

TIPS TO DRINK MORE WATER



Choose a glass of water rather than having a sugary drink



Always carry water with you



Keep a reusable water bottle with you and make sure to refill it regularly



Take a bottle of clean, safe water to school



Try setting reminders using your cellphone or notes at your desk to drink water regularly



Make it a habit to drink water with meals



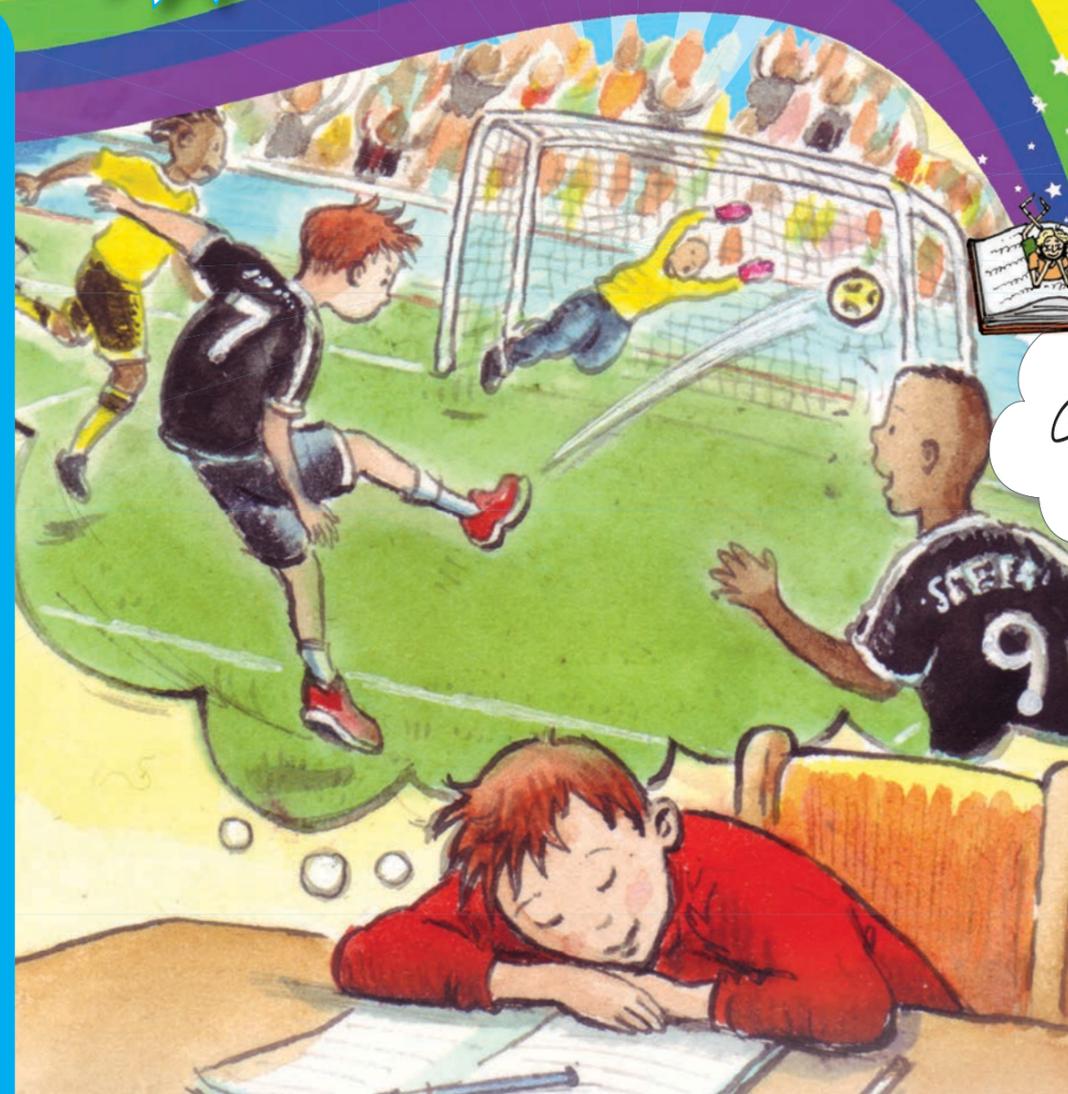
Increase daily water intake when the weather is hot



Drink one to two glasses of water 30 minutes before exercising and sip extra water for the next few hours afterwards

Revised and CAPS aligned

ENGLISH HOME LANGUAGE – Grade 6 Book 2



Grade 6

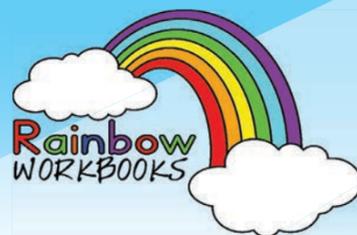
ENGLISH HOME LANGUAGE

Book 2
Terms 3 & 4

ISBN 978-1-4315-0114-4



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ENGLISH HOME LANGUAGE
GRADE 6 – BOOK 2
TERMS 3 & 4
ISBN 978-1-4315-0114-4
9th Edition

THIS BOOK MAY NOT BE SOLD.

Workbooks available in this series:

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

ISBN 978-1-4315-0114-4



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



Mrs Angie Motshekga,
Minister of
Basic Education



Mr Enver Surty,
Deputy Minister of
Basic Education

These workbooks have been developed for the children of South Africa under the leadership of the Minister of Basic Education, Mrs Angie Motshekga, and the Deputy Minister of Basic Education, Mr Enver Surty.

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

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

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

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



Published by the Department of Basic Education
222 Struben Street
Pretoria
South Africa

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Ninth edition 2019

ISBN 978-1-4315-0114-4

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This book may not be sold.

Celebrating 100 years of courageous leadership

Nelson Rolihlahla Mandela
1918-2013

"Educating all of our children must be one of our most important priorities. We all know that education, more than anything else, improves our chances of building better lives."

15 May 2008 | Message for Schools for Africa campaign
Johannesburg | South Africa



Photo: NMF/Matthew Willman

Nelson Mandela was born on 18 July 1918 in the Eastern Cape in a village called Mvezo. He started school when he was 7 years old. And it was his school teacher who gave him the name Nelson. When he finished school he went to university but this was interrupted when he took part in school protests. After that he came to Johannesburg where he worked in first a mine and then in a law firm. He also went to law school but had to drop out because he couldn't afford to pay for the university fees. In 1944 he helped form the African National Congress Youth League (ANCYL) with various other people like Walter Sisulu and Anton Lambede and joined the ANC to fight against apartheid. He was jailed many times for his activities fighting for a better South Africa and in 1962 he was arrested and sentenced to 5 years in prison for leaving the country illegally and getting workers to go on strike. In 1964 he was sentenced to life imprisonment in the Rivonia trial for his role in the ANC's armed struggle. He spent over 27 years in jail. Because education was important to him he continued studying while in prison and in 1989 he received his law degree from the University of South Africa (UNISA). On February 11 1990 he was released from prison, and on 10 May 1994 he became South Africa's first black President.

Oliver Reginald Kaizana Tambo
1917-1993

On the 27th of October 1917, Kaizana Tambo was born in Nkantolo, Eastern Cape, then known as Pondoland. Raised with a solid foundation of hard work and respect for culture, and groomed in a village filled with strong morals and values, the "Son of Nkantolo" grew up to be loved and respected by South Africa, and the world.



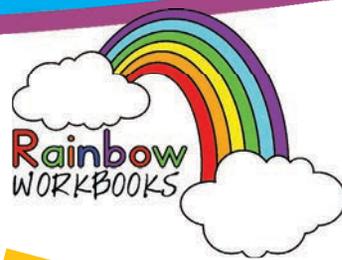
On his first day at school, Kaizana's teacher asked him to come to school with an English name. His parents chose Oliver. This, and a host of experiences with some of his teacher's strict nature, made him hate school. A meeting with a smart, young man, who was a member of the debating society in a different school, changed his attitude towards education and gave him a love for discussion and debate. He later went to Holy Cross Mission near Flagstaff, where he became one of their star students. He moved on to St Peter's

College, in Johannesburg, where he matriculated with top marks. Swelling with pride, the Eastern Cape Assembly of Traditional Leaders gave Oliver Tambo a bursary to study at Fort Hare University, where he graduated with a Bachelor of Science degree in Maths and Science. The following year, while studying towards his post-graduate qualification in Education, he was expelled from the University for participating in a student strike. St. Peter's College offered him a job as a Maths and Science teacher. It is while teaching in Johannesburg that he became a very active member of the African National Congress.

Oliver Tambo was a founding member and Secretary of the ANC Youth League in 1944; the general secretary of the ANC from 1952; the mandated leader of the ANC's Mission in Exile 1960; the President of the ANC from 1977 until 1990; then National Chairperson until 1993.

Oliver Tambo was a thoughtful, wise and warm-hearted leader. His simplicity, nurturing style, and genuine respect for all people, seemed to bring out the best in them. His life was remarkable for the profound influence he had on the ANC during the difficult years of struggle, sadness and uncertainty. During his almost fifty years of political activity in the ANC, Comrade O.R., as he affectionately came to be known, played a significant role in every key moment in the history of the Movement, until his death in 1993. Like Moses, he had led his people to the Promised Land, but was never able to enjoy the fruits of his toil.

Grade 6



Home Language

IN ENGLISH



This book belongs to:

Blank writing area for the student's name, framed by two vertical orange pencils and a horizontal pink and blue pencil.



ENGLISH

Book

2

GUIDELINES FOR USING THIS WORKBOOK

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

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

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



Let's talk

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

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



Let's read

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

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

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



Let's write

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

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

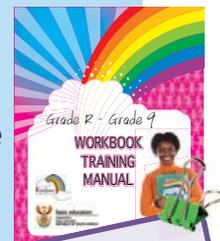


Let's write

LANGUAGE

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

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



For further guidance please consult the Workbook Training Manual.

Weeks 1 - 2: Telling tales

65 The boy who searched for his talent 2

Reads a narrative text.
Answers questions based on the text.

66 Charlie keeps looking 4

Reads narrative text.
Answers questions based on the text.
Finds words in the text that mean the same as the phrases given.
Expresses feelings that Charlie had.
Writes a diary entry summarising the story.

67 Writing a story of my own 6

Discusses characters, setting and events in the story about Charlie.
Fills in mind map to plan a story by focusing on characters, setting and plot.
Writes the story neatly from the mind map.

68 Different kinds of pronouns 8

Completes sentences by filling in the correct demonstrative and interrogative pronouns.
Identifies the indefinite pronouns and indicates who or what they refer to.
Retells the story of Charlie in correct sequence.

69 Let's review a book 10

Reads a book review.
Answers questions based on the book review.
Matches the words with their correct meanings.
Writes a review of a book that they have read and enjoyed.

70 Simple Tense game 12

Plays the simple present tense board game.

71 Nelson Mandela goes to high school 14

Reads text based on autobiography of Nelson Mandela.
Discusses some of the phrases in the text and their meanings.
Looks up selected words in a dictionary and writes a sentence for each one.

Discusses questions based on the story.
Answers questions on the different stages of Nelson Mandela's life.

72 Let's write a story 16

Uses a mind map to plan a story focusing on characters, setting and plot.
Writes a rough draft for a story, corrects the draft and writes the final version of the story.

Weeks 3 - 4: Folk tales

73 Jabu and the lion 18

Reads a folk tale.
Discusses questions based on the story.
Makes up a role play to present an ending to the story.
Evaluates other role plays that are presented.

74 Jabu hears the lion's roar 20

Answers multiple choice questions based on the story.
Sequences the story correctly by numbering the pictures.
Retells the story in sequence.
Identifies verbs in the text and then uses them to form sentences.
Identifies synonyms for given verbs.
Identifies the correct form of the verb in the sentences.

75 What happened to the lion? 22

Reads the rest of the Zulu folk tale.
Discusses the story and expresses feelings and opinions.

76 Thinking about the story 24

Writes a summary of the story explaining plot development and various events at each stage.
Discusses the characters in the story.
Uses adjectives to describe the characters.
Writes a sentence for each setting shown in the pictures.
Recalls correct sequence of the story by numbering the sentences.



77 Thinking about the characters 26

Writes adjectives for the lion's character.
Writes a descriptive paragraph about the lion.
Brainstorms adjectives to describe Jabu's character.
Writes a character sketch.
Writes a description of a real person.

78 Looking at language 28

Predicts story by discussing pictures.
Uses the verb table to describe what is happening in each picture.
Writes a sentence about what is happening in the pictures.
Rewrites sentences using future tense.
Completes the sentences by using the correct form of the verb.

79 Making nouns 30

Writes sentences based on a chart.
Identifies the words ending with -ing in the sentences.
Discusses the position of the comma and how it changes the meaning of the same sentence.
Draws a picture to demonstrate the meaning of ambiguous sentences.

80 Join them up 32

Uses conjunctions to form compound sentences.
Identifies the verbs and nouns in the sentences.





Let's read

You will read this story
over two worksheets.

Before you read

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



While you read

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

It was the start of the school holidays. Charlie, who lived in Limpopo, was planting vegetables in the community garden opposite his house. As he looked up, he saw his friend Dingani jogging past.

"Hi, Dingani. What are you going to do during the school holidays?" Charlie asked.

"I am captain of the school soccer team, and we will be training every day for the big tournament," Dingani replied. "This year, I think we can win it!"

"Wow, that's cool!" Charlie replied.

As Dingani ran off, Charlie muttered to himself, "I wish I was in a soccer team. I'm going to start practising."

The next week, Charlie joined Dingani at soccer practice. He played with the team, but things did not go well. He tripped over his own feet, and he even scored a goal for the other team.

At the end of the game, Charlie realised that soccer was not for him. He shuffled home and was soon back in the garden.

Just then, he saw Jan walking past. "Hi, Jan!" he called. "What are you going to do these holidays?" Jan said, "I'm in the church choir, and I'll be going to singing practice every day. We're preparing for a big concert."

Charlie sighed. "Oh, I wish I could sing," he thought. Everyone else was doing enjoyable things, while he was spending his summer working in the garden.



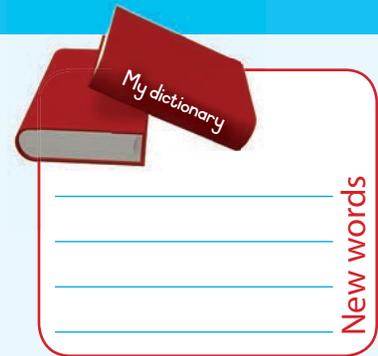


Let's write

Answer this question by ticking the correct box.

Where was Charlie at the beginning of the story?

- | | |
|---|-------------------------|
| A | In the community garden |
| B | At school |
| C | On the soccer field |
| D | In the street |



Write down two sentences that tell us that Charlie wished he had the same talents his friends had.

Two blank lines for writing.



Let's write

Write down two silly things Charlie did when he was trying to play soccer.

Two blank lines for writing.

What were Jan's plans for the school holidays?

Two blank lines for writing.

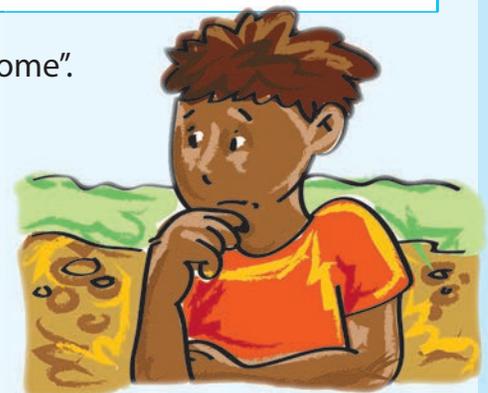
How did Charlie feel about gardening after talking to Jan?

Two blank lines for writing.

The story says that after the soccer practice, Charlie "shuffled home".

What does this tell you about how Charlie felt?

- | | |
|---|----------------------------------|
| A | He wanted to dance. |
| B | He was sad. |
| C | He was nervous. |
| D | He wanted to work in the garden. |



Charlie keeps looking



Let's read

A few weeks later, Charlie saw a pamphlet calling for young people to join a new singing group. What do you think he did? He went to see if he was good enough. But as he sang, his voice cracked and squeaked. One of the judges made a face, and Charlie knew he would not be chosen.

Charlie shuffled back home and went to the garden. "All of my friends have special talents," he thought. "I wish I had something that I was really good at." For the rest of the school holidays, Charlie kept trying to find his talent, and each time he would walk home with his head down and spend his time in his garden.

Towards the end of the holidays, Charlie saw his friends Dingani and Jan again. "How was the big soccer tournament?" he asked Dingani.

"We won!" Dingani replied. "And how was the concert?" Charlie asked Jan.

"It's tomorrow. But our choir has worked really hard, and I'm going to sing a solo!"

"Congratulations," Charlie said to them. "I wish I had something like that to be proud of."

"Are you joking?" Jan asked. "The vegetables in your garden are huge! They look so tasty and healthy! Every time I try to grow something, it turns brown and dies. I wish I had your talent with plants."

"Really?" Charlie replied. "I guess I never thought gardening was something special." He smiled. "Why don't you both come over tomorrow to celebrate Dingani's soccer victory? You can come for supper. We'll eat fresh vegetables from my garden, and then we can go to Jan's concert!"

(Source: Sample prePIRLS questions and scoring guides)



Let's write

How can you tell that Dingani's team is good at soccer?

Answer these questions by ticking the correct answer.

What did Jan help Charlie to learn at the end of the story?

- | | |
|---|---|
| A | He was already good at something. |
| B | He was good at soccer. |
| C | Gardening is hard work. |
| D | His friends were more talented than he was. |

Why did Charlie invite his friends over?

- | | |
|---|------------------------------------|
| A | To celebrate the end of the summer |
| B | To celebrate his talent and theirs |
| C | To play a game of soccer |
| D | To teach them about gardening |

Date: _____



Let's write

Look at the story *The boy who searched for his talents* and find words that mean the following:

| | |
|---------------------------------------|--|
| dragged his feet (in worksheet 65) | |
| mumble (in worksheet 65) | |
| singing alone (in worksheet 66) | |
| a great achievement (worksheet 66) | |
| a very special ability (worksheet 66) | |
| | |



Let's write

What activities did Charlie attempt?



Let's talk

How did Charlie feel when he was unable to succeed in any of the different activities?

Have you ever felt like that?

How did Charlie feel when he realised that he was a talented gardener?



Let's write

Write a diary entry summarising how he felt when he eventually discovered that he had a talent after all.



Dear Diary _____ Date _____

Writing a story of my own



Look at the story of *Charlie and his talents* again and discuss these questions:

- ❖ Who are the main characters?
- ❖ What is Charlie's problem?
- ❖ Where does the story happen? Describe the setting.
- ❖ What events take place?



- 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 the space on the opposite page.



Let's write

Now plan to write your own story.

Who are the characters?

Where does your story take place?

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

What events take place?

How does it end? Was there a solution to the problem?

Date:

Now write your story. Use the ideas in your mind map.

The writing area is a large white rectangle with horizontal blue lines. It is framed by several colored pencils: a yellow pencil on the left, an orange pencil at the top, a red pencil on the right, a green pencil on the bottom left, and a pink pencil at the bottom. There are also two smaller pencils, one red and one green, positioned near the bottom center.

TEACHER: Sign

Date

Different kinds of pronouns



Fill in the correct demonstrative pronoun.

this **those** **these** **that**

_____ star is the Southern Cross.

_____ is my book.

_____ ships in the distance are carrying cargo.

Charlie planted _____ flowers in this bed last year.

_____ is my new cell phone.

_____ crayons I am using, belong to my little sister.

Looking at demonstrative pronouns

You will remember that **this** and **these** refer to things that are nearby, while **that** and **those** refer to things that are farther away.



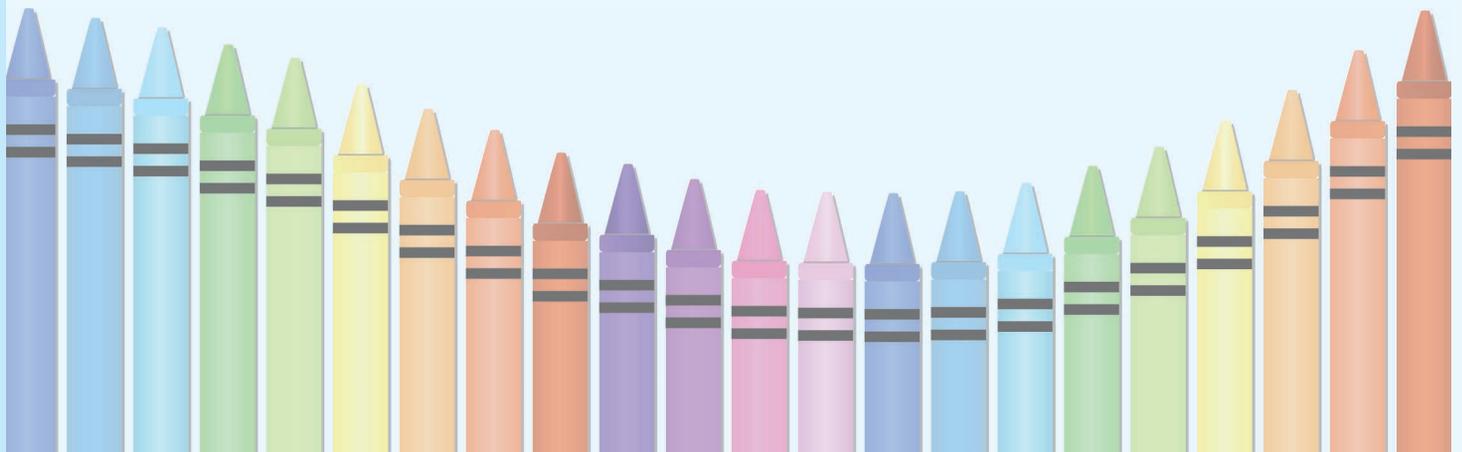
Interrogative pronouns

Looking at Interrogative pronouns

Interrogative pronouns are used to ask questions. Some examples of interrogative pronouns are **who, whom, what, whose, when** and **which**.

Fill in the correct interrogative pronouns into these sentences.

| | |
|---------------------------------|---------------------------------|
| took my pen? | type of plant is that? |
| are you? | is your birthday? |
| is your next holiday? | In..... month is your birthday? |
| is your name and surname? | To did you give my book? |



Indefinite pronouns



Looking at indefinite pronouns

An **indefinite pronoun** refers to a non-specified person or thing. The most common indefinite pronouns are **all, another, any, anybody, anyone, anything, each, everybody, everyone, everything, few, many, nobody, none, one, several, some, somebody** and **someone**.

Underline the indefinite pronouns in these sentences and then say **who** or **what** they refer to.

Everyone in my class passed in the exams.

I went into the room and everything was disorganised.

Many people were invited to the wedding.

Nobody came to my party.

Someone was looking for you.

Somebody called for you last night.

They say you should not eat sweets.

Refers to

The learners



Let's write

Retell the story of Charlie in the correct sequence. Use the words, **first, then, after that, later** and **finally**.

Let's review a book

Title: Matilda

Author: Roald Dahl

Published in September 2004

Published by Puffin

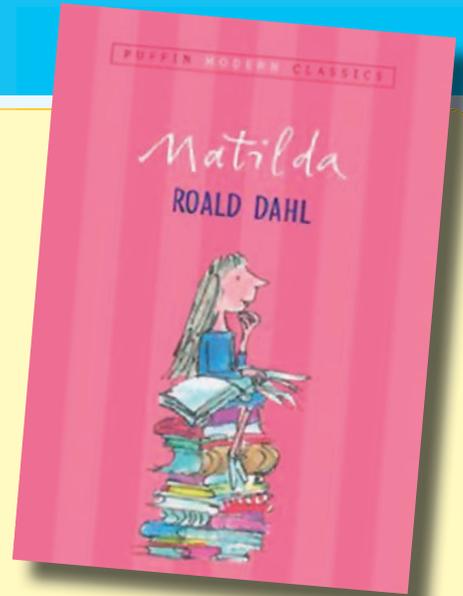
Paperback, 240 pages

Characters: Matilda Wormwood, Miss Honey and Miss Trunchbull

Setting: At a school and in a family in England.

The plot

Matilda is an **exceptionally** bright young girl with an **insatiable** appetite for books and reading. Her parents, Mr and Mrs Wormwood, think she is just a **nuisance**. Matilda thinks that all they are interested in, is watching TV and making money. She decides to punish them. She soon discovers that she has **supernatural** powers which are not only going to prove useful at home, but also at her school, Crunchem Hall, where Matilda and her classmates have the scariest headmistress of them all - Miss Trunchbull.



Read the book review and then answer the following questions.

Who is the target audience for this book? You can tick more than one target group.

boys
 girls
 teenagers
 adults
 children from 9 – 13

Based on the information given in the book review, write three sentences to describe Matilda.

.....

.....

What do you think the book will be about?

.....

.....

.....

Draw a line to match these words with the correct meanings.

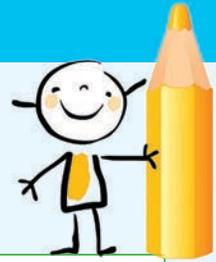
| | | |
|---------------|--|-----------------------------------|
| exceptionally | | a desire that cannot be satisfied |
| insatiable | | an annoying person |
| nuisance | | with magical powers |
| supernatural | | unusual and excellent |

Date:



Let's write

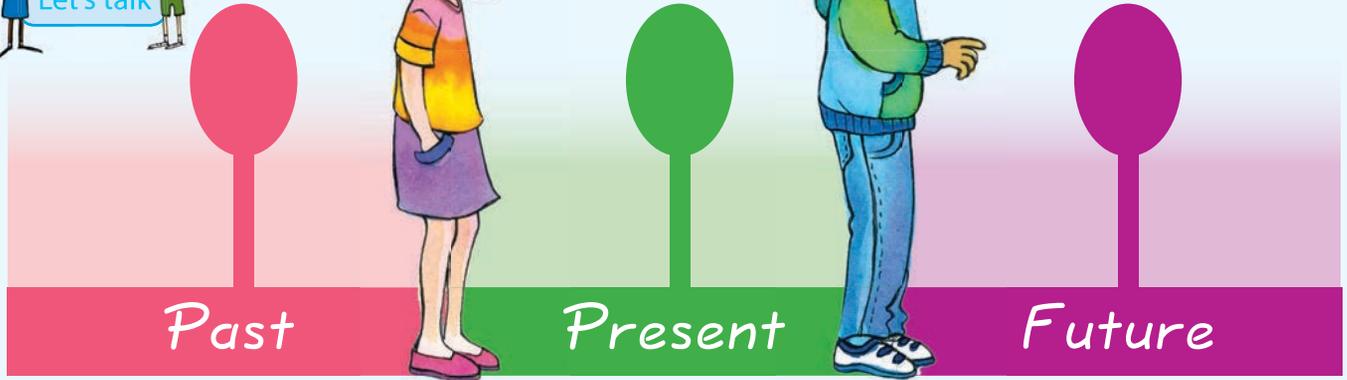
Write a book review for a book or a story you read and enjoyed. When you have finished writing the review, persuade a friend to read the book.



