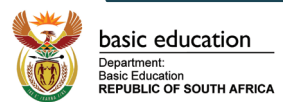


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Grade **6**

ENGLISH  
First Additional Language  
Book 2  
Term 3-4



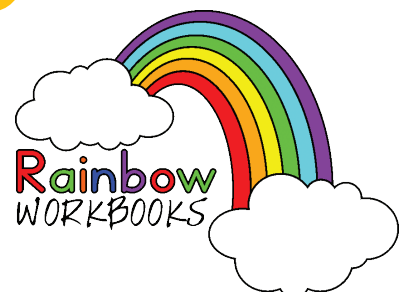
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basic education  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

ENGLISH

ENGLISH First Additional Language – Grade 6 Book 2

ISBN 978-1-4315-0205-9



Ms Siviwe Gwarube,  
Minister of  
Basic Education



Dr Reginah Mhaule,  
Deputy Minister of  
Basic Education

These workbooks have been developed for the children of South Africa under the leadership of the Minister of Basic Education, Ms Siviwe Gwarube, and the Deputy Minister of Basic Education, Dr Reginah Mhaule.

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

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

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

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

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

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



Continue rubbing your hands.



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



## THE CORRECT WAY TO WASH YOUR HANDS:

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



Rinse your hands well under running water.



Dry your hands on a clean, dry towel.



## WASH YOUR HANDS ON THESE OCCASIONS:

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

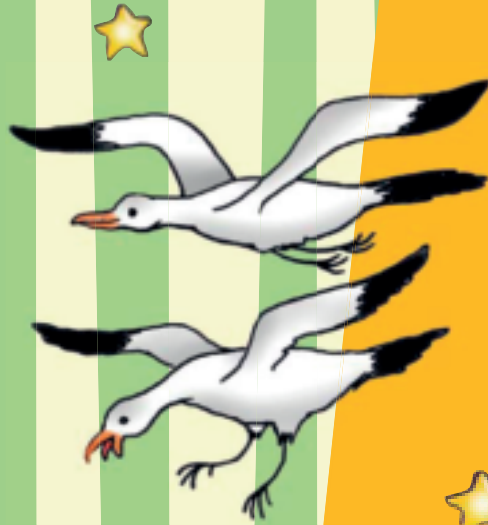
**Kids!**  
Here's an easy way to remember when to wash with soap!



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

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





Grade 6

ENGLISH

First Additional Language

Book 2

Terms 3 – 4



This book belongs to:





# 5

## The things we do

### Theme 5: The things we do

### Term 3: Weeks 1 – 4

#### Weeks 1 - 2 Making the rules

#### 65 Quarrelling, playing and discussing 2

Reads an excerpt from a novel.  
Answers questions based on the text.  
Modals and contractions.

#### 66 Quarrelling, playing and discussing 4

Continues to read extract from the novel.  
Answers questions based on the text.  
Finds synonyms in the text.

#### 67 Arguments and friendship 6

Introduction to diary writing.  
Writes a dairy entry summarising the story.  
Conjunctions.  
Completes a bar chart.

#### 68 A review of the story about Tom and the new boy 8

Discusses characters, setting and events in the story.  
Writes a book review.  
Completes a plural exercise.

#### 69 The rules of the game 10

Reads an information text about the rules of football.  
Answers questions based on the text.  
Identifies cause and effect.

#### 70 Soccer's Rule 12: what does it tell us? 12

Reads a book review.  
Reads an information text on the rules of football.  
Answers questions based on the text.  
Matches words with their meanings.

#### 71 Rules for fair play 14

Cause and effect.  
Write a paragraph on the role of the referee in a soccer game.  
Writes the rules for a sport and draws a diagram of the field.

#### 72 Different sporting codes 16

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#### Weeks 3 - 4 About health

#### 73 Thinking about health 18

Discusses health-seeking behaviour.  
Fills in the bubbles in cartoon story.

#### 74 A healthy mind in a healthy body 20

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Reads information text on healthcare.

#### 75 Thinking about "medicine" 22

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Completes a vocabulary exercise.  
Completes a punctuation activity.

#### 76 Traditional medicine 24

Discusses different types of medicine.  
Reads a brochure on traditional medicine.  
Compares traditional and modern medicine.  
Interprets a bar chart.  
Answers questions based on the bar chart.

#### 77 What do we eat? 26

Reads two poems.  
Answers questions on text.  
Identifies figures of speech in the poems.  
Reads and writes an acrostic poem.

#### 78 How do we digest our food? 28

Reads a diagram.  
Explains the diagram.  
Completes a flow chart.  
Completes a bar chart.  
Writes a description of completed bar chart.

#### 79 Reading a pamphlet 30

Reads a health pamphlet.  
Matches words with their meanings.

#### 80 Similes and recipes 32

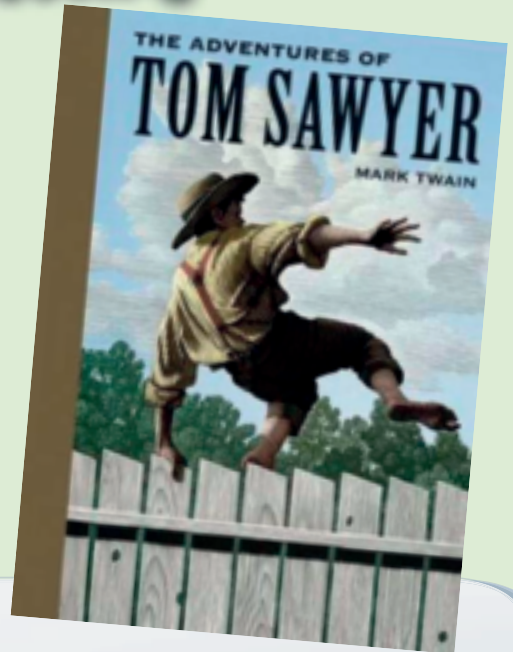
Uses adjectives in sentences.  
Makes up similes.  
Writes sentences in direct speech.  
Corrects a recipe.

# 65 Quarrelling, playing and discussing



## Let's talk

Look at the title of this story and the picture and then read the first and last sentences of each paragraph. In your group, discuss what the topic of the story will be. This story comes from a book written by Mark Twain. He was an American, and he grew up in a small village in Missouri, which is a state in the midwest of the United States. Can you think of a province in South Africa that is in the midwest of the country?



## Let's read

Tom noticed a stranger standing in front of him – a boy slightly larger than himself. A newcomer of any age, boy or girl, was an impressive curiosity in the poor little shabby village of St. Petersburg. This boy was well dressed, too well dressed on a weekday. His cap was small, his blue cloth shirt was buttoned up, and was new and neat, and so were his trousers. He was wearing shoes – and it was only Friday. He even wore a tie round his neck, a bright bit of ribbon. He had a citified air about him which Tom didn't like. The more Tom stared at the new boy, the more he found fault with his fine clothes. At the same time, his own clothes felt more and more shabby. Neither boy spoke. If one moved, the other moved – but only sidewise, in a circle. They kept face to face and eye to eye all the time. Finally Tom said:

"I can beat you!"

"I'd like to see you try."

"Well, I can."

"No you can't."

"Yes I can."

"No you can't."

"I can."

"You can't."

"Can!"

"Can't!"

