food colouring
- 1 packet marie biscuits
- Small box smarties
- 3 pieces liquorice
- Packet jelly beans
- Chocolate sprinkles



Method

1. Sift 10 tbsps of icing sugar into a bowl; add enough water to make a paste that you can spread.
2. Add a few drops of yellow, red or blue food colouring to get the right funny face colour.
3. Spread about a tsp of icing onto the biscuit and smooth it down with a knife.
4. Use one brown smartie and one blue smartie for the eyes.
5. Cut a piece of liquorice and shape it upwards for the mouth.
6. Use a blob of green icing for the nose.
7. Use chocolate sprinkles for the hair, beard and eyebrows.
8. Don't forget to draw it first and colour it in before you make it!

Good luck!

Mrs Ngoma

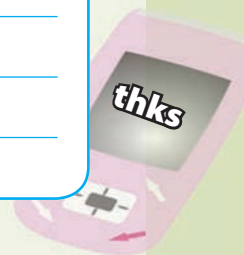
Send



Let's write

Imagine that you are Kalim, and you decide to send your teacher an SMS to thank her for her help.

Use these words in your sms.





Let's write

Your friend sends you ingredients for a recipe. She uses abbreviations. Rewrite the abbreviations so that your younger cousin can follow the recipe.

Ingredients for icing cookies
 $\frac{1}{4}$ l milk
2 ml water
6 T sugar
1 t colouring
3 g chocolate sprinkles

This recipe makes 1 kg
of biscuits.





Let's talk

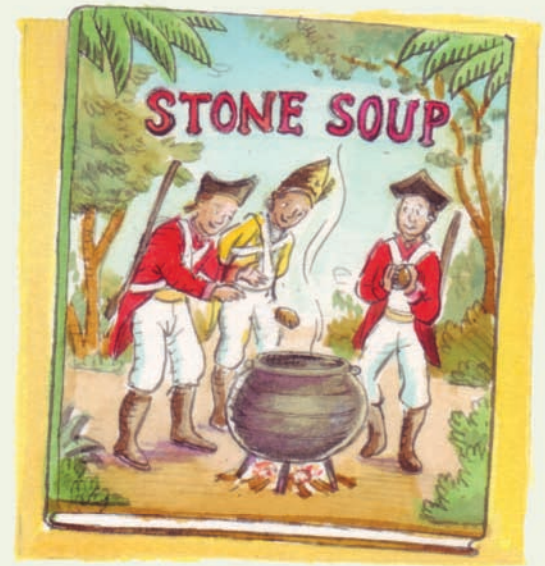
Look at the picture and then answer the questions

- How do you think you would make stone soup?
- What do you think it would taste like?
- What do you see in this picture that might give you a clue about what will go into the soup?



Let's read

Read this from a book called *Stone Soup* and then answer the questions.



Three soldiers were coming home from the war. They hadn't eaten for three days and were starving. They came across a small village but the villagers didn't want to share their food with them and they hid all their meat, milk, carrots, cabbage, barley and potatoes.

When the soldiers asked if the villagers could spare some food, each household lied and gave them a reason why they had no food to offer them. The soldiers had to think of a plan in order to get the people of this village to give them food.

So the first soldier called out, "Good people!" The villagers drew near.

"We are three hungry soldiers in a strange land. We have asked you for food and you have no food. Well then, we'll have to make stone soup."

Stone soup? That would be something to know about.

"First, we'll need a large iron pot, water to fill it and a fire to heat it," the soldier said.

"And now, if you please, three round, smooth stones." Those were easy enough to find.

The villagers' eyes grew round as they watched the soldiers drop the stones into the pot.

"Any soup needs salt and pepper," said the soldiers, as they began to stir. Children ran to fetch salt and pepper.

"Stones like these generally make good soup. But oh, if there were carrots, it would be much better." Francois ran and fetched some carrots from under the blanket.

"A good stone soup should have cabbage," said the soldiers as they sliced the carrots into the pot. "But it's no good asking for what you don't have." Marie ran and fetched three cabbages from under the bed.

"If we only had a bit of beef and a few potatoes, this soup would be good enough for a rich man's table." The villagers remembered their potatoes and the pieces of beef hanging in the cellars. They ran to fetch them.

A rich man's soup – and all from a few stones. It seemed like magic!

"Ah," sighed the soldiers as they stirred in the beef and potatoes, "if we only had a little barley and a cup of milk! But – no good asking for what you don't have."

The villagers brought their barley from the barns, and their milk from the wells. The soldiers stirred the barley and milk into the steaming broth while the villagers stared.

At last the soup was ready. "All of you shall taste," the soldiers said.

The next day the soldiers left and ...

Ellipsis:
Three dots (...)
used to show that words or information have been left out.



Let's write

Discuss these questions in your group and then write down your answers.

What made the soup taste so good? Was it the stones?

Why do you think the soldiers were able to trick the villagers?

Where do you think the soldiers are going next?

What was the **reason** for the soldiers asking for the stones and other ingredients?

What **ingredients** did they use?

What **steps** did they follow to make the soup?

What was the **result**?



Let's write

Choose a soup dish that you make at home.

Write out a list of **ingredients**.

Be sure not to leave anything out.

Write the directions on a piece of paper using imperative sentences such as **mix** the ingredients well, **chop** the onion, **add** the wet ingredients to the dry ingredients. Be sure to give detailed directions. Don't leave out any **step**.

Read your recipe to your group. Make sure that everyone understands the steps you are taking to make the soup.

Then write the first draft of the ingredients and directions. Ask someone in your group to check it for you.



Let's write

Look at the last sentence of the story about stone soup. It is not complete. Can you see the dots at the end of the line? These dots mean that the story is not complete. Write a concluding paragraph for the story.

Ingredients for my favourite soup



Let's talk

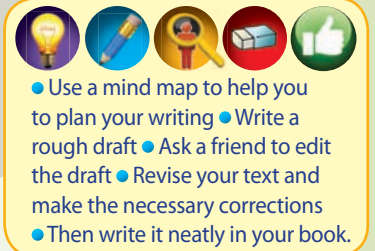
Use the story of the stone soup to put on a play.

- Work in your groups. There should be the following characters in your play: 3 soldiers, 6 villagers.
- Let one soldier give instructions on what the soldiers need for the soup.
- Let another soldier give instructions on how to make the soup.
- Let the third soldier make the soup and make sure that he follows the instructions properly.
- Make sure that each of the characters has something to say and that they all participate in making the soup.



Let's write

Write an outline for your play. Use these headings.



Title

Scene

Say where and when the scene is set.

Characters

Say which characters are in the scene at the start. Give a brief description of them. This might be their age, occupation or relationship with another character.

Plot



Let's talk

- What is a rainbow?
- When do you see a rainbow in the sky?
- What are the colours of the rainbow?
- What are rainbows caused by?



Let's read

Read this passage and discuss it in your group

Can you believe that all the colours in the sky come from the different way specks of dust in the air reflect and absorb sunlight? If you do this very simple experiment you will be able to see for yourself whether or not this is true.

The effects are not always easy to see so you need to conduct the experiment on a table in a very dark room.

Fill a long glass with water and then add $\frac{1}{2}$ t of milk to the water. Hold a torch close to the glass. Shine a torch at the glass from different angles and watch how the colour of the milky water changes very slightly.

Add another $\frac{1}{2}$ t milk and see what happens.

Finally add 1 t of milk. Move the torch up and down. Shine the torch from a variety of different angles. See what happens.



Let's write

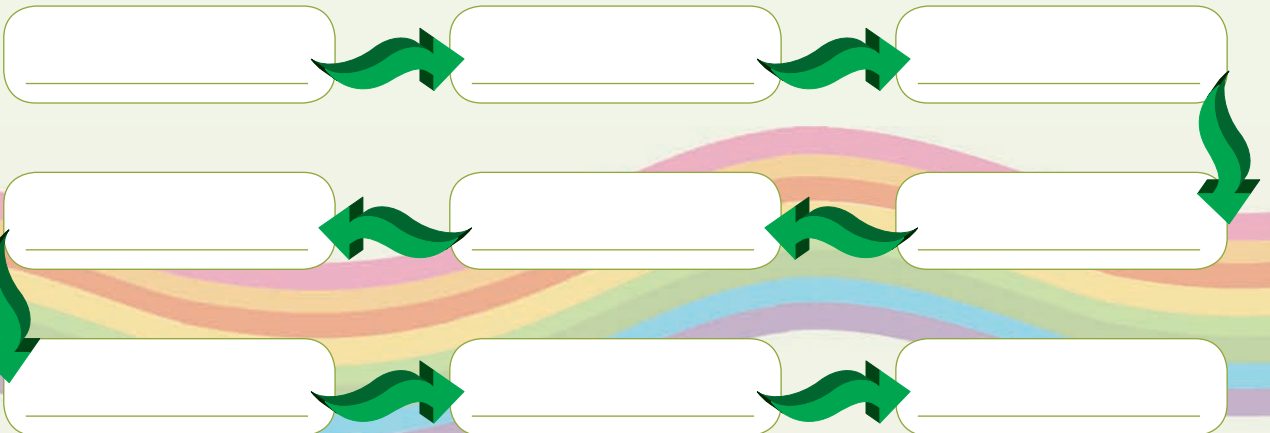
Choose the best heading for this passage and then say why you think it is the best.

Different colours in the sky

A colour experiment

Our universe

- Underline all the instruction words (the imperative verbs) in red.
- Write the words in the flow chart below, in the correct order.





Let's write

Match the words from the passage on the left with their meanings on the right.

Write the words in bold in your dictionary.

Words

specks

reflect

absorb

slightly

conduct

variety

Meanings

range

perform

to some extent

soak up

throw back

flecks



Let's write

Circle the prepositions in the passage in red. Now write sentences of your own using these prepositions.

in

on

at

from

up

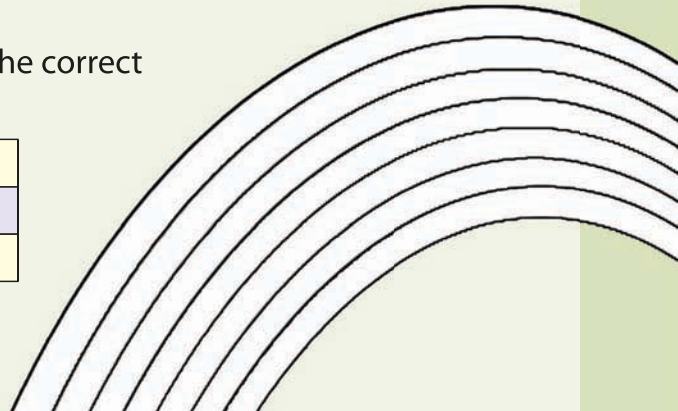


Let's write

Colour in the rainbow. Then fill in the correct adjectives on the rainbow.

maroon	sky blue	red	copper	orange
yellow	green	black	brown	blue
mustard	indigo	violet	mauve	purple

Now write sentences of your own using three colour adjectives that you did not use for the rainbow.





Let's write

Work with a friend. One of you must give the directions and the other one must follow them. Check to see that your friend has followed the directions properly. Use the piece of paper on the next page.

- 1 Write your first name on the last line of the paper at the left-hand margin.
- 2 On the first line on the paper write the numbers 1 to 9. Start at the left and print the numbers. Leave a space between each number.
- 3 Circle the number 6.
- 4 Draw a star on the top left-hand corner of the page.
- 5 Fold your paper in half lengthwise.
- 6 Open up your paper, then fold it across the middle.
- 7 Use the tip of your pencil to poke a hole in the centre of the paper (the place where the two folds meet).
- 8 Draw a heart around the hole you made in your paper.
- 9 Write the first initial of your last name in the top right-hand corner of the page.
- 10 On the last line of the page, write the word *done* near the margin.



Let's write

You are in a play called *The Rainbow Creature*. Your mom has to make the costume. Follow the instructions on the next page to draw the costume, colour it in and label it so that you can give it to your mom.



- bright red shirt
- emerald green tights
- rectangular orange hat with two feathers stuck on the top
- yellow pointed felt shoes with blue shoelaces
- pointed indigo ears
- violet belt



Let's talk

Have you ever interviewed anybody?