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



Simple Tense game



RULES

Play the simple tense game. Throw a dice and land on a box. Read the sentence and then circle the correct answer. If you circle the incorrect answer, miss a turn in the next round. If you reach number 35 and you have not circled all the blocks you need to continue from the beginning of the game until you circle all the correct answers. The person who has circled all the correct answers first wins the game.

START

- 1 I **live/lives** in Kimberly.
- 2 I **am/is** sick today.
- 3 She **was/were** late.
- 4 **Was/were** she tired?
- 5 Miss a turn.
- 6 The earth **go/goes** round the sun.
- 7 We **are/is** playing soccer.
- 8 I **was/were** cold.
- 9 **Was/were** he at school?
- 10 Go back 2 places.
- 11 John **drive/drives** a taxi.
- 12

32

Next week they **are/will** go to Durban.

33

We will be **going/goes** to London.

31

Tomorrow I **will/am** going to play netball.

34

Is/are you going to meet Jane tonight?

35

Are you the winner?

30

Miss a turn.

29

I **go/went** to the school play yesterday.

14

Were/was they on the bus?

13

Charlie **was/were** in the garden.

15

Have another turn.

28

I **drink/drank** water after the game.

27

We **drive/drove** to school by bus.

16

I **work/works** at night.

They **is/are** eating dinner.

17

You **is/are** late.

18

They **was/were** hungry.

23

When **was/were** you born?

25

Have another turn.

19

Was/were the teacher in class?

22

Where **were/was** you?

24

How **was/were** it?

20

Miss a turn.

21

Why **am/are** I so tired?





Let's read



One night when I was nine years old, I heard a **commotion** in the household. I found my father in my mother's hut, lying on his back on the floor, in the midst of what seemed like an endless fit of coughing. He was ill with some type of lung disease. Soon after, my father died and my life changed completely. I had to go and live with my uncle, who would care for me and send me to school. I packed the few things I had and walked with my mother to my new home.

It was painful for me to leave Qunu. I turned and looked back at my home and the happiness I was leaving behind. I looked at the huts and the people **going about their business**. I looked at the stream where I had splashed and played with the other boys. My eyes rested on the three huts at my home. I left – but I could not imagine my future.

I went to live with my Uncle Jongi in Mqhekezweni, a nearby village. He was my father's best friend. I missed Qunu and my family there, but my life with Uncle Jongi was a good one. I played with his son, Justice, and we had lots of fun. My uncle treated me like his own child. I attended a nearby one-room school and studied English, Xhosa, History and Geography. I did well at school because I tried very hard and my aunt checked my homework at night.

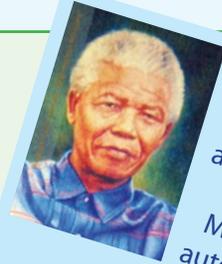


When I was 16, Uncle Jongi sent me to Clarkebury School. Like my father, my uncle believed that education was very important.

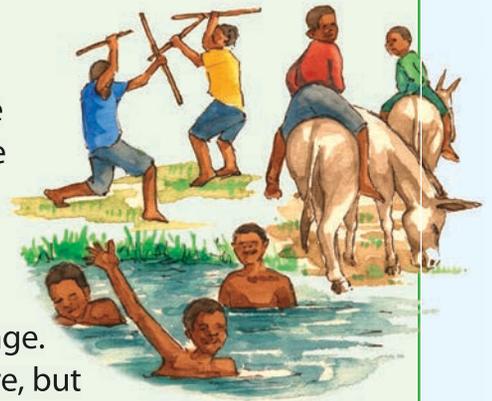
Clarkebury was far **grandier** than Mqhekezweni. The school itself consisted of a cluster of two dozen, or so, **colonial-style buildings**.

On the first day of classes I sported my new boots. As I clomped into the classroom, my boots crashing on that shiny wooden floor, I noticed that two girls who were sitting in the front row were watching my lame performance with great amusement. I got to know one of those girls and she became my greatest friend at Clarkebury.

I soon adapted to life at Clarkebury. I participated in sports and games as often as I could, but my performances were no better than average. Most of my classmates could **outrun me** on the playing field and outdo me in the classroom. I had a good deal of catching up to do.



This story is based on the autobiography of Nelson Mandela. An autobiography is the story a person writes about his or her own life. Here we have shortened the autobiography and made it easier to read.





Although I had a slow start I eventually began to **find my feet** and accelerated my progress, completing the junior certificate (Grade 10) in two years instead of the usual three. I developed the reputation of having a fine memory, but in fact I was simply a hard worker.

And then at the age of 21 I went to study at Fort Hare University College.
But those are stories for another time.



What do the phrases in bold mean? Look up difficult words in a dictionary and then make up a sentence for each one to show what it means. Write the sentences here.

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



- ❖ Describe Nelson Mandela's childhood after the death of his father.
- ❖ How did his life change after his father's death?
- ❖ What do you know about the two different schools that are mentioned in the story?



Complete the table below by listing the main events of Nelson Mandela's life at the different stages of his life.

| Stage or age in his life | What main event is mentioned? |
|--------------------------|-------------------------------|
| | |
| | |
| | |
| | |
| | |

Let's write a story

Term 3 – Weeks 1–2



Let's write

Plan to write your own story. Decide what you will write your story about. Fill in the mind map below to give your story a beginning, a middle and an end.



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

Beginning
Start by saying what happened in the beginning.

Middle
Say what happened in the middle of the story.

Next
Say what happened next.

End
How did the story end?

My own story

Then fill in the following mind map.

Who are the characters?

What is the setting?
Where does the story happen?

What happens?

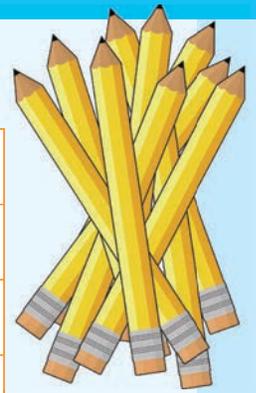
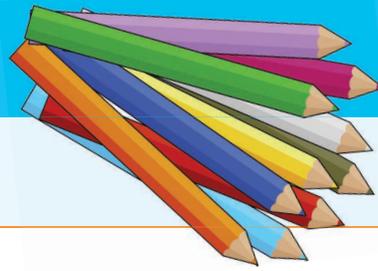
How did it end?
What was interesting about it?

What will you write about?

Use your mind map to write a rough draft. Ask your friend to edit your draft. Make corrections and then write your story on the next page.



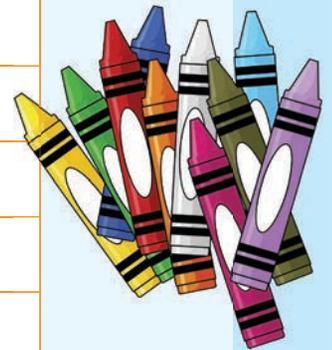
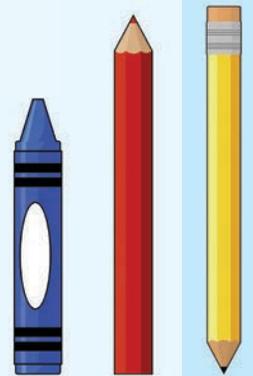
Date: _____



Use your mind map to write your story.

START

Lined writing area for the story.



END

TEACHER: Sign _____ Date _____



Let's read



- 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.

This week you will read a Zulu folk tale. Folk tales are passed down orally, from one generation to the next. People tell these stories to their children and grandchildren – they don't write them down. Folk tales usually teach moral lessons and provide entertainment. They also unite people. Children from a particular culture all hear the same folk tales, and this makes them feel they belong together.

In most folk tales we meet animals who can talk.

Jabu was a 14-year-old herd boy. He took great pride in the way he cared for his father's large herd of cattle. One warm autumn day, as Jabu sat on the koppie watching the animals, his friend Siphso came running towards him.

"Have you heard the news, Jabu?" asked Siphso, out of breath. "Bhubesi, the lion, was seen around here last night. He killed a cow. The men are already setting traps for him. Put your cattle back in the kraal and let's go and watch the men set the traps!"

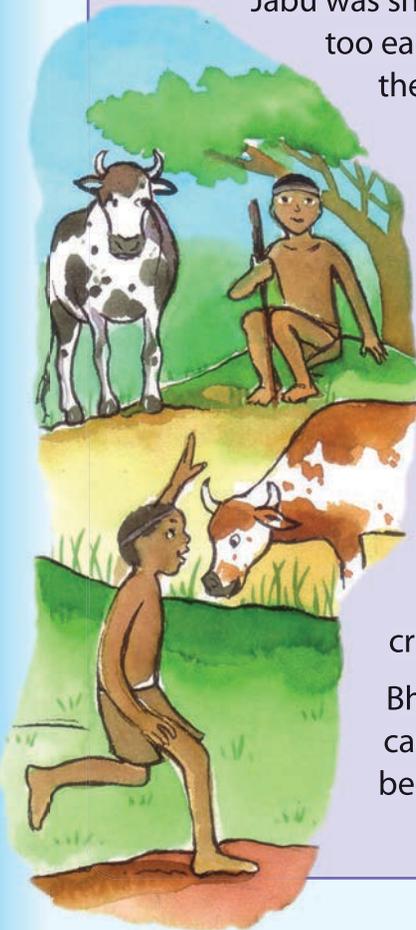
Jabu was shocked. "I can't put the cattle back into the kraal, Siphso," he said. "It's too early in the day. They need to finish grazing, and then I have to take them to the river to drink some water before I take them back home."

Siphso was disappointed, but he knew better than to argue with Jabu. "OK," he said. "I'll see you later, perhaps by the fire tonight. I'm going to watch the men." And off he ran.

Jabu began to gather the cows together, and herded them towards the river to drink. While they were drinking, he sat with his feet in the water.

Then Jabu heard a sound that shook him. "Rrrroar!" The cows all froze. It was Bhubesi, and he was very near! Jabu looked carefully around. His knees trembling, he pulled the cattle together into a tight circle. "But that roar doesn't say, 'I'm going to eat you,'" he thought. "Bhubesi sounds like he's in trouble. I think that roar was a cry for help." Jabu began to walk towards the lion.

Bhubesi was caught in one of the traps set by the men. His head was caught in the trap, and the more he struggled, the tighter the trap became. Jabu stood and stared. Never before had he seen the king of



the animals so near by. He truly was a majestic animal. As Jabu watched Bhubesi struggling for his life, he started to feel sorry for him. The lion saw the boy and spoke to him.

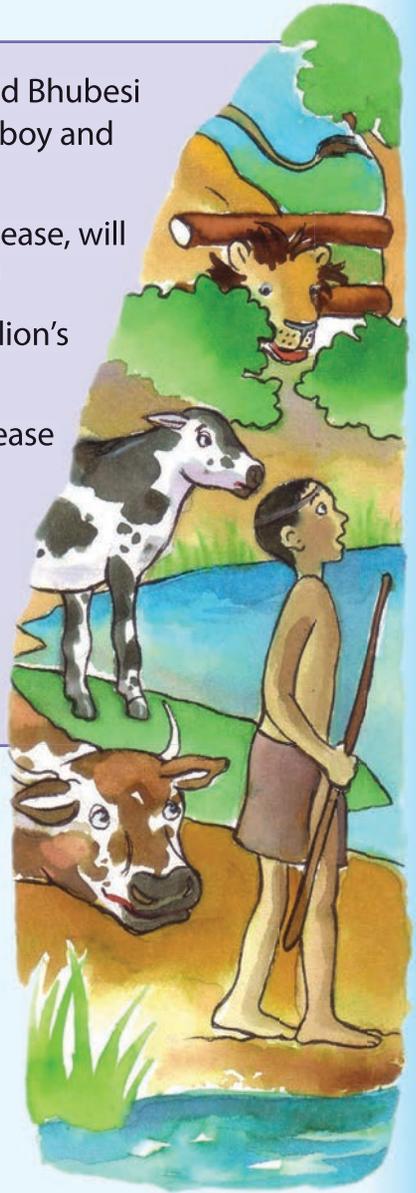
Lion: Hawu! Mfana (boy)! Please, help me. I can't free myself. Please, please, will you come and lift this bar that is holding my head down? Please!

Jabu looked into Bhubesi's eyes. He could hear the desperation in the lion's voice.

Lion: Please, mfana! Please! Before those hunters come and kill me. Please set me free!

Jabu: I would like to free you, Bhubesi. But I am afraid that as soon as I do, you will eat me.

Lion: Oh, no, mfana, I could never eat someone who set me free! I promise, I will not touch a hair on your head! I promise you that!



Let's talk

Discuss these questions with your partner.

- ❖ Who are the main characters in this story?
- ❖ Why was Siphon so excited when he came running to Jabu?
- ❖ Where was Jabu when Siphon found him?
- ❖ Look at the pictures and describe the setting (place) where the story happened.
- ❖ Is this place different from where you live? How?
- ❖ Do you think Jabu was a responsible person? Why do you think so?



Let's do

How do you think the story will end?
Do you think Jabu will release the lion?

- ❖ In your group, think about an ending for this story. Then make up a role play about it and present it to the class. You will need people to act as Jabu, Siphon and Bhubesi, the lion. You will also need a few cows.
- ❖ Decide which group has the best ending.

Jabu hears the lion's roar



Let's write

Look at the story again and then answer the questions.

1 Jabu did not want to go and see the traps because

- A It was too far to walk.
- B He was too tired.
- C He needed to take the cattle to drink.
- D He knew what the traps looked like.

2 What does the storyteller mean when she says "The cows all froze"?

- A They were cold.
- B They were afraid and did not move.
- C They did not want to go to the river.
- D They turned into ice.

3 Why were Jabu's knees trembling?

- A He was cold.
- B He was afraid of the lion.
- C He could not get the cattle together.
- D He had hurt his knees.

4 We know that Jabu was a responsible person because

- A He looked after the cows.
- B He would not leave the cows unattended.
- C He sat on the koppie.
- D He talked to the lion.

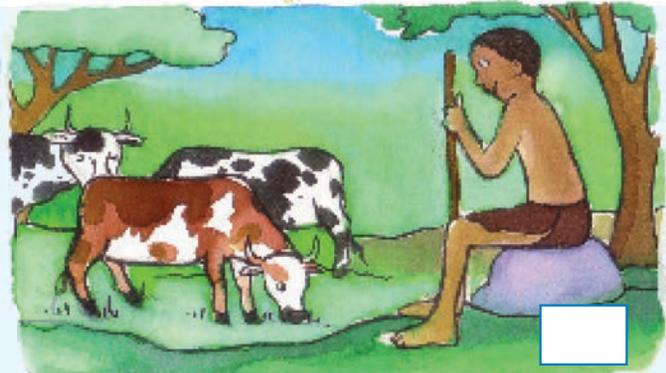
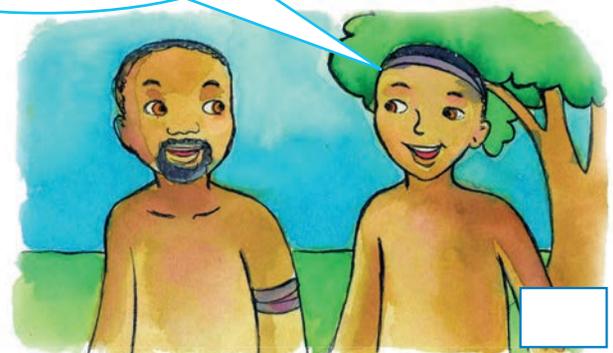


Let's do

Number the pictures in the correct sequence according to the story.



Sorry, I can't go with you Sipho.





Let's write

Now write a sentence to describe what is happening in each of the pictures on the previous page.

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

Read the passage again and underline as many verbs (or action words) as you can find. Choose five and use them to form five sentences.

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

Match these words with their synonyms below.

desire
plead
discover
stroll
pursue
loosen

speak
remove

Write the synonyms for these verbs in the spaces provided.

| | | | |
|--------------|-----------|------|--------|
| release | beg | walk | want |
| | | | |
| talk | take away | find | follow |
| <i>speak</i> | | | |

Now circle the correct form of the verb in these sentences.

Jabu **thought**/**think** of a plan to deal with the lion.

He did not **know**/**knew** the lion's real character.

The lion **made**/**make** a promise but then he **broke**/**break** it.

Jabu's mother **cook**/**cooked** supper for the family and they all **eat**/**ate** together.

That night the men **sat**/**sit** at the fire and **speak**/**spoke** about what happened.

What happened to the lion?



Let's read

Let's see what Jabu decided to do about the lion.

Bhubesi begged and pleaded so pitifully that Jabu finally decided to trust him and set him free. He raised the bar on the trap that held the lion's head. The lion leapt free of the trap and shook his mane.

Lion: Oh, thank you, mfana! I really owe you something. My neck was getting so stiff in that trap, and I was afraid that the hunters would kill me. Now, please, mfana, I am so thirsty – can you show me where the river is?

Jabu: It's just down here. Come with me.

Lion: What a pity to waste such an excellent meal!

Jabu: Oh no! I saved you from the hunters, and you promised not to eat me.

Lion: Yes, you are right. I did make that promise. But somehow, now that I am free, it does not seem so important to keep that promise. I am very hungry!

Jabu: You are making a big mistake. You should never break a promise.

Lion: Hah! What nonsense! I am going to eat you now, boy. All this talking is just making me hungrier.

Jabu: But you promised, and if you break a promise, it will come back to punish you. (A wise jackal who had been listening came over to find out about the promise.)

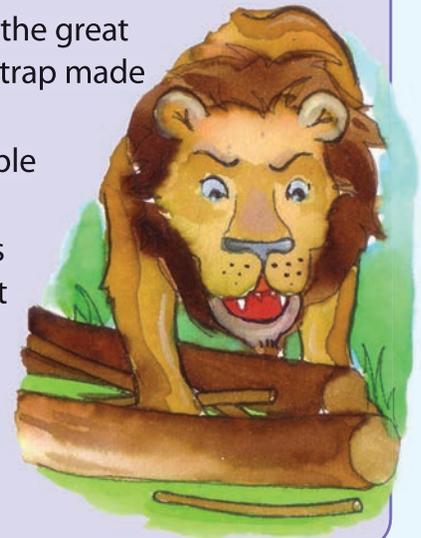
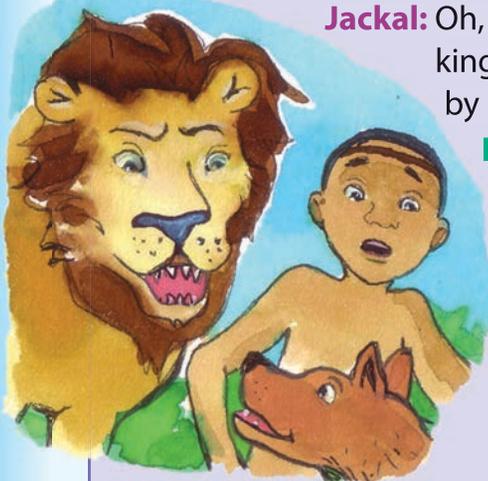
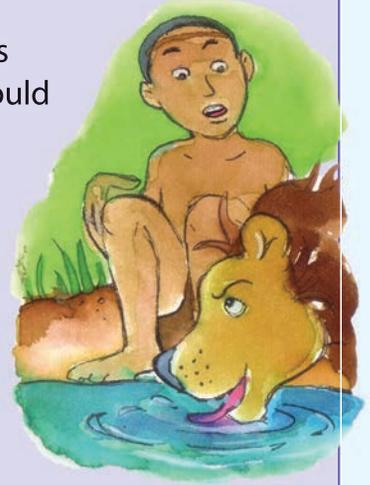
Jackal: What promise is this? Why did you make a promise, Nkosi (great chief)?

Jabu: I freed the lion from the trap and he promised not to eat me, and now he wants to eat me.

Jackal: Oh, what a silly story. You mean my Nkosi, the great king of all the animals, was stuck in a little trap made by humans? Impossible! I don't believe it.

Lion: It is true, it was a strong and terrible trap!

Jackal: Oh, I can't believe anything is stronger than my king. I must see this trap. Please, before you have your dinner, show me this trap that you are speaking about. Then you can enjoy your meal.



The lion, the jackal and Jabu went back to the trap.

Jackal: You can't tell me that this little thing could actually hold your head! Never! I just can't imagine it. Nkosi, would you mind just sticking your head in here so I can see how you looked when the boy found you?

Lion: Hawu. You are tiring me with your questions. This last thing I will do for you, and then you must be on your way and leave me to enjoy my dinner.

So Bhubesi stuck his head back between the bars just the way it had been when Jabu found him. Quicker than lightning, the jackal threw the top bar into place. Bhubesi was caught fast once again!

Jackal: Now I see how you were trapped. What a pity that you are trapped this way once more. But the boy is right, Nkosi. Broken promises always catch up with you!

Bhubesi roared in anger, but the strong trap held him well. Jabu thanked the jackal. He ran back to his cows and drove them home and into the kraal. What a day he had had!

Sipho saw him and shouted, "Jabu, Jabu! The lion has been caught in the trap near the river! You missed the whole adventure!"

Jabu just smiled, and said to himself, "I've had all the adventure I need for one day."

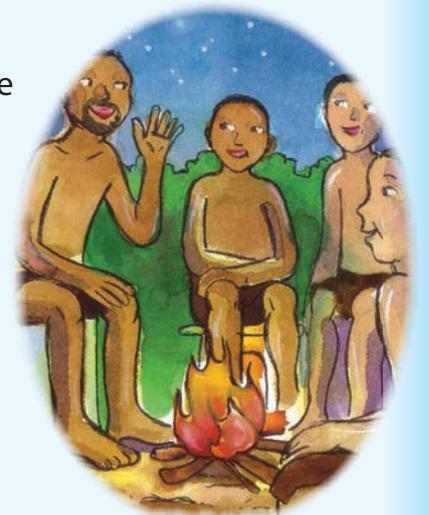
Sipho headed back to the hunters to hear the story of the mighty lion caught in the trap, and Jabu went home. He greeted his mother, sat down and gave a great sigh.

That night around the fire, Jabu listened to the men as they talked and told the story about how they had trapped the lion, what a struggle it had been and how skilfully they had caught him.



Now you know how the story ended. Think about the following questions:

- ❖ Did the story end the way you expected it to?
- ❖ How did you feel about the lion breaking his promise?
- ❖ What is the moral of the story?
- ❖ Do you think the jackal is clever? Why do you say so?
- ❖ Sipho told Jabu that he had missed the whole adventure. Do you agree with Sipho? Why?



Thinking about the story

Term 3 – Weeks 3–4



Let's write

Think about the whole story and then write a summary that describes the events. Explain how the plot developed. You will need to think about the events at each stage.

| | |
|---|--|
| Write how the story began. | |
| | |
| | |
| What happened in the middle of the story? | |
| | |
| | |
| Describe how the story ended. | |
| | |
| | |



Let's talk

Talk about each of the characters. Decide which of the words below best describe each character. Fill them into the correct spaces.

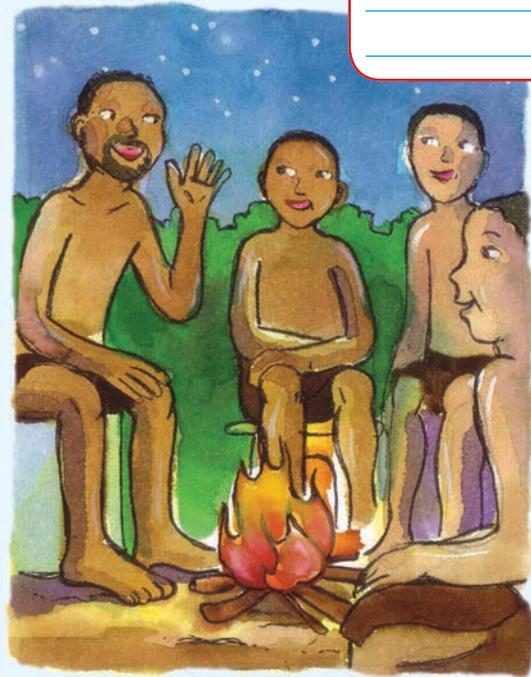
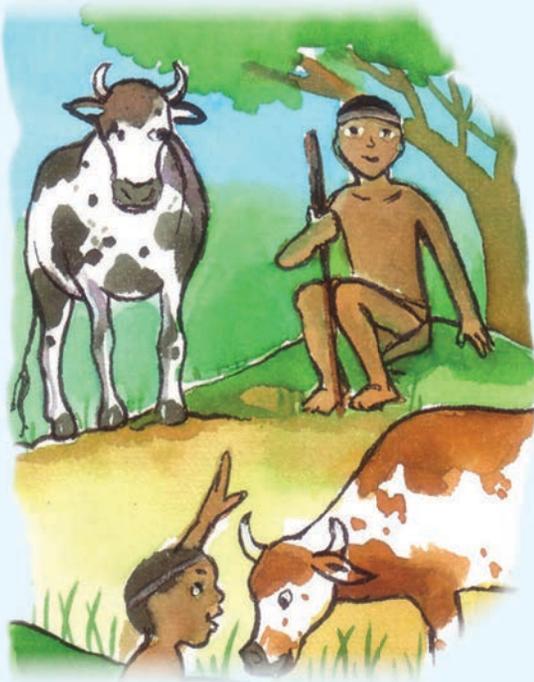
- cunning
- responsible
- dishonest
- wise
- courageous
- young
- unafraid
- reliable
- strong
- clever
- greedy
- good

| Jabu | The lion | The jackal |
|------|----------|------------|
| | | |
| | | |
| | | |



Let's write

Take a careful look at these pictures.



Now write a sentence about the setting shown in each picture.