There was an uncomfortable pause. Then Tom said:

"What's your name?"

## Contractions

A contraction is a short form of two or more words.

Write the following contractions out in full:

can't                      you're

don't                     it's

that'll                    won't

Find more contractions in the text and add them to this list.

Why do you think we use contractions? Discuss this with your partner.





"It's none of your business!"  
 "Well I'll MAKE it my business."  
 "Well why don't you?"  
 "If you say much more, I will."  
 "Much – much - MUCH.."  
 "Oh, you think you're clever, DON'T you? I could beat you with one hand tied behind me, if I wanted to."  
 "Well why don't you DO it? You SAY you can do it."  
 "Well I WILL, if you fool with me."  
 "You're a liar!"  
 "So are you!"  
 "Oh go jump in the lake!"  
 "Hey – if you give me much more of your cheek  
 I'll bounce a rock off your head."  
 "Oh, of COURSE you will."  
 "Well I WILL."

"Well why don't you DO it then? Why do you keep SAYING you will?  
 Why don't you DO it? It's because you're afraid."  
 "I'm NOT afraid."  
 "You are."  
 "I'm not."  
 "You are."  
 There was another pause and more eying and sidling around each other.

*Adapted from The Adventures of Tom Sawyer by Mark Twain.*

### Modal verbs

"Will" is a modal verb.

Underline the word **will** in the text and say what it means each time it is used. Discuss this with your partner. Then underline all the other modal verbs you can find. Remember also to look for them in contractions such as **I'll**.

### Let's match

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



- |           |                               |
|-----------|-------------------------------|
| newcomer  | looking at in a watchful way  |
| sidling   | something unusual or odd      |
| shabby    | break, interval               |
| curiosity | style and manners of the city |
| citified  | moving sideways               |
| eying     | stranger                      |
| pause     | old, worn-out                 |



### Let's write

Circle the letter next to each correct answer. If you are not sure of the correct answers, go back and read the story again.

What did people think of newcomers in Tom's village?

- A** They gave them a big welcome.
- B** They did not like newcomers.
- C** They found newcomers different from themselves.

Why did Tom's clothes start feeling shabby?

- A** He was wearing dirty old clothes.
- B** The new boy stared at his clothes.
- C** Tom compared his clothes with the new boy's clothes.



# 66 Quarrelling, playing and discussing



## Let's talk

What do you think will happen next in the story? What would you do if one of the boys was a friend of yours? Say why.

## Let's read



Soon, the two boys were shoulder to shoulder.

Tom said:

"Get away from here!"

"Go away yourself!"

"I won't."

"I won't either."

So they stood each with a foot placed at an angle to give them support, and both shoving with all their might and main, and glowering at each other with hate. But neither could get an advantage. After struggling till they were both hot and flushed, each relaxed slowly and watchfully. Tom said:

"You're a coward! I'll tell my big brother on you, and he can thrash you with his little finger, and I'll make him do it, too."

"I've got a brother that's bigger than he is – and what's more, he can throw your brother over that fence, too." [Both brothers were imaginary.]

"That's a lie."

"YOUR saying so don't make it so."

Tom drew a line in the dust with his big toe, and said: "I dare you to step over that, and I'll beat you till you can't stand up. Anybody that'll take a challenge will take a big risk."

The new boy stepped over promptly, and said: "You said you'd do it, now let's see you do it."

In an instant both boys were rolling and tumbling in the dirt, gripped together like cats. They tugged and tore at each other's hair and clothes, punched and scratched each other's noses, and covered themselves with dust. Soon, through the dust, Tom appeared, seated astride the new boy, pounding him and shouting: "Say enough!"

At last the stranger said "Enough!" and Tom let him go. The new boy went off, brushing the dust from his clothes, sobbing, sniffing and occasionally looking back and shaking his fist at Tom. Tom responded with jeers, and went off very pleased with himself. As soon as his back was turned the new boy snatched up a stone, threw it and hit Tom between the shoulders. He then turned tail and ran like an antelope. Tom chased the boy home, and thus found out where he lived. At last the enemy's mother appeared, and called Tom a bad, vicious, vulgar boy.







**Let's talk**

In which country does this story take place?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

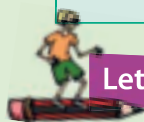
Draw a line to match the words on the left with their meanings on the right.



**Let's match**

|                |
|----------------|
| glowering      |
| might and main |
| promptly       |
| jeers          |
| shoving        |
| snatched up    |
| vulgar         |

|                            |
|----------------------------|
| pushing                    |
| insults, sneers            |
| rude, disgusting           |
| effort and strength        |
| immediately, without delay |
| staring hard and angrily   |
| quickly grabbed            |



**Let's write**

1. Who are the main characters in the story?

\_\_\_\_\_

2. What is Tom like?

\_\_\_\_\_

3. What is the new boy like?

\_\_\_\_\_

4. What are the similarities and differences between the two boys?

\_\_\_\_\_

5. Who do you think is right, and who is wrong? Say why.

\_\_\_\_\_

6. How could the argument have been avoided?

\_\_\_\_\_

7. Have you ever been in an argument? How does it feel to be in an argument?

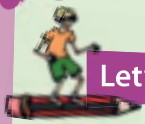
\_\_\_\_\_

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



# Arguments and friendship

## What is a diary?



**Let's write**

A diary is a story about yourself and your daily life. Diaries are different from other stories because we write them in the first person ("Today I ... Then I ..."). We also start each diary entry with the date on which we are writing it. And because we are looking back at events that took place earlier in the day or week, we write our diaries in the past tense.

Write your own diary entry about a day when you had a struggle or an argument with someone. Remember to write it in the first person and in the past tense.




**Let's write**

You will remember that connecting words are words that link two statements in one sentence.

Examples of connecting words are:

● and, or, but, nor, because

● however, nonetheless, furthermore, therefore

● consequently, although, whereas.

Select and circle the correct connecting word in each of these sentences.

1. If one moved, the other moved,  only sideways, in a circle.
2. The whole class will go to the zoo tomorrow  you must not be late.
3. She never forgets to give me a birthday present,  she doesn't have a lot of money.
4. I liked the book,  so I bought it.

## Friendship

Friendship is important to all of us. Talk to your partner about how we make friends. Do friends like the same things, or can they disagree? Are they good at the same things, or are they good at different things? Do they share the same values?

**Let's talk**







**Let's write**

Look at the following chart. How important are these things to you? Rank them from 1 to 8, in the order of their importance to you, with 1 being the most important and 8 being the least important.

| Values                     | Rank |
|----------------------------|------|
| A good friend              |      |
| Living in a healthy way    |      |
| Caring for the environment |      |
| Working hard in school     |      |

| Values                  | Rank |
|-------------------------|------|
| Enjoying life           |      |
| Participating in sport  |      |
| A good family life      |      |
| Caring for other people |      |

(Adapted from Shell/statista)

Now work with your group. Discuss the values, and then rank them again, also from 1 to 8. This time, however, the group must agree on the ranking of each value.