If you have, tell your group who you interviewed and why. If not, tell the group who you would like to interview and why.

What questions would you ask someone who was a fashion designer?

Apart from an interview, what other resources would you use to find out about the fashion designer?



Let's read

Read this interview by Xoli Mtshali from *Seventeen* magazine with Henry Holland, a London-based designer who is working with Mr Print stores.



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.

XM: How did you start working with Mr Print?

HH: Someone approached me in London. I had never heard of Mr Print but when I started doing research, and I saw how many South Africans loved the brand, I thought it would be a good way for me to get into the market.

XM: Which Mr Print T-shirt is your favourite?

HH: Oh, the animal print is definitely my favourite!

XM: You've become known for creating amazing T-shirts. What's your advice for making a T-shirt look different?

HH: There are a lot of options. Wear them with statement jewellery or trimmings. I also think it's cool to wear a T-shirt with something unexpected like a feathered skirt.

XM: What do you think of South African style?

HH: I love how South Africa embraces colour and print. It's very exciting. There are so many countries where people are scared of wearing colour.

XM: Do you like reading?

HH: I travel quite a lot and I love magazines. They give a snapshot of what's hot in fashion at any given time.

XM: You started as a journalist and then you went on to design T-shirts. Now you're a well-known fashion designer. Any advice for young designers?

HH: I think young people need to research the fashion industry and look at the different ways to work in the industry. You could become a designer or a trend forecaster or a buyer!

XM: Complete the following: When I was 14 ...

HH: I didn't know what I was going to do. But I was always interested in fashion!





Let's write

Discuss the questions in your groups and then write down the answers.

Who does Xoli Mtshali work for?

Who is she interviewing?

Who do you think would be interested in reading this interview?

What was the purpose of the interview?

What item of clothing are they talking about?



Let's write

Make up three questions that you would like to ask Henry Holland. Don't forget to begin your questions with a capital letter and end them in a question mark.



Let's write

Write these sentences in reported speech.

Henry Holland says that he loved working with South African designers.

Henry Holland says, "

Xoli Mtshali says that Henry Holland is a famous fashion designer.

Xoli Mtshali says, "

Henry Holland and Mr Print have combined their artistic and business talents to create a new T-shirt label. The T-shirts have been hugely successful. Part of their success is due to their using up and coming young designers, Flora and Tina of Floral Designs. Mr Print wants them to write an article on fashion for young people.



Let's write

Write down three fashion topics they could write about for 11 and 12-year-olds.



Let's write

You decide to write an article called, *To label or not to label*. For your article you need to interview people and use written resources.

Who do you think you should interview? Write down two different sources, such as kids, shops or designers. Give a reason for choosing the sources you wrote down.

Two types of questions

closed question:

expects a yes or no answer.

open question:

the answer requires thinking and reflection and will give opinions and feelings.



Let's write

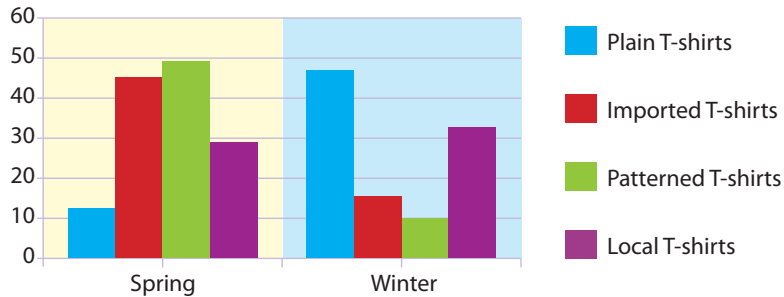
You interview a group of 12-year-olds because you need to find out what is important for them when they buy clothes. Is cost important? Is the shop where they buy their clothing important? Which is more important, being fashionable or being comfortable? Is it important to buy something that is well known? Do they want clothing that is going to last a long time or only one season? Who decides what they should buy - them or their mothers?

Write your questions here. Write two closed questions and two open questions.



Let's write

After interviewing the group of 12-year-olds, you take your research information and you draw a graph based on it.



What do you notice about the plain and patterned T-shirts that are sold in spring and in winter?

How many imported T-shirts are sold altogether? How many local T-shirts are sold? What is the difference?

Why do you think imported T-shirts are so popular in spring?

Do you think children prefer labelled T-shirts or T-shirts that have a particular look? Give a reason for your answer.

How many children preferred imported T-shirts to local T-shirts? _____

How many children bought plain T-shirts in spring? _____

How many children bought plain T-shirts in winter? _____

Why is this the case? _____

Write a few lines saying what else you found out in your survey.





Let's talk

Tell your group what sport you play.
Now tell them what the rules of the game are.
Use the active voice.

Active voice: the subject of the sentence does the action expressed in the verb.

Example: The girl hit the ball.



Let's read

The volleyball court in Hout Bay is alive with boys and girls at practice. What brings them to this sport?

**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.

A notice in the paper

About two years ago the Hout Bay police were worried about gangsters in the area and they believed getting teenagers interested in sport would discourage them from joining a gang. So they put a notice in the newspaper asking people who were willing to coach the teenagers in sport to contact them.

Amanda Coetzee saw the notice and phoned. "I'm a white auntie who used to play volleyball," she told the police. "Fine," they said. "Let's start." And so Amanda started her work as a volleyball coach.

From boredom to volleyball

The first day in the school hall the boys who slunk in looked bored. But some became interested and told others to come and play. Amanda got companies to sponsor the equipment. Eventually there were two teams and they started playing against teams from Muizenberg, the Cape Flats and Khayelitsha.

A rising star

Amanda says the most successful new star is Thandi Nkomo. She's 11 years old and has played for the provincial under-14 team. The team was also in the provincial finals, but was beaten by the Algoa Bay team.

It's fast, exciting and joyful

Thandi changed from hockey to volleyball. She says, "Volleyball is faster and more exciting. It's joyful!"

The Hout Bay teams practise two or three times a week. But Thandi is always on the court practising until the sun goes down. She does it because she loves it and has big plans for the future.





Let's write

Why did volleyball begin in Hout Bay? _____

Have the teams been successful? _____

For how long have they been playing volleyball? _____

Where do you think this piece of writing comes from?

Choose one of the following and give reasons for your answer.

1. A story

2. A play

3. A newspaper

Give this piece of writing a heading. _____



Let's write

Read what Amanda says about volleyball and sport. Put what she says into reported speech.

"I played a lot of volleyball when I was younger."

She said that _____

"We need to get our young people interested in sport so they become fit and healthy."

She said that _____



Let's write

Use the conjunctions to join these sentences below. Make sure that, if necessary, you use the appropriate pronoun.

so

and

but

Thandi has big plans for the future. Thandi hopes to finish school with good matric results. Thandi is very good at volleyball. Thandi eventually wants to play volleyball for South Africa. Thandi practises hard. Thandi does not let volleyball interfere with her school work. Thandi is tall. Other team members try to give Thandi the ball to shoot.





Let's write

Complete the last paragraph of the story about Thandi, saying what kind of plans you think she has. Write at least three sentences.



Let's write

Complete the table below.

Write about a sporting activity. You may choose any sport you like.

Name of sport	
Number of people needed to do the sport	
Equipment needed	
Level of difficulty: easy, hard, very hard	
One rule of the sport	



Let's write

Imagine that you are interviewing Thandi for your school magazine. Complete the interview. Use the following question words: who, what, where, when.

Reporter

I believe that you are one of the stars of your volleyball team. What is the secret of your success?

Thandi

Reporter

What are your plans for the future?

Thandi

Reporter

Thandi



Let's write

Re-read the passage about Thandi. The information is written under different headings, which are listed below. Next to each heading, write down a summary of no more than one sentence of the information given under that heading.

A notice in the paper

From boredom to volleyball

A rising star

It's fast, exciting and joyful



Let's write

Look at this picture, which you took of people in the park. The following day at school you show your friend the picture and you tell her or him what the people were doing. Use the past continuous tense. Write down what you told your friend.

Example *The boys were riding their bikes.*

Now imagine that the activities in the photograph will only take place the next day. Write the sentences in the future continuous tense.

Example *The boys will be riding their bikes.*

Past and future continuous tenses

You form the **past continuous** tense by using **was** (the past of the verb "to be") and **"ing"**.

You form the **future continuous** tense by using **"will be"** (the future of the verb "to be") and **"ing"**.



Let's talk

Look at the pictures and talk about them.

Do bees work alone or do they work with other bees?

Why do you think this is so?

What are the benefits of working together?

Do you like working together with people or do you like working alone? Say why.



Let's read

Dancing bees

Think of a warm summer's day. You are sitting outside in the sun, sipping a cold drink. Everything is quiet except for a low buzzing sound. The buzzing stops. You reach out your hand for your cold drink and then you see it: a small brown furry insect is licking the rim of your glass. It is a bee! In fact, it is a forager bee whose job is to find food for the other bees in its hive.

The first thing it does when it gets back to the hive is to excite the other bees. It does this by running in small circles. When the bee is doing its dance, it may shake its body as well. All the bees



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.



gather round to smell the juice on the forager bee with their antennae.

If the bees like the smell of your cold drink, they pay close attention to the forager. The forager bee carries on talking to them by dancing for them and wiggling its body.

If it shakes its body very fast the food is very far away. If it moves more slowly, the food is nearby. Now the bees know how far to fly to your cold drink.

So don't spend too long sipping your cold drink; you might find you have to share it with a few hundred hungry bees!



Let's write

Where do you think this passage comes from? Tick your answer.

<input type="checkbox"/>	A newspaper	<input type="checkbox"/>	A story book	<input type="checkbox"/>	National Geographic for Children
--------------------------	-------------	--------------------------	--------------	--------------------------	----------------------------------

Why does the bee taste the girl's cold drink?

Why does the bee return to the hive?

What do the other bees do to see if they like what the forager bee has found?

What do the words "to pay close attention" mean? Tick one of the following.

<input type="checkbox"/>	to watch very carefully	<input type="checkbox"/>	to get as close as possible to the bee	<input type="checkbox"/>	to crowd next to the bee
--------------------------	-------------------------	--------------------------	--	--------------------------	--------------------------

What do the bees do to show whether the food is far away or nearby?



Let's write

In each row, match the first word with the word that means the same. Some of the words in the row mean almost the same thing. Choose the best word.

Write the bold and the matching words into your dictionary.

rim	enclose	frame	edge	border
source	cause	spring	provide	supply
forager	hunter	scavenger	finder	searcher



Let's write

These sentences are broken into three parts which have been mixed up. Match the parts.

Bees	will be watching	in their hive.
The learner	will be eating	her honey sandwich.
Some children	were trying	to get honey from the hive.
My teacher	were buzzing	a TV series on bees.



Let's write

Write these sentences in the passive voice.

The bees stung the girl.

The bees made honey.

Active and passive voiceA sentence is written in the **active voice** when the subject of the sentence does the action in the sentence, e.g. *the girl was washing the dog.*A sentence is written in the **passive voice** when the action is done to the subject of the sentence by someone or something else, e.g. *the dog was being washed by the girl.*



Let's write



Put these sentences in order. Number them from 1 to 6.

Let's make a honey sandwich

Cut the sandwich in half.

Eat it as soon as possible.

Drip some honey on the buttered slice of bread.

Put the unbuttered slice of bread on top of the other one.

Butter one slice of the bread with a butter knife.

Take two slices of bread.