1

2



Let's write

Look at the sentences below and delete those that are not about the topic. Number the remaining sentences to show the correct sequence of events.

| | |
|--------------------------|---|
| <input type="checkbox"/> | Jabu was a very responsible person. |
| <input type="checkbox"/> | He was looking after his father's cattle when Sipho told him about the lion attack. |
| <input type="checkbox"/> | The trees had long branches. |
| <input type="checkbox"/> | Jabu did not to go with Sipho because he had to take the cattle to the river. |
| <input type="checkbox"/> | The cattle were tired. |
| <input type="checkbox"/> | Jabu knew he should give extra care to his cattle. |

Thinking about the characters

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

Term 3 – Weeks 3–4



Let's write

Fill in six adjectives that describe the lion.

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



Let's write

Think about Jabu's character. Think about words that describe the way he looks and acts. Brainstorm with your friends to find as many descriptive words as you can. Then fill in the words that describe his character in the spaces below.

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

Use your adjectives to write a description of Jabu. Write your draft on a piece of paper. Ask your friend to edit your draft. Then write the character sketch neatly in the space provided.

Name: Age:

Appearance:

Date: _____



Let's write

Now describe the character of a real person.
Choose a person to write about. The person can be a hero, living or dead.

| | |
|------------------------------|--|
| Character's full name | |
| Gender | |
| Age | |
| Occupation | |
| Physical appearance | |
| Talent or skills | |
| Why you have chosen him/her? | |

Now fill in some adjectives that describe your character.

Decorative area with several blank, colorful sticky notes and a central box labeled "Name of character".

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

Lined writing area for the character sketch.

Looking at language

Present continuous
The present continuous tense is used for things happening now and that are continuing to happen as we talk about them.

Term 3 – Weeks 3–4



Look at the pictures.
Tell your partner what is happening in each one.



Use this table to say what is happening in each picture.

| | | | | | | |
|------|-----|-------|-------|-------------|------|------|
| He | is | dance | dig | verb + -ing | bake | |
| She | | wash | jump | swim | read | walk |
| It | | ride | visit | talk | cook | eat |
| They | are | sleep | hug | help | play | |



Now write a sentence about what is happening in three of the above pictures.

Now use this table to rewrite the sentences you wrote as if the actions will happen in the future.

| | | | | | | |
|------|------|-------|-------|------|------|------|
| He | will | dance | dig | verb | bake | |
| She | | wash | jump | swim | read | walk |
| It | | ride | visit | talk | cook | eat |
| They | | sleep | hug | help | play | |



Let's write

Fill in the correct form of the verb. Circle those that end in -ing.

| | |
|-------|--|
| help | 1. Do you mind helping me? |
| help | 2. I promise to help you tomorrow. |
| bring | 3. Don't forget to _____ my book. |
| come | 4. Is he _____ with us? |
| have | 5. He enjoys _____ lunch with his friend. |
| speak | 6. I am learning to _____ Xitsonga. |
| wait | 7. I don't like _____. |
| take | 8. I don't recommend _____ the bus, it's too slow. |
| go | 9. I don't want to _____ out tonight. |
| leave | 10. I am not _____ yet. |
| cook | 11. I've finished _____. |
| tell | 12. I remembered to _____ him my address. |
| play | 13. I tried _____ soccer. |
| come | 14. Is she _____ with you? |
| bring | 15. She agreed to _____ some sweets. |
| carry | 16. She helped me with _____ my suitcase. |
| talk | 17. She kept _____ during class. |
| go | 18. They plan to _____ on holiday in December. |
| go | 19. We discussed _____ to Cape Town. |
| visit | 20. We hope to _____ our friends in Cape Town. |





Look carefully at this chart. Then tell your partner what each of the children like and dislike doing.

| | singing | painting | running | bird-watching | kite-surfing | cooking | reading |
|-------|---------|----------|---------|---------------|--------------|---------|---------|
| Ann | ✓ | ✓ | X | X | X | ✓ | ✓ |
| Jabu | X | X | ✓ | X | ✓ | ✓ | X |
| Peter | X | ✓ | X | ✓ | X | X | ✓ |
| Nomsa | X | ✓ | ✓ | ✓ | X | X | ✓ |
| Enver | X | X | ✓ | X | ✓ | X | ✓ |

| | |
|-------|--|
| Ann | Likes <i>singing, painting, cooking and reading</i> . She does not like <i>running, bird-watching and kite-surfing</i> . |
| Jabu | |
| Peter | |
| Nomsa | |
| Enver | |

We use commas between items in a list. We use **and** between the last two items in a list.

Read the sentences carefully. Then underline the words ending in -ing. Say why these words are nouns (or names) and not verbs.

| | |
|----|---|
| 1. | I do not like the hunting of animals. |
| 2. | We do not like the shooting of rhino in South Africa. |
| 3. | The vicious killing of the rhino shocked everyone. |
| 4. | The giggling of the girls annoyed their teacher. |
| 5. | The awful wailing of the dog carried on all night. |
| 6. | The bad driving on the M1 caused an accident. |

A gerund is a **noun** formed from a **verb** by adding "ing".

- | | |
|-----|---------------------------------------|
| 7. | After running I have a shower. |
| 8. | Before sleeping I have some tea. |
| 9. | Running the tap will clear the drain. |
| 10. | Jogging hurts my back. |



Using commas

Looking at commas

Where there is a list of words in a sentence each word is separated from the next by a comma. The position of the comma can change the meaning of a sentence if incorrectly used.



Look at these two sentences and talk about how the position of the comma changes the meaning. Draw a picture to show what each sentence says they ate.

| | |
|-----------------------------------|--|
| We ate chocolate, jelly and cake. | |
| We ate chocolate jelly and cake. | |

Now put commas in these sentences.

We will need a hammer nails and a saw.

We bought apples oranges bananas and pears.

She stopped stared and ran.

The monster was huge fat and spiky.



Join them up

We use conjunctions or joining words to join sentences together. Without them speech and writing would sound very jerky.

Look at this example.

Jim turned round. Jim bumped into the cupboard.
Jim turned round **and** bumped into the cupboard.

"Jim" is the subject of both sentences. That is why you leave out the second "Jim" when you join the two sentences together.

You can also use "however" to join sentences.

However has the same meaning as **but**. They both show the contrast between the two parts of the sentence.

Remember: A simple sentence has one subject and one verb. A complex sentence has more than one verb and may have more than one subject. You form complex sentences when you join two sentences with a conjunction.



Let's write

Join these two simple sentences to form complex sentences by using one of these conjunctions.

Then underline the verbs in each of the joined sentences.

and

but

because

so

however

We wanted to play soccer. The rain spoiled our plans.

Ann asked me to help her with homework. I helped her.

I was late for school. I missed the bus.

They said the bridge was fixed. It was still broken.

She is good at maths. She is not good in Geography.

I like fruit. I like vegetables.

We used our umbrellas. It was raining.

Date: _____

The principal was strict. The principal was kind.

She was sick. The doctor gave her medicine.

Sam likes coffee. Ann likes tea.

She went to the shop. She bought a slab of chocolate.

He was angry. I was late.

The boys play soccer. They play cricket.

I like sweets. I don't like cake.

I learn hard. I want to pass my exam.

I like rain. I don't like hail.

I was happy at my uncle's house. I missed my mother.

I liked my new school. I had to work hard to catch up.



In each of these sentences underline the nouns (naming words) and circle the verbs (action words).

John likes big Alsatian dogs.

Mary walks to Good Hill Primary School.

Sipho plays soccer for Little Chiefs.

Jabu rode his mountain bike.

Ann kept talking in class.

TEACHER: Sign _____

Date _____

| I can | 😊 | 😞 |
|---|---|---|
| read a text | | |
| answer questions based on the text | | |
| find words in the text for phrases | | |
| express feelings of a character | | |
| write a dairy entry | | |
| discuss characters, setting and events of a story | | |
| fill in a mind map to plan a story | | |
| write a story neatly from the mind map | | |
| use demonstrative pronouns | | |
| use interrogative pronouns | | |
| identify indefinite pronouns and indicate who or what they refer to | | |
| retell a story in the correct sequence | | |
| read a book review | | |
| answer questions based on a book review | | |
| write a book review | | |
| use the simple present tense | | |
| read an autobiography | | |
| look up difficult words in a dictionary | | |
| read a folk tale | | |
| make up a role play | | |
| write endings for a story | | |
| answer multiple choice questions based on the story | | |
| sequence a story correctly | | |
| identify verbs and use them to form sentences | | |
| identify synonyms for the verbs | | |
| identify the correct form of the verb in the sentences | | |
| express feelings and opinions about a story | | |
| write a summary of a story | | |
| describe the setting of a story | | |
| write a descriptive paragraph about a character | | |
| write a character sketch | | |
| rewrite sentences using future tense | | |
| interpret a chart | | |
| identify the words ending with -ing | | |
| use commas to punctuate sentences | | |
| use conjunctions to join sentences | | |
| identify verbs and nouns in sentences | | |

Weeks 5 - 6: Stories and letters

81 Rabbit warns of an earthquake 36

Reads narrative text.

82 Thinking about the story 38

Answers questions based on the Rabbit story.
Uses adjectives to describe the main characters in a story.

83 Writing the story 40

Completes the mind map to retell the rabbit story.
Writes the rabbit story neatly.

84 A holiday letter 42

Reads a letter.
Works out John's itinerary based on a letter.
Answers questions based on the text.
Looks up words in dictionary and records their meanings.
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85 Writing a letter 44

Uses mind map to plan writing a letter.
Writes a letter to a friend giving home and school news.

86 An e-mail from a friend 46

Reads an e-mail.
Answers questions based on the e-mail.
Extracts information from the letter to complete an information card about a character.
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87 More about language 48

Identifies the nouns and adjectives in the sentences.
Writes sentences by placing the adjectives before and after the nouns.
Matches words with their antonyms and synonyms.
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88 About the past and the future 50

Uses the past perfect tense.
Completes the sentences using past tense verbs.
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Weeks 7 - 8: Cartoons are fun

89 Super Strika 52

Reads a comic strip.
Discusses the scene description and language spoken by the characters in the comic strip.

90 Thinking about the comic 54

Discusses each frame of the cartoon.
Writes a sentence to explain the story as shown in each frame.
Rewrites sentences in direct speech.
Discusses television advertisements and expresses an opinion.

91 Writing an advertisement 56

Plans a television advertisement by illustrating and writing a script for it.
Describes the setting, characters and theme for the advert.
Uses a planner to organise the text.
Presents the advertisement as a role play.

92 Join them up 58

Discusses joining the prefixes and suffixes to root words.
Identifies the prefixes, suffixes and root words.
Completes the sentences by using active or passive voice.

Weeks 9 - 10: Play time

93 Dan the soccer star! 60

Acts out the play about Dan using characters and a narrator.
Answers questions based on the play.

94 Poster for a play 62

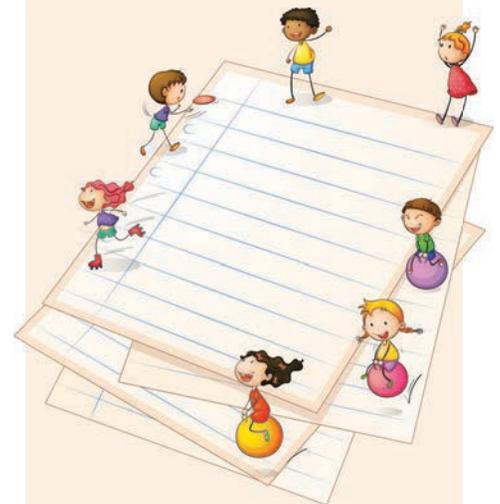
Reads a poster advertising a play.
Answers questions based on the poster.
Designs a poster for a play.

95 Write your own play 64

Uses a writing organiser to plan a play.
Writes a rough draft of the play, edits it and writes the final version of the play.

96 More about adverbs and adjectives 66

Identifies the adverbs and verbs.
Indicates type of adverb: manner, time, place, frequency and degree or certainty.
Identifies and sorts the adjectives.
Identifies the nouns and pronouns that the given adjectives describe.
Identifies type of adjectives: possessive, of number/quantity, demonstrative or descriptive.



Rabbit warns of an earthquake



Let's read

There was once a rabbit who was always worrying. "Oh dear," he muttered all day long, "oh deary, deary me."

His greatest worry was that there might be an earthquake. "For if there was," he said to himself, "whatever would become of me?"

He was feeling particularly anxious about this one morning, when suddenly an enormous fruit fell down from a nearby tree – CRASH – making the whole earth shake.

"Earthquake!" he cried.

And with that he raced across the fields to warn his cousins.

"Earthquake! Run for your lives!"

All the rabbits left the fields and followed him, running madly. They raced across the fields, through

forests and rivers into the hills, warning more cousins as they went.

Just then, he passed an elephant. "Earthquake! Run for your life!" he cried.

The elephant followed the rabbits, shaking the earth with his heavy steps.

They ran past a group of giraffes. "Earthquake! Run for your lives!" cried the rabbit.

The giraffes followed the elephant, who was following the rabbits.

By the time they reached the mountains, ten thousand rabbits, an elephant and several giraffes running like mad sounded like thunder

up the slopes. The first rabbit gazed back to see if the earthquake was coming any closer, but all he could see was a great swarm of speeding animals.

As they stood there panting, a lion appeared.

"What's happening?" the lion asked.

"Earthquake, earthquake!" babbled the rabbit.

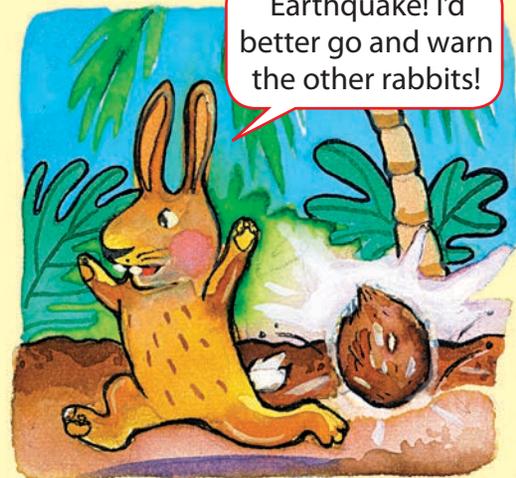
"An earthquake?" asked the lion. "Who has seen it? Who has heard it?"

"Not I," said the elephant.

"Not we," said the giraffe.



- 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.



"Ask him, ask him!" cried all the rabbits, pointing to the first one.

The lion turned to the rabbit.

"Please, Sir," said the rabbit shyly, "I was sitting quietly at home when there was a terrible crash and the ground shook and I knew it must be an earthquake, Sir. So I ran as fast as I could to warn all the others to save their lives."

"My brother, would you be brave enough to show me where this dreadful disaster happened?" asked the lion.

"Oh, I can't ever go back there again!" said the rabbit.

"Jump on my back and I'll take you. I will care for you," said the lion.

So, rather timidly, the rabbit jumped onto the lion's back and off they went, over the mountains and the hills, across the rivers, plains, forests and fields, until at last they were back at his home.

"This is where I heard it, Sir. And I felt it as well. The ground shook."

The lion looked around – and very soon he spotted the enormous coconut which had fallen so noisily from its tree. He also saw a little monkey sitting in the tree. The lion picked up the coconut, climbed onto a rock and dropped it back onto the ground. CRASH!

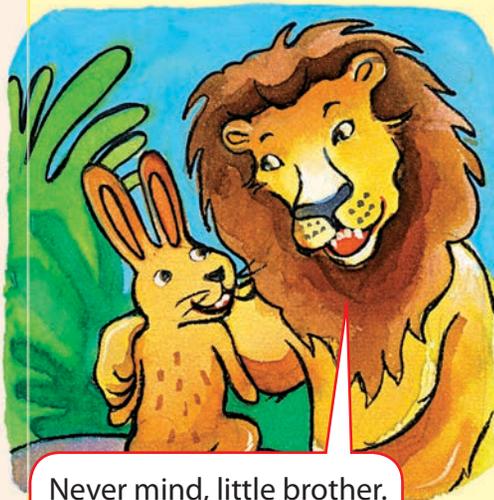
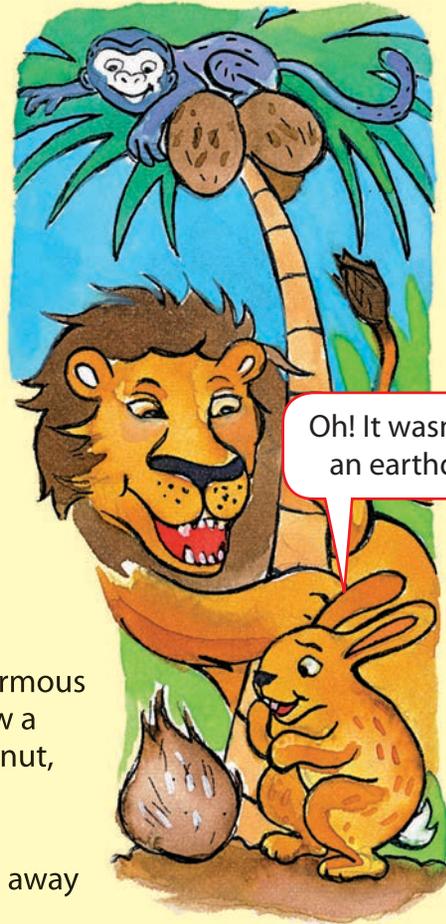
The rabbit jumped a metre high. "Earthquake! Quickly – run away – it's just happened again!"

And then he realised that the lion was laughing, and he saw the cracked coconut at his feet.

"Oh," he whispered. "It wasn't really an earthquake after all, was it?"

"No," said the lion, "it wasn't, and you had no need to be afraid."

"What a silly rabbit I've been!"



The lion smiled kindly. "Never mind little brother. All of us – even I – sometimes fear things we cannot understand."

And with that he padded back to the ten thousand rabbits, the elephant and the giraffes, who were all still waiting on top of the mountain, to tell them that it was now quite safe to go home.

Source: Adapted from *Rabbit heralds the earth quake* by Rosalind Kerven in PIRLS Reader. The Natural World. Main Survey 2001. IEA.

Never mind, little brother.
We often fear what we
don't understand.

Thinking about the story



Let's write

Answer these questions about the rabbit and the earthquake. If you're not sure what the answers are, go back and read the story again.

What was the rabbit's greatest worry?

| | |
|---|----------------|
| A | A lion |
| B | A crash |
| C | An earthquake |
| D | A falling tree |

What made the whole earth shake?

| | |
|---|---------------------|
| A | An earthquake |
| B | An enormous coconut |
| C | The fleeing rabbits |
| D | A falling tree |

Where did the lion want the rabbit to take him?

Why did the lion drop the coconut onto the ground?

| | |
|---|--------------------------------------|
| A | To make the rabbit run away |
| B | To help the rabbit get the fruit |
| C | To show the rabbit what had happened |
| D | To make the rabbit laugh |

How did the rabbit feel after the lion dropped the coconut onto the ground?

| | |
|---|--------------|
| A | Angry |
| B | Disappointed |
| C | Foolish |
| D | Worried |

What is the main message of the story?

| | |
|---|-----------------------------------|
| A | Run away from trouble. |
| B | Check the facts before panicking. |
| C | Rabbits are the fastest runners. |

Things happened quickly after the rabbit shouted "Earthquake!" Copy two words from the story that show us this.

How did the lion try to make the rabbit feel better at the end of the story? Write down two things that he did.

1

2

Date: _____

How did the rabbit's feelings change during the story?

At the beginning of the story the rabbit felt

because

At the end of the story the rabbit felt

because

Then, at the end of the story, it was clear the lion liked the rabbit because



In the story you can see that the lion and the rabbit are very different from each other. In the mind maps below, fill in **adjectives** that describe each of them.

Two mind maps are provided for describing a lion and a rabbit. The lion mind map is on the left, centered on a cartoon lion illustration. It has six empty rounded rectangular boxes connected to the lion by lines. The rabbit mind map is on the right, centered on a cartoon rabbit illustration. It has six empty rounded rectangular boxes connected to the rabbit by lines. The background is a green field with a yellow sun, a blue bird, and a butterfly.

Writing the story



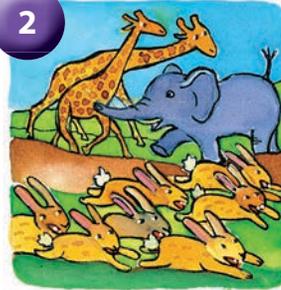
Let's write

Use the mind map to help you to retell the story *Rabbit cries earthquake* in sequence. Talk about what happens in each picture and write down your ideas next to it.



1

Four horizontal lines for writing.



2

Four horizontal lines for writing.



3

Four horizontal lines for writing.



4

Four horizontal lines for writing.

Rabbit warns of an earthquake



5

Four horizontal lines for writing.



6

Four horizontal lines for writing.

Date:



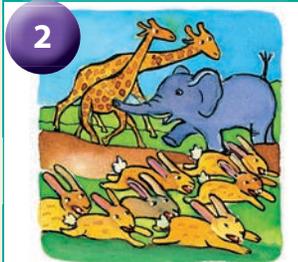
- Use a mind map to help you to plan your writing
- Write a rough draft
- Ask a friend to edit the draft
- Revise your text and make the necessary corrections
- Then write it neatly in your book.



Let's write

Now write the story neatly in the space provided.















Let's read



27 Apple Road
New Town
0301
20 September 2015

Dear Dan

Wow! I was so lucky that I could go to Cape Town with my cousins for the July school holidays. We left on 12 July and arrived the next day. It was fun to be on the train. We slept in a cabin and I had the top bunk!

When we arrived in Cape Town, the first thing I saw was Table Mountain with its covering of **frothy** white clouds. The mountain was more magnificent than I ever expected it to be.

Look at the photos I attached.

On our second day, we went to Robben Island. We travelled to the island by boat. There we saw the cell that Nelson Mandela was in - for 18 years! We saw lots of penguins and rocks on the island.

On the third day we saw the penguins again, this time on a beach called Boulder's Beach. There we also saw some Cape fur seals. There is a project in Cape Town to protect the seals because they are near extinction. The project also cares for the penguins.

On the fourth day, we stood at the tip of Africa, at Cape Point, where the two oceans meet. This is where the cold water of the Atlantic Ocean meets the warm currents of the Indian Ocean.

On my fifth day, the last day, we went to see sea creatures in the Two Oceans Aquarium. That was so cool! I have never been so close to a shark before! There was only a pane of glass between us, and they were not shy to show us how many rows of teeth they had. We also saw all kinds of starfish - some had up to fifty arms! If they lose an arm, a new one grows in its place.

Tomorrow we will leave to come home. I can't wait to see you all when we are back at school.

Your friend

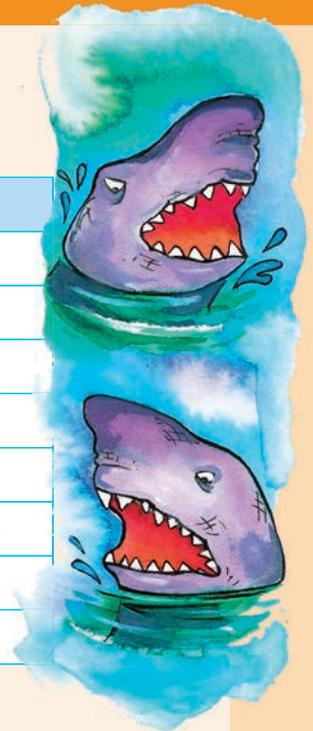
John



Date: _____



John's letter describes what he did over seven days. Work out the dates for John's itinerary and fill in what he did on those days.

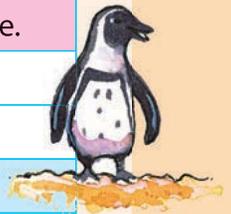


| Date | What he did |
|---------|-------------------------------|
| 12 July | <i>Departed for Cape Town</i> |
| 13 July | |
| 14 July | |
| 15 July | |
| 16 July | |
| 17 July | |
| 18 July | |
| 19 July | |



Now write answers to these questions.

| | |
|--|--|
| Copy one sentence from the letter that shows John and Dan are good friends. | |
| | |
| Give one example of a sentence that shows that John is writing to someone of the same age. | |
| | |
| | |
| Give one example of a sentence that shows that John has not been to Cape Town before. | |
| | |
| | |
| Look up these words in a dictionary and then use them in sentences to show their meaning. | |
| frothy | |
| extinction | |



Why does John write this letter to Dan?

- A To tell him about sharks
- B To tell him about his wonderful holiday
- C To tell him that he will be back at school soon
- D To tell him about the train



What does John mean when he says the sharks were not shy to show their rows of teeth?

- A The sharks were friendly.
- B The sharks were entertaining them.
- C The sharks kept opening their mouths.
- D The sharks were eating other fish.

Writing a letter



Let's write

Write a letter to your friend. Give your friend news about what you have been doing at home and at school, or about any other interesting activity.

We have given you suggestions for each paragraph. Write your letter in rough first and let your partner check it. Then write it neatly on the opposite page.



Date: _____



Fill in your address

Date

Dear _____

Begin with greetings.

Write about your first item of news.

Write about your second item of news.

End your letter.

Your friend

Fill in your name.



An e-mail from a friend



Let's read

An e-mail is a way of communicating with friends using the computer networks. We often use e-mails as letters to share news with our friends. If you wish to send your friend an e-mail (letter) both you and your friend need to have an e-mail address and access to a computer.

To: ann@school.co; dan@school.com

From: kin@library.com 13 March 2011 11:56

Dear Ann and Dan

I guess you have read the news about the enormous earthquake in Japan. I have come to stay with my relatives in Southern Japan and I will stay here until the situation improves back home in Tokyo. Although I was glad to get far away from the epicentre of the earthquake, I miss my family and my friends at the International Primary School that I attend.

However, I am having a good time with my cousin. He is the same age as I am. He is also 13 and we are both in Grade 6. Luckily my cousin lives near the central park, where we can play on the merry-go-round and swings.

In between playing, I spend my time doing my favourite hobbies – reading and playing games on the computer. I am reading *Jungle Book* and wishing that I could live in Africa. I am nearly halfway through the book.

Your friend

Kin Hosh

Send



Let's write

| | |
|---------------------------------------|--|
| Who is Kin visiting? | |
| Why did he go there? | |
| On what date did he write the e-mail? | |



Let's write

Scan the letter for information about Kin and then fill in this card for him.

| | |
|---------|--|
| Name | |
| Age | |
| Grade | |
| School | |
| Hobbies | |



Date:



Let's write

Now write a letter back to Kin. We have given you suggestions for each paragraph. Write your letter in rough first and let your partner check it. Then write it neatly on this page.