When your group has decided on the rankings, draw a bar graph showing the result of your discussions.

|   |            |        |             |             |               |       |        |              |
|---|------------|--------|-------------|-------------|---------------|-------|--------|--------------|
| 1 |            |        |             |             |               |       |        |              |
| 2 |            |        |             |             |               |       |        |              |
| 3 |            |        |             |             |               |       |        |              |
| 4 |            |        |             |             |               |       |        |              |
| 5 |            |        |             |             |               |       |        |              |
| 6 |            |        |             |             |               |       |        |              |
| 7 |            |        |             |             |               |       |        |              |
| 8 |            |        |             |             |               |       |        |              |
|   | Friendship | Health | Environment | School work | Enjoying life | Sport | Family | Other people |

When you have done this, compare your chart with the charts of your classmates in other groups. Then write down the differences between your group's chart and the chart of another group in your class.



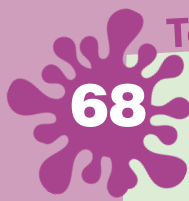
|  |
|--|
|  |
|  |
|  |
|  |
|  |
|  |

**Something to think about.**

Did your group argue about how to rank the values? Was it difficult for you to accept the decision of a majority?

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





# 68 A review of the story about Tom and the new boy

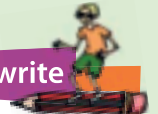


### Let's talk

In worksheet 65 you read a part of Mark Twain's book called *The Adventures of Tom Sawyer*. Discuss with your partner what this part of the story meant to you. You are going to write a review of the story, so talk about what you liked and did not like about it.

Before you write your review, plan your ideas by completing this summary.

### Let's write



Title: \_\_\_\_\_ Summary of the story itself:

Author: \_\_\_\_\_ The lead character: \_\_\_\_\_

Large lined writing area for the summary.

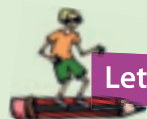
Did you like the story? Why?

Lined writing area for the response to the question.

Look at your summary, and check whether or not you have answered these questions.

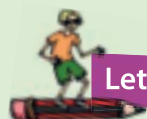
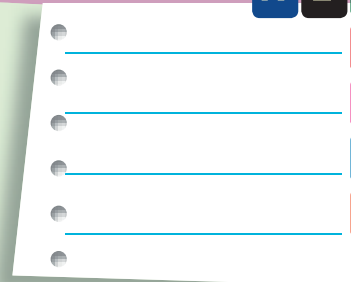
- What is the story about?
- Who are the main characters, and what do they do?
- What problems occurred?
- Which one was your favourite character?





**Let's write**

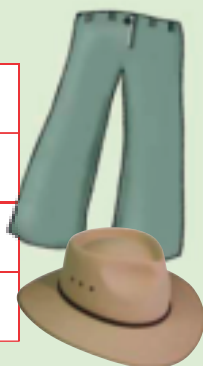
Write the final version of your book review into your exercise book. Then read your review to your classmates. Then listen carefully as your classmates read their reviews. Did some of them mention things that were not important to you? Will you change anything in your review?



**Let's write**

Write down the plural form of each noun in the table below.

|            |
|------------|
| 1. trouser |
| 2. shirt   |
| 3. outfit  |
| 4. hat     |



|            |
|------------|
| 5. weekday |
| 6. cap     |
| 7. liar    |
| 8. brother |



Look at the plurals you formed in the previous activity. How did you make these plurals? Can you write down a general rule that says what you actually did to make these nouns plural?

Rule 1

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

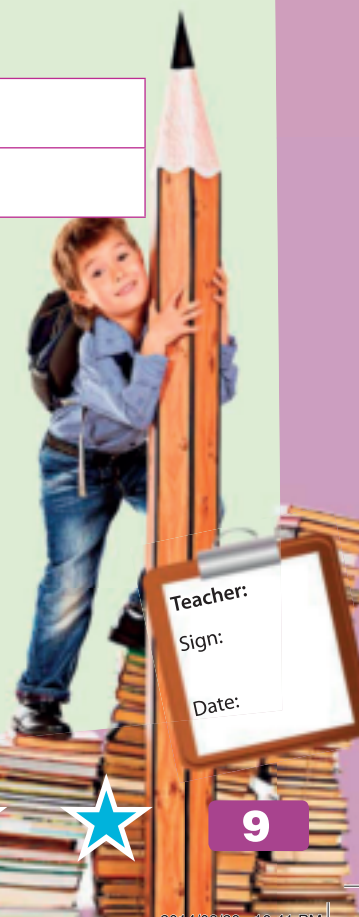
Now make these nouns plural.

|     |      |
|-----|------|
| box | gas  |
| bus | kiss |

Once again, think about how you made these plurals. See if you can write down a general rule that says what you actually did to make these plurals.

Rule 2

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





# 69 The rules of the game



Let's talk

Skim the two articles in this worksheet, and then discuss the main ideas in each article with your partner. How are they similar? How does the one fit in with the other? Keep these ideas in mind when you read the texts in full, paying attention to the details.



Let's read

## Soccer in my village

In my village we have a barren field where we play soccer in the afternoons after school. We really enjoy our sport, but we often quarrel. Let me tell you about one of these quarrels. We had enough players for two teams, so we started to play a game. Suddenly one member of the attacking team was fouled just 6 metres in front of the other team's goal. The attacking team began to scream and shout, saying they wanted a penalty. But the other side argued that this wasn't a foul and that the player merely slipped. So we argued for a long while and that was the end of the game. The attacking team left the field sulking and angry.



Let's talk

Work in pairs. Discuss this description. How did the players feel? Talk about the actions that caused their anger. Have you ever experienced anything similar? If so, tell your partner about it.



Let's write

Write down the cause and the effect of two events in the story entitled Soccer in my village.

|   | The cause – what happened | The effect |
|---|---------------------------|------------|
| 1 |                           |            |
| 2 |                           |            |

Now join each cause and effect to make a sentence. You will need to use conjunctions like because, therefore, although, but and since.



Let's match

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

- barren
- fouled
- penalty
- merely
- sulking

- punishment
- grumpy, irritable
- deliberately bumped into
- dry, dusty
- simply



## The rules of football

The soccer referee was introduced to keep soccer games orderly and to see that people followed the rules of the game. This may not be the best way of doing things, but almost 120 years later referees are still used for this purpose.

In addition, what soccer referees have to do has stayed almost the same, although other aspects of soccer have changed. The rules of the game, the tactics and even the design of the soccer ball have all changed, but the referee's job is basically unchanged.

The main role of a soccer referee is to make sure that the players keep to the official rules of the game and to punish players who break the rules. The referee will, for example, punish a player who commits a foul by giving the other team a free kick, and by showing the player a yellow or red card.

A player who gets two yellow cards or one red card during a match has to leave the soccer field immediately.

People usually talk about "the referee" as if there is only one person who watches what the players are doing and decides what to do if a player breaks a rule. In fact, there's actually a team of four referees on the pitch. The central referee does most of the running and decision making, but the other three assistant referees watch from the sidelines and help the referee. The assistants' main job is to look out for offsides but they can also take action when an offence takes place near their side of the field.

The text about the rules of football is an information text. It does not tell a story or talk about emotions. It deals with facts and explanations.



### Let's write

Answer these questions about the information text entitled The rules of football.

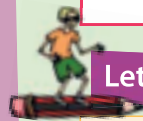
1. Is there a connection between Soccer in my village (the first text you read) and this one? Why do you say this?