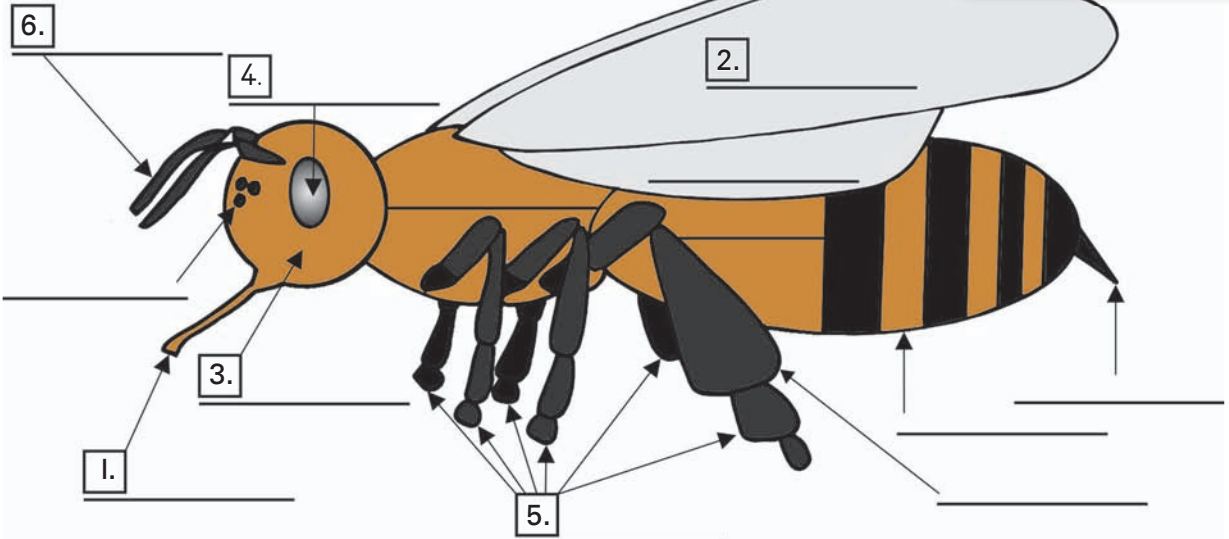


Let's write

Do you see the blank boxes on this picture of a bee? They are there so that you can label the drawing by writing the right word in each box.

Use the words in the list to label the drawing.

1. tube-like tongue
2. wing
3. head
4. eye
5. legs
6. antennae

Honey Bee

Let's write

Use the words in the box to write a factual paragraph about the parts of a bee. Make sure that your paragraph has a topic sentence and supporting sentences, and that you use conjunctions to join the sentences.



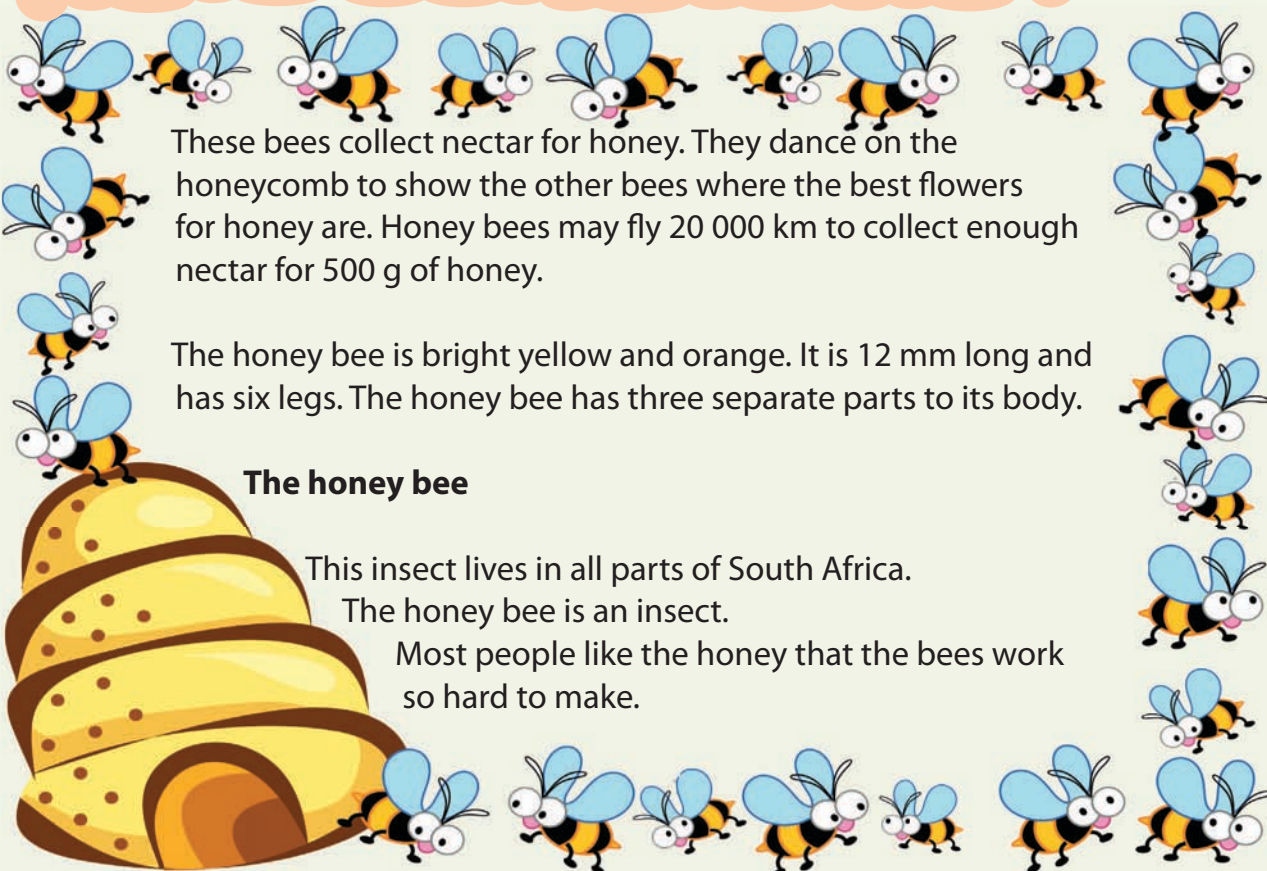
Let's write

Jimmy is interested in bees and he has been asked to write a report about them. However, something goes wrong and the information in his report is not in the right order. Rewrite the report making sure that it has the following:

- A title
- An opening statement
- A description of what the bee looks like
- Information about where it lives
- Information about what it does
- A final statement summarising the report

After you have re-ordered the report, do the following:

- Underline the factual, descriptive adjectives in blue.
- Circle the pronouns.
- Underline the action words in red.
- Underline the words that tell you what the bees look like in green.



These bees collect nectar for honey. They dance on the honeycomb to show the other bees where the best flowers for honey are. Honey bees may fly 20 000 km to collect enough nectar for 500 g of honey.

The honey bee is bright yellow and orange. It is 12 mm long and has six legs. The honey bee has three separate parts to its body.

The honey bee

This insect lives in all parts of South Africa.

The honey bee is an insect.

Most people like the honey that the bees work so hard to make.



Let's talk

Kangaroos live only in Australia. Do you know an animal that lives only in South Africa? Describe the animal to your group.

Do you know anything about kangaroos? If so, what?

Look at the pictures of the kangaroos and talk about them.



Let's read

Meet the kangaroo – a wonderful mother and a high-speed hopper



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.

If someone asked you to dream up a funny-looking animal, you would probably find it hard to think of an animal more **strange** and interesting than the kangaroo.

Kangaroos live only in Australia. They eat grass and they move by hopping. They are very fast and can hop at speeds of sixty to seventy kilometres per hour (a little bit faster than a horse). They can jump as high as three metres.

The kangaroo uses its front pair of teeth to chew. When those teeth are worn out, they fall out. The next pair of teeth move forward into the place of the old ones. By the time a kangaroo is twenty years old, it is using its last teeth.

The female kangaroo has a **pouch**. She carries her baby, which is called a “joey”, in this pouch until it can look after itself.

The way the joey grows is **fascinating**.

After thirty-three days of growing inside the mother's womb, the baby is born. It looks like a pink worm. It is about three centimetres long. Its back legs are just beginning to grow.

The front legs, which are very tiny, are just strong enough to help it climb into the mother's pouch. It will stay in the mother's pouch for over six months, drinking milk from the mother. During this time, it grows from a blind, pink worm to a small, fur-covered kangaroo. The front and back legs grow strong. The ears, eyes and nose also develop fully.

What a wonderful mother the kangaroo is!





Let's write

Do you think the kangaroo is a funny-looking animal? Why?

In what way are the kangaroo's teeth different from your teeth?

How does the kangaroo move about?

Do you think they are good mothers? Why?

How fast can a kangaroo go?

What is a baby kangaroo called?

Why does the mother have a pouch?

How long does the baby kangaroo stay in the mother's pouch?



Let's write

Choose the word from each row that has the closest meaning to the word in bold. Write the words in bold in your dictionary.

strange	amusing	peculiar	foreign	funny
pouch	bag	purse	satchel	pocket
fascinating	charming	interesting	cute	absorbing
develop	grow	expand	increase	widen



Let's write

Turn these sentences into questions. Start each question with the word in brackets. Don't forget the question mark.

ExampleKangaroos live only in Australia. (**do**) *Do kangaroos live only in Australia?*

Kangaroos eat grass, berries and nuts. (what)

Kangaroos jump three metres high. (how)



Let's write

Use the information in the box to write a factual paragraph about the kangaroo.

Name:	kangaroo
Height:	0,6-1,5 m
Weight:	18-95 kg
Top speed:	55 km/h
How long they live:	9-20 years
Colour:	tan, brown, grey
Favourite food:	grass



- 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

Mother kangaroo is worried about her baby. She calls for him and he comes hopping back to her. This is some of what they said. You fill in the rest. Use exclamation marks.

KANGAROO:

I told you to be back in my pouch at half-past-five. You know it gets dark early in winter and it is not safe for you to be out at night!

BABY:

KANGAROO:

BABY:

Oh Mom, I was just having fun. Can we have supper now?

KANGAROO:

BABY:

KANGAROO:

BABY:

Good night. I love you!

A report about me!



Let's write

How well do you know yourself?

Imagine that you are a reporter for a magazine. Can you write a report about yourself? What would you say? Here is a way to get to know yourself.

Under each of the headings below list your interests, qualities, abilities and values.

My interests

Examples: playing volleyball, drawing, cooking



My abilities and talents

Examples: excellent wing, good at telling jokes, learning about computers



My qualities

Examples: caring, outgoing, quiet, lively

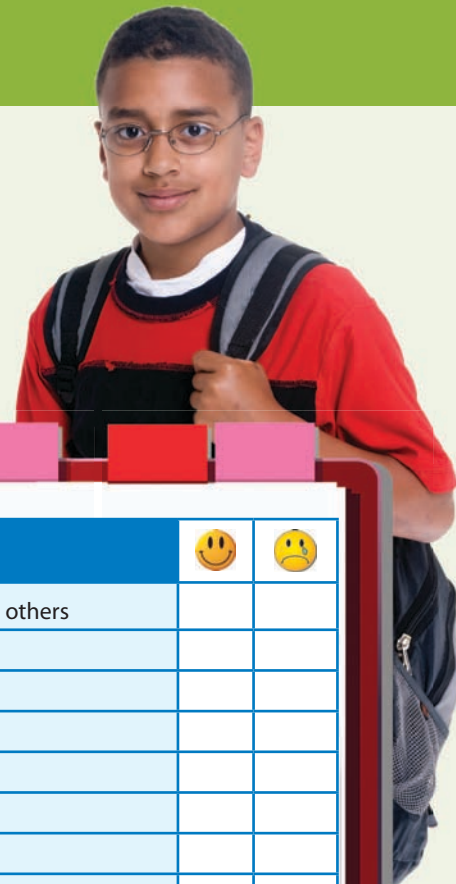




My values

Examples: honesty, reliability, hard work



Check yourself



I can		
work in a group and identify reasons for working with others		
participate in an interview		
read an informative text		
answer questions based on an informative text		
collect information and formulate questions		
use appropriate punctuation marks		
analyse information from a graph		
write information in reported speech using inverted commas		
write open and closed questions		
formulate an opinion and give reasons		
summarise information from the graph		
use the active and passive voice		
read a report, give a report a heading and write a report		
match words with their meanings		
use conjunctions to join sentences and use the right pronouns		
write a paragraph to complete a text		
complete a table		
use pictures to write a text		
complete an interview using appropriate question words		
summarise information		
use the past and future continuous tense		
identify source of text		
match parts of a sentence		
write sentences using the passive voice		
order information		
label a drawing		
write a factual paragraph making sure there is a topic and supporting sentences		
identify descriptive adjectives, pronouns, verbs and question words		
turn statements into questions		

Theme 4: Fact and fiction



Imagining worlds Term 2: Weeks 5 - 6

49 Let's do rhythm 104

Participates in a group discussion.
Reads limericks.
Identifies format of a limerick.
Expresses an opinion.
Answers specific questions.
Scans a poem.