Fill in your address

Four horizontal lines for writing an address.

Date

One horizontal line for writing a date.

Dear Kin

Begin with greetings.

Four horizontal lines for writing greetings.

Say how sorry you are to hear about the earthquake.

Five horizontal lines for writing about the earthquake.

Say how good it is that he can carry on with his hobbies.

Five horizontal lines for writing about hobbies.

Tell Kin news about school, sports and your hobbies.

Five horizontal lines for writing news.

Your friend

Two horizontal lines for writing a signature.

Fill in your name.

One horizontal line for writing a name.

TEACHER: Sign

Blank box for teacher's signature.

Date

Blank box for teacher's date.

More about language



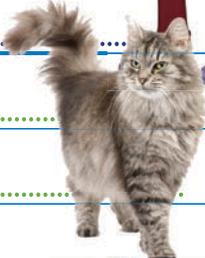
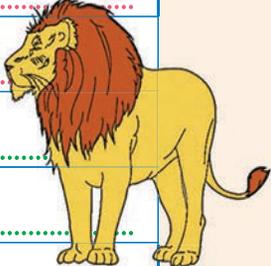
Look carefully at the following pairs of sentences. Underline the noun and then circle the adjective that describes it.

| | |
|-----------------------|----------------------------|
| The small dog | The dog is small. |
| The fast car | The car is fast. |
| The thick book | The book is thick. |
| The blue crayon | The crayon is blue. |
| The beautiful flowers | The flowers are beautiful. |
| The colourful peacock | The peacock is colourful. |

More about adjectives

We know that adjectives tell us about the nouns (person, place or thing). Usually the adjective comes before the noun. Sometimes they come after the noun. Wherever you put them, they still describe the noun.

Now write sentences using these nouns and adjectives. Write the sentence first with the adjective before the noun. Then write the sentence with the adjective after the noun.

| | | |
|-----------------------|--------------------------------|---|
| tall boy | The tall boy plays volleyball. |  |
| | The boy is tall. | |
| naughty cat | |  |
| | | |
| hungry lion | |  |
| | | |
| clever girl | |  |
| | | |
| strict teacher | |  |
| | | |
| beautiful painting | |  |
| | | |





Let's write

Match these words with their synonyms.

preferred enormous halfway gets better chilly

massive middle improves cold favourite



Now match these words with their antonyms.

loudly enormous hurriedly gets worse chilly

tiny softly improves hot slowly



Let's write

Join these sentences using the conjunctions in brackets.

I will stay here. Things are better at home. (until)

I am happy here. I miss my own school. (although)

I told her to stay where she was. The water got deeper. (because)

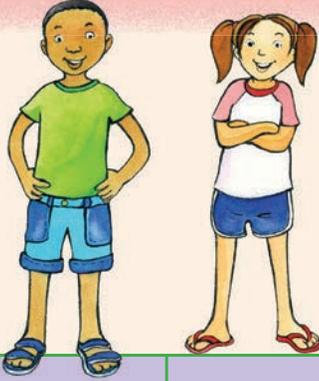
I looked both ways. I crossed the road. (before)

You are cold. You must wear a jersey. (if)

I told him not to be late. He was late again. (however)



Past perfect tense



Looking at the past perfect tense

The past perfect tense refers to an action that happened in the **past** before another action in the **past**. This is the **past in the past**.

Look at these examples: When we arrived, the train **had left**.
When I got home yesterday, my father **had** already **cooked** dinner.

| | | |
|-----|-----|--------------------|
| I | had | arrived. eaten. |
| You | had | played. walked. |
| He | had | slept. driven. |
| She | had | washed. eaten. |

| | | |
|------|-----|---------------------|
| It | had | barked. eaten. |
| We | had | visited. driven. |
| They | had | bought. eaten. |



Let's write

Now complete these sentences using **had + the verb** (in the past tense).

My friend offered me an apple. I was not hungry because I had

I arrived late. All my friends had

I was tired because I had not

She told me that she had just

When I arrived at school I realised I had

When the bell rang I remembered I had

When I saw my teacher I remembered I had

I was happy because I had

When I arrived at home I found my mother had

When I reached the stadium I saw that my team had

Future perfect tense



Let's write

Looking at the future perfect tense

The future perfect tense shows that an action will have been completed or finished at some time in the future. This tense is formed with "will" + "have" plus the past tense of the verb.

I **will have spent** all my money by this time next year.

I **will have played** in six soccer matches at the end of the season.

Think about what you will have done by the end of primary school.

Write five sentences using: I **will have** + **verb**

By the end of primary school

I will have read 50 books.



Let's write

Now complete these sentences using **will have** + **verb** in the past tense.

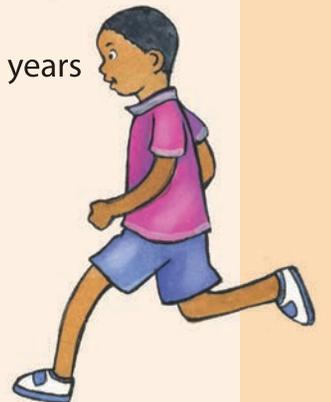
By this time next week, he (work) on this project for twenty days.

By this time next year we (attend) this school for six years and nine months.

By this time tomorrow I (finish) my homework.

By this time next month, I (ran) in the marathon.

By Christmas, I (visit) the Kruger National Park.



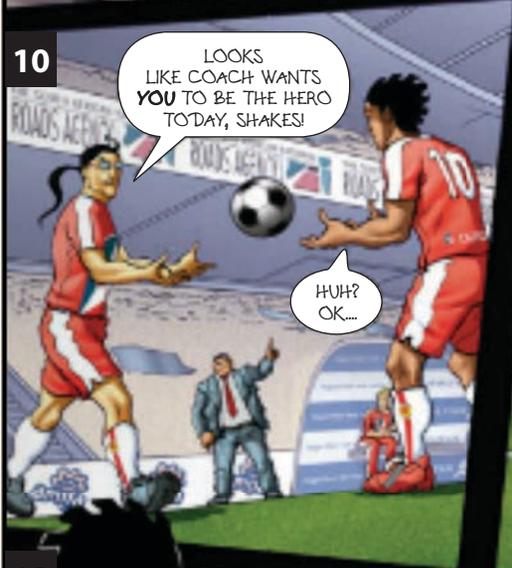


Read the following two pages taken from a Supa Strika comic. Number 100. (Focus on what is happening in each of the frames. Take note of the different types of bubbles used in the cartoon. Look at the bubbles showing what the commentators say in frames 4, 5, 6, 7 and 8. Take note of the sound words and how they are written.)

The cartoon as a genre

So far this year you have read different types of text: folklore, poetry, advertising, reports, dialogue, information text and instructional text. The comic or cartoon is another form of text. Comics have fewer words and lots of pictures so that you can see the characters. The story is told over a series of frames – some with words and some without words. You will also see that comics use many sound words.





Thinking about the comic



Discuss the Supa Strika comic with your friend. Then write a sentence to explain what is happening in each frame.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14



Read the comic again and then answer the following questions:

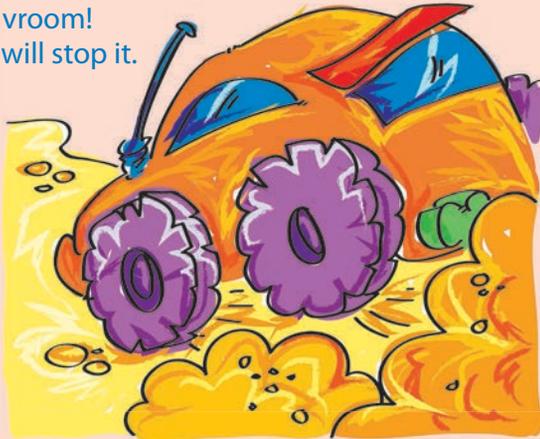
1. What do the Super Strika defence like doing as much as they like playing soccer?
2. What team is the Super Strika team playing against?
3. What sound does the referee's whistle make? Why does he blow his whistle in frame 4?
4. What is the score? (Hint: Look at frames 4 and 8.)
5. Make a list of all the sound words in the comic.
6. What advertisements do you see in the comic?
7. Who are the advertisements aimed at?

Cartoons for advertising



- ❖ What is your favourite TV or radio advert?
- ❖ Who do they think would want to buy the product?
- ❖ Why do you like it?
- ❖ Does the advertisement use a slogan about the product?
- ❖ Would you buy the product it advertises?

Buy the Perky Parky Remote racing car. No one should be without one. It rides on land: vroom, vroom! Nothing will stop it.



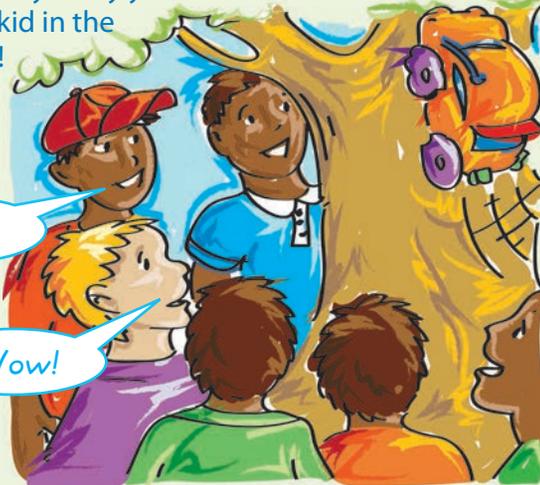
1

And it rides on water: sploosh - whrrrrr!



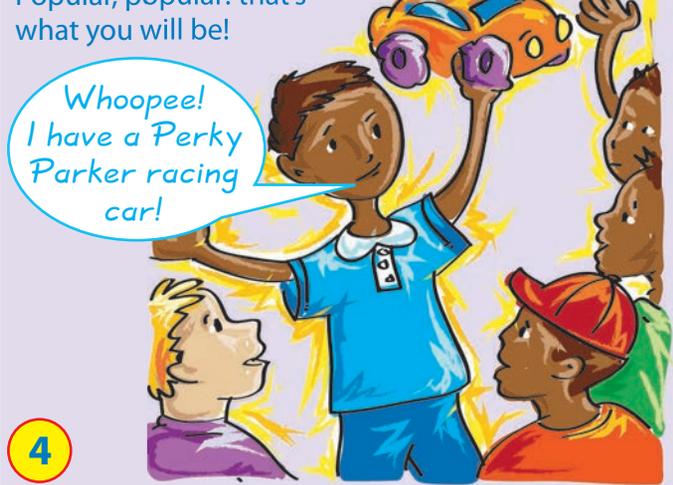
2

With a Perky Parky you can be the most popular kid in the universe! Wow!



3

Popular, popular! that's what you will be!



4



Let's write

Look at the advertisements and then answer these questions.

What does the advertisement try to persuade you to do?

Does the advert exaggerate or promise you anything? Explain why you say so.

What word sounds are used in the advert?

Who is the advert aimed at? Does it target old or young people, boys or girls?

Writing an advertisement

Term 3 – Weeks 7–8



Let's write

Plan to write your own TV advertisement.
Design it in the form of a cartoon.

- Start by deciding how you will add action to your advertisement.
- Will you use one person or more?
- Break up your advertisement into four scenes.
- Draw a picture to illustrate each scene.
- Write sentences that show what each person says.

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

1

2

3

4

What is the setting?

Who are the characters?

What is the theme or plot?

Date: _____

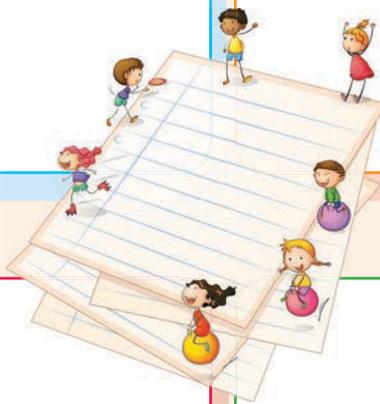
Now use your planner to help you to write up your advert. Read the adverts of your classmates. Choose one to role play for the class.

1

2

3

4



When you have written your TV advertisement, choose members of your group to act it out to show how it would look on TV.

What is a prefix?

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

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

triangle refill unfair disabled

prepaid disagree misbehave

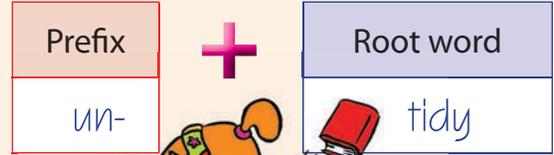
misunderstand rewrite disgrace

unsure unhappy redo

tricycle prereading misplace



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



What do these prefixes mean?

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

Passive voice



Write these sentences in the passive voice. We have started each one for you.

A sentence is in the **active** voice if the subject of the sentence performs the action.
 Example: The **dog chews** the bone. A sentence is in the **passive** voice if the object of the sentence is acted upon.
 Example: The **bone was chewed** by the dog.



The window was broken by the girl.



The bear was _____

What is a suffix?

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



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



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

- walking
- cheerful
- hopeless
- backward
- walked
- hopeful
- colourful
- wonderful
- understandable
- readable
- weakness
- reckless
- neatly
- hoped
- jumped
- wooden
- forward
- dancing
- speaking
- slowly
- woollen
- playful
- quietly

What do these suffixes mean?

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



The girl _____



The ball _____



The boy _____



The postman _____

Dan the soccer star!



Let's read

Act out this play. You will need a mother, a father, a son and a narrator, who reads the parts between the dialogue (what the characters say to one another).

Scene: In Dan's lounge. Dan is lying on the sofa watching a soccer match on the TV. His mother and father are looking concerned because Dan is not doing his homework.

The stage instructions are given in square brackets.

MOTHER: Dan, have you done your homework?

DAN: Um ... ahh ... well, sort of. Um ... I don't actually have much homework, Mom. All I have to do is write a 300 word story about something. But I just quickly want to watch the game on TV.

MOTHER: Daniel Shabalala, you had better do your homework, right now!

[Picks up his backpack from the floor and puts it on the table.]

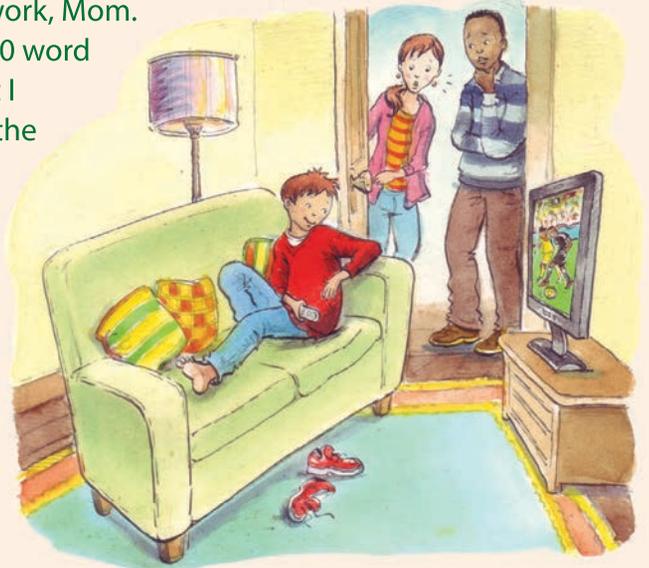
DAN: Ahh, Mom! How can our teacher ask us to write a story of 300 words? I'm not William Shakespeare! Three hundred words! It'll take forever! What will I write about? Can't I watch Pirates and Chiefs play first? I'll start straight after the game. I promise!

FATHER: [Takes a book out of the backpack and opens it up.] Maybe this will help. Look at this mind map in your workbook. It says you write your topic in the centre and your four main ideas in the boxes. It's very easy! Come on, son.

DAN: But Dad, what can I write about? I'll start with my name and surname. That gives me two words already ... only 298 to go! I wish I could just watch the end of the game. Ok, ok. I'll think. What will I write about? Mmm.

[Dan falls asleep with his head on his books.]

NARRATOR: The more Dan tries to find an idea, the sleepier he gets. He yawns loudly and soon he is face down on his books, fast asleep. He dreams about the game he wanted to watch. He is in the FNB Stadium sitting in the front row behind the Chiefs' goalpost. He watches nervously. His team is losing and there are only five minutes to go. The striker is limping and an injured mid-fielder has just been taken off the field. In despair, Dan jumps onto the



We write the names of the characters in capital letters. We use a colon (:) after their names. We do not use inverted commas around what they say.

The narrator tells the part of the story that is not acted out by the characters.

field. He dribbles and moves the ball across the field. He is faster and more agile than any of his challengers. And then, with great concentration and using every muscle in his body, Dan scores the winning goal just as the final whistle blows.

Dan's beaming face is shown across the country on the TV. The commentators shout, "Dan Shabalala has just scored the winning goal!" and "A new champion, Dan Shabalala! South Africa, we have a new soccer champion!"

[Mother wakes Dan up.]

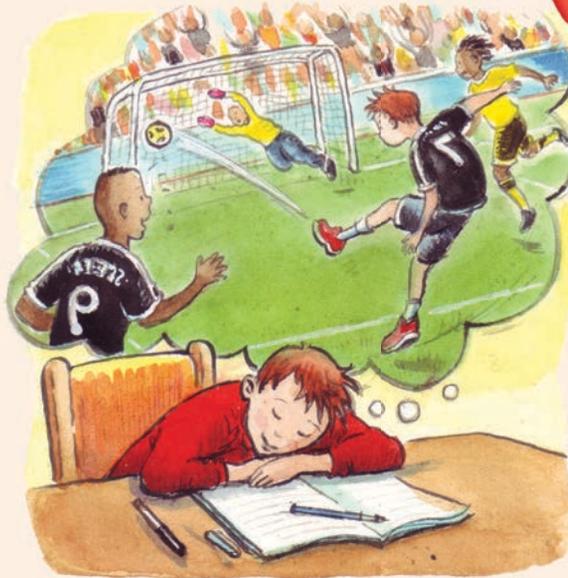
MOTHER: Dan, wake up ... wake up! You have homework to do!

DAN: Hmmm? Huh? What did you say?

FATHER: Dan! What do you think you're doing? You've got to finish your homework!

MOTHER: Maybe your nap will give you the energy to finish your story. Do you want me to help you think of a topic for your story?

DAN: [Grins.] Oh, it's ok, Mom. I know exactly what I'm going to write about!



Let's write

What do you think Dan will write about?

What did Dan mean when he said "I'm not William Shakespeare"?

What is the setting of the play (where does it take place)?

What are the three actions that are referred to in the play?

- 1
- 2
- 3



And in South Africa ...

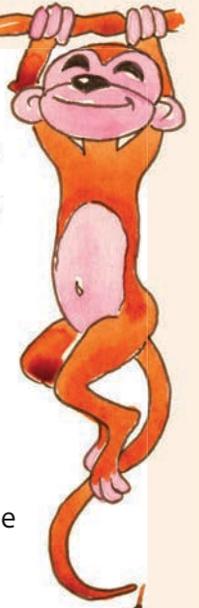
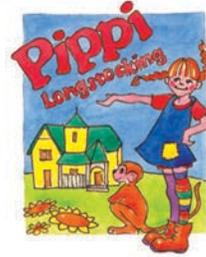
Laugh till you split your sides

She's back by popular demand!

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

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

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



Pippi Longstocking will run at The National Children's Theatre, from 7 March until 16 April
3 Junction Avenue, Parktown, Johannesburg.

During school holidays, performances are Mondays to Saturdays at 10:30 and 14:30.

Block bookings and specials are available for schools.



Let's write

Read the questions and then write down your answers.

What is the name of the play?

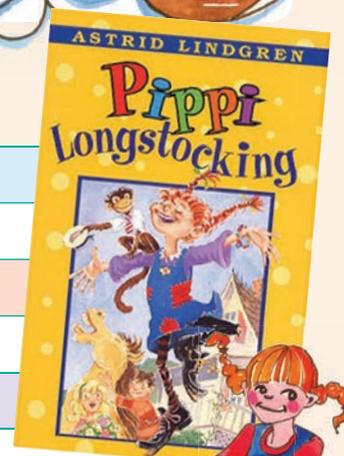
How do we know it is a funny play?

Who are the characters? Underline the main character.

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

Why do you think bright colours are used in this poster?

What figure of speech is "Laugh till you split your sides?"



Date: _____

Design a poster for a play



Design a poster to advertise a play. You could advertise "Jabu and the lion" or "Dan the football star!". Think carefully about the play you will advertise because in the next worksheet you will write a script for it. You must include:

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

Hints for designing a poster

- Use clear language.
- Vary the lettering and sizes of words, phrases and sentences.
- Use bright colours to attract attention.
- Draw or paste in pictures to tell people more about the play.



Look at the posters designed by your friends and choose one that you like best. In the next worksheet you will write the script for the play.

TEACHER: Sign _____

Date _____

Write your own play



Let's write

Work with your classmates to produce a play. Complete the chart to help you with your planning.

| Characters | Describe the characters. | What will each character wear? | What will the characters say? |
|---|--------------------------|--------------------------------|-------------------------------|
| Fill in the names of your classmates who will play each role. | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Who are the characters?

As a group, brainstorm ideas for the text and use the mind map to organise your ideas.



What is the setting? Describe the scene.

Title



What is the plot?

First

Then

Then afterwards

Finally

Date:



Let's write

Write the play in rough. Edit it and then write up your final version in the space provided. If you need additional space, insert a page from your exercise book.

Title



Setting

Characters

TEACHER: Sign

Date

More about adverbs and adjectives

Adverbs tell us more about a verb or an action. They answer questions about **How? When? Where?** or **Why?** an action took place. They describe:

- **Manner** or **how** something happens: gently, slowly, quickly, loudly.
- **Place** or **where** something happens: here, there, far, inside, backward, forwards.
- **Time** or **when** something happens: before, after, today, tomorrow.
- **Frequency** or **how often** something happens: always, never, sometimes, often, seldom.
- **Degree** or the **extent** that something happens: almost, nearly, barely, hardly.
- **Certainty** or **how likely** it is that something will happen: definitely, probably, likely.



Let's write

Underline the adverbs in these sentences and then circle the verb. Indicate whether it is an adverb of manner, time, place, frequency, degree or certainty.



| | Type of adverb |
|--|----------------|
| The concert <u>started</u> <u>late</u> . | Time |
| The boy ate quickly. | |
| Cheetahs run fast. | |
| She nearly won the race. | |
| The bird soared upwards. | |
| It will definitely rain. | |
| The lion growled loudly. | |
| She usually does her homework in the afternoons. | |
| My uncle arrived today. | |
| Jabu practises regularly. | |
| Ann returned home () quickly () yesterday () to watch the match. | |

More about adjectives

You have been using adjectives to describe the characters in your stories. Adjectives also answer the question "What is it like?"



Let's write

Read these sentences and then fill in the words used to describe the items.

The burglar was wearing a thick jacket, a woollen hat and a black mask over his face.

The soccer player was wearing a red jersey, long socks and yellow boots.

| | | | | | |
|--------|-----|------|--------|-------|-------|
| | | | | | |
| jacket | hat | mask | jersey | socks | boots |

Different types of adjectives

Possessive adjectives that show ownership:

our my their his your

Adjectives of quantity:

more much most some two three

Demonstrative adjectives:

that those these this

Descriptive adjectives:

sad brave clever pretty

Look at the underlined **adjectives** in these sentences and then circle the **noun** or **pronoun** they refer to. In the last column, indicate what type of adjective it is: possessive, of number/quantity, demonstrative or descriptive.



Type of adjective

Ben looked frightened.

Most of my friends like soccer.

She invited five friends to her party.

That girl won the race.

She brushed her hair.

We took our bags and left.

The dog is very fierce.



Let's write

| I can | 😊 | 😞 |
|--|---|---|
| read a narrative text | | |
| answer questions based on the text | | |
| use adjectives to describe characters of a story | | |
| complete a mind map to retell a story | | |
| write a story from a mind map | | |
| read a friendly letter | | |
| work out an itinerary from a letter | | |
| look up words in a dictionary and record their meanings | | |
| answer multiple choice questions based on a text | | |
| write a friendly letter | | |
| use a mind map to plan writing a letter | | |
| read an e-mail | | |
| answer questions based on the e-mail | | |
| identify nouns and adjectives in the sentences | | |
| use adjectives before and after nouns | | |
| match words with their synonyms | | |
| match words with their antonyms | | |
| use conjunctions | | |
| use past tense verbs | | |
| use past perfect tense and future perfect tense | | |
| read a comic strip | | |
| discuss each frame of a cartoon | | |
| describe each frame of a cartoon | | |
| rewrite sentences in direct speech | | |
| express opinions about advertisements | | |
| plan a television advert and write a script for it | | |
| describe the setting, characters and theme for an advert | | |
| write a cartoon story | | |
| join prefixes and suffixes to the root words | | |
| use the active and passive voice | | |
| read a play | | |
| act out a play | | |
| answer questions based on a play | | |
| read a poster advertising a play | | |
| answer questions based on the poster | | |
| design a poster for a play | | |
| write a play | | |
| identify adverbs of manner, time, place, frequency, degree or certainty | | |
| identify nouns and pronouns that the adjectives refer to | | |
| identify types of adjectives: possessive, quantity, demonstrative or descriptive | | |

Weeks 1 - 2: Follow the rules

97 How to play SPUD 70

Reads instructional text on how to play a game called Spud.
Answers questions based on the text.

98 How to make French Toast 72

Reads recipe for making French toast.
Follows the sequence of the pictures and numbers the instructions in the correct order.

Answers questions based on the recipe.
Compares instructions for the recipe and the game of Spud.

Discusses with a friend the phrases used on a cell phone.
Writes instructional text.

99 Writing instructions and rules 74

Writes instructions or rules to use a gadget or understand the rules of a game.

Identifies the verbs in the sentences.
Divides complex sentences into parts.

100 Adverbs of time, manner and place 76

Identifies the adverbs and indicates their type.
Identifies the adverbs and the nouns they describe.
Writes a descriptive paragraph.

101 What can you remember? 77

102 Spacewalking 78

Discussion and prediction based on pictures.
Reads instructional text.

103 Let's understand 80

Answers questions based on the instructional text.
Writes a paragraph about being an astronaut.
Writes a postcard describing their trip to space.