2. Who do you think takes the final decision if there is a foul on a soccer field?

3. Do you think that referees are always right? Explain your answer.

4. What is your favourite sport? Does your sport use referees who have the same kind of responsibilities as football referees?

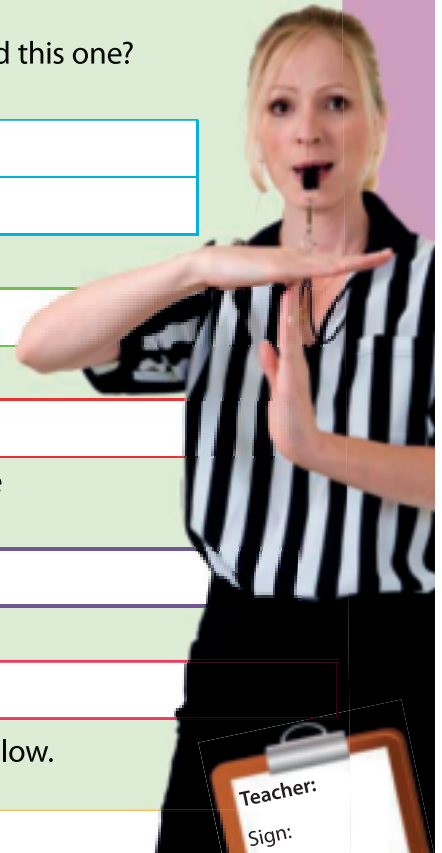
5. Would you like to be a referee? Why or why not?



### Let's write

Find words in the story that mean the same as the words below. Write them down in the table next to the correct words.

|                   |  |
|-------------------|--|
| method of playing |  |
| sports field      |  |
| details, parts    |  |
| penalise          |  |



# 70 Soccer's Rule 12: what does it tell us?



## Let's talk

Talk to your partner about the differences between the soccer game described in *Soccer in my village* and a game played according to the rules of soccer. What do you think a foul is? Do players in other sports also commit fouls?



### 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.



## What does Rule 12 tell us?

In most sports, players understand that you commit a foul if you hit or hurt another player on purpose. In soccer, this is only partly true. Sometimes you can commit a foul without even touching another player. And sometimes, you can hit an opposing player and the referee won't call a foul.

Let's take a quick look at the main rules about a soccer foul.

FIFA's rules, which are known as the Laws of the Game, say that a foul is the act of kicking, tripping, jumping in or at, charging, striking or pushing an opponent.

If a player commits a foul, the referee will punish him and his team by handing over the ball to the other team. They then get a direct or indirect free kick.

However, if the offence takes place in the defending team's penalty area, the referee will give the attacking team a **penalty kick**. This gives them a great opportunity to score a goal, because the kick is taken 11 metres from the goal, and the only other player allowed in the area is the opposing goalkeeper. The player who caused the foul is also in danger of being cautioned with a yellow card, or being sent off from the pitch with a red card, if the offence was a really bad one.

Examples of red card fouls are extremely hard tackles that injure or are aimed at injuring an opposing player, and intentionally hitting or stepping on a fallen opponent. However, a player is also shown a red card if he has had two yellow cards.

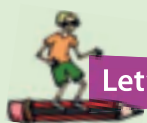
There are also fouls that don't involve direct contact between players.

One of them is preventing the goalkeeper from releasing the ball from his hand. Even if you don't touch the goalkeeper, but just stand in front of him, not allowing him to throw or kick the ball forward, this is considered a foul and penalised with an indirect free kick.

(Adapted from <http://www.soccer-fans-info.com/soccer-fouls.html>)







**Let's write**

Find and underline 3 nouns and 3 verbs in the first paragraph of the text above. Explain how you know the words you have chosen are nouns and verbs.

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**Let's talk**

Work in pairs. Go back to the article in Worksheet 69 about the village soccer game and read it again. Then read the informational texts entitled **The rules of football** and **What does Rule 12 tell us?** Discuss your answers to the following questions, and then write down your own answers in the space provided.

*Fair play*  
If you follow the rules of a game you are playing fair. The word "fair" has many different meanings, for example above board, according to the rules, honest and just. If you play fair, in a game or any other activity, you will avoid many unnecessary arguments.



**Let's write**

1. What advice would you give the village children about playing soccer without having angry arguments?

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2. Why do you think people sometimes don't play fair?

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3. Do you think fair play is important in sport? Say why.

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4. Can you think of other situations where fair play is important? Write down two or three.

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5. How is an informational text different from a diary entry? Look back at the definitions of these two types of text, and write down three or more differences.

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6. Write a paragraph about fair play by sporting teams competing for the highest place in a league.

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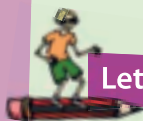
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# 71 Rules for fair play

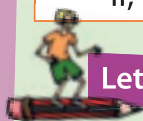


**Let's write**

Read Rule 12 again and underline the paragraphs that tell us about the main fouls that are committed in soccer. For each kind of foul, decide what behaviour causes the foul, and what the effect of the foul is. Write down the cause and effect in the table below. We have completed one row of the table for you as an example.

| Cause  | Effect   |
|--|--|
| A player hurts another player by tackling him or her too hard. | The player gets a red card and has to leave the field immediately. |
|  |  |
|  |  |
|  |  |

Now join the cause and effect sentences in your table using conjunctions such as because, if, when, so, therefore. (Tip: start some of your combined sentences with the effect.)



**Let's write**

Write a paragraph about what a good referee does during a soccer game. What qualities should he or she have?

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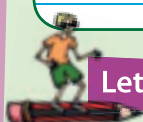
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**Let's write**

Think about another sport that you play or that you know about. Write down the rules for this sport.

**NAME OF THE SPORT:**

---

**The rules**

1

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2

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3

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4

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5

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6

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7

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Who decides whether a rule has been broken?

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Draw the field that is used for this sport.



**Let's write**

Now write a description of this game and its rules. Use the steps of the writing process.

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.

**Step 1: pre-writing.** By talking to your partner and thinking about the game, you have already started on this step. Now fill in the following chart. You can also make up your own chart, if you like.

|  |  |
|--|--|
| Name of the game   |  |
| What you like about it   |  |
| What it teaches you  |  |
| What its rules are   |  |
| The purpose of the rules   |  |
| Other facts (e.g. competitions, tools or equipment you need, how much time it takes) |  |

**Step 2: drafting.** Use your chart to write a draft description on a piece of rough paper. It should be no more than one paragraph long.

**Step 3: revision.** Read through your draft and add anything you forgot to mention. Remove any repetitions. You could also ask your partner to read your draft and to give you feedback.

**Step 4: editing/proofreading.** Go through your revised draft carefully, and correct all the errors you find. Check your spelling, punctuation and subject– verb agreement.

**Step 5: presenting.** Write out your final description in the space provided.

\_\_\_\_\_

\_\_\_\_\_

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# 72 Different sporting codes



Let's do



Sports quiz



A crossword puzzle grid with the following pre-filled letters:

- Row 1: S (down), [ ] (right)
- Row 2: [ ] (left), [ ] (right)
- Row 3: [ ] (left), [ ] (right)
- Row 4: [ ] (left), [ ] (right)
- Row 5: [ ] (left), F (down), [ ] (right)
- Row 6: [ ] (left), U (down), [ ] (right)
- Row 7: [ ] (left), N (down), [ ] (right)

Look at the pictures and then fill in the names of the sports so that they fit into the available spaces.