50 Rhyming 107

Identifies words that rhyme
Writes sentences that rhyme.
Uses similes in sentences.
Identifies rhyming patterns.
Writes own limerick.
Identifies syllabic beats.

51 Some more poetry 108

Talks about his or her favourite season.
Reads a poem about autumn.
Answers specific questions about the poem.
Explains meanings of phrases.
Matches words with their meanings.
Identifies personification.
Writes own poem using personification.

52 Working with words 110

Reads a poem out loud with a partner.
Identifies rhyming words in the poem.
Writes down descriptive words about summer.
Writes own rhyming poem about summer.
Writes sentences based on a picture using the present continuous tense.
Underlines verbs in sentences.
Writes a paragraph using descriptive adjectives.

53 Wow! What a strange poem! 112

Reads a poem.
Acts out a poem in front of her or his group.
Gives the poem a title.
Answers specific questions about the poem.
Writes down descriptive words.
Identifies meanings of words.
Gives a reason for liking or not liking the poem.
Identifies interjections and exclamation marks.

54 Let's be creative 114

Looks up words in a dictionary.
Looks up meanings of words in a dictionary to determine root and meaning.
Writes own poem using a specific rhyme scheme.
Describes a drawing.
Draws a picture to match a poem.
Identifies alliteration in a poem.
Creates names for animals using alliteration.
Writes a poem using alliteration.

55 Who am I? 116

Talks to a partner about himself or herself or who he or she would like to be.
Describes himself or herself.
Reads a poem.
Gives the poem a title.
Identifies the speaker of the poem.
Answers specific questions about the poem.
Says whether he or she prefers rhyming or non-rhyming poetry.
Circles abstract nouns.
Writes down abstract nouns of his or her own.
Writes a sentence using an abstract noun.

56 How abstract can I get? 118

Writes a descriptive paragraph using abstract nouns.
Writes a poem about herself or himself using a specific outline.
Reads a poem that uses an abstract noun.
Identifies metaphors in the poem.
Changes a metaphor into a simile.

Instructions Term 2: Weeks 7 - 8

57 The creation myth of the San 120

Discusses creation with her or his group.
Reads a myth about the creation of the San.
Answers specific questions about the myth.
Identifies meaning of the word San.
Writes a paragraph.
Finds words in a text and then matches the words with their meanings.

58 Thinking about Mantis 122

Orders sentences to form a coherent paragraph.
Uses appropriate punctuation.
Writes a descriptive paragraph.
Uses link words.
Completes a table using adjectives of comparison.
Turns statements into questions using specific question words.
Uses the question mark appropriately.

59 The peacock earns a reward 124

Discusses a picture of a peacock.
Reads a myth about the peacock.
Answers specific questions about the peacock.
Chooses a heading for the story.
Explains why the story of the peacock is a fable.
Gives an opinion with a reason.
Identifies the meanings of idioms.



60 More about the peacock 126

Identifies topic and supporting sentences in a poem.
Rewrites a poem omitting irrelevant information.
Completes a table identifying characters, setting, events leading to the conflict, the struggle, events resulting from the conflict and the moral of the story.
Matches words with their definitions.
Uses words to describe the peacock before and after his transformation.
Changes sentences from direct to indirect speech.

61 Anansi the greedy spider and the turtle 128

Works out the meaning of the fable from the pictures.
Predicts how the fable will end.
Reads and then answers specific questions about the fable.
Identifies central idea, plot, setting and character.
Identifies moral of the story.
Scans the workbook for information.
Uses prefixes to form new words.

62 More about Anansi 130

Plans a story.
Identifies main idea, plot, setting and characters.
Identifies descriptive adjectives to describe Anansi the spider.
Writes sentences using the descriptive words.
Tells his or her group about someone he or she knows, using descriptive words.
Writes sequence of events using link words.
Completes sentences using gerunds and infinitives.
Punctuates a sentence using capital letters, full stops, commas, question marks and inverted commas.

63 How the zebra got its stripes 132

Identifies what a make-believe story is.
Tells a story that is make believe.
Talks about the cover of a book and identifies the artist, information from the cover and predicts what is going to happen in the story.
Reads a story.
Answers specific questions about the story.
Identifies the differences between a true story and a myth.
Uses conjunctions to join sentences.

64 Make up your own myth 134

Identifies meanings of similes and metaphors.
Writes a sentence using a simile.
Changes sentences from the singular to the plural.
Writes a myth.
Checklist



Let's talk

Have you ever been in trouble for kicking a ball and breaking something?
Tell your group what happened.

Is a Ferrari an expensive car? Say why you think so.

Do you know anybody who owns a posh car? Tell your partner what it is like.



Let's read

Read these poems.

**There once was a wonderful star
Who thought she would go very far
Until she fell down
And looked like a clown
She knew she would never go far.**

Kaitlyn Guenther



This type of poem is called a limerick.



Let's write

Which poem do you
think is the funniest?
Say why.

**There was a man with a Ferrari
Who rushed through the Kalahari
To buy some books
About his good looks
For he was in a great hurry.**

Y. Ganie



**There was an old man of Peru
Who dreamt he was eating his shoe.
He woke in the night,
With a terrible fright,
And found it was perfectly true.**

Anonymous



Change the instruction to

Look at the limericks carefully and then say whether the following
are true or false. Tick T for "true" and F for "false".

Limericks have five lines	T	F
Limericks are serious poems	T	F
The lines in a limerick rhyme.	T	F





Let's write

Do you think the man in the Ferrari and the lady who was a star thought they were special? Say why.

What did the man in the Ferrari want to do?

What happened to the old man who dreamt about his shoe?

Do you think the limerick about the shoe is funny? Say why.



Let's write

When you scan a poem, you work out its rhythm. This is quite easy. Read the poem out loud to yourself, and listen to the syllables that you emphasise. Some syllables are stressed, and some aren't. Here is an example, in which we have marked the stressed syllables with ✓ and the unstressed syllables with X.

Example: They ^Xre^Xturned ^Xfrom [✓]the [✓]ride

Now try scanning this poem. Work with your friend. First clap the words, then mark the stressed and unstressed syllables.

**The Chameleon changes his colour;
He can look like a tree or a wall;
He is timid and shy and he hates to be seen,
So he simply sits down on the grass and grows green,
And pretends he is nothing at all.**





Let's write

Write down words that rhyme with the ones below:

snake	double	dress	part	right



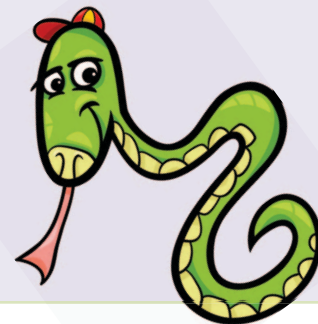
Let's write

Now use two of the words to write sentences that rhyme:

Example:

Look at the snake

He's slithering to the lake



Let's write

Look at the poem about the chameleon again. The poet says **he can look like a tree or a wall.**The poet is using a simile. What do you think the poet means when he says the **chameleon looks like a tree?****Simile**

A simile uses the words "like" or "as" to compare one object or idea with another.

Example: *She is as busy as a bee.*

Make up three of your own similes and say what they mean. Use these pairs of words in your similes.

sings

and

bird

fit

and

fiddle

sound

and

foghorn



Let's write

Some poems rhyme, and some don't. Poems that do rhyme have patterns of rhyming lines. There's a special way to show which lines in a poem rhyme.

Put **A** next to the first line. If the word at the end of the next line rhymes with the word at the end of the first line put **A** again. When you get to a word that doesn't rhyme with it, put **B**. Continue writing a new letter if a line doesn't rhyme with any of the lines that come before it. Read this limerick and then answer the questions:

There once was a girl from Neel	(A)
Who threw food on the floor at each meal.	
With manners so bad	
She made her mom mad,	
And made her dad bellow and squeal.	

How many lines does this limerick have?

Which words rhyme? Show the rhyming pattern. We have started the pattern for you.



Let's write

Now write your own limerick, starting like this:

There once was a boy who could sing



Fun

Clap your hands to show the syllables in these words. Remember, one syllable equals one beat. Then break up the words into their syllables.

Example:

concert

con / cert

volley ball players

Willie Wonka and the Chocolate Factory





Let's talk

Work in your groups.

- What is your favourite season? Say why.
- What is your least favourite season? Say why.



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

Discuss the questions with your partner and then write down the answers.

What season of the year is the poem about? Tick the correct answer.

	Spring	
	Summer	
	Autumn	
	Winter	





What is going to happen to summer?

What colours do leaves turn before they fall off trees?

What will autumn do to the leaves to make it fun for children?

Explain the meaning of these phrases:

waiting in the wings

season's closing



Let's write

Match the words in the left-hand column with the words on the right. Write the words in bold in your dictionary.

drowsy

impatient

crisp

relief

crunchy

chore

task; job

hard and dry

rest

in a hurry

sleepy

cool

Metaphor: A metaphor states a fact or draws a verbal picture by the use of comparison. A simile says you are like something (**the chameleon can look like a tree**); a metaphor is more positive - it says you are something (**the chameleon is a tree**).

Personification is a kind of metaphor in which human characteristics are given to something that is not human.

Example: *The sea lashed out in anger.*



Let's write

Underline four examples of personification in the poem.



Let's write

Now read this children's nursery rhyme. Can you see how the cow, dog and dish are given human characteristics?

Make up a poem of your own in which you use personification.

Hey diddle, Diddle,
The cat and the fiddle,
The cow jumped over the moon;
The little dog laughed
To see such sport,
And the dish ran away with the spoon.





Let's talk

- 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? Does that happen in every verse?



Let's write

You are going to write your own rhyming poem.

Read the lines below. They are the first few lines of a poem about winter. The words at the end of each pair of lines rhyme.



On Monday icy rains poured down
and flooded drains all over town.

Tuesday's frost that bit your ears
was cold enough to freeze your tears.



Now write a similar poem about a week in summer.

First write down all the words you can think of to describe summer weather. See if any of them rhyme. Write down more words you might use that do rhyme with the words you already have. Now you can use these words to help you write your poem.

Remember to use rhyming words at the end of each pair of lines. And begin each verse with "On". Example: **On Monday, sun in bright blue skies**

Write your own rhyming poem here.

A verse is a group of lines in a poem. Some poems have one verse, some poems have many verses. The poem "Autumn's chores" has five verses.



Let's write

Tell your group what these people are doing. Use the present continuous tense. Now write down your sentences and underline each verb.

We use the **present continuous tense** to talk about an action that is taking place now. We form this tense by using am, is and are plus -ing. Example: The snake **is sliding** down the path.



Example: The girls are playing soccer.



Let's write

Look at the poem *Autumn's chores* again. The poet uses descriptive adjectives to describe Autumn. Instead of saying **breeze**, she talks about the **cool, crisp breeze**; and instead of just saying piles of leaves, she talks about **crunchy piles**.

Write a paragraph of four lines about a season of the year. Use descriptive adjectives to make your writing come alive.



Let's talk

Read this poem and then act out the second, third and fourth verses in front of your group.

Twas brillig, and the slithy toves
Did gyre and gimble in the wabe:
All mimsy were the borogoves,
And the mome raths outgrabe.

“Beware the Jabberwock, my son!
The jaws that bite, the claws that catch!
Beware the Jubjub bird, and shun
The frumious Bandersnatch!”
He took his vorpal sword in hand:
Long time the manxome foe he sought --
So rested he by the Tumtum tree,
And stood awhile in thought.
And, as in uffish thought he stood,
The Jabberwock, with eyes of flame,
Came whiffing through the tulgey wood,
And burbled as it came!
One, two! One, two! And through and through
The vorpal blade went snicker-snack!
He left it dead, and with its head
He went galumphing back!