104 Using an interview questionnaire 82

Conducts a survey using the questionnaire.
Tabulates findings of survey.
Writes a report about their findings

Weeks 3 - 4: Reading for information

105 We all live on planet earth 84

Reads informative text.
Answers questions based on the text.
Extracts information from the text.

106 The seven continents 86

Fills in the names of the seven continents and the major oceans.
Labels the map using given information.

107 World map quiz 88

Plays the world map quiz game.

108 So many cultures 90

Conducts an interview and records the answers.
Learns about another country and finds answers to the questions.
Completes the degrees of comparison in the sentences.

109 Finding Sediba 92

Reads newspaper article.
Answers questions based on the newspaper article.
Writes a diary entry based on the newspaper article.

110 Mrs Ples and Little Foot 94

Reads website about heritage sites.

111 Our heritage 96

Answers questions based on the website information.
Designs a poster to advertise the Cradle of Humankind World Heritage Site.
Forms sentences using adverbs of frequency.
Draws pictures to show each ambiguous meaning of the sentences.

112 Planning a pamphlet 98

Designs a brochure to advertise the Cradle of Humankind.



What is instructional text?

Over the next two weeks you will focus on instructional text. The purpose of this kind of text is to tell the reader how to do or make something. The information is broken up into small, sequenced steps. The most common example of an instructional text is a recipe. Other common examples include instructions for using appliances and rules for games.



Let's read

This instructional text is about a game called Spud. It gives instructions on how to play the game.

What you need

- A soft rubber ball.
- Five or more players.
- An outdoor space.

Where to play

A flat outdoor area away from windows and far from the road.



The aim of the game

To be the last player in the game: players who are given letters are out of the game when the letters spell the word S-P-U-D.



Rules of the game

- 1 Each player takes a secret number from a box. Alternatively, one needs to say who gives the number, e.g. "Your teacher will give each player a secret number."
- 2 Choose a player to start the game. He or she takes the ball. The player who has the ball is called **It**.
- 3 **It** throws the ball into the air and calls a number. The player who has this number becomes **It** and must catch the ball. All the other players must run away.
- 4 **It** shouts SPUD. All the players must freeze.
- 5 **It** takes three large steps towards another player and throws the ball at the player's feet. The other players must not move.
- 6 If **It** hits the player or if he or she moves then that player becomes **It** and gets the letter **S** (for SPUD). The next time the player is hit, he or she gets the letter **P** and when hit again the **U** and then **D**.
- 7 When a player receives four penalty letters (S P U D) he or she is out and the game continues without him or her.

Try and play
the game
and test the
rules.



Let's write

Now answer these questions about the rules of Spud.

What is the minimum number of players needed to play the game?

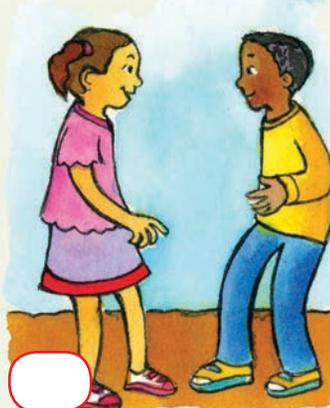
What must the players do when It calls "SPUD"?

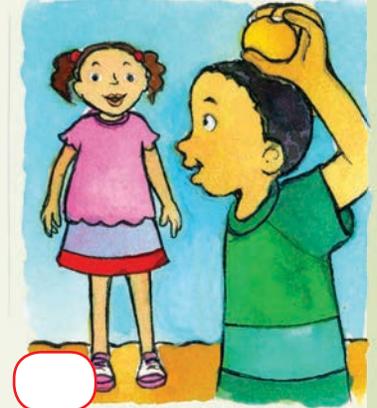
In what places should you not play the game?

Which picture best matches Rule 5?











Let's read

Look at the pictures and read the instructions. Then follow the sequence of the pictures and number the instructions in the correct order.



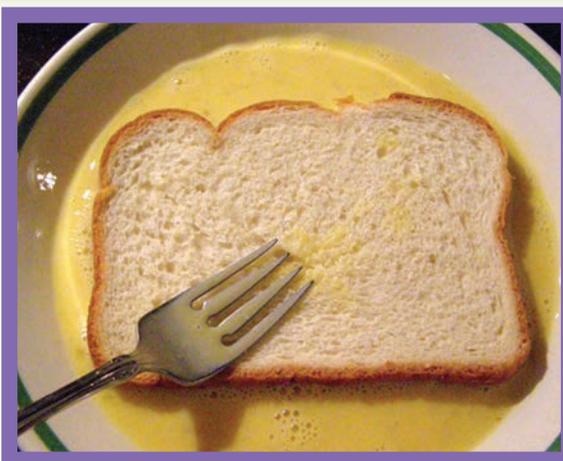
Recipe for French Toast

Ingredients

- 2 eggs
- 4 thick slices of bread
- $\frac{1}{4}$ cup of milk
- A pinch of salt
- two teaspoons of jam

Method

- Cook the slices of bread, turning them when they are brown.
- Serve with jam.
- Cover the base of a non-stick frying pan with a thin layer of oil.
- Beat the eggs and milk.
- Dip both sides of each slice of bread into the milk mixture.



Date:



Let's write

Work out what utensils you will need to make French toast. List them.

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

Now compare the instructions in the recipe with the instructions (or rules) for playing SPUD. In what way are the two sets of instructions similar?

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

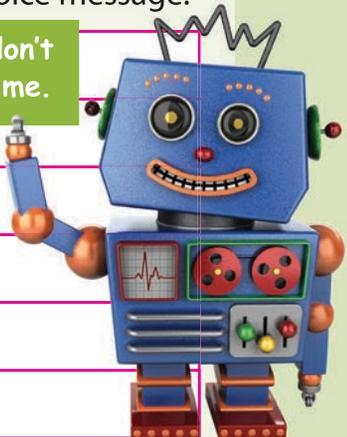
In what way do the two sets of instructions differ?

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

When we give instructions we often need to use technical terms. Look at these phrases about cell phones and then explain to your friend what they mean.

| | | | |
|----------------|--|---------------|--|
| alarm clock | | menu | |
| battery low | | missed call | |
| calendar | | contacts | |
| call duration | | SMS | |
| enter PIN code | | unlock | |
| voice mail | | write message | |

Write instructions to tell Robbie Robot how to send an SMS or how to hear a voice message.

| | |
|--|---|
| |  <p>I am Robbie Robot and I don't know anything! Please help me.</p> |
| | |
| | |
| | |
| | |
| | |
| | |

Date:

Complex sentences



Complex sentences have more than one verb.



Underline the verbs in these sentences. Then split each complex sentence into two simple sentences.

The boy limped because he hurt his leg.

The boy limped.

The boy hurt his leg.

I like rugby and I love soccer.



The teacher helped the child who did not understand.

The dog barked because it heard a noise.



I help my mother cook and then I set the table.

I do my homework before I watch TV.



TEACHER: Sign

Date

What are the different types of adverbs?

As you saw in the previous worksheets, most adverbs tell us how, in what way, when and where something is done. In other words, they describe the manner, place or time of an action.

Looking at adverbs

Adverbs of manner often end in *-ly*. They are formed by adding *-ly* to an adjective.

Adjective + ly

| Adjective | Adverb |
|-----------|-------------|
| slow | slowly |
| beautiful | beautifully |

| Adjective | Adverb |
|-----------|-----------|
| careful | carefully |
| quick | quickly |

The order of adverbs

Adverbs answer the questions how, where, when and why an action is carried out.

| Verb | Manner | Place | Frequency | Time | Purpose |
|-------------|------------------|-------------|---------------|------------------|---------------------|
| Nomsa swims | enthusiastically | in the pool | every morning | before sunrise | to keep in shape. |
| Dad walks | quickly | to the shop | every evening | before supper | to get a newspaper. |
| He drives | speedily | to work | every morning | before breakfast | to be on time. |



Let's write

Underline the adverb in each sentence and say whether it describes the **manner**, **place** or **time** of an action.

| | Type of adverb |
|---|----------------|
| He speaks quietly. | |
| We live here. | |
| We will leave for Durban tomorrow. | |
| She always does her homework. | |
| He walks slowly because he hurt his leg. | |
| The choir sings beautifully. | |
| They will make French toast tomorrow morning. | |
| I never eat meat. | |
| The children played happily in the park. | |
| They came home by bus. | |
| I am eating now. | |
| Yesterday I went to town. | |
| She was nervous and spoke quickly. | |

What can you remember?



Let's write

Underline all the adverbs that John uses in his speech. Then circle the verbs they describe.

I played a magnificent game of soccer last night. I ran speedily, I attacked viciously and I scored three goals quite easily. I nearly scored a fourth. I played so well that the coach said if I practised more often I could become a Bafana Bafana star one day. The crowd screamed loudly whenever I scored. One day I will become a professional football player, I may even become the Bafana Bafana captain!



Let's write

Now underline all the adjectives that Ann uses in her speech.



Do you know what pet I have? I have an amazing little spider. It makes a great pet! It is friendly too. My brother wanted a small black kitten. Kittens are very cute but I think a spider is much more fun. It's a lot less expensive to feed and it's small enough to carry around with me all day! Some of my friends are scared of the spider but it's harmless. My spider is much more interesting than everyone else's boring pets! When I grow up I want to study Zoology. I think eight-legged creatures are wonderful.



Let's write

Now write a description of a game you played or a pet you have. Use descriptive adjectives and different types of adverbs.

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



Let's talk

Look at the pictures on this page and discuss what you think the text is about. Discuss these questions with your partner.

- ❖ How do people get to space?
- ❖ What do astronauts wear when they walk in space?
- ❖ What are these people called?
- ❖ Do you know why they have to wear special clothing?



Let's read

Now read these instructions for putting on a space suit.



1

First the spacewalkers put on something that looks like long underwear. It is made of elastic with rubber tubes sewn into it. Water will flow through these tubes to keep the astronauts cool since their body heat has no way to escape once they are sealed into their spacesuits.

2

Next the spacewalkers pull on the lower half of their suit, which is made in one piece – big, rigid boots attached to bulky, flexible, insulated pants. On earth the astronauts would have to lie on the floor to wriggle into the pants. In space, they can slip into them while floating in mid-air.



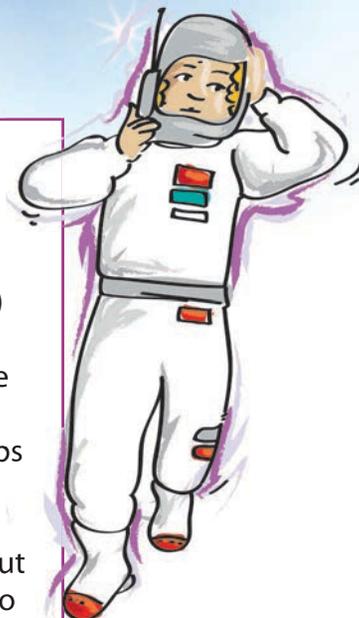
3

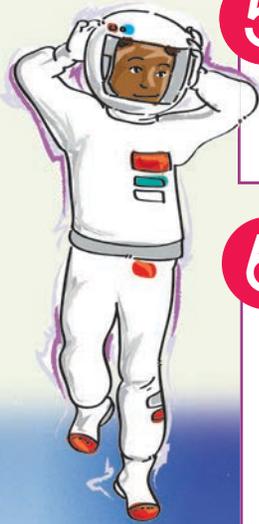
The spacewalkers float into the airlock and slide into the upper halves of their suits. The upper half is a hard shell with flexible arms. The astronaut's head sticks out through a metal ring at the neck, where the helmet will be connected, and the hands stick out through two metal rings where gloves will attach. This part of the spacesuit is very heavy on earth. It provides the oxygen supply, the water, the fans and the batteries.



4

When the space-walking partners are inside their suits, another astronaut (one who will stay inside) helps lock the pieces of each suit together. Before putting on the helmets, the astronauts put on caps that have radio speakers inside the earflaps and microphones that stick out in front of their mouths so that they can talk with each other and with the rest of the crew.





5

All of this takes several hours. But at last, they are ready to put on the helmets and big, awkward gloves. They adjust their caps and scratch their noses one last time. They will not be able to do these things again until the space work is over.

6

The astronaut who has been helping leaves the airlock and closes the hatch. In their big, bulky suits, the two spacewalkers almost fill the small space. They wait alone in the airlock for several minutes while the air is gradually pumped out. They can feel their ears popping as they wait for the pressure gauge to show that the air is gone.



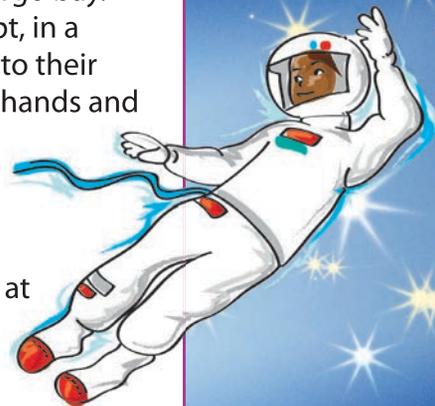
7

Finally they can open the hatch and reach out into space. Before they float out of the airlock, they have to hook thin wires between their suits and the shuttle. These wires keep the astronauts from drifting away from the space shuttle.



8

Floating out into space, the spacewalkers become human satellites. They are orbiting the earth! They don't need the space shuttle, at least for a while, because their spacesuits have enough air and battery power to keep them alive for about seven hours. There is even a food stick and a bag of water inside each helmet. They move into the shuttle's cargo bay. This is the area where the tools they need for space work are kept, in a big tool chest. They remove the tools they want and hook them to their wrists or waists. Working in a spacesuit is not easy. Their fingers, hands and arms get tired because every move they make means pushing against part of the spacesuit from inside. When it's time to rejoin the rest of the crew inside the space shuttle, after several hours outside, the spacewalkers float back into the airlock. But even though they may be tired, they pause to take one last look at the view of the earth and the sky before they close the door on outer space.



(Source: PIRLS 2006 Assessment framework and Specifications – article taken from Risem, S & Okie, S. 1991.)

1 What is the article mainly about?

| | |
|---|--|
| A | Why spacewalkers work in pairs |
| B | What a space shuttle is like |
| C | Why astronauts go on shuttle missions |
| D | What it is like to work in outer space |

2 What is one reason why astronauts go out of the space shuttle?

| | |
|---|--------------------------------|
| A | To make repairs |
| B | To have a better view of Earth |
| C | To keep cool |
| D | To have an adventure |

3 Why do spacewalkers always go outside the shuttle in pairs?

| | |
|---|-----------------------------|
| A | So they can help each other |
| B | So they can stay out longer |
| C | So they do not float away |
| D | So they will have more fun |

4 How do the rubber tubes under their spacesuits help them?

| | |
|---|---|
| A | They help them to talk to other crew members. |
| B | They supply them with oxygen. |
| C | They keep them tied to the shuttle. |
| D | They keep them cool. |

5 What keeps the spacewalkers from flying away when they are outside the shuttle?

| | |
|---|---------------|
| A | Battery packs |
| B | Space boots |
| C | Thin wires |
| D | Holding hands |

6 Number the parts of the spacesuit in the order in which the spacewalkers put them on. Number them from 1 to 4.

| | |
|--|------------------------|
| | Upper half of the suit |
| | Helmet |
| | Bottom part |
| | Elastic underwear |

According to the article, what is the main difference between being in a space shuttle and being on earth?

Why must astronauts wear spacesuits when they are outside the shuttle? Give two reasons from the article.

Why does it take the astronauts several hours to get ready to go outside the space shuttle?

Date: _____

Why is the hard upper torso the most important part of the spacesuit?

Why does the author mention astronauts "scratching their noses one last time" before they go into space?

Imagine that you want to be an astronaut. Mention one thing that you might like and one thing that you might not like about being an astronaut. Explain why.

What I might like and why:

What I might not like and why:



Let's write

Send your family or friends a postcard from space telling them what it's like.



TEACHER: Sign _____

Date _____



How do we find out whether people like or dislike someone, or something? One way is to interview them and ask them what they think about the person or thing. An interview like that has to be prepared, otherwise we might forget what questions to ask, or we might ask the wrong questions. So we draw up a questionnaire, which we use during the interview. Use the questionnaire below to find out what your friends think about school and what they would like to change. The last question says "Other". This is where you can fill in any question you like, as long as it is on the same subject. Ask ten friends to answer **yes** or **no** to these questions.

Survey about changing the school system

Fill in total number of ticks

| Put a tick for yes or a cross for no in the columns next to the questions. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Total yes | Total no |
|--|---|---|---|---|---|---|---|---|---|----|-----------|----------|
| 1. We should be able to wear anything we like to school, not just school uniforms. | | | | | | | | | | | | |
| 2. We should have sports before school, when it is cooler, rather than in the afternoon. | | | | | | | | | | | | |
| 3. The school day should be extended so that homework will not be necessary. | | | | | | | | | | | | |
| 4. Separate sex schools are better than schools with both boys and girls. | | | | | | | | | | | | |
| 5. Children should be consulted about school rules. | | | | | | | | | | | | |
| 6. Other | | | | | | | | | | | | |

Fill in your findings from the interviews in this table:

Table 1: Findings of the survey about changing the school system



| | | | | | | |
|---|----------------------|----------------|----------------------|------------------|-----------------------|-------|
| Fill in how many friends agree with the statement | | | | | | |
| | Discontinue uniforms | Morning sports | Extended school days | Same sex schools | Consultation on rules | Other |



Let's write

Now write up a report about your findings. You need to write at least two sentences on each of the questions.



Question 1: Did your friends agree that they should be able to wear anything they liked to school?

Question 2: What did your friends think about having sports before school?

Question 3: Did your friends agree that the school day should be extended so that they wouldn't have to do homework?

Question 4: Did your friends prefer mixed sex (co-educational) schools or same sex schools?

Question 5: Did your friends agree that learners should be consulted about school rules?

Question 6: What "other" question did you ask?

What did your friends think about the question you asked above.

Now that you have found out what people think about these things, what changes do you think should be made to the school system?





Let's read



We are all people of the world. We live everywhere, in crowded cities and in tiny towns. We live on white frozen planes and in hot green forests. We live in deserts, on mountain sides, and on islands in the sea.

We come in many colours. Some of us have warm, tan skins like sunlight on sand. Some of us have deep brown skins like rich chocolate. Some of us have rosy pink skins the colour of the sky at dawn. And some of us have skins touched with red. Our eyes and hair are different colours too. We have blue eyes, brown eyes, grey eyes or green eyes. Our hair is blond or brown or red or black. It may be straight or curly.

We come in all shapes and sizes. Some of us are tall and some are short. Some of us are thin and some of us are plump. We have many different ways of life and many different beliefs and customs. We like different sorts of foods. We build our houses in different ways. We belong to many different families, groups, tribes and nations.

But we are very much alike in many important ways. We all need food to eat. We all want to be safe, comfortable and happy. We all need love and friendship. We all like beautiful things.

And we all belong to one big family – the human family of nearly 7 billion people. We all have the same ancestors. Yes, we are all people of planet Earth, and we all began here, in South Africa.

(Source: *World book: Childcraft*, vol 8:7)



Let's write

The author mentions seven different kinds of places where people live. List them.

Mention the four ways in which the author says people are different.

In what ways are we all the same?



Let's read

All humans need food, clothing and shelter to stay alive. But we do not eat the same kinds of food. We do not wear the same kinds of clothes. Nor do we live in the same kinds of houses. Our families are different too.

Chloe is an Eskimo. She is 12 years old. She lives in northern Canada. She and her family live in the coldest part of the world and they dress in clothes made of animal skins to keep warm. They eat whale fat as well as bear and seal meat. The rich fat in these foods helps to keep their bodies warm. In the past, Eskimos lived in snow igloos or tents made of animal skins. Today they live in heated homes.



John lives in England. He is also 13 years old. He has been going to school since he was 3. He likes to eat fish and chips. He wears a school uniform and goes to school by bicycle in the summer. He's mad about soccer.

Ruth lives in Israel, on a kibbutz, which is a kind of farm. Ruth is 11 years old. On a kibbutz, parents and children do not live together. Parents stay in a house for grown-ups and the children stay in a house for children. Ruth goes to school on the farm and eats her lunch at the school.



Thirteen-year-old Adil lives in Malaysia in a village. The village has only one house. It is called a long house and can provide a home for as many as 50 families. The families elect a head for their big house.

Kwi is 7 years old. He lives in the desert in Botswana. He belongs to the San people. His father hunts wild animals for food. Kwi will go to a boarding school when he is older. Now he learns about his history through the songs and stories that his family tells him.



Eleven-year-old Kofi is from a village in Ghana. He lives in an Ashanti house with his mother and his mother's mother. In this house, Kofi calls all the women "mother", and all the children are his brothers or sisters.



Let's write

Fill in this table, using information from the descriptions you have just read.

| Name and age | Country | About his or her culture |
|--------------|---------|--------------------------|
| | | |
| | | |
| | | |
| | | |

The seven continents



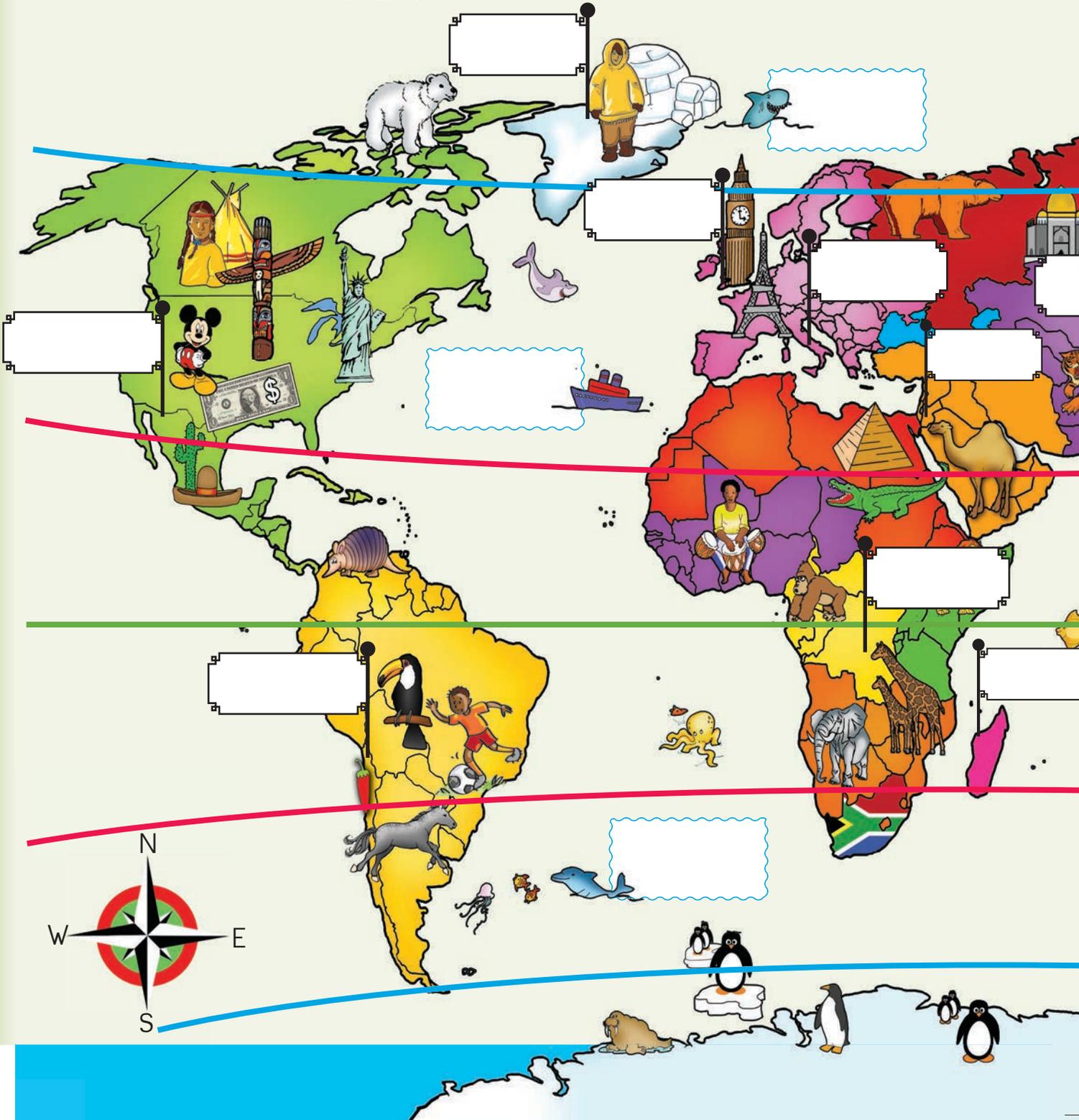
Let's do

Look at the map on the next page and then fill in the names of the seven continents and the major oceans.



Let's read

The lines of latitude and longitude shown on the map are imaginary lines that we use to find places on earth. The lines of latitude run from east to west (or left to right), and the lines of longitude run from the north pole to the south pole (top to bottom). So they cross one another.



Date: _____



Let's do

Label the map using the following information:

The **equator** is an imaginary line around the centre of the earth.

The **tropic of Cancer** is 23° north of the equator.

The **tropic of Capricorn** is 23° south of the equator.

The **Arctic Circle** is approximately 66° north of the equator.

The **Antarctic circle** is 66° south of the equator.

66°N

23°N

0°

23°S

66°S

TEACHER: Sign Date

FINISH

Term 4 - Weeks 3-4

29

Name a country in the southern part of Africa.

30

Which elephants have smaller ears: the Indian, or the African elephant?

31

Which ocean do you have to cross by ship if you want to go from South Africa to Australia?

32

Why is Somalia called the horn of Africa?

28

Where is the home of "Mickey Mouse"?

27

What do you think? Do penguins live only in Antarctica?

26

How many countries are there in South America?

25

How many countries are there in Africa?

24

Where do the Atlantic and the Indian Ocean meet in the south?

23

What is the main currency in Europe?

22

Why does the polar bear not freeze? Why do penguins not freeze?

21

See the igloo in Greenland. What is it made from?

20

Can you show where east is?

19

Can you show where north is on the map?

18

Which ocean do you have to cross by ship, to go to South America?

17

Can you show where south is?



Date: _____

Play this game with a friend. Flip a coin. Heads you move two places. Tails you move one place forward. Look at the map for answers.