Let's write

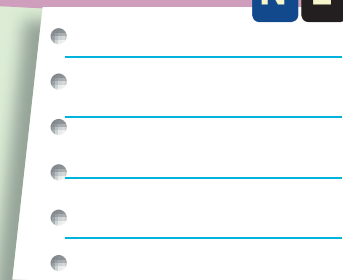
Classify the sports you have identified as team sports and individual sports. Then answer the questions below.

| Team sport | Individual sport |
|------------|------------------|
|            |                  |
|            |                  |
|            |                  |



a) Do you know of any individual sports that do not have rules?  
If you do, write down their names.



b) Why are rules necessary for individual sports?


c) Find formulations of such rules and write them down for at least 3 sport codes.

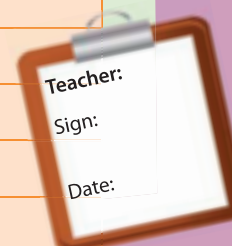

d) What do you think: do friends often play the same sport?



**Let's read**

Look at the following table, which is about the goals of education. The "old view" shows what parents in the past wanted their children to get from education. The "new view" shows what want their children to get from education. So the "new view" is what your parents want for you!

| Goals of education                             | Old view | New view |
|--|----------|----------|
| Self-confidence                                | 42%      | 89%      |
| Personal skills                                | 35%      | 78%      |
| Assertiveness                                  | 42%      | 71%      |
| Desire for knowledge                           | 37%      | 68%      |
| Punctuality                                    | 68%      | 78%      |
| Showing emotions                               | 28%      | 57%      |
| Thriftiness                                    | 67%      | 77%      |
| Being disciplined                              | 66%      | 73%      |
| Diligence                                      | 64%      | 73%      |
| Having courage                                 | 29%      | 58%      |
| Being adaptable, able to adjust to a situation | 38%      | 54%      |
| Modesty  | 25%      | 43%      |





# 73 Thinking about health



### Let's talk

What happens when you become ill? Who do you go to for help? Have you ever been treated for an illness at home? How? Have you ever been so ill that you had to be admitted to hospital?



### Let's read

Fill in the text to tell this story about Santje who gets chickenpox. Start by looking carefully at each picture. Think about what is happening. Write a sentence saying what is happening in each picture and then fill in the speech bubbles to show what the people are saying.



16 January

\_\_\_\_\_

\_\_\_\_\_



16 January

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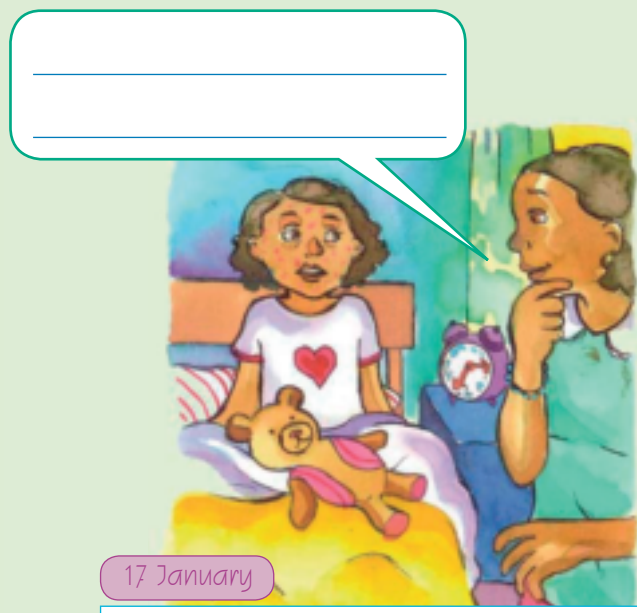
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16 January

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17 January

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\_\_\_\_\_



\_\_\_\_\_



17 January

\_\_\_\_\_

\_\_\_\_\_



17 January

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1 February

\_\_\_\_\_

\_\_\_\_\_

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





# 74 A healthy mind in a healthy body



Let's talk

Look at the picture and discuss what you see with your partner. Once you have decided what the picture is about, give it a caption.



Let's read

Work with a partner and read the article aloud, taking turns after each paragraph. Offer help if your partner makes a mistake.