Lewis Carroll (abridged); source: www.poetryfoundation.org



Let's write

Give the poem a title.

The poet, Lewis Carroll, has used many made-up words. Why do you think he did this? Tick the answer that you think is correct.

<input type="checkbox"/>	He wanted to make the poem mysterious.
<input type="checkbox"/>	He wanted readers to use their imagination when reading the poem.
<input type="checkbox"/>	He was too lazy to use real words.
<input type="checkbox"/>	He didn't want his readers to understand the poem.

You have acted out some of the poem. What do you think the poem is about?

If you met the Jabberwock in the dark would it frighten you? Say why.

Write down three things that describe the Jabberwock.

Write down what you think these words mean.

brillig

slithy toves

gyre and gimble

frumious

whiffling

tulgey wood

Did you like the poem? Say why.



Let's write

The title of this worksheet **Wow! What a strange poem!** has two exclamation marks. The first is after an interjection which is a short word used to express surprise; the second is an exclamation.

Underline the interjections and circle the exclamation marks in the following short poem.

When Reginald was home with the flu, uh-huh-huh,
The doctor knew just what to do-hoo.
He cured the infection
With one small injection
While Reginald uttered some interjections...
Hey! That smarts!
Ouch! That hurts!
Yow! That's not fair giving a guy a shot down there!

Interjections are words used to express strong feeling or sudden emotion. They are included in a sentence - usually at the beginning - to express surprise, disgust, joy, excitement or enthusiasm.

An exclamation **mark** (!) is used after a sentence that expresses a strong emotion.



Let's write

Look up **brillig** and **toves** in your dictionaries. Did you find them?
No! Because they don't exist. They are made-up words.

Now look up **chortle**. You will find that it is a combination of **chuckle** and **snort**. Lewis Carroll made this one up as well. He called the words he made up portmanteau (a suitcase) words because they collapsed onto each other like things in a suitcase. Some of his portmanteau words have been included in our modern English language, but others have not.

Work with your group. Look up these words to see what other words they are made of:

frumious

uffish

slithy

burble

mimsy

frabjous

mome

galumph



Let's write

Write a verse of your own using your own made-up words. Your verse should be four lines long. Use the rhyme scheme of the Jabberwocky poem: a, b, a, b.



Let's write

Look at the drawing next to the poem.
Describe it.

Does the drawing give you an idea of what the poem is about? Say why.

If you were asked to do a drawing for the Jabberwocky poem, what would you draw? Say why.



Let's write

When we write poetry we use words in special ways. One of the special ways is called alliteration.

Read this poem and circle all the examples of alliteration.

Alliteration is when words that are close to each other use the same **sound**. Remember, **not** the same **letter** but the **same sound**.
e.g. the cart **cl**anked and **cl**attered down the road.

The Football Game

Blitz and blocking, bump-and-run,
Drive and drop kick, the other team's done.
End zone, end line, ebb and flow,
Snap, sack, scrambling, I love it so!
Football is fun and fabulous too.
Let's go to the stadium, just me and you



Let's write

Give some animals names using alliteration.

Example: *Gerry Giraffe, Freddy Frog, Leo Lion*

	cat		dog
	fish		tiger

Extend this line into a story poem. Have fun!

Let's write

Bubble bunny, a bundle of fun (A)

_____ (B)

_____ (A)

_____ (B)





Let's talk

Talk to your partner about these questions.

- Are you happy with who you are or would you like to be someone else? Say why.
- Tell your partner about someone who really understands who you are.
- Describe yourself to your partner. You may talk about what you look like or what kind of person you are.
- Now describe your very best friend. Do you think he or she would agree with your description? Say why.
- Imagine that you wanted to be someone else. Who would you want to be? Say why.



Let's read

Read this poem.

Some people think they know me
 Some think they know me
 better than others
 But I think they are all mistaken.
 Sometimes I'm tall
 Sometimes I'm short
 Sometimes I'm fat
 Sometimes I'm thin.
 But they still say they know me
 But they don't
 Because I'm not describing me
 I'm describing my shadow.

Joe Mhlontlo



Let's write

Give the poem a title.

Who is talking in this poem?

People usually write a poem when something inspires them or makes them think about something. What do you think encouraged this poet to write his poem?



Explain how one's shadow can be fat, thin, tall and short.

The poem does not rhyme. Read a version of the poem below that does rhyme.

Do you think the poem works better? Say why.

Some people think they know me
Some think I'm rather fat
But if you see my shadow
I'm thin and sometimes flat.



Let's write

Circle the abstract nouns in the sentences below.

My friend asked me to think about the importance of friendship.

The mother's love for her child was obvious.

The child looked at the pile of sweets with greedy eyes.

Her eyes were full of longing as she looked at the puppies.

She clapped her hands with joy when the school won the soccer tournament.

Abstract nouns are ideas, feelings or qualities such as love, fear, anger, courage, joy, beauty, and boredom. They cannot be seen or touched.



Let's write

Think of three abstract nouns of your own. Write them below.

Write a sentence using one of your abstract nouns.



Let's write

Write a paragraph of five lines describing yourself. Try and use at least two abstract nouns in your description.



Let's write

Write a poem about yourself. Use this outline.

Line 1: _____ (Your name)

Line 2: _____ , _____ , _____

(3 personal characteristics or physical traits)

Line 3: Brother or sister of _____ or son/daughter of

Line 4: Who loves _____ , _____ , and _____ (3 people, things, ideas)

Line 5: Who feels _____ about _____ (1 emotion about 1 thing)

Line 6: Who needs _____ , _____ , and _____ (3 things you need)

Line 7: Who gives _____ , _____ , and _____ (3 objects you share)

Line 8: Who fears _____ , _____ , and _____ (3 items)

Line 9: Who'd like to see, _____ (1 place, or person)

Line 10: Who dreams of _____ (1 item or idea)

Line 11: A student of _____ (your school or teacher's name)

Line 12: _____ (Nickname or repeat your first name)



Let's talk

Read this poem that uses 'happiness' as an abstract noun and then make up your own poem using an abstract noun. Read the poem to the class.



HAPPINESS

Happiness is an orange
 It smells like a field of flowers
 It tastes like chocolate ice-cream
 It sounds like the school bell at the end of the day
 It feels like the fur of my pet cat
 It lives at my house most of the time



Now read this poem

The sun is an orange dinghy
 Sailing across a calm sea
 It is a yellow beach ball
 Kicked high into the summer sky

Rewrite one of the verses and change the metaphor to a simile.



Let's write

Divide these words into syllables.

Divide a word after each syllable e.g.
 re-com-men-da-tion, sell-ing, buzz-er.
 Do not divide a one-syllable word.

de/scri/bing

sometimes

mistaken

because

shadow



Let's write



Let's talk

- What do you think the word creation means?
- Have you ever created anything?
- Who do you think created the world?
- Who do you think created you?



Let's read

Creation myth of the San



Mantis was present at the very beginning of the world. A bee carried him over the dark stormy waters that covered the new earth.

The bee felt cold and tired. He looked for solid earth where he could put down this burden. He flew slower and slower, nearer

and nearer the water. At last, floating on the water was a big white flower that was half open. He put Mantis in the heart of the flower and planted in him the seed of the first human being. The seed was safe from the wind and the water.

Then the bee died. Mantis awoke in the morning sun and the first San person was born.

The praying mantis is the San god who created and named all things. Mantis sends rain and brings good hunting. He protects people from illness and danger. But the San do not pray to Mantis. They pray to the sun, moon and stars, but never to Mantis.



- Every group has its own favourite stories that people tell over and over again.
- These stories are called folk tales.



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.



Let's write

Have you ever seen a praying mantis?

What words would you use to describe a praying mantis?

What good things does the praying mantis do for the San people?

Is it important to do good things for other people?

Talk about two good things that you have done.



What is another word for the San people? Choose from these words:

Bushmen

Xhosa

Zulu

Tsonga

A **metaphor** (pronounced: Met-uh-for) is a figure of speech that describes one thing as something else. It does not use **like** or **as**.

The bee and the praying mantis made sure that the first San child was born. Why do you think the bee was chosen for this task? Choose the best word to complete this sentence:

The writer chose the bee because it can _____ other insects that try to stop it.

kick

sting

bite

hurt

What does Mantis protect the San from?

To whom do the San pray?

Imagine that you see a praying mantis on a leaf. What would you do?

Would you do something different if you were smaller, perhaps the size of a bug? Say why?



Let's write

Find words in text with these meanings and write them in the correct spaces. Write your words in your dictionary.

raining hard

heavy weight

defends

firm

be at a certain place

Let's write

Mantis awoke in the morning sun and
the first San person was born

then the bee died

at last, floating on the water was a big white flower that was half opened

he put Mantis in the heart of the flower
and planted in him the seed of the first
human being

Mantis was present at the very beginning of the world

a bee carried him over the dark stormy
waters that covered the new earth

he praying mantis is the San god who created and named all things

Mantis sends rain and brings good hunting



Let's write



Use these words to write a descriptive paragraph about the praying mantis.

Use descriptive words and these words to link the sentences:

he

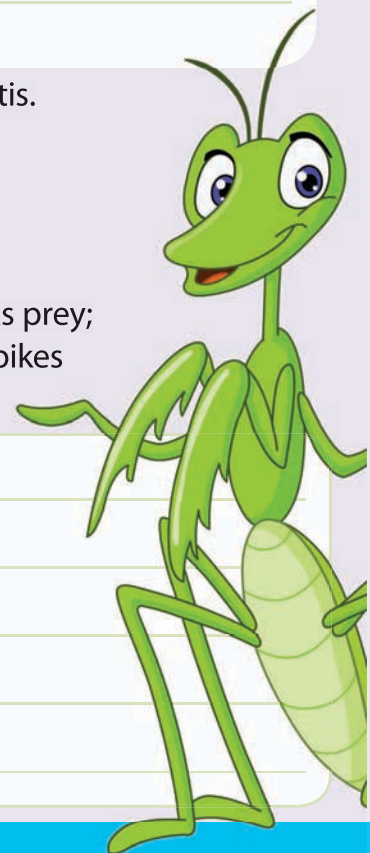
while

and

his

১৮

head turn 180°; eyes scan surroundings for prey; sits, waits for prey; stalks prey;
thin, green body; long arms can fold in front of its body; rows of sharp spikes
on the front legs; strikes;





Let's write

Complete the table using adjectives of comparison.

Example: long	longer	longest
safe		
wide		
dark		
light		
near		



Let's write

Turn these sentences into questions.
Start each question with the word in
brackets. Don't forget the question mark.

Example

The San pray to the sun, moon and stars. (Who)
Who do the San pray to?

Mantis was present at the very beginning of the world. (Where)

A bee carried him over the sea. (Who)

The bee felt cold and tired. (How)

He looked for some solid ground. (What)

The bee died after he had found a safe place for Mantis. (When)





Let's talk

- Look at the picture of the peacock. Talk about its feathers, its tail, its feet, the way it stands.
- Do you think it is a beautiful bird?
- What is beautiful about it?
- Find out what a female peacock is called.



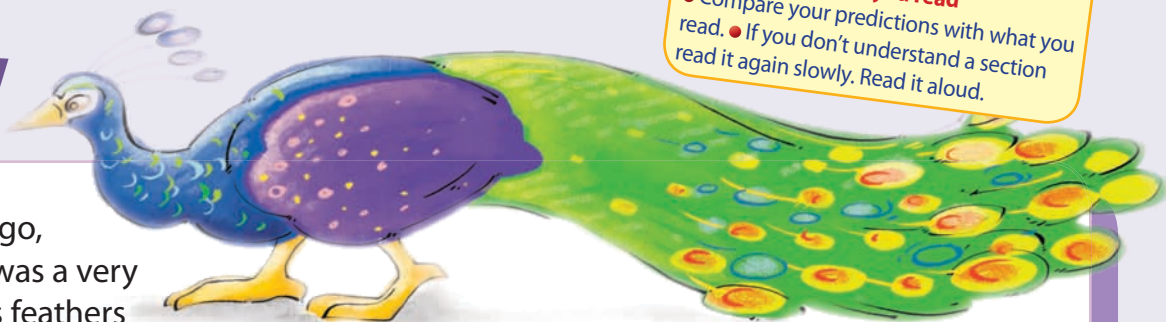
Let's read

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.