1
In which country do you live?

2
Name one country in Africa.

3
What language do they speak in China?

4
Name two Australian animals.

5
What language do they speak in Australia?

6
Where can you find the Eiffel tower?

7
Name one of the big five animals in Africa.

8
Where can you find the Pyramids?

9
What currency do they use in the USA?

10
What is the national bird of South Africa?

11
What is the capital city of the United States of America?

16
Can you show where west is?

15
What is the biggest country by population size?

14
What is the biggest country in the world by area?

13
What is the capital city of Namibia?

12
What is the capital city of Brazil?



So many cultures



You are now going to do some more research of your own.



In South Africa we have many different cultures and religions. Interview someone whose religion is different from yours. Ask the person the questions in the table below, and then fill in the answers in the right-hand column.



| | |
|--|--|
| Who does the religion worship? | |
| Where does the worship take place? | |
| How often do the people worship? | |
| What religious ceremonies, festivals or services do they have? | |
| How do people dress for these celebrations? | |
| Do men and women worship together? | |

Choose one country and learn more about it by finding answers to these questions.



| | |
|--|--|
| Where is the country – on which continent? Mark the country on your map. | |
| What are some of the customs? | |
| What other information could you find that was interesting? | |

Date: _____

Adverbs of degree



Let's write



Jim



Jabu



Ajay

Complete these comparisons

Jim has many flowers.

Jim's trousers are long.

Jabu has flowers.

Jabu's trousers are .

Ajay has the flowers.

Ajay's trousers are the .



Bongji



Pam



Devi

Bongji is tall.

Bongji has a big book.

Pam is .

Pam's book is .

Devi is the .

Devi's book is the .

I have a little money.

This medicine tastes bad.

He has money.

This medicine tastes .

She has the money.

This medicine is the .



These are some adjectives that you just have to remember.

bad

worse

worst

good

better

best

little

less

least

many

more

most

TEACHER: Sign _____

Date _____



Let's read

KIDDY NEWS

Schoolboy (9) stumbles over the first human

15 August 2008

CRADLE OF HUMANKIND, South Africa — Nine-year-old Matthew Berger dashed after his dog, Tau, into the high grass here at Maropeng one sunny morning. He tripped over a log and stumbled onto a major archaeological discovery. “Dad, I’ve found a fossil!” Matthew cried out to his father, Dr Lee Berger, who had been searching for the bones of our ancient human ancestors for almost 20 years.

Young Matthew held the remains of a boy 1,27 metres tall, who had been just a few years older than Matthew himself when he died. When Dr Berger went over to find out why Matthew was calling him, he was surprised to see that his son was holding the collar bone of a hominid.

We use square brackets [like this] when we add words to complete what people said.

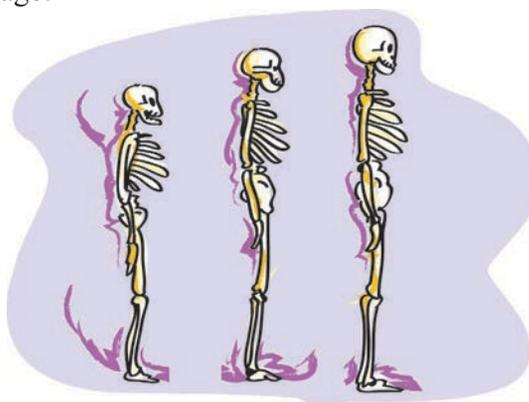
“I couldn’t believe it! I felt quite giddy,” Dr Berger said later. “And I almost died [of surprise].”

Dr Berger and his fellow researchers from the University of the Witwatersrand in Johannesburg have, since then, found much more of the boy’s skeleton, including his skull. They think it is possible that he and his family were looking for water and that other animals who were hunting them forced them to the edge of a ledge, from where they plunged to their deaths down a shaft 30 to 45 metres deep.



Dr Berger and a team of scientists said the fossils showed that the boy was a species of hominid. Hominids are the ancestors of human beings and other close relatives of humans.

The scientists named the species Sediba (which is a Sotho word that means fountain or water spring). The species walked upright on long legs but still climbed through trees. It had the same small teeth and facial features as modern humans, but its feet were primitive and its brain was very small. The scientists’ studies show the Sediba species lived about 1,78 million to 1,95 million years ago.



Date:



Let's write

What did the boy and his dog discover?

How do we know his father was surprised? Why was he surprised?

What are fossils?

What does Sediba mean? Why do you think they called the fossils Sediba?

In what ways were the Sediba species like humans?

In what ways were the species different from humans?

Imagine you are nine-year-old Matthew Berger. Write a diary entry for what happened that day.

Dear Diary

Date:

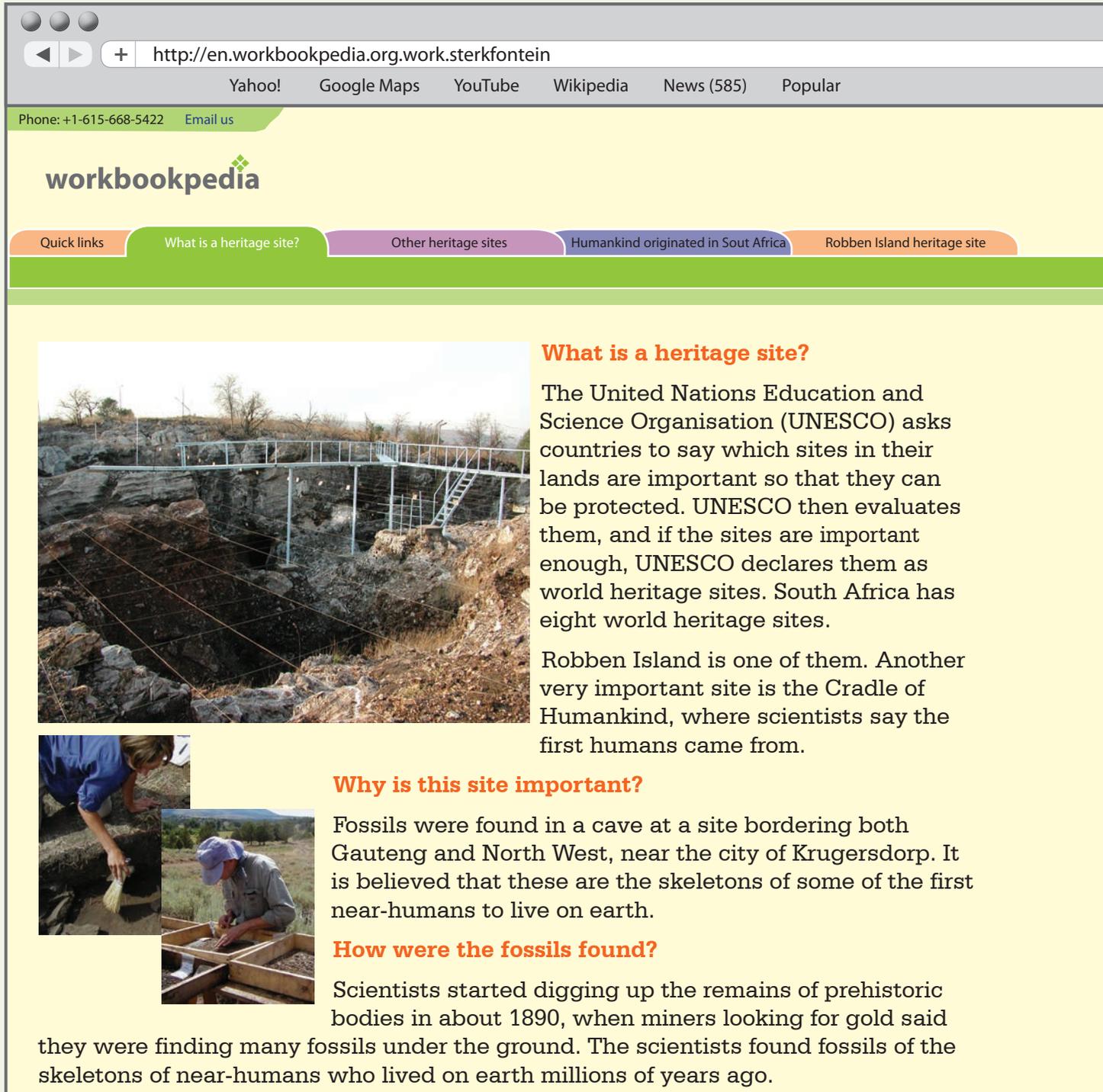
Today I was walking with my dog Tau



TEACHER: Sign

Date

We live on a planet that is constantly changing. Sometimes the changes are caused by natural forces, like earthquakes and the movement of the oceans. But some of the damage is done by humans, through the pollution of rivers and oceans and the destruction of the rainforests. All of these changes cause us to lose something that your children may never see, such as the rainforests or majestic animals like the Bengal tiger, which is almost extinct. We need to protect our heritage for future generations – your children and grandchildren.



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workbookpedia

Quick links: [What is a heritage site?](#) [Other heritage sites](#) [Humankind originated in Sout Africa](#) [Robben Island heritage site](#)

What is a heritage site?

The United Nations Education and Science Organisation (UNESCO) asks countries to say which sites in their lands are important so that they can be protected. UNESCO then evaluates them, and if the sites are important enough, UNESCO declares them as world heritage sites. South Africa has eight world heritage sites.

Robben Island is one of them. Another very important site is the Cradle of Humankind, where scientists say the first humans came from.

Why is this site important?

Fossils were found in a cave at a site bordering both Gauteng and North West, near the city of Krugersdorp. It is believed that these are the skeletons of some of the first near-humans to live on earth.

How were the fossils found?

Scientists started digging up the remains of prehistoric bodies in about 1890, when miners looking for gold said they were finding many fossils under the ground. The scientists found fossils of the skeletons of near-humans who lived on earth millions of years ago.



🔄 google

What is a heritage site?

Search 🔍



In 1947, Dr Robert Broom found the skull of an adult female, a prehistoric near-human called *Plesianthropus transvaalensis* in the Sterkfontein caves. People found this name very difficult to remember, so they gave the skull a nickname: Mrs Ples.

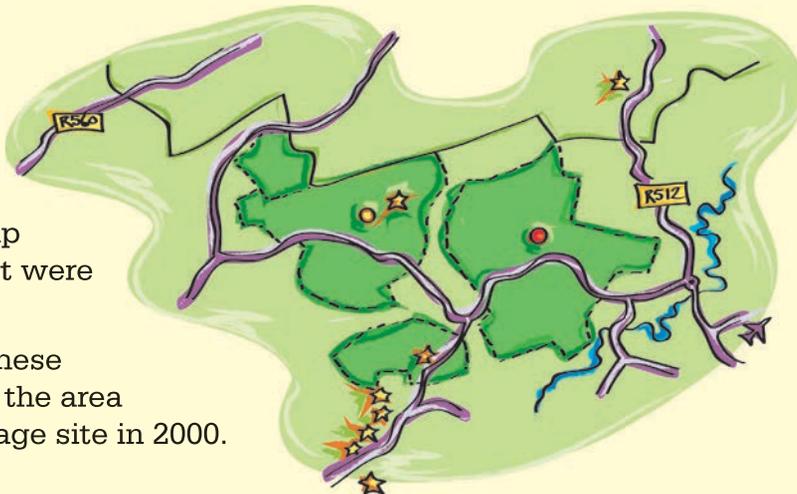
When did she live?

Mrs Ples lived millions of years ago, before fire was discovered or the first iron tools were made. Scientists believe that these hominids were the forefathers of modern people and that the human race originated in this vicinity. This is why it is called the Cradle of Humankind.

What other evidence do we have of the first humans coming from Africa?

In 1995, another scientist, Ronald Clarke, discovered the remains of another hominid in the same area. This skeleton was called Little Foot, because when scientists dug up the skeleton, the bones of a foot were the first parts they found.

Because of the importance of these discoveries, UNESCO declared the area around the caves a world heritage site in 2000.





Let's write

Discuss these questions with your partner, then write the answers in the spaces provided.

What is a heritage site?

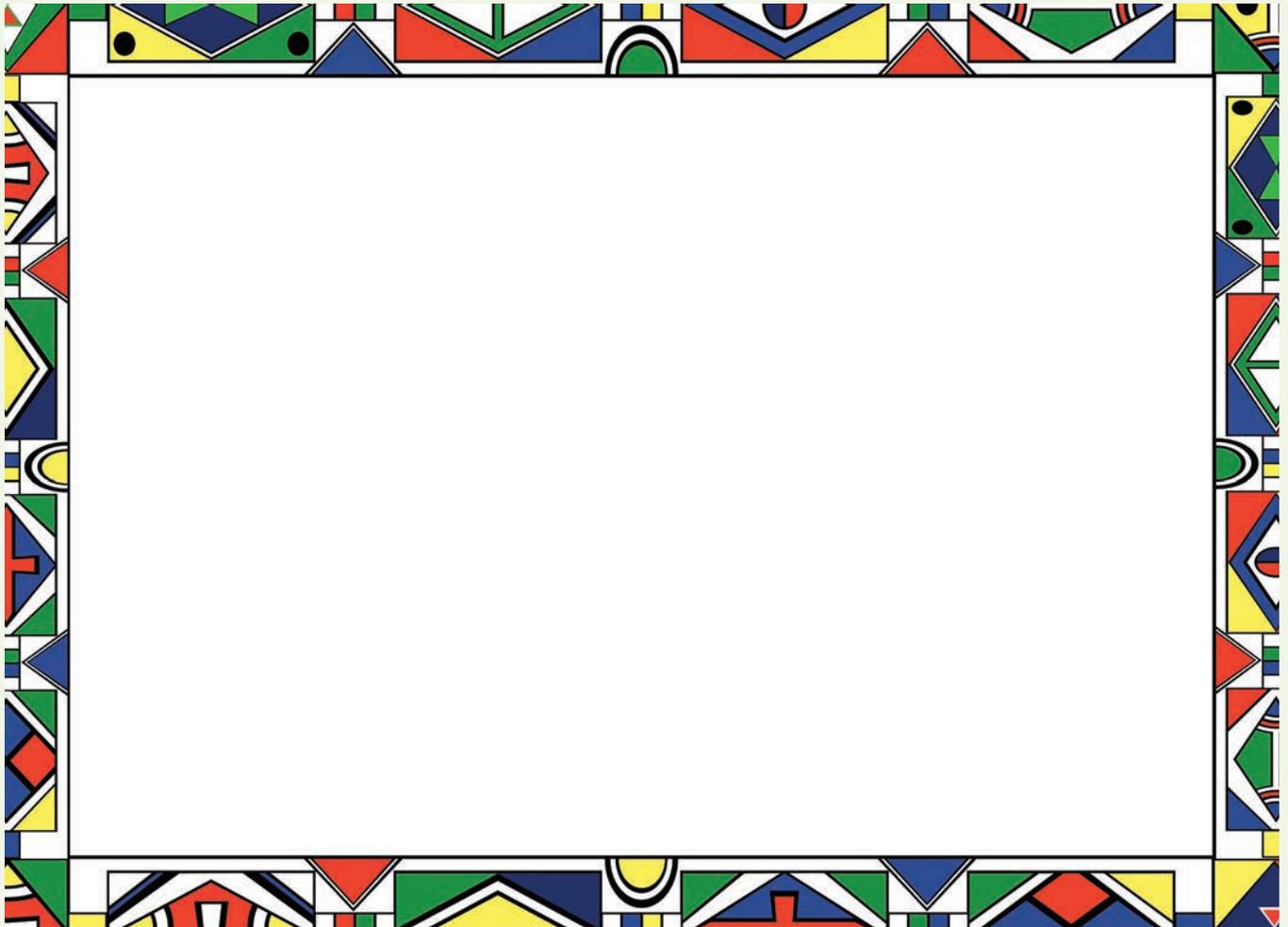
Why is the **Cradle of Humankind** so important to us as South Africans?



Let's write

Re-read the newspaper article about Matthew Berger and the internet report about the Cradle of Humankind, and make a poster to advertise the **Cradle of Humankind World Heritage Site**.

Design a poster. Your poster should make people want to visit the Cradle of Humankind, so use persuasive words and pictures.



Date: _____

More about language ...



Discuss these adverbs of frequency with your partner. They say how frequently you do things. Make up sentences that show exactly what each one means. Then write your sentences in the table below.



| Frequency | What I do |
|-------------|-----------|
| always | |
| usually | |
| often | |
| sometimes | |
| never | |
| hardly ever | |



Write sentences to describe actions using adverbs of frequency.

| |
|-------------------------------------|
| In the morning I always |
| Every afternoon I |
| On weekends I usually |
| At night I always |
| During the school holidays I always |
| On my birthdays I usually |
| On Saturday nights I often |
| During the winter I never |

Ambiguity

These two sentences each have double meanings. Work with a friend to work out what they mean. Draw a picture to show each ambiguous meaning.

| | |
|--|---|
| The lady hit the man with an umbrella. | Would you like to try on the dress in the window? |
| | |

Planning a pamphlet



Tear out the opposite page and fold it to form a Z-Card brochure. Design a brochure to advertise the Cradle of Humankind.

You will need to read the web page to gather information. The front page of the brochure should show the location of the site and must include a catch phrase or slogan. On each of the other pages draw a picture and write a description of what they will see.

Remember to include:

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

Design a front cover.

1

Write relevant information.

2

Write relevant information.

3

Write relevant information.

4

Write relevant information.

5

Give your contact details and address.

6



5



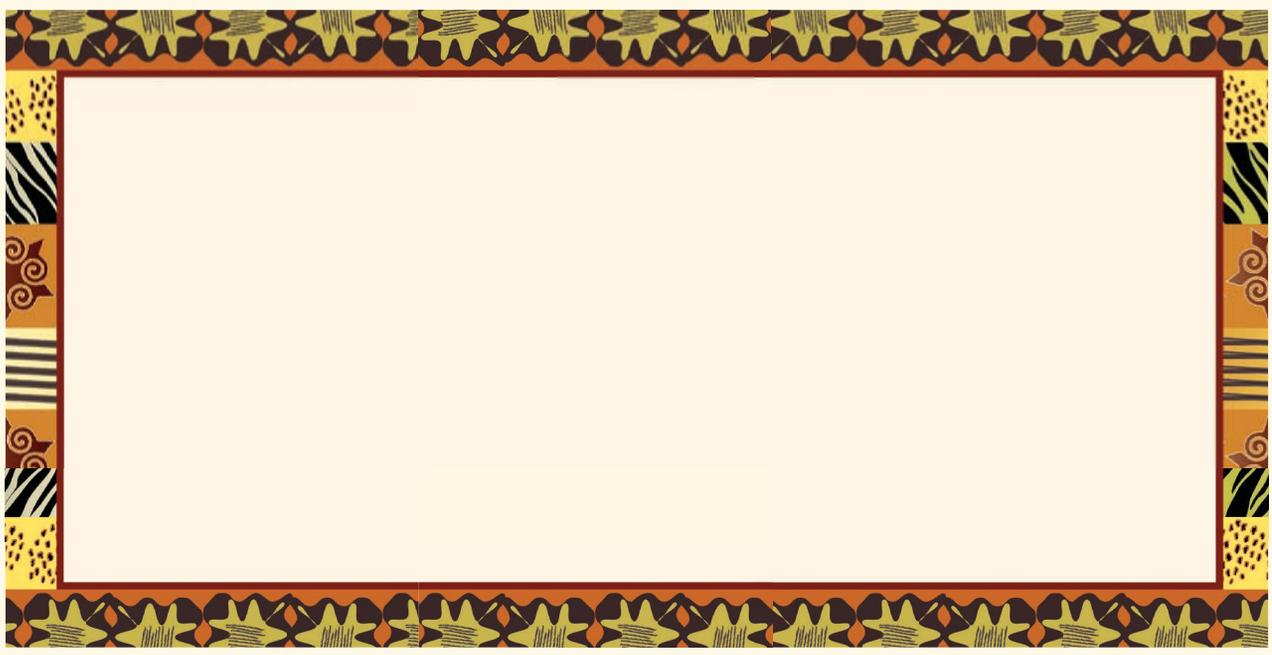
BACK PAGE: for general information such as your phone number, address and e-mail address.

6



FRONT PAGE: fold forward

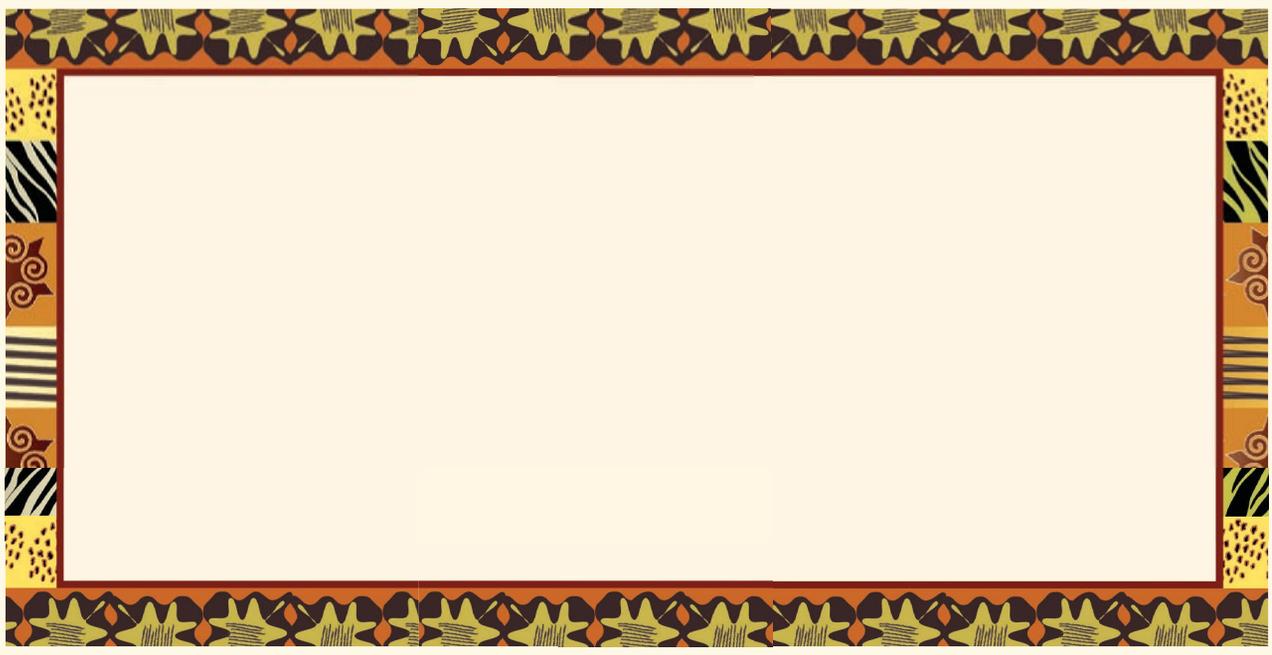
1



2



3



4

Theme 8: People, places and poetry

Term 4: Weeks 5 - 8

Weeks 5 - 6: Story time

113 The library monster 102

Reads narrative text.
Discusses questions based on the text.

114 Who's eating our books? 104

Reads narrative text.
Discusses different endings for the story.
Makes up a role play about an ending for the story and presents it.
Writes down the best ending for the story.

115 Book Week 106

Answers questions based on the text for Book Week.
Writes a diary entry describing the story.
Writes sentences in the negative form using contractions.

116 Write your own story 108

Uses the mind map to plan writing a story focusing on characters, plot, setting and events.

117 The children go camping 110

Reads narrative text.
Identifies synonyms in the text.

118 A veld adventure 112

Answers questions based on the story in the previous worksheet.
Matches the sentences to reflect cause and effect.
Combines sentences using conjunctions.
Writes a descriptive paragraph about a bushveld experience.

119 Being blind did not stop me 114

Reads a biography.
Sequences events mentioned in the biography.
Writes their name in Braille using the Braille alphabet chart.

120 Looking at language 116

Matches the verbs with the correct pictures.
Identifies the verbs, adverbs and prepositions in sentences.
Discusses the double meanings of the puns.

Weeks 7 - 8: Poetry for kids

121 Macavity, the mystery cat 118

Reads a poem.
Dramatises the poem.
Identifies the rhyming words in the poem.
Looks up words in a dictionary and records their meanings.

122 Thinking about the mystery cat 120

Reads the poem aloud.
Describes the cat.
Answers questions based on the poem.
Writes own poem about a clever animal.

123 Red Riding Hood and the Wolf 122

Reads a poem.
Answers questions based on the poem.
Makes up a role play about the poem.

124 Limericks 124

Reads the limericks.
Answers questions based on the limericks.
Writes own limericks.

125 Fun with poetry 126

Reads a poem.
Answers questions based on the poem.

126 It's New Year 128

Reads a poem.
Answers questions based on the poem.
Describes things they learned and succeeded in during the year.
Describes plans for the next year.





Let's read


Before you read

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

**While you read**

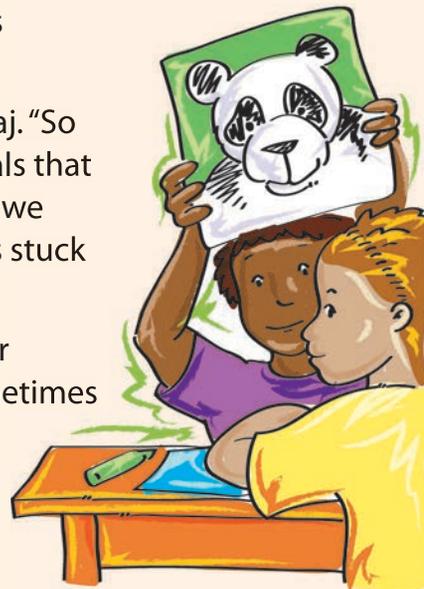
● Compare your predictions with what you read. ● If you don't understand a section, read it again slowly. Read it aloud.

"It's Book Week soon!" said Mrs Maharaj. Tumi and the rest of the class sat up, pleased. Book Week meant competitions and **outings** to the library in the town and lots of stories.

"This year the Book Week theme is wildlife," said Mrs Maharaj. "So we are going to draw posters and write stories about animals that are **endangered** and may become **extinct**. You remember, we talked about those last week." She pointed at some pictures stuck up on the wall.

"Some animals are in danger because people hunt them for their fur," said Tumi, who always knew everything. "And sometimes they die out because they can't get the right things to eat."