**Before you read**

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



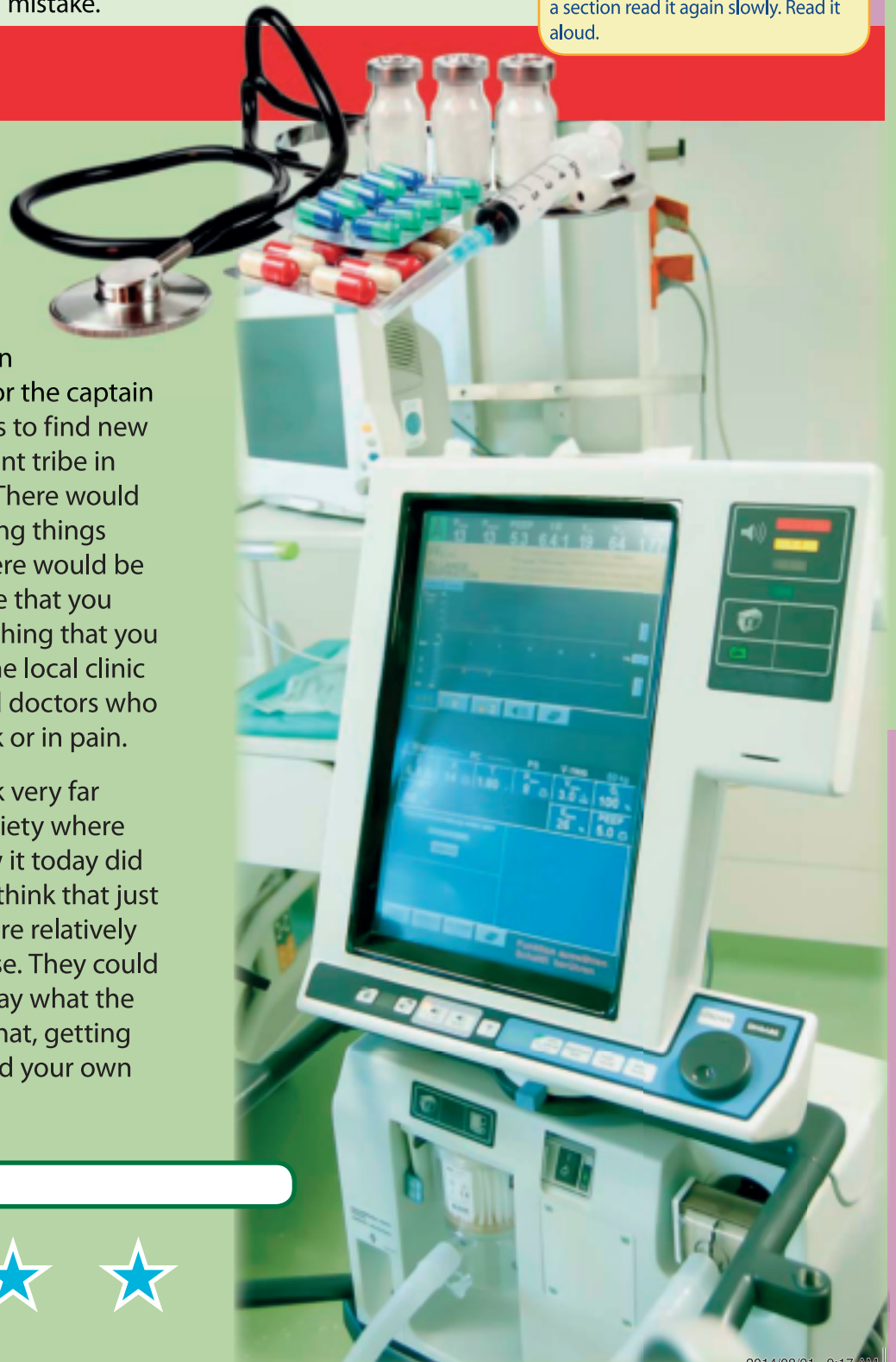
**While you read**

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

## Medicine

Have you ever wondered what it would have been like to live in an earlier time, perhaps even in a different place? Do you sometimes dream about being an Egyptian queen governing her people, or the captain of a boat sailing across the seas to find new lands, or a member of an ancient tribe in the high mountains of Africa? There would be many interesting and exciting things you would experience, and there would be many things from your own life that you would miss. A very important thing that you would miss is medical care – the local clinic or hospital, and the nurses and doctors who look after you when you're sick or in pain.

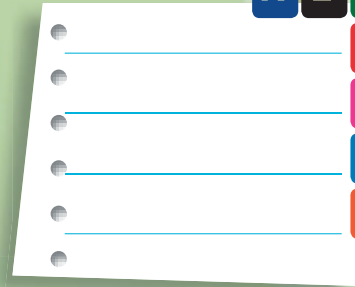
Yet you do not have to go back very far in time to find yourself in a society where scientific medicine as we know it today did not exist. It is extraordinary to think that just under 75 years ago doctors were relatively powerless at holding off disease. They could make a careful diagnosis and say what the likely outcome was, but after that, getting better depended on nature and your own health.



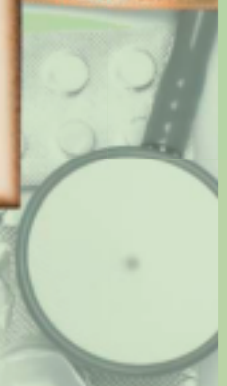
Over the next 30 years, this bleak picture was changed through a series of remarkable discoveries. Among the treatments and medical breakthroughs that emerged were things we take for granted today. For example, if you break a bone, the doctor can take an X-ray of your leg to see where it is broken. If you have a bad headache, or toothache, you can take a painkiller. Have you heard of any of these: penicillin, kidney dialysis, general anaesthesia, a cure for tuberculosis, open-heart surgery, polio vaccination, hip replacements, and heart, liver and kidney transplants? They are all discoveries that medical scientists have made since the 1940s.

But there are some people who think that modern medicine does not always treat the underlying cause of an illness. Drugs such as painkillers, for example, can take away the pain of a headache, but some people find that their headaches come back. The pain-killing drugs do not cure the headaches because they do not treat the cause. The solution might lie in better eating habits, or in other, alternative kinds of medicine, such as herbal medicine.

(Based on "Food is better medicine than drugs", by Patrick Holford)



When there are words you don't know in a reading passage, there are several things you can do to find out what they mean. You can look them up in the dictionary, which will give you their meanings and their synonyms and antonyms. Sometimes you can figure out the meaning of a word by using the context. Sometimes you can understand a word better if you break it up into prefixes and suffixes. Try this with the word "undoubtedly".

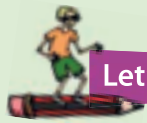


There are a lot of new words in this passage that you might not know: diagnosis, penicillin, kidney, liver, dialysis, anaesthesia, tuberculosis, vaccination. Do you know how to pronounce them and what they are about? Discuss them in your group. Talk about what you can do to find out what they mean.





# 75 Thinking about "medicine"



**Let's write**

1. What details in the article matched your prediction about the content of the article?

2. What do you think "holding off disease" means? Write a sentence saying how you would hold off flu.

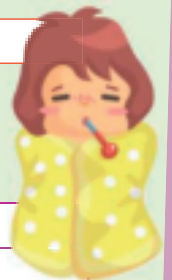
3. How can we "go back in time?"

4. The article mentions three people from an earlier time that you might dream of being. List them:

(a)  (b)

(c)

5. Which of these people would you choose to be? Explain your answer.



**Let's match**

Underline the word that is closest in meaning to the words in bold, on the left. All the bold words appear in the reading passage in worksheet 74.

|                     |                |            |                             |                |
|---------------------|----------------|------------|-----------------------------|----------------|
| <b>ancient</b>      | old            | primeval   | modern                      | of early times |
| <b>remarkable</b>   | interesting    | ordinary   | extraordinary               | amazing        |
| <b>breakthrough</b> | improvement    | invention  | failure                     | advance        |
| <b>diagnosis</b>    | classification | vague idea | identification of a problem | analysis       |
| <b>relatively</b>   | rather         | almost     | completely                  | nearly         |
| <b>bleak</b>        | cheerful       | sad        | depressing                  | hopeless       |

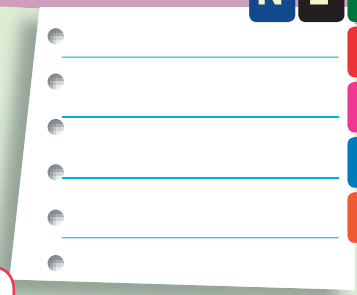
Write the words in bold in your dictionary. Then choose three of them and write a sentence using each one.





**Let's write**

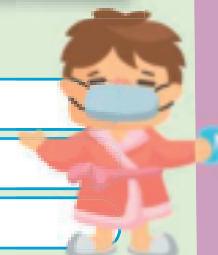
Re-read the passage about scientific medicine in worksheet 74. Discuss each of the following questions with your partner, then write your own answer in the space provided.



1. What is the main topic of this passage?

2. The passage makes three points about scientific medicine. What are they?



3. The passage ends with the following sentence: "The solution might lie in better eating habits, or in other, alternative kinds of medicine, such as herbal medicine." What problem is being referred to?

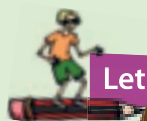
4. What do you think is the best way of solving this problem – improving our eating habits, or using alternative kinds of medicine? Say why you think so.


5. "Alternative" means a choice between two things or actions. If someone uses "alternative kinds of medicine", what kind of medicine are they choosing not to use?

**Did you know?**

One of the most important medical breakthroughs took place in South Africa. The world's very first heart transplant was done in South Africa on 3 December 1967. Do you know the name of the surgeon who did it? Do you know what a heart transplant is?



**Let's write**

We use commas to separate items that are part of a list. Here is an example: "Please use red, black, purple, white and blue stickers." What type of words are used in this list? Tick the correct answer.



|       |                          |         |                          |              |                          |            |                          |       |                          |
|-------|--------------------------|---------|--------------------------|--------------|--------------------------|------------|--------------------------|-------|--------------------------|
| verbs | <input type="checkbox"/> | adverbs | <input type="checkbox"/> | prepositions | <input type="checkbox"/> | adjectives | <input type="checkbox"/> | nouns | <input type="checkbox"/> |
|-------|--------------------------|---------|--------------------------|--------------|--------------------------|------------|--------------------------|-------|--------------------------|

Copy a sentence from the passage that follows this rule and say what type of words are separated from each other.