A long time ago,
the peacock was a very
plain bird. His feathers
and tail were brown

and dirty, and he had funny wrinkled feet. One day, while Peacock was busy pecking away at food on the ground, Indra, the god of the sky, raced by.

"Where are you going in such a hurry?" asked Peacock.

"The evil king Ravana is trying to catch me. And although I am a god and I can use lightning to hurt people, nothing can touch Ravana. All I can do to save myself is hide away. But there is no place here for me to hide."

"Come quickly. I'll put up my tail and you can hide behind it."

Ravana did not see Indra and went past him into the deep forest.

"Thank you, thank you," said Indra. "You are so plain but so brave. In return for being so courageous, I'll make you the most beautiful bird in the world."

As he spoke, the peacock changed. His feathers became a bright blue and his tail a beautiful green fan with golden eyes.

Peacock looked at himself in the water and saw how beautiful he was. He became very vain and walked around with his head held high. Whenever he saw a peahen, whose feathers were still brown, he would open his tail to show her how beautiful he was.

But what didn't change? His feet! And whenever Peacock looked at his feet and saw how ugly they were, he would put down his tail and screech!

In ancient India it was said that whenever Peacock screeched, it meant there would be thunder, lightning and rain. Indra, the god of thunder and lightning, had made Peacock his messenger.



Let's write

What did the peacock look like before he was changed?

What did he look like after he was changed?

How did he behave after he became beautiful?

Do you know anybody who thinks he or she is very good looking?

How does he or she behave?

Choose the best heading for the story:

Indra flees from a strong god

Do you think the story of the peacock is a fable? Say why.

How the peacock got its feathers

The peacock and the peahen

Why did Indra change the peacock's feathers and tail?

Do you think Peacock was nicer before he changed into a beautiful bird or after he became beautiful? Give reasons for your answer.

A fable is a story that usually has animal characters, and is about events that are not true. It teaches us a lesson.



Let's write

You have read the story about an ugly peacock that became beautiful. What do you think "as proud as a peacock" means?

Now talk about what you think these mean in your group and then write down the meanings.

A memory like an elephant		Raining cats and dogs	
As happy as a lark		As quiet as a mouse	



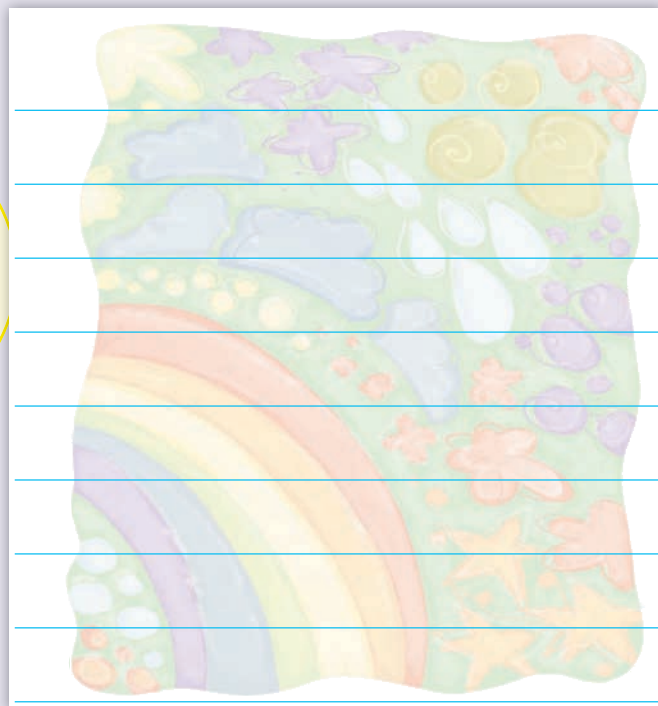


Let's write

Look at the heading and the first sentence of the poem below. They tell you what it is about. The other sentences are supporting sentences. They tell you more about the main sentence. However, some of the sentences do not belong in this poem. These sentences do not tell you more about the main idea. Rewrite the poem and leave out those sentences.

The Peacock

Peacock, peacock, your colours are fine,
 Happy little sparrow
 That lovely sea blue, I wish you were mine.
 Your beautiful patterns look like a rainbow,
 With wonderful colours of green, blue and yellow.
 You hop here, you hop there,
 Your movement is beautiful, elegant and proud,
 And the sound of your cry is so very loud.
 Your eyes are magical and wonderful green.
 Chirp! chirp! you call your friends.
 You really are a sight to be seen.



Let's write

Complete the table below. In the first column, write down the characters in the fable and describe the setting. In the second column, write down the events that led to the problem or conflict. In the third column, describe the conflict or problem, then write down what happened because of the conflict. Lastly, write down the moral or lesson of the fable.

Characters and Setting	Events leading to conflict	Struggle in story	Events resulting from conflict	Moral Lesson

plain

vain



Let's write

Read the definition and fill in the blank space with the best word from the list.

courageous

screech

a high shrill cry

not at all beautiful

very proud of your appearance

able to face and deal with danger



Let's write

Use words from the box that describe what the peacock looked like before he became beautiful and after he became beautiful.

funny

wrinkled

plain

beautiful

bright blue

green

brown

dirty

golden eyes

Before

After



Let's write

Change these sentences from direct to indirect speech.

"Where are you going in such a hurry?" asked Peacock.

Peacock asked Indra

"The evil king Ravana is trying to catch me."

Indra said that

"In return for being so courageous, I'll make you the most beautiful bird in the world."

Indra said that

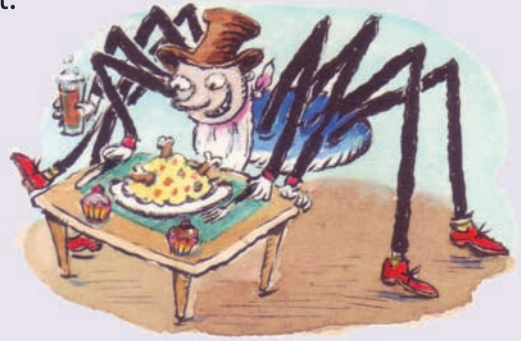


Let's talk

Work in your groups.

- Look at the title of the fable and the pictures and tell your group what you think the story is going to be about.
- How do you think the story will end?

One evening, Anansi the spider sat down to a delicious supper. Just as Anansi was about to put the first bite into his mouth, he heard a knock on his door. He opened the door. There was Turtle, who looked very tired. Turtle said, "Anansi, please let me in. I've walked so far today, and I'm so tired and hungry."



But Anansi was too selfish to share his supper with anyone else. So he came up with a nasty plan. Just as Turtle sat down at the table and began to reach for some food, Anansi yelled at him, "Turtle, your hands are all dirty! You can't eat with your hands all dirty! Go wash them." Turtle's hands were dirty, from walking on them all day. So Turtle slowly crawled to the river and washed his hands, and then slowly crawled back to the table.



Meanwhile Anansi had started eating up the food. By the time Turtle got back the food was nearly all gone. And just as Turtle sat down Anansi started yelling again, "Turtle, your hands are still dirty! Go wash them again!" And they were dirty, because Turtle had used them to crawl back from the river. Sadly, Turtle got up and went to wash his hands again.

By the time Turtle had crawled all the way back there was no more food. Turtle looked at Anansi and said, "Thank you for inviting me to dinner. If you're ever near my house, please come by and have supper with me."

Well, as time went by, Anansi the spider began to think more and more about how Turtle had promised to feed him. So one day he walked over to Turtle's house at lunch time, when the sun was high over the river. Turtle was lying on a rock in the sun, warming himself up, as turtles do. When Turtle saw Anansi, he said, "Hello there, Anansi! Have you come to have dinner with me?" And Anansi said, "Yes, that would be very nice, thank you." He was getting hungrier and hungrier.



So Turtle dived into the water. Anansi waited on the rocks by the shore. Pretty soon Turtle swam back up and said, "OK Anansi! It is all ready now. Please join me for dinner." And Turtle dived down again and began to eat the green leaves he had for dinner. Anansi tried to dive down to the bottom of the river, but he was a spider, not a turtle, and he couldn't dive that deep. He kept floating back up to the surface again. He tried jumping in, he tried diving in, but nothing helped. He just couldn't get down to that dinner.



Finally Anansi had an idea. He put lots of stones in the pockets of his coat, until he was heavy enough to sink down to the bottom of the river. He saw Turtle's table, full of juicy green leaves and lots of other delicious food.



But just as Anansi was reaching for some of that delicious food, Turtle stopped him. Turtle said, "Anansi, surely you're not going to eat dinner with your coat on? That's not



how we do things at my house." Anansi took his coat off. But without the rocks in his pockets to hold him down, he floated right back to the surface of the river again, and popped right out of the water.

Who is the story about? _____

Where does the story take place? _____

What is the story about? _____

What is the moral of the story? Tick the best one.

<input type="checkbox"/>	All's well that ends well!
<input type="checkbox"/>	When you try to outsmart someone, you may find that you're the one outsmarted.
<input type="checkbox"/>	Don't bite the hand that feeds you.



Let's write

Scan your workbook and answer these questions.

On what page is the story about Anansi the Spider? _____

What is the first activity you have to do? _____

What is the last activity you have to do? _____

In what week do you learn about prefixes? _____



Let's write

Use prefixes to make new words:

im

un

dis

mis

take

possible

belief

tidy

A prefix is a group of letters added before a word to alter its meaning and form a new word



Let's write

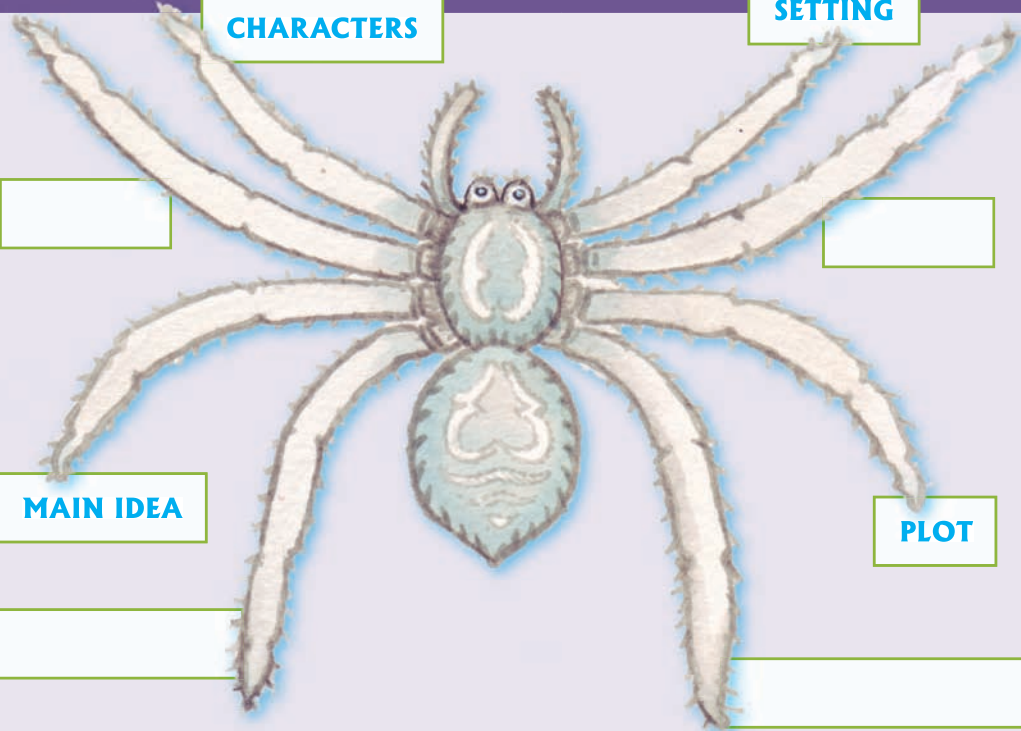
Create a story spider.
Fill in the blanks
on the Spider Legs.
Complete your blank
spider legs with: main
character(s), main
idea, setting and plot.