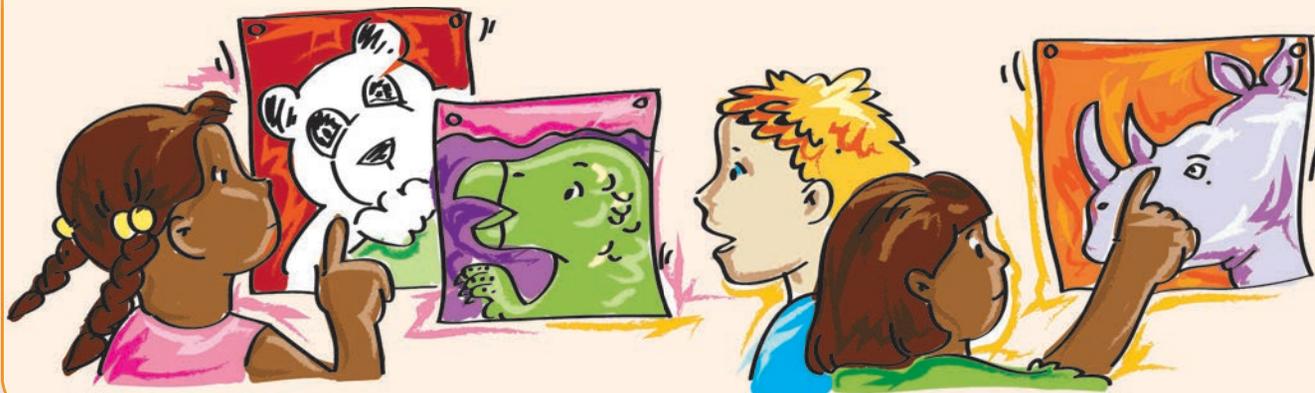
"You're right, Tumi," said Mrs Maharaj. "So, children," she went on, "start thinking about your posters and stories about these kinds of animals."

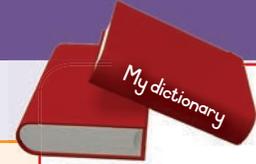


Some of the class drew pandas and bears. Some drew rhinos and cheetahs. Some drew the dodo and the South African quagga. But most of them – including Tumi – wrote about the dinosaur. Not just any old dinosaur, but a very special one. They wrote about the iguanodon, which they had learned about the previous week.

Tumi remembered the picture of the monster very well. It had two short forelegs and a short, but very thick tail. On its feet were five **stubby** toes. It had five fingers on each hand and a sharp, horny thumb. The iguanodon ate plants – and anything made from plants.

All the schools in the community took part in the town's Library Book Week. For some weeks before, the children were busy drawing and painting posters which would be sent to the library.





When the day came for the posters and stories to be displayed at the library, Tumi's class piled into the school's bus and set off. It was a cold winter's day and the wind was blowing.

When they arrived, the first thing the children did was to look for their posters.

"Here's mine!" said Tumi. It showed a smiling dinosaur with a flower hanging out of its mouth, to show it was the kind of dinosaur that ate plants.

"Here's my story about the polar bear!" said Anna.

"And here's what I wrote about the rhino!" said Thami proudly.

When all the children had arrived, Mrs Motha, the librarian, said, "I've got a surprise for you."

So the children sat down on the floor, and they wondered what the surprise could be.

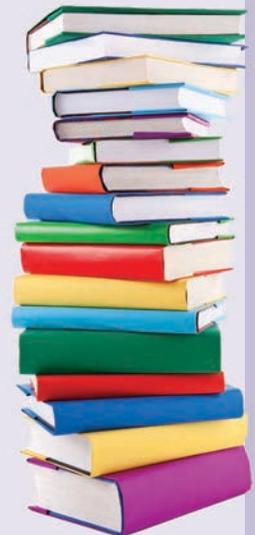
Then the door opened and in marched a polar bear wearing a beautiful patchwork waistcoat, followed by a lion and a panda. "They're real!" shouted one child. "No, no," said another. "They're dressed up. They're just people dressed up."

The polar bear did a little dance, jogging from side to side. Then she went round, shaking hands with all the children.



❖ Do you have a Book Week at your school or in your town? What is it like?

- ❖ Tumi gives two reasons why animals die out. What are they?
- ❖ Are the dodo and quagga already extinct or threatened with extinction? Do you know what they look like?
- ❖ What did Tumi like about Book Week?
- ❖ What was the name of the dinosaur the children knew about?
- ❖ Is the lion threatened with extinction? Why do you say so?
- ❖ What do the words in bold mean? Discuss this with a partner.





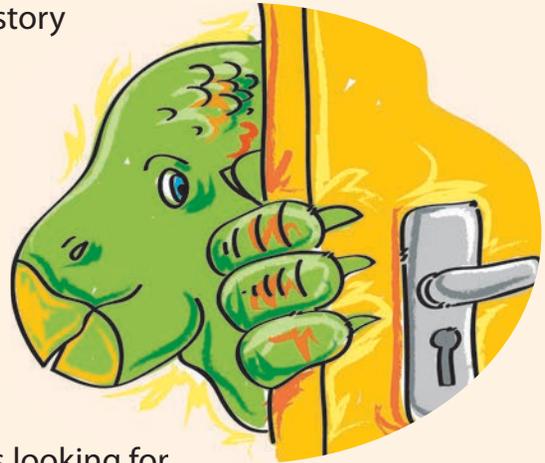
Let's read

Mrs Motha was just getting ready to start reading a story when the door opened and another figure loped in, waving its scaly head from side to side.

"Isn't that good!" said one of the teachers. "That's the best costume of all!"

"Oh, look!" said the children. "It's an iguanodon."

"Well!" said Mrs Motha. "A dinosaur!" She was a little surprised because she didn't remember ordering a dinosaur costume.



The dinosaur hopped over to the children as if it was looking for someone. Then it spotted Tumi right at the back. It hopped over to him and shook him by the hand. "Hullo!" said Tumi.

All the children wanted to shake hands with the dinosaur, so it went round holding out a scaly paw to them all.

The dinosaur then sat down beside Tumi. It yawned, put its head on its paws and fell asleep. Tumi tried to tell Mrs Motha about the dinosaur, but she wanted him to wait until she had read the story of the polar bear.

Tumi could not listen to the story because a very strange sound started coming from the creature next to him.

The dinosaur was snoring. The sound got louder and louder. Everyone turned round to have a look.

"Just ignore him," said Mrs Motha.

The iguanodon lived about 130 million years ago, eating plants, weighing about 2 000 kg, and standing nearly 3 metres at the hips and 6 to 10 metres tall. It gets its name from having teeth like the iguana lizard.



The story ended and still the dinosaur slept on.

All the children got up and started to look at the books. Mrs Motha was showing some children a book about birds, when she heard a voice behind her. It was the school principal.

"Sorry," said the principal. "I meant to get over earlier. Did it go all right? I see the costumes arrived."

"But," said Mrs Motha, looking puzzled, "if it isn't you in the dinosaur costume, who is it?"

"I tried to tell you," said Tumi. "I knew it wasn't someone dressed up."
 "Eeek!" said someone else, pointing to a section of the bookshelves. The dinosaur was eating its way through a book called *Great Oceans and Rivers of the World*.

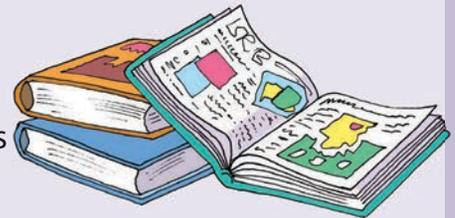
Tumi tried to explain. "It's an iguanodon," he said to Mrs Motha. "They eat plants and of course paper comes from wood and wood comes from trees and trees are plants. That's why it likes paper."

The children watched the dinosaur eating through Chapter Six of the book about oceans. "Oh dear," said Mrs Motha, "this is not good at all." The dinosaur spotted a pile of new storybooks. The brightly coloured covers were hard and shiny. "Crunch!" went the dinosaur. "Crunch!" And the first story book vanished between its huge jaws.

And everybody tried to think of a way to get rid of the dinosaur.



Nobody wants a dinosaur to eat their library. So what could the children in this story do to get the dinosaur away from the library? Discuss this and then role play your ideas for the class.



After you have seen the different role plays, decide which one is the best and write down that solution. Now you have an ending to the story of *The Monster in the Library*.

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



Let's write

Look back at this story. Answer these questions.



What events were planned for Book Week?



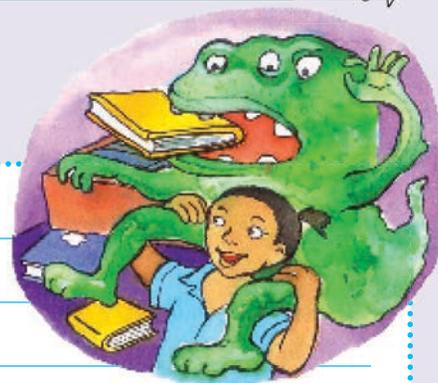
Let's do

What does the iguanodon look like? Read the description in the story and then draw it.



Let's write

Write a summary in the form of a diary entry saying what happened in the library today. Write in the first person using "I" and in the past tense.



Dear Diary

Today a monster came into the library and began to eat the books.



Talk to your friend about this table, and use it to help you to practise forming **negative** sentences using **don't** and **doesn't**.

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



Now write the short form for these negatives

| | | | | |
|---------------|-------------------|-------------------|------------------|----------------|
| do not | does not | should not | will not | cannot |
| don't | | | | |
| is not | should not | could not | would not | did not |
| | | | | |



Let's write

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

He doesn't like rugby.

Looking at contractions

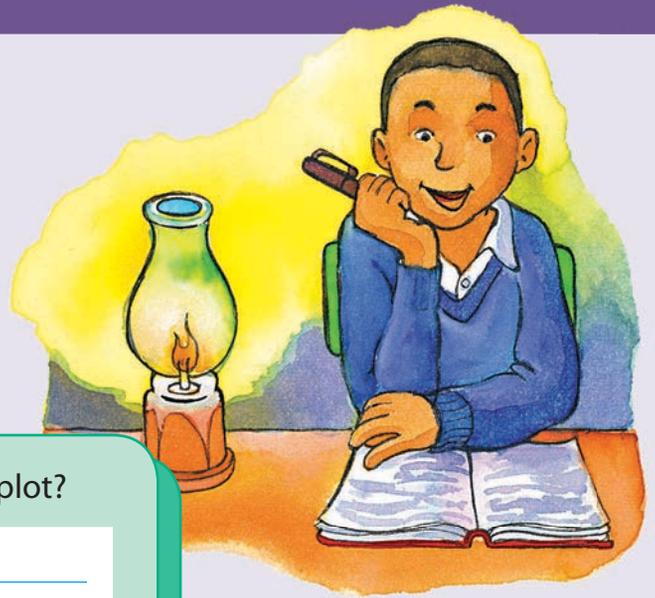
We form contractions by joining two words and inserting the apostrophe to show letters have been omitted.



Write your own story



Plan to write a story or a fairy-tale. First fill in your ideas on this mind map. Then use the mind map in writing your story on the next page.



Who are the characters?

What is the plot?

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



What is the title of your story?

What is the setting?

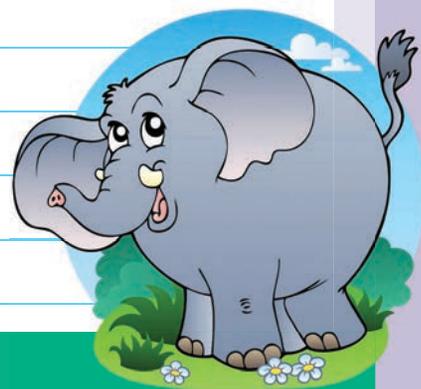
What happens first?

What happens next?

How does it end?

Date:

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TEACHER: Sign

Date

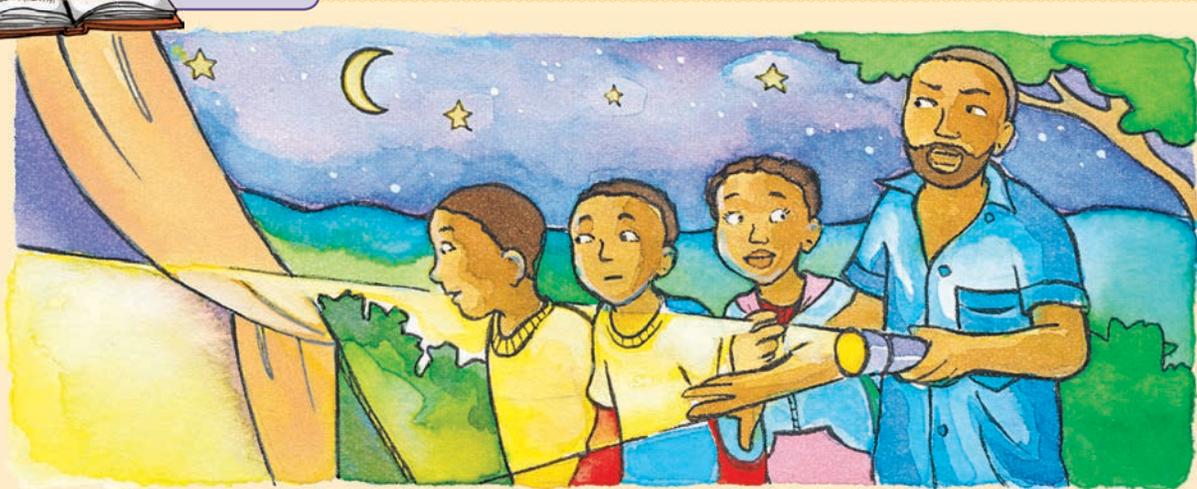
The children go camping



- ❖ What is the big difference between mammals and reptiles?
- ❖ How many reptiles can you mention?
- ❖ Tell the class about any encounter you may have had with a reptile.



Let's read



Vusi is just behind his friend Mike, who is opening the tent zip. Vusi jumps with shock as his friend lets out a blood-curdling yell, and crashes into Bonggi, who is right behind him.

"S...s...snake!" screeches Mike, as he reverses into Vusi.

Vusi's dad, Mr Mosoma, comes rushing from the camp fire. "How sure are you that it's a snake?" he asks, hiding a smile as he looks at the three shivering children.

"Its tongue shoots in and out of its mouth, Dad, and it looks like a huge lizard!" gasps Vusi.

"Please wait here, all of you, while I fetch a torch from the jeep. Perhaps it isn't a snake."

Bonggi touches Mike's shoulder. "How can it not be a snake? Do you know of any other animal that has a tongue shooting out of its mouth?" she asks.

Mike and Vusi shake their heads. They don't have an explanation.

Mr Mosoma returns with a torch in one hand and a shovel in the other. He calls Vusi to his side.

"Vusi, hold the torch for me so that I can get a good grip on the shovel," he says.

"Why me, Dad?" asks Vusi in a small voice.

"Don't worry; I'll go in first to look for the reptile."

Mr Mosoma lifts the tent door with one hand and Vusi shines the torch into the tent. The three children come a little closer, still keeping a safe distance between themselves and the tent.



"Yes, that's what I thought," mutters Mr Mosoma, turning to the children. "A Cape monitor. But how did it get in here? I thought I told you to fasten the tent floor to the sides."

Vusi looks at his tackies and the other two look at each other and shrug. They were in a hurry that morning, as usual. Vusi decides it is time to change the subject. "What's a Cape monitor, Dad? Does it bite or spit?"

Bongi is fascinated by the appearance of the giant lizard. In the torch light, white blocks stand out in a shiny pattern on its scaly black skin. It has long black nails on all four wrinkled paws. She jumps with fright as the animal lets out a loud hiss.

"Be careful, kids, this is a nasty piece of work. If it bites you, we will need a crow bar to open those jaws," says Mr Mosoma.

"Gross!" mumbles Mike as he moves back out of the circle of light.



Let's write

Read the story again and find synonyms for the following words in the story. (Reminder: synonyms are words like talk and speak, that have the same meaning.)

| | |
|-----------------|--|
| shrieks | |
| moves backwards | |
| comes back | |
| surprise | |
| unpleasant | |

A veld adventure



Let's write

Read the story about the Cape monitor again, and discuss the answers to these questions with your partner. Then fill in the answers in the spaces below.

| In what order are the children walking towards the tent? | | |
|---|-----|-----|
| 1st | 2nd | 3rd |
| Do you think Vusi has ever seen a Cape monitor (a leguaan) before? Why do you say so? | | |
| | | |
| Why does Vusi bump into Bongji? | | |
| | | |
| Is Mr Mosoma afraid of reptiles? Why do you say so? | | |
| | | |
| How do we know the children are afraid of reptiles? | | |
| | | |
| How did the Cape monitor get into the tent? | | |
| | | |



Let's write

We often want to talk about the cause and effect of something. To do so, we use **because** or **so**. Match the sentences in the green column with the cause or effect in the blue column.

The monitor came into the tent.

The monitor felt cornered by the children.

Mr Mosoma went to the jeep.

Mike gave a big step backwards.

Vusi has never seen a liguaan.

He wanted to fetch a torch.

He collided with Vusi.

He thinks he is looking at a snake.

The children had not fastened the tent floor.

It hissed and shot its tongue in and out of its mouth.

Now use **because** or **so** to combine the sentences, and write the new sentences on the next page.

Date: _____



Let's write

Write two paragraphs about time that you have spent camping in the bushveld. (If you have never been camping, describe what you think it would be like.) Use the following words to help you. Describe how you felt, what it smelled like, what you heard, the texture of the grass and trees.

My bushveld experience

tent spade bucket water wood fire three-legged
pot mosquitoes tree impala soft reptile hyena alone scared crickets
rough dirt roads game park farm prickly
tyre freshness birds chirping



TEACHER: Sign _____

Date _____



Let's talk

Have you ever felt that you want to give up? That things are just too difficult? Do you have problems that take your mind away from your school work?



Let's read

Let's read about a child who did not give up.

My name is Obert Maguvhe. I was born in 1967 in a rural village in Venda, in the Limpopo province. When I was six I got measles, a common childhood disease. I was unlucky – there were complications, and I went blind. I felt hopeless, powerless and lost. How was I ever going to go on with life?

I attended the Bosele School for the Blind in 1973, and there I learned to read in Braille. I took full advantage of the good education. I knew I had to get a good matric. School children sometimes don't realise how important it is to work hard at school, and they regret it later in life.

After school, in 1987, I went to study at the University of the North in Limpopo, and in 1991, I started postgraduate studies at the University of the Witwatersrand in Johannesburg. I wanted to study to become a lawyer. I knew of many blind lawyers. But my grandmother said I should become a teacher. She was right – that's where my heart is.

In 1997, I obtained a Fullbright Fellowship. This meant that I could go to America to study for a Master's degree at Boston College. I was bowled over. Me, Obert Maguvhe, off on a plane to some place far from my home in a rural village in Venda! Next stop America! I couldn't imagine it. But I got on that plane, and I made that journey. I lived alone in the United States and did the two-year programme in just twelve months. My professors thought I was an exceptional student and I came back home a year earlier than we all expected.

Seven years after I came back from the US, I completed my doctorate at the University of Pretoria. Anything is possible if you believe in yourself and you're prepared to work hard. The sky is the limit! Something that helped me believe in myself at an early age was that my father expected me to do all the chores done by non-disabled children, like herding cattle and goats and weeding our mealie field. Strangely enough, my best friend in the village was a deaf boy. Although we didn't use sign language to communicate, we understood each other and we played together like any other kids. We moulded animals and birds from clay, we swam, we milked the goats and we climbed trees. So although I couldn't see, and my friend couldn't hear, it never occurred to me that these things made us somehow less than anyone else.

In 2008 I joined the Department of Basic Education to direct a section of the Kha Ri Gude literacy campaign. The campaign aims to teach 3.5 million South African adults to learn to read and write, and my section is in charge of teaching blind adults to read in Braille. We can't use our eyes to read, so we use our fingers!

I was excited in 2013 when I was appointed as an Associate Professor at the University of South Africa. In my new post I am required to train teachers to teach children who have disabilities. It is wonderful to be in a position to help others.

My message for young people is to study all you can while you're at school. Don't let hard times or sadness get you down. All of us deserve to have our dreams, and all it takes to make them come true is hard work!



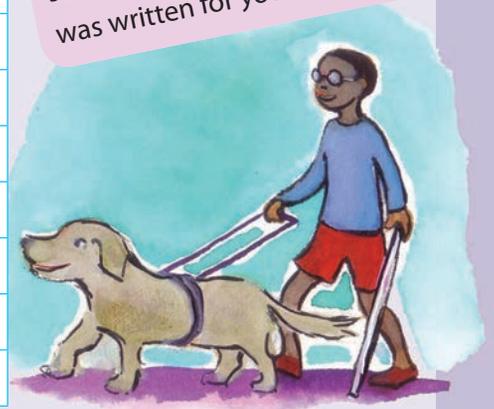


Let's write

Fill in what happened in Dr Obert Maguvhe's life in these years. Go back and read his biography again if you can't remember all the details. You may have to calculate the years if they are not given in the story.

| Year | What happened |
|--|---------------|
| 1973 | |
| 1987 | |
| 1991 | |
| 1997 | |
| 2004 | |
| 2008 | |
| 2013 | |
| What special message does Obert have for all young people? | |
| | |
| | |

An autobiography is a story that someone writes about his or her own life. A biography is written by someone else. This autobiography was written for you by Obert.



Let's do

What is Braille?

Braille is a system used by blind people to read and write, using their fingers. Each letter of the alphabet is represented by a pattern of raised dots, which they can feel and recognise with their fingertips. The table below shows you what the Braille alphabet looks like.



| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | | |
| A | B | C | D | E | F | G | H | I |
| | | | | | | | | |
| J | K | L | M | N | O | P | Q | R |
| | | | | | | | | |
| S | T | U | V | W | X | Y | Z | |

Write your name in Braille. Put the letters of your name in the bottom row and then copy the dots for each letter in the top row.

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

Verbs



Match the verbs with the correct pictures. Fill in the number of the picture next to the correct verb. Do not use a verb more than once.

- cook
- do
- drink
- drive
- eat
- go
- have
- like
- listen
- live
- play
- read
- speak
- bake
- watch
- wear
- ride
- blow out

| | | |
|-----------------------------|---|-------------------------------|
| <p>1 in a flat</p> | <p>2 a bike</p> | <p>3 pet</p> |
| <p>4 cake</p> | <p>5 German</p> <p>Mein Name ist Heidi</p> | <p>6 a VW</p> |
| <p>7 a newspaper</p> | <p>8 to the radio</p> | <p>9 to the movies</p> |
| <p>10 television</p> | <p>11 the candles</p> | <p>12 tennis</p> |
| <p>13 a sandwich</p> | <p>14 coffee</p> | <p>15 junk food</p> |
| <p>16 dinner</p> | <p>17 homework</p> | <p>18 glasses</p> |

Verb phrases

Verb phrases refer to the verbs and the helping words such as **was, is, am, are.**

Underline the verbs in these sentences and then circle the words that help the verbs.

I am waiting for Ann.

The school bus is coming.

My bike was tied to the tree.

John is eating an apple.

The children are playing in the park.

My kite was blown away.

Our class is going to the zoo.

Noun phrases

A **noun phrase** is a group of words in a sentence that acts like a noun.

Joseph went to town. (**Joseph** is a noun.)

My big brother went to town. (My big brother is a noun phrase.)

Underline the noun phrases in these sentences.

My little sister is six.

My brother had a party.

The big house was on fire.

The old lady cleaned her house.

My beautiful flowers drooped in the sun.

My old bike was stolen.

The high mountain was covered in cloud.



Fun with puns

Read these puns and talk about their double meanings.

A boiled egg for breakfast is hard to beat.



**Time flies like an arrow.
Fruit flies like bananas.**

When a clock is hungry it goes back four seconds.



Being struck by lightning is a shocking experience!

I'VE BEEN TO THE DENTIST MANY TIMES SO I KNOW THE DRILL.

Sign on a pig farm gate.

No porking in the driveway

Can you remember these figures of speech?

Metaphor

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

Example: *She has a heart of gold.*

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

Assonance

Example: *Do you like blue shoes?*



Macavity, the mystery cat



Let's read

Read the poem *Macavity the Mystery Cat*. Dramatise the poem to demonstrate the mysterious ways of the cat.

- Circle the words in the poem that rhyme.
- Look up the words that appear in bold in the text. Write down their meanings in the box along the side of the poem.



Macavity, the mystery cat

Macavity's a mystery cat, he's called the hidden paw –
 For he's the **master criminal** who can **defy** the law.
 He's the bafflement of Scotland Yard, the Flying Squad's despair:
 For when they reach the scene of crime – *Macavity's not there!*

Macavity, Macavity, there's no one like Macavity,
 He's broken every human law, he breaks the **law of gravity**.
 His powers of floating would make a **fakir** stare,
 But when you reach the scene of crime – *Macavity's not there!*
 You may seek him in the basement, you may look up in the air –
 But I tell you once and once again, *Macavity's not there!*

Macavity's a ginger cat, he's very tall and thin;
 You would know him if you saw him, for his eyes are **sunken** in.
 His brow is deeply lined with thought, his head is **highly domed**;
 His coat is dusty from **neglect**, his whiskers are uncombed.
 He sways his head from side to side, with movements **like a snake**;
 And when you think he's half asleep, he's always wide awake.





Macavity, Macavity, there's no one like Macavity,
 For he's a **fiend in feline** shape, a monster of **depravity**.
 You may meet him in a by-street, you may see him in the **square** –
 But when a crime's discovered, then *Macavity's not there!*

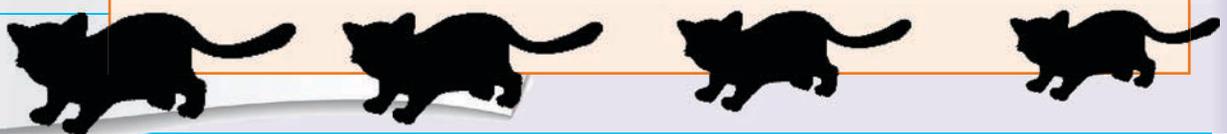
He's outwardly respectable. (They say he cheats at cards.)
 And his footprints are not found in any files of **Scotland Yard's**.
 And when the **larder's looted**, or the jewel case is **rifled**,
 Or when the milk is missing, or another Peke's been stifled,
 Or the greenhouse glass is broken, and the **trellis** past repair –
 There's the wonder of the thing! *Macavity's not there!*

Macavity, Macavity, there's no one like Macavity,
 There never was a Cat of such **deceitfulness** and **suavity**.
 He always has an alibi, or one or two to spare:
 And whatever time the deed took place –
 MACAVITY WASN'T THERE!
 And they say that all the Cats whose wicked deeds
 are widely known
 (I might mention Mungojerrie, I might mention Griddlebone)
 Are nothing more than agents for the Cat who, all the time,
 Just controls their operations: the Napoleon of crime!