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



# 76 Traditional medicine



## Let's talk

You have learned that many medical discoveries have taken place in the past 75 years. What do you think people did before then, when they got sick or hurt themselves? Who did they go to? What is traditional medicine? Do people still use traditional medicine today?



## Let's read

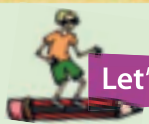
### Definition of traditional medicine

The World Health Organization (WHO) says that traditional medicine varies from region to region and country to country. It is based on knowledge, skills and practices that come from the ideas, experiences and beliefs of different cultures. It is used to keep people healthy, and to prevent, diagnose, improve or treat physical and mental illness.

Traditional medicine has been used for thousands of years, and traditional healers have made important contributions to health in their communities. They mostly use herbal medicines, which they make from plants. They also use traditional methods of healing, such as massage (rubbing painful parts of the body) and special exercises.

Traditional medicine is still popular with people all over the world, and since the 1990s the use of traditional medicine has increased in many countries. In some Asian and African countries, 80% of the population uses traditional medicine for primary health care. In countries such as Europe, America and Australia, people call traditional medicine complementary or alternative medicine, and they use it in addition to modern medicine.

(Source: <http://www.who.org>)



## Let's write

1. Underline the World Health Organization's definition of traditional medicine. Now rewrite it in your own words.

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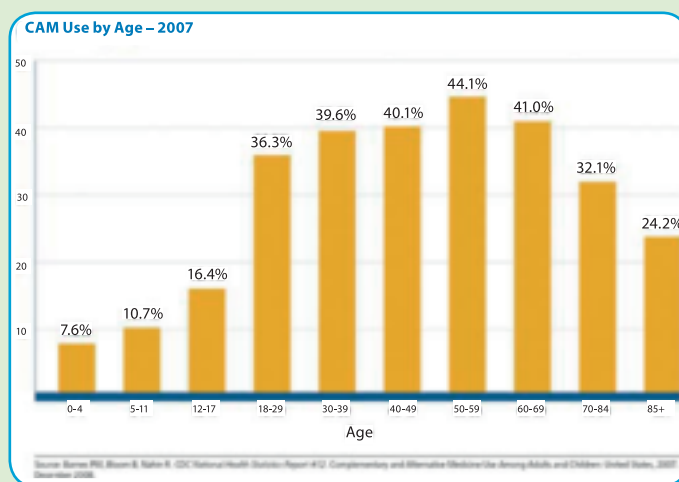
2. What are the differences between modern, scientific medicine and traditional medicine? Complete the following table by filling in "yes" or "no" in each column, in answer to the questions.

|  | Modern medicine | Traditional medicine |
|--|-----------------|----------------------|
| Is it the same all over the world?                     |                 |                      |
| Has it developed mainly over the last 75 years?        |                 |                      |
| Is most of it made of plants?                          |                 |                      |
| Does it keep people healthy?                           |                 |                      |
| Is transplant surgery used by this kind of healthcare? |                 |                      |



**Let's read**

Look at this graph, and try to understand the information that it shows. Look at each part of the graph, and read the numbers. Ask yourself what they mean. (CAM is short for complementary and alternative medicine.)



1. What does "complementary" mean? Before you look it up in a dictionary, try to work out its meaning from the last paragraph of the World Health Organisation's definition of traditional medicine. Then use the word in a sentence of your own.

2. Now go back to the graph. What items are being compared with each other?

3. What does the graph tell you? Fill in **Y** if you think the statements below are right, or **N** if you think they are wrong.

|  |  |
|--|--|
| People of all ages use CAM.  |  |
| The use of CAM stays the same throughout a person's life.                                    |  |
| People use CAM more often as they get older.   |  |
| Teenagers use CAM more than anyone else.   |  |
| The information in the graph is up to date.  |  |
| The biggest increase in the use of CAM happens between the 12 to 17 and 18 to 29 age groups. |  |



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

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

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





# 77 What do we eat?

DATE \_\_\_\_\_



**Let's read**

Mother's kneading, kneading dough,  
In and out her knuckles go;  
Till the sticky, shapeless lump  
Grows a pillow, smooth and plump.

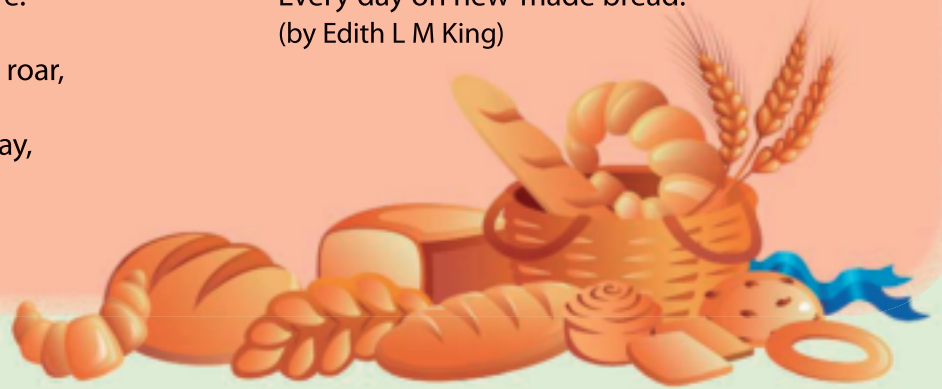
Then she cuts it, pops it in  
To the neatly buttered tin,  
Leaves it rising higher and higher,  
While she goes to make the fire.

How the glad flames leap and roar,  
Through the open oven-door;  
Till their hot breath, as they play,  
Makes us wink and run away.

## BREAD MAKING

When they're burnt to embers red  
Mother shovels in the bread;  
And that warm delicious smell  
Tells her it is baking well.

When it's golden, just like wheat,  
We shall get a crust to eat;  
How I wish we could be fed  
Every day on new-made bread!  
(by Edith L M King)



**Let's read**

Find synonyms of the following words.

| Original word | Synonym |
|---------------|---------|
| kneading      |         |
| lump          |         |
| roar          |         |
| embers        |         |
| crust         |         |





**Let's write**

What are these figures of speech?

"How the glad flames leap and roar".

|  |
|--|
|  |
|  |

"When it's golden, just like wheat".

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

Has this poem an end rhyme?

Write down some of the rhyming pairs of words.

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

What is the main message the author wants to convey?

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

**Let's role play**



Look at this example of a poem written using the first letters of the word "bread". Now try to do the same using the letters of your name to which you can add describing words or phrases.

**B**rown bread is best  
**R**ound loaves are delicious  
**E**veryone loves to eat it  
**A**dd butter or jam, or  
**D**ry is just as good.

An acrostic is a sequence of lines of writing in which the first letters in each line form a word when read one after the other.

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



# 78 How do we digest our food?



**Let's read**

Read the explanations below. As you read about what each part of our digestive system does, point to the correct part of the picture.

**1**

You chew an apple. **Your teeth** and the **saliva** in your **mouth** makes the apple pieces soft so you can swallow them.

**2**

The soft pieces go down your **oesophagus**.

**3**

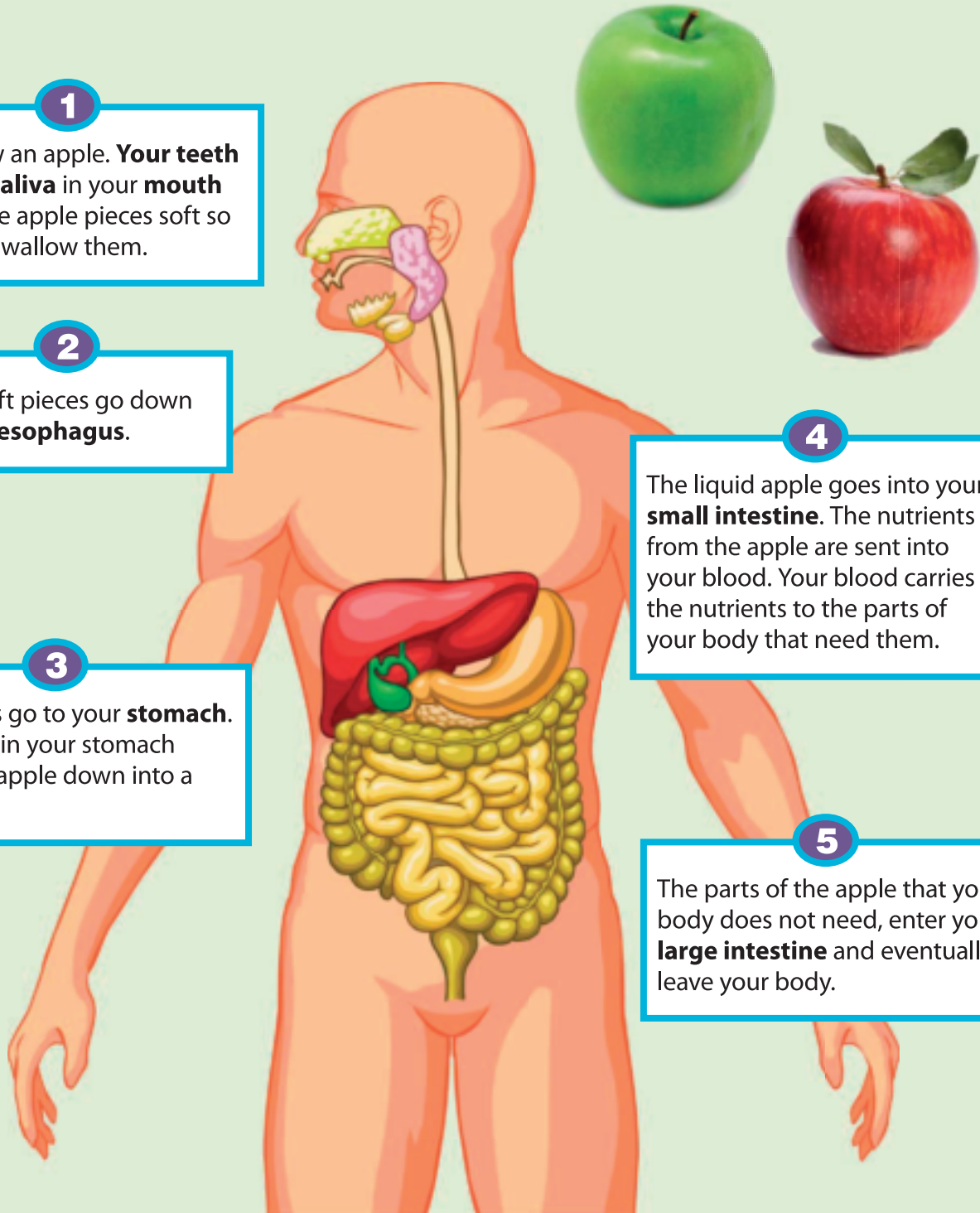
The pieces go to your **stomach**. The juices in your stomach break the apple down into a liquid.

**4**

The liquid apple goes into your **small intestine**. The nutrients from the apple are sent into your blood. Your blood carries the nutrients to the parts of your body that need them.

**5**

The parts of the apple that your body does not need, enter your **large intestine** and eventually leave your body.



**Let's talk**

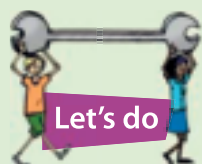
Use the explanation and picture to explain to your friend how food is digested in the body.





**Let's write**

Complete a flow chart to show what happens to the food we eat.



**Let's do**

Ask six friends how many times they ate or drank a portion of the following types of food or drink over the past 24 hours. Colour in a box, starting at the bottom of the chart to indicate it.



|   |       |            |                |                      |       |          |         |      |        |            |
|---|-------|------------|----------------|----------------------|-------|----------|---------|------|--------|------------|
| 6 |       |            |                |                      |       |          |         |      |        |            |
| 5 |       |            |                |                      |       |          |         |      |        |            |
| 4 |       |            |                |                      |       |          |         |      |        |            |
| 3 |       |            |                |                      |       |          |         |      |        |            |
| 2 |       |            |                |                      |       |          |         |      |        |            |
| 1 |       |            |                |                      |       |          |         |      |        |            |
|   | Fruit | Vegetables | Bread products | Legumes (beans etc.) | Water | Red meat | Poultry | Fish | Sweets | Cold drink |

Now write a paragraph to explain the chart you have drawn.

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

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

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





# 79 Reading a pamphlet



Let's read



## ARE YOU HEALTHY?

- Are you always tired?
- Do you find it hard to sleep at night?
- Do you eat three meals a day?
- Do you always feel cross?
- Do you get headaches and tummy aches?
- Does this sound like you?



## THEN

## YOU NEED TO LIVE A HEALTHIER LIFE

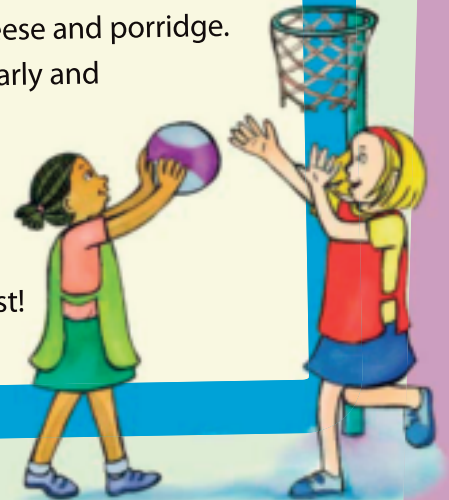
Exercise every day! Run, cycle, walk the cat!

Feel the air! Fresh air makes you think clearly.

**Stoke** up your body! Your body is like a **machine** and needs **fuel** to move. Eat healthy foods: vegetables, fruit, chicken, fish, eggs, milk, nuts, legumes, cheese and porridge.

Sleep soundly! You need at least 10 hours sleep a night to think clearly and behave well.

Water is life! Drink water, water and more water! Leave the coke, lemonade and juice! Your body needs water and lots of it. It also keeps you clean and smelling good! Take care of your teeth! Brush your teeth at least twice a day and **properly**. Always **floss** them first!



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Let's match

stoke

machine

fuel

properly

floss

Draw a line from each word on the left to its meaning on the right. Write the words in bold in your dictionary.

engine