CHARACTERS

SETTING

MAIN IDEA

PLOT



Let's write

Fill in adjectives that describe Anansi's character.

Select some from the box below.

greedy

nasty

kind

mean

selfish

pretty

big

small

hungry

gentle

tired

young

clever

trickster

In the space below, write three complete sentences using the words from your description.



Let's write

Now think about a person you know and then describe him or her using words from this table.

young or old	strong or weak	tall or short	muscular or thin
clever or dull	kind or domineering	talkative or quiet	caring or selfish



Let's write

Write the sequence of the events in this story.

First the spider sat down to eat a delicious meal.

Then

Then

After that

Some time later Anansi went to visit the turtle hoping to get a good meal.

Then

Then

Finally

Gerunds and infinitives

are forms of verbs that act like nouns. They can follow other verbs and adjectives. **Gerunds** can also follow prepositions

A gerund (often known as an -ing word) is a noun formed from a verb by adding -ing. An **infinitive** is to + the verb.



Let's write

Fill in the gerund or the infinitive.

We encouraged her (read) as many fables as possible.

It's no good (force) her (read) about Anansi if she doesn't want to.

I promised (care) for the spiders but I'm not much good at (care) for spiders

The film about spiders was really worth (see) so we made Thandi (go) to the movies with us.

Normally I enjoy (go) out but today I'd prefer (stay) indoors.

"Do you mind (spin) a web all the time?" asked the ant.



Let's talk

- The story is a make-believe story. What do you think a make-believe story is?
- Do you know any make-believe stories? Perhaps your grandma or mom has told you some? If you do know one, tell it to your group.
- Why do you think the story is being retold?
- Who is the artist?
- Predict what you think is going to happen in the story.



Let's read

**Before you read**

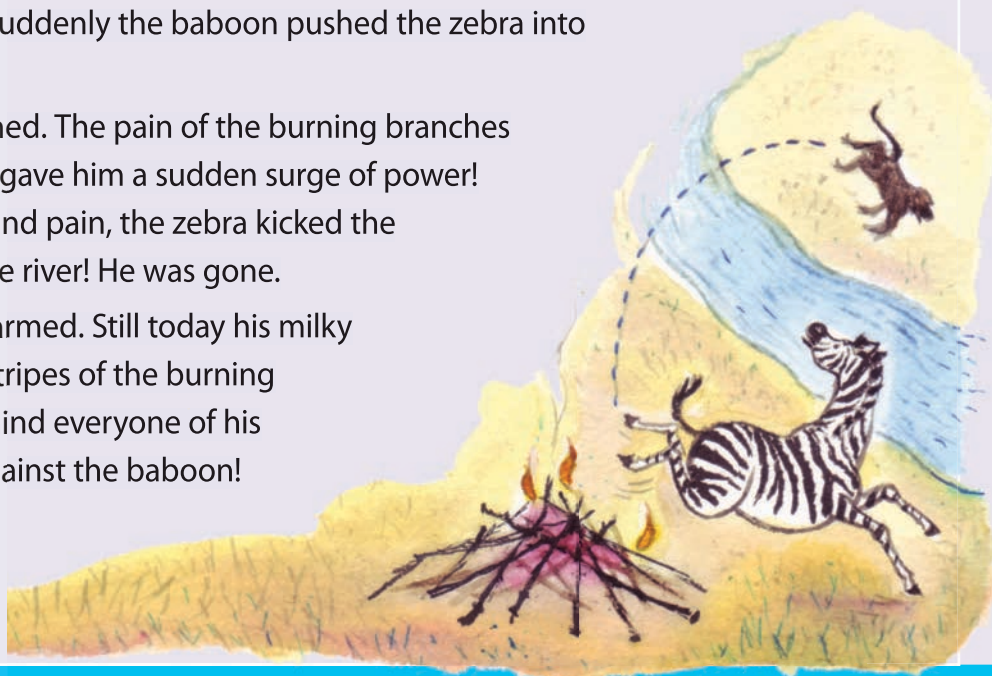
- Look at the pictures and heading/s and try to predict what the text will be about.
- Skim the page to see what you will read about.

A long, long time ago, a large and vicious baboon went to live on the banks of the river. The baboon caused a lot of disturbance to the animals that had been living peacefully along the river banks. He claimed all the land along the river as his own personal property, and said that no one had the right to drink the water from the river. The other animals were angry and thirsty but no-one was brave enough or strong enough to challenge the baboon's decision – except for the zebra.

At that time, the zebra had a milky white coat and looked just like a white horse. The brave zebra found the baboon, who was relaxing next to a big fire, and challenged him to a duel. It was agreed that the loser would have to leave the river bank. The two animals fought, all afternoon and into the evening. The zebra was becoming tired when suddenly the baboon pushed the zebra into the fire.

A strange thing happened. The pain of the burning branches across the zebra's back gave him a sudden surge of power! With a shriek of anger and pain, the zebra kicked the baboon clean across the river! He was gone.

The zebra was not unharmed. Still today his milky white coat carries the stripes of the burning branches. This is to remind everyone of his bravery in the battle against the baboon!





Let's write

Explain what the baboon did to disturb the animals along the river bank.

What gave the zebra extra strength during the fight?

What caused the zebra to get its stripes?

Do you think the zebra was brave? Say why.

Is this story a myth or is it true? Say why.



Let's write

Fill in the best joining word in the sentences below. Choose from the words in the box.

although

and

because

but

or

when

so

unless

until

A **simile** compares one thing with another, using the words "as" or "like".

Examples: *Ami is as busy as a bee, getting people to fill in her questionnaire.*
The curry was as hot as fire.

A **metaphor** compares things directly: *Example: Ami is a busy bee.*

1. School was different _____ I was five.
2. I do my homework _____ I want to pass my test.
3. Let us sit _____ wait here for the rain to stop.
4. I saw him leaving an hour _____ two ago.
5. This is an expensive _____ very useful book.



Let's write

Underline the similes and metaphors in each sentence.

Choose the correct meaning of each simile and metaphor from the box. Then write the meaning on the line under each sentence.

walks proudly

very soft

very angry

completely exhausted

extremely untidy

You could see that the teacher was very cross. Her face was like thunder.

She has the gait of a peacock.

I was so tired when I went to sleep that my pillow was like a cloud.

The typical teenager's room is a disaster area.

I felt like a limp dish rag after the ten kilometre hike through the mountains.

Write a sentence of your own that uses a simile to compare one thing to another.





Let's write

Change the singular to the plural. Make sure that you change your verbs.

The peacock struts up and down the lawn.

The pain of the burning branch across the zebra's back gave him a sudden surge of power!

A large baboon lived on a river bank.

The peacock looked at himself in the water and saw how beautiful he was.



Let's write

Write a myth (on the next page). Many myths try to explain how something came to be in the world.

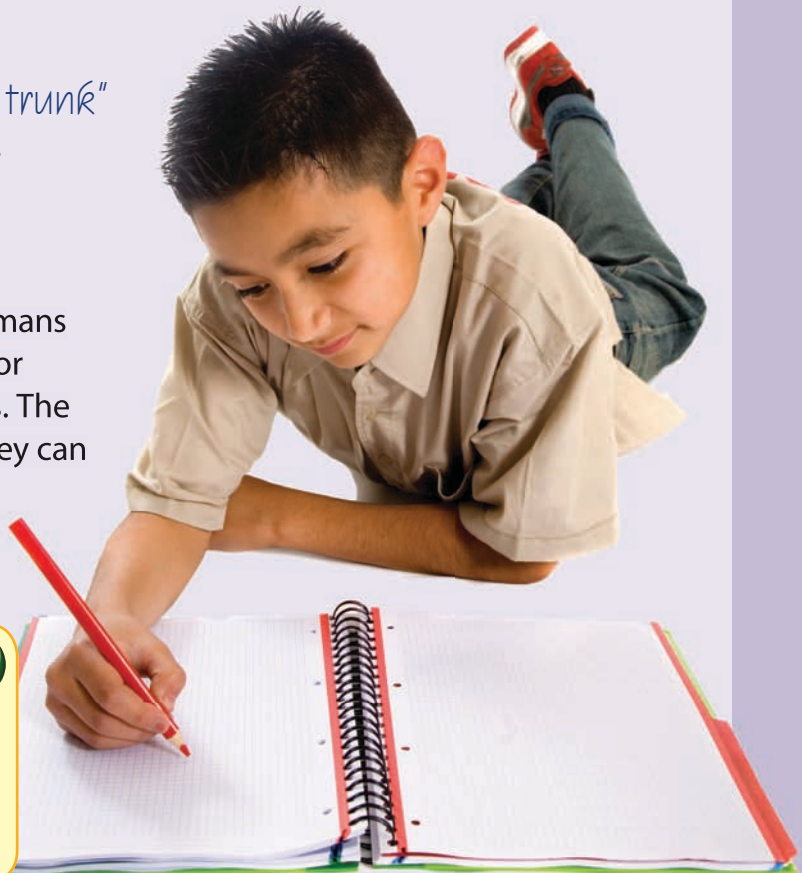
Examples are: "How the elephant got its trunk"
or "How the rainbow got its colours" or
"Why the moon comes out at night".

The characters in the myth may be super humans (people with special powers like Spiderman or Superman), or animals, or magical characters. The characters in myths have human feelings (they can feel happy, sad or angry).

- Write three paragraphs – a beginning, a middle and an end.
- Write a story people would like to listen to.



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



Write the title of your myth here:

First paragraph:

Second paragraph:

Third paragraph:





A

a



B

b



C

c



D

d



E

e



F

f



G

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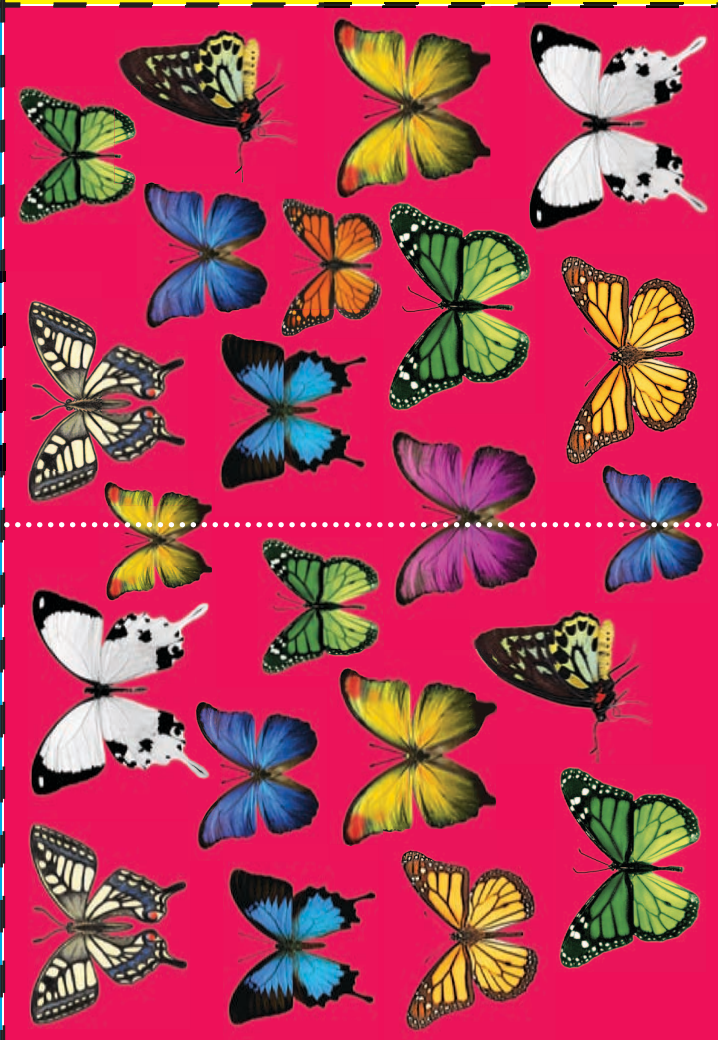
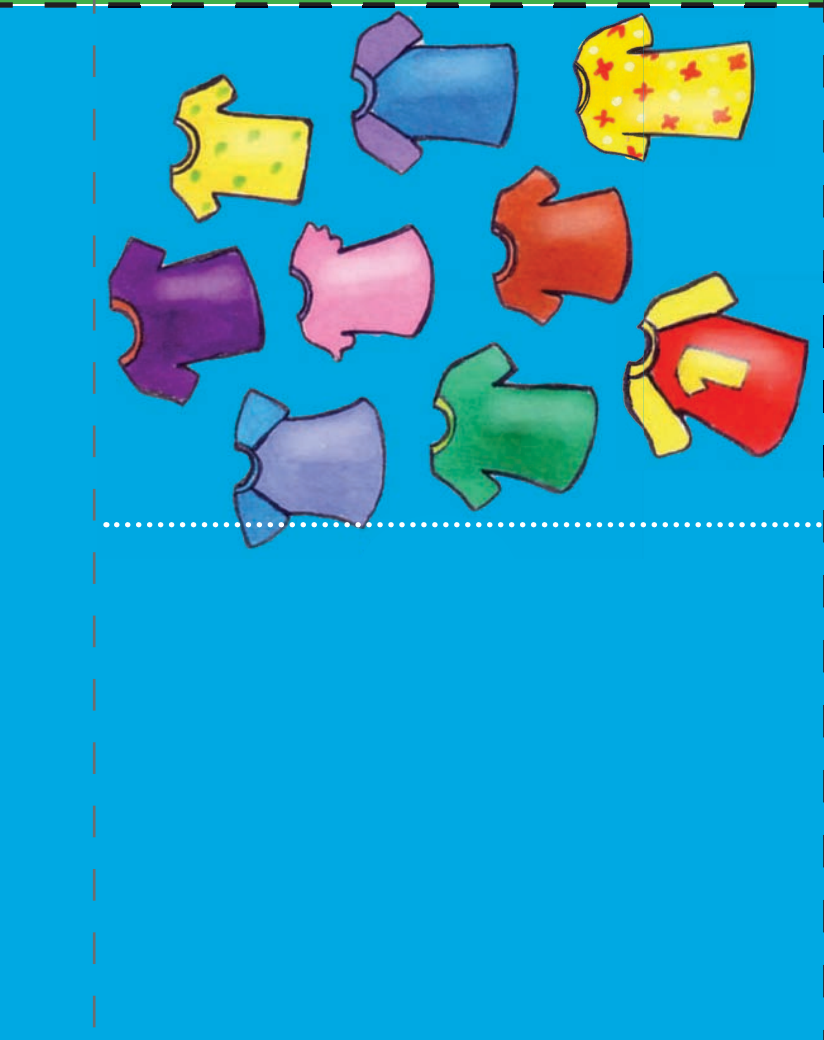
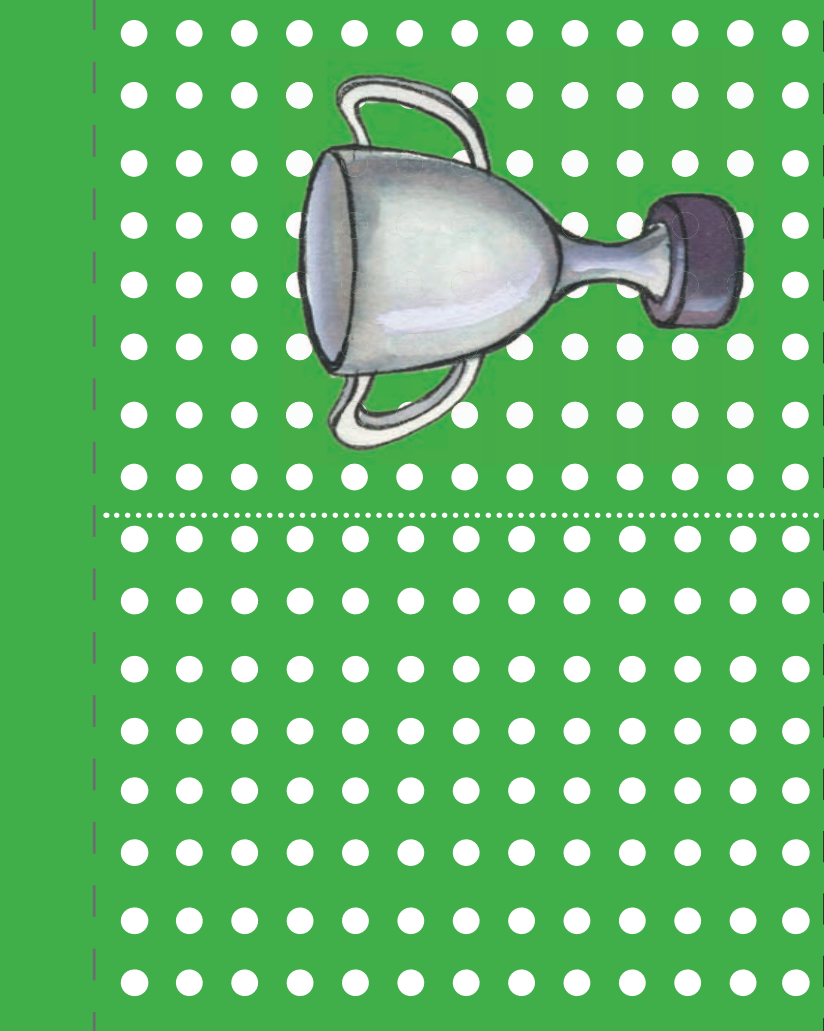
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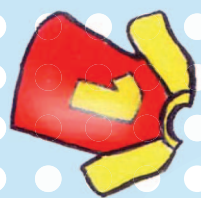


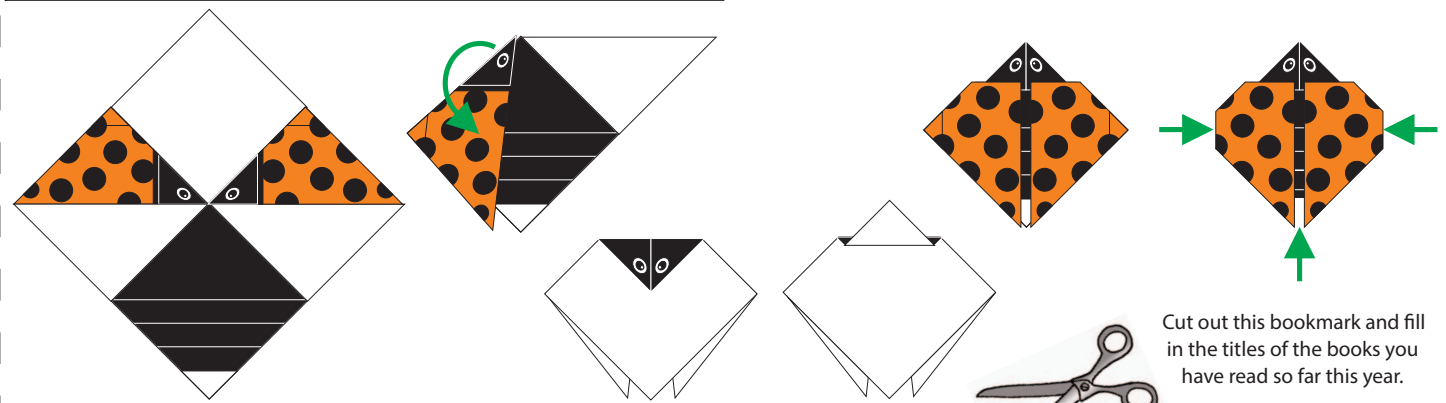
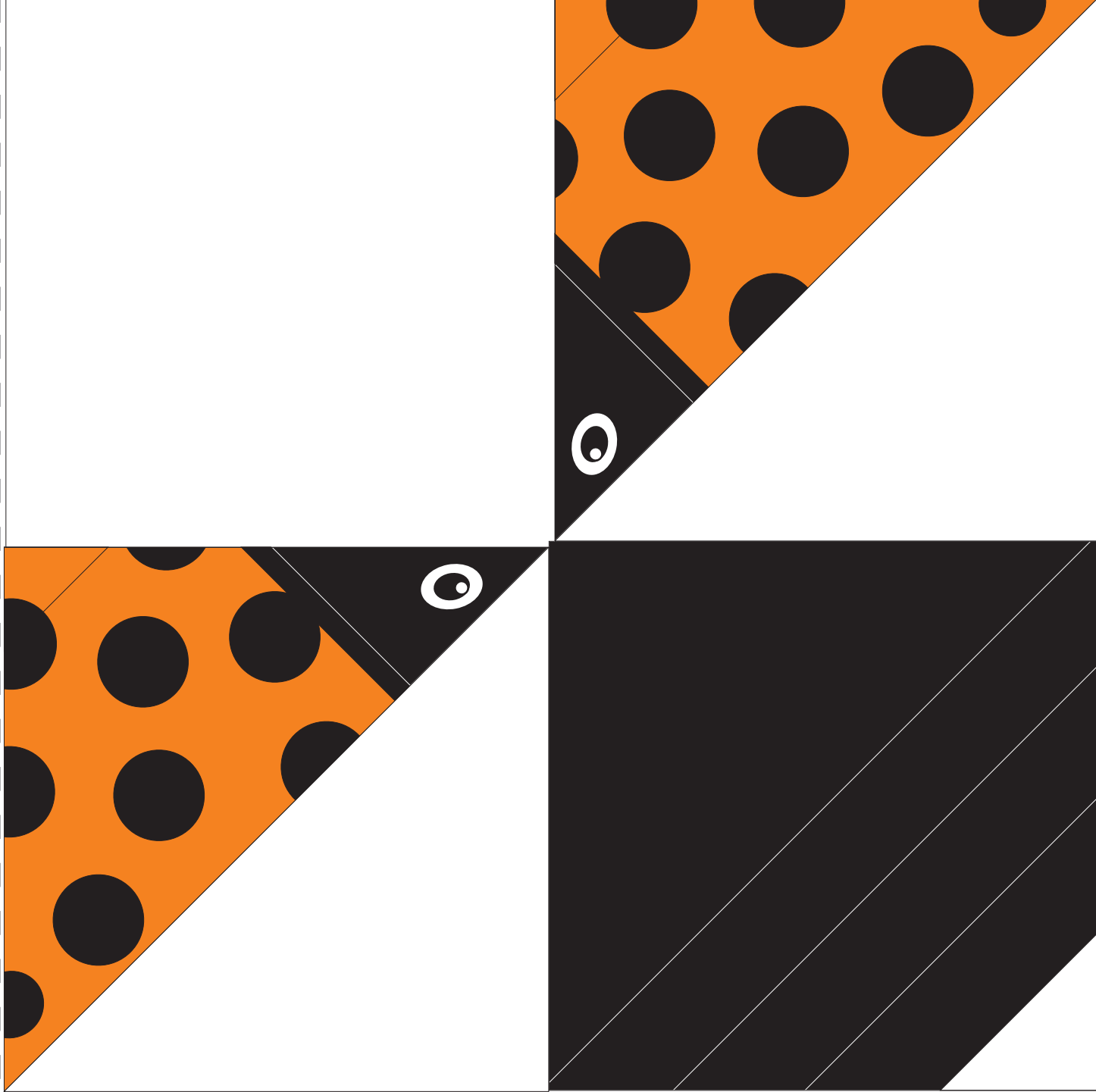
Blank yellow quadrant with vertical lines for writing.

Blank light green quadrant with vertical lines for writing.


Blank pink quadrant with vertical lines for writing.


Blank light blue quadrant with vertical lines for writing.





Cut out this bookmark and fill in the titles of the books you have read so far this year.

book 7:	book 6:	book 5:	book 4:	book 3:	book 2:	book 1:	name: 
---------	---------	---------	---------	---------	---------	---------	---

	<p>name:</p>							
	<p>book 1:</p>							
	<p>book 2:</p>							
	<p>book 3:</p>							
	<p>book 4:</p>							
	<p>book 5:</p>							
	<p>book 6:</p>							
	<p>book 7:</p>							