Macavity, Macavity, there's no one like Macavity,
 He's a fiend in feline shape, **a monster of depravity**.
 You may meet him in a by-street, you may see him in the square
 But when a crime's discovered then Macavity
 Macavity, Macavity, Macavity –

When a crime's discovered, then Macavity's not there!

TS Elliot (with amendments)



Thinking about the mystery cat



Let's read

Read the poem aloud and then talk about the description of the cat. Which of these pictures represents Macavity?



Let's write

Which sentences in the poem tell you how Macavity looks?

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

What, in the description of Macavity, tells us he is intelligent?

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

What does the "Napoleon of crime" mean?

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

Why is the cat called the "hidden paw"?

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

The poet uses personification when he describes Macavity as having human characteristics. What human features does he say the cat has?

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

Date: _____



Let's write

Now write a poem of your own about a clever animal.

Describe the features of the animal. What does it do that makes it clever? Discuss the animal with your group. Write down words that describe the animal. Then add words that rhyme with the words you already have. Use the rhyming words at the end of each pair of lines. Write a draft on rough paper before you write your poem in your book.

Handwriting practice area with blue horizontal lines. A small illustration of a ginger and white tabby kitten is peeking over the top right corner of the writing area. At the bottom right of the writing area, there is a large, rounded rectangular box with a yellow border, intended for drawing.

Illustrate your poem.

TEACHER: Sign _____

Date _____

Red Riding Hood and the Wolf



Let's read

We all know the story about Red Riding Hood and the wolf.

Read this poem aloud as a group. You will see it is very similar to the story you know, except that the poet twists the story to show that the girl defends herself against the wolf.



A verse is a group of lines in a poem. Some poems have one verse, some poems have many verses. How many verses does this poem have?

As soon as Wolf began to feel
That he would like a **decent** meal,
He went and knocked on Grandma's door.
When Grandma opened it, she saw
The sharp white teeth, the **horrid** grin,
And Wolfie said, "May I come in?"
Poor Grandmamma was terrified,
"He's going to eat me up!" she cried.
And she was absolutely right.
He ate her up in one big bite.
But Grandmamma was small and tough,
And Wolfie wailed, "That's not enough!
I haven't yet begun to feel
That I have had a decent meal!"
He ran around the kitchen yelping,
"I've got to have a **second helping!**"
Then added with a frightful **leer**,
"I'm therefore going to wait right here

Till Little Miss Red Riding Hood
Comes home from walking in the wood."

He quickly put on Grandma's clothes,
(Of course he hadn't eaten those).

He dressed himself in coat and hat.
He put on shoes, and after that,
He even brushed and curled his hair,
Then sat himself in Grandma's chair.

In came the little girl in red.
She stopped. She stared. And then she said,

"What great big ears you have, Grandma."
"All the better to hear you with,"
the Wolf replied.

"What great big eyes you have, Grandma."
said Little Red Riding Hood.
"All the better to see you with,"
the Wolf replied.

He sat there watching her and smiled.
 He thought, I'm going to eat this child.
 Compared with her old Grandmamma,
 She's going to taste like **caviar**.
 Then Little Red Riding Hood said,
 "But Grandma, what a lovely great big
 furry coat you have on."

"That's wrong!" cried Wolf.
 "Have you forgot
 To tell me what *big teeth* I've got?
 Ah well, no matter what you say,
 I'm going to eat you anyway."
 The small girl smiles. Her black
 belt drops.

She gives the wolf karate chops.
 She aims them at the creature's head,

A few chops later she sees him dead.

Some weeks later, in the wood,
 I came across Miss Riding Hood.
 But what a change! No cloak of red,
 No silly hood upon her head.
 She said, "Hello, and do please note
 My lovely furry wolfskin coat."

Roald Dahl (with adaptations)



Let's write

What parts of this poem are similar to the *Red Riding Hood* fairy tale?

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

How is the ending of the poem different from the ending of the fairy tale? (How does the girl defend herself?)

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

How do we know the poet met Red Riding Hood? (Look at the last verse of the poem.)

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



Role play

Make up a role play of the poem. You will need the following characters: Red Riding Hood, the grandmother, the wolf and the poet.



Let's read

Read the limericks and then answer the questions.



There once was a poor boy named Sid
 Who thought he knew more than he did.
 He thought that a shark
 Would flee if you bark.
 And he swam out to try it ... poor kid!

A painter, who lived in Great Britain,
 Interrupted two girls with their knitting.
 He said, with a sigh,
 "That park bench you know I
 Just painted it, right where you're sitting."



I need a front door for my hall;
 The replacement I bought was too tall.
 So I hacked and I chopped it
 And carefully lopped it;
 And now the dumb thing is too small.

Date: _____



Let's write

How many lines does a limerick have?

Which lines rhyme?

How many syllables are there in each line?

| Line 1 | Line 2 | Line 3 | Line 4 | Line 5 |
|--------|--------|--------|--------|--------|
| | | | | |



Let's write

Now write your own limerick, starting like this:

There once was a girl called Jill

Now make a list of words that rhyme with the last word in the first line – in this case, Jill. Your list of rhyming words might include: hill, drill, pill, skill, bill, will and ill.



Let's write

Try this one using words that rhyme with Ben.

You could use words like ten, hen, pen, when or then.

There was once a boy called Ben



TEACHER: Sign

Date



Let's talk



Let's read

Have you ever seen an iguana?
How do they feel?
What are they like?



I'm walking with my iguana

When the temperature rises to above eighty-five,

my iguana is looking like he's coming alive.

So we make it to the beach, my iguana and me,

then he sits on my shoulder as we stroll by the sea ...

Well if anyone sees us we're a big surprise,

my iguana and me on our daily exercise,

till somebody phones the local police

says I've got an alligator tied to a leash.

It's the spines on his back that make him look grim,

but he just loves to be tickled under his chin.

And I know that my iguana is ready for bed

when he puts on his pyjamas and lays down his sleepy head.

With my iguana... and my piranha

and my chihuahua and my chinchilla,

with my gorilla, my caterpillar...

and I'm walking with my iguana...

When the temperature rises to above eighty-five,

my iguana is looking like he's coming alive.

So we make it to the beach, my iguana and me,

then he sits on my shoulder as we stroll by the sea ...

Well if anyone sees us we're a big surprise,

my iguana and me on our daily exercise,

till somebody phones the local police

says I've got an alligator tied to a leash.

It's the spines on his back that make him look grim,

but he just loves to be tickled under his chin.

And I know that my iguana is ready for bed

when he puts on his pyjamas and lays down his sleepy head.

With my iguana... and my piranha

and my chihuahua and my chinchilla,

with my gorilla, my caterpillar...

and I'm walking with my iguana...

Brian Moses



Let's write

Match these words with the correct description. Say the names of the animals and listen to the sounds.

- piranha
- chinchilla
- chihuahua
- gorilla
- caterpillar
- alligator

- small rodent with a bushy tail
- small dog
- fish with sharp teeth
- large ape
- like a crocodile but has a shorter snout
- soft body, many legs, looks like a worm and can be brightly coloured



Let's write

Read the poem carefully and then answer these questions.

Do you think the writer was really walking with his iguana or is this just a funny poem? Why do you say so?

The writer talks about the temperature being 85°F. What is this temperature in Celsius?

Why do you think people might think the iguana is an alligator?

Would you be surprised to see someone taking his pet iguana for a walk? Why?

Would you phone the police if you saw such a sight? Why?

What words rhyme in this poem? Mention four pairs of rhyming words.

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



Let's read

Read the poem.

Hooray! Hooray!
It's New Year's Day

Hooray! Hooray! It's New Year's Day!

The day we start anew.
 So this year I've decided
 to become a kangaroo.

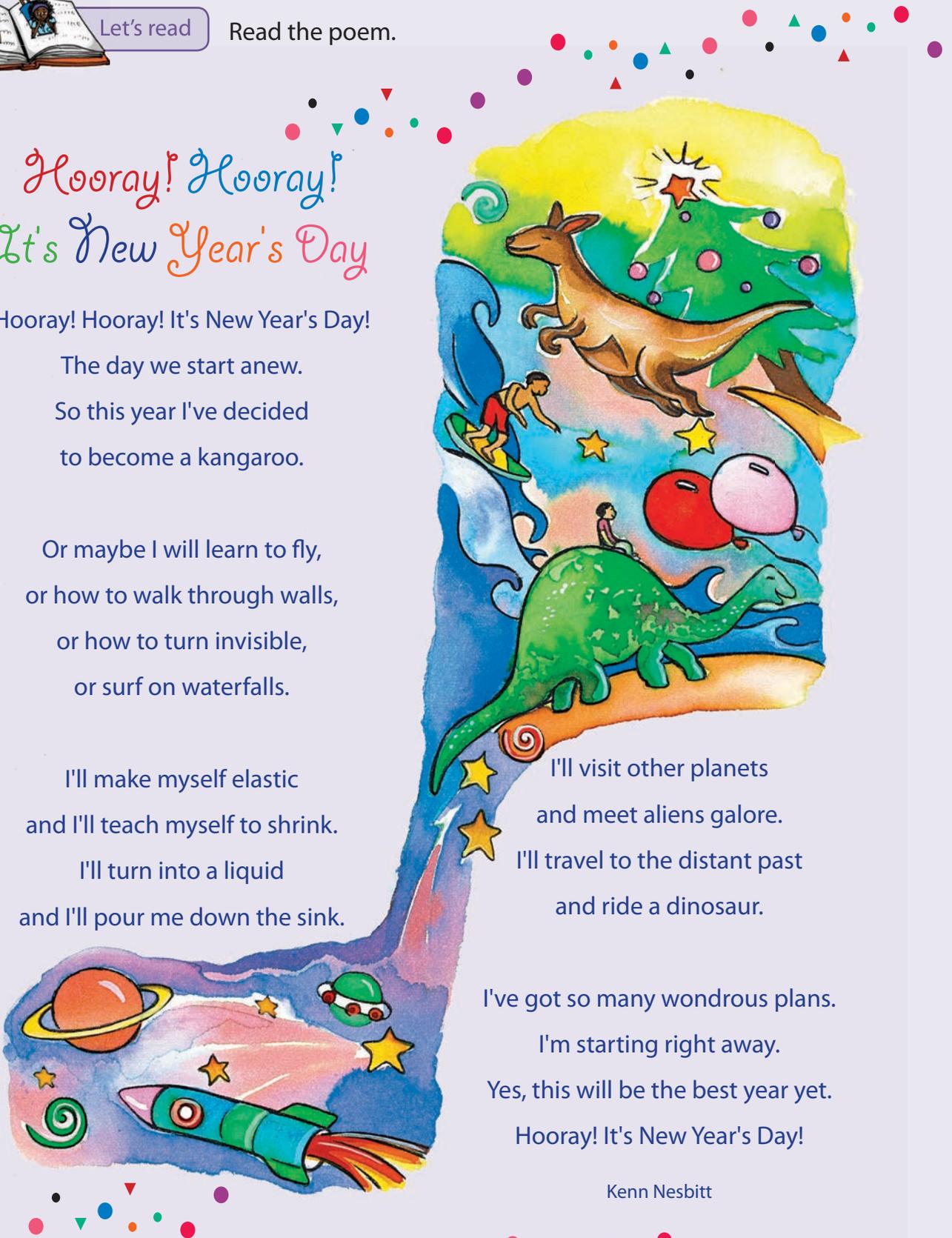
Or maybe I will learn to fly,
 or how to walk through walls,
 or how to turn invisible,
 or surf on waterfalls.

I'll make myself elastic
 and I'll teach myself to shrink.
 I'll turn into a liquid
 and I'll pour me down the sink.

I'll visit other planets
 and meet aliens galore.
 I'll travel to the distant past
 and ride a dinosaur.

I've got so many wondrous plans.
 I'm starting right away.
 Yes, this will be the best year yet.
 Hooray! It's New Year's Day!

Kenn Nesbitt



Date: _____

| I can | 😊 | ☹️ |
|--|---|----|
| read a narrative text | | |
| discuss questions based on a narrative text | | |
| discuss an appropriate ending for a story | | |
| role play an ending for a story and present it to the class | | |
| write down alternative endings for a story | | |
| write a diary entry using the first person | | |
| use the negative form and contractions | | |
| write a story or a fairy-tale focusing on characters, plot, setting and events | | |
| match cause and effect sentences | | |
| use conjunctions | | |
| write a descriptive paragraph | | |
| read a biography | | |
| identify verbs, adverbs and prepositions | | |
| discuss the double meanings of puns | | |
| read a poem | | |
| dramatise a poem | | |
| identify rhyming words in a poem | | |
| read a poem aloud | | |
| discuss a character description | | |
| answer questions based on a poem | | |
| write a poem | | |
| make up a role play about a poem | | |
| read limericks | | |
| answer questions based on limericks | | |
| write a limerick | | |
| give examples of similes | | |
| give examples of the different poetic devices (eg metaphor) | | |
| write a formal letter | | |

You are special.
Your whole body is special.
Your body belongs to you!



NOBODY
should touch
your private
parts.

You need to tell someone if anybody touches your private parts.

You need to tell someone if anybody makes you do things that you do not want to do.

Who to call for help:

Child Line: 0800 05 55 55

SAPS Crime Stop: 086 00 10111

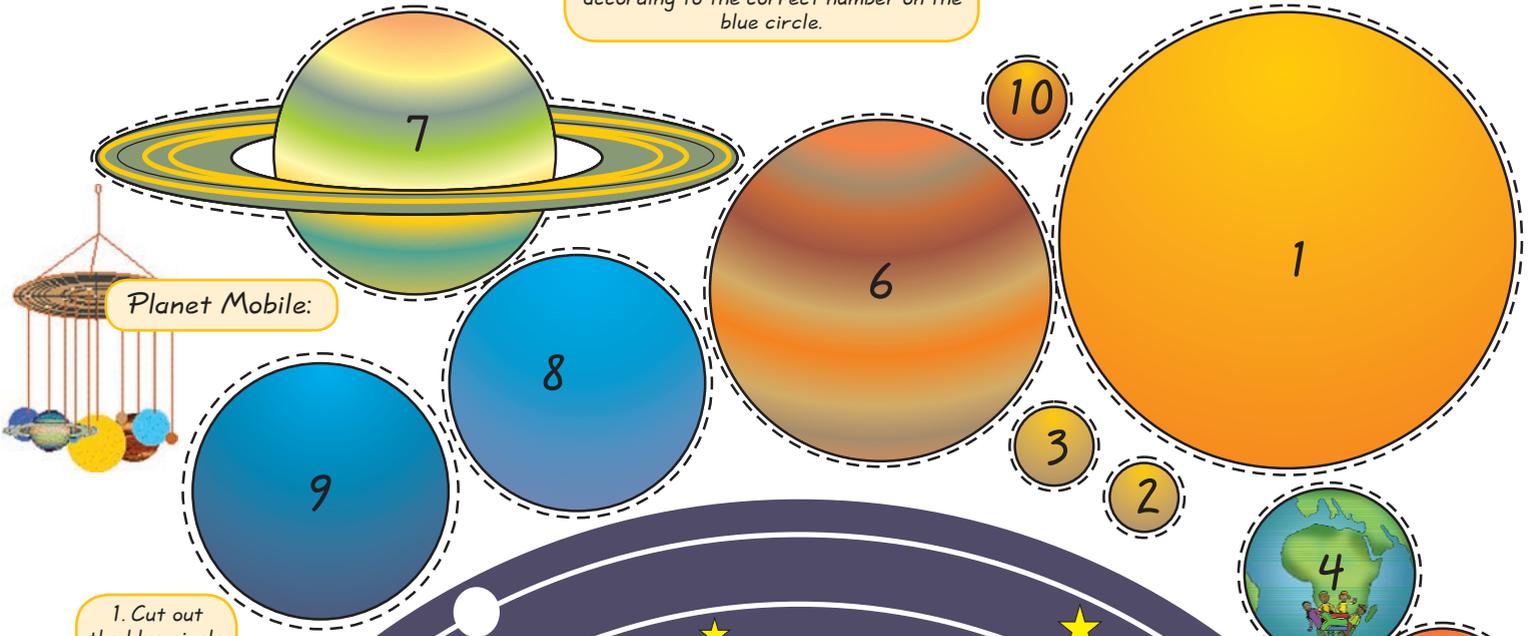
SAPS Emergency Number: 10111

Life Line: 0861 322 322

Child Protection Unit: 012 393 2359/2362/2363

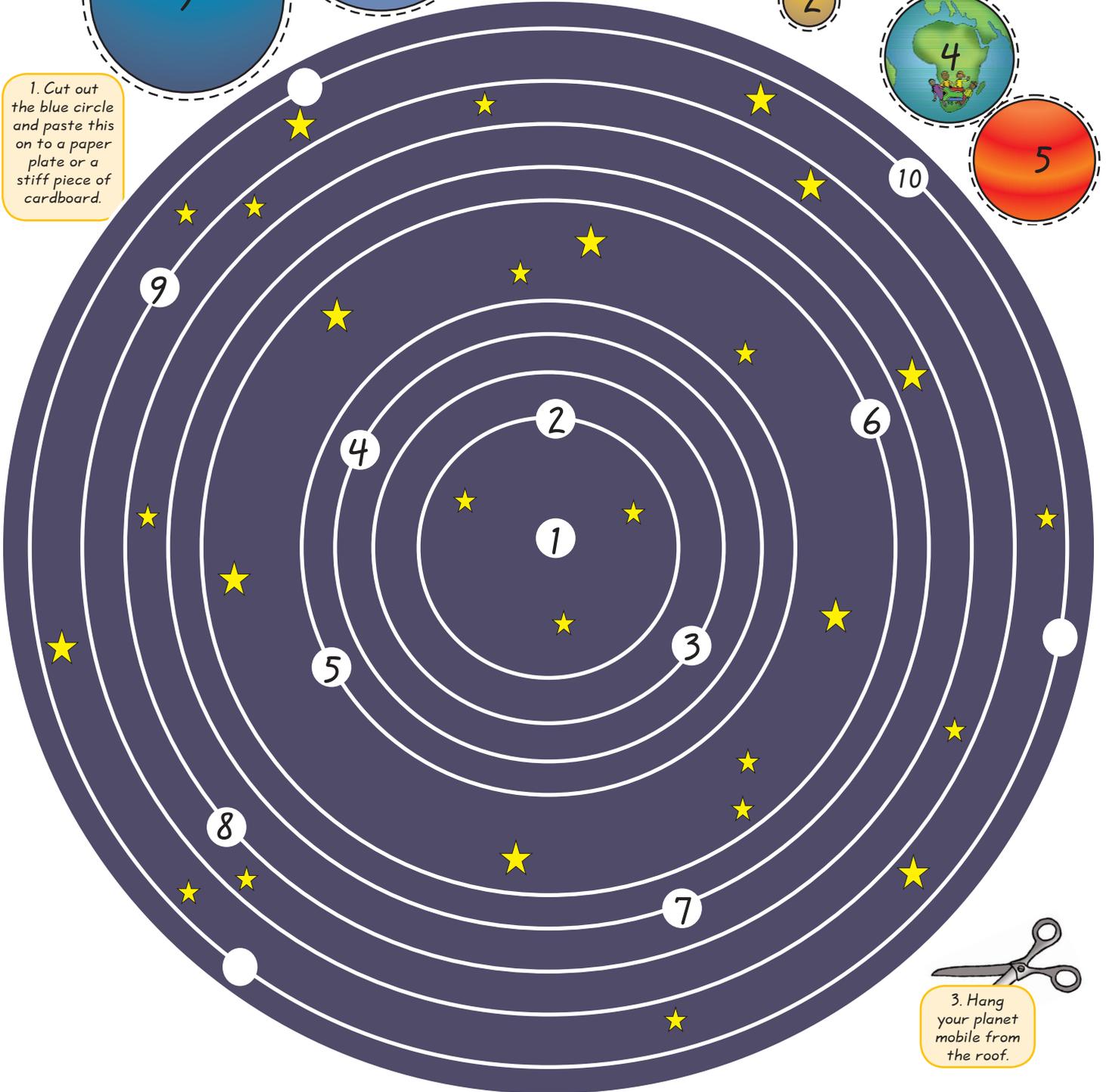


2. Cut out the planets. Attach a thin piece of string to each and hang them according to the correct number on the blue circle.

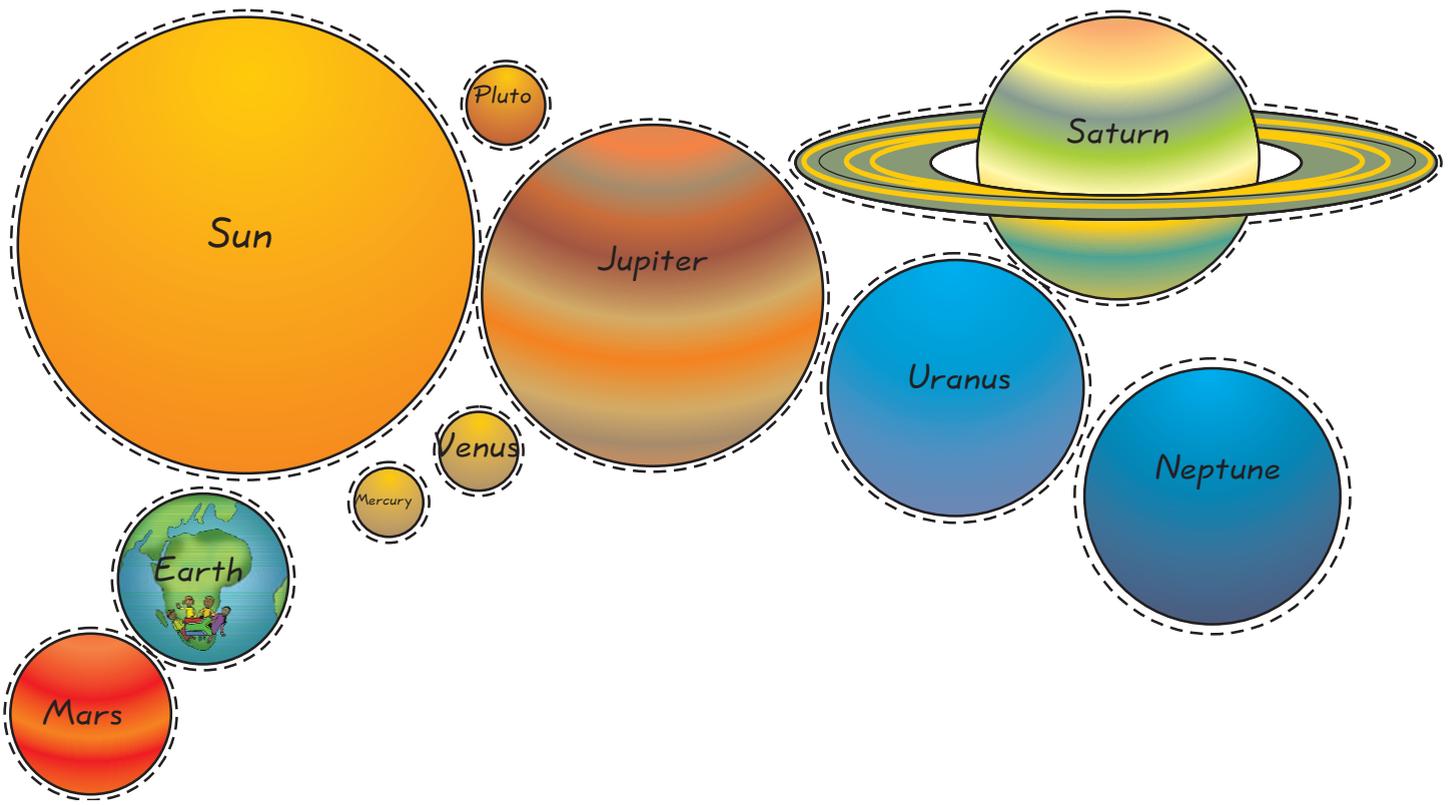


Planet Mobile:

1. Cut out the blue circle and paste this on to a paper plate or a stiff piece of cardboard.



3. Hang your planet mobile from the roof.



Step 1: Cut all around on the black line

DEF

Four vertical writing cards for the letters D, E, and F. Each card has a black border and contains four horizontal lines for writing. At the bottom right of each card is a blue telephone icon and a white envelope icon.

Step 2: Follow the dashed line

OPQR

Four vertical writing cards for the letters O, P, Q, and R. Each card has a red border and contains four horizontal lines for writing. At the bottom right of each card is a blue telephone icon and a white envelope icon.

Step 3: Fold on the dotted line

ABC

Four vertical writing cards for the letters A, B, C, and D. Each card has a teal border and contains four horizontal lines for writing. At the top left of each card is a blue telephone icon and a white envelope icon.

Step 5: Cut off on the yellow line

Step 4: Staple your book in the middle

STUV

Four vertical writing cards for the letters S, T, U, and V. Each card has a blue border and contains four horizontal lines for writing. At the top left of each card is a blue telephone icon and a white envelope icon.

KLMN

Four horizontal lines for writing, with a telephone and envelope icon at the bottom right.

Four horizontal lines for writing, with a telephone and envelope icon at the bottom right.

Four horizontal lines for writing, with a telephone and envelope icon at the bottom right.

Four horizontal lines for writing, with a telephone and envelope icon at the bottom right.

Four horizontal lines for writing, with a telephone and envelope icon at the bottom right.

Four horizontal lines for writing, with a telephone and envelope icon at the bottom right.

Four horizontal lines for writing, with a telephone and envelope icon at the bottom right.

Four horizontal lines for writing, with a telephone and envelope icon at the bottom right.

GHIJ

WXYZ

Four horizontal lines for writing, with a telephone and envelope icon at the top left.

Four horizontal lines for writing, with a telephone and envelope icon at the top left.

Four horizontal lines for writing, with a telephone and envelope icon at the top left.

Four horizontal lines for writing, with a telephone and envelope icon at the top left.

My Telephone and Address Book



This book belongs to: _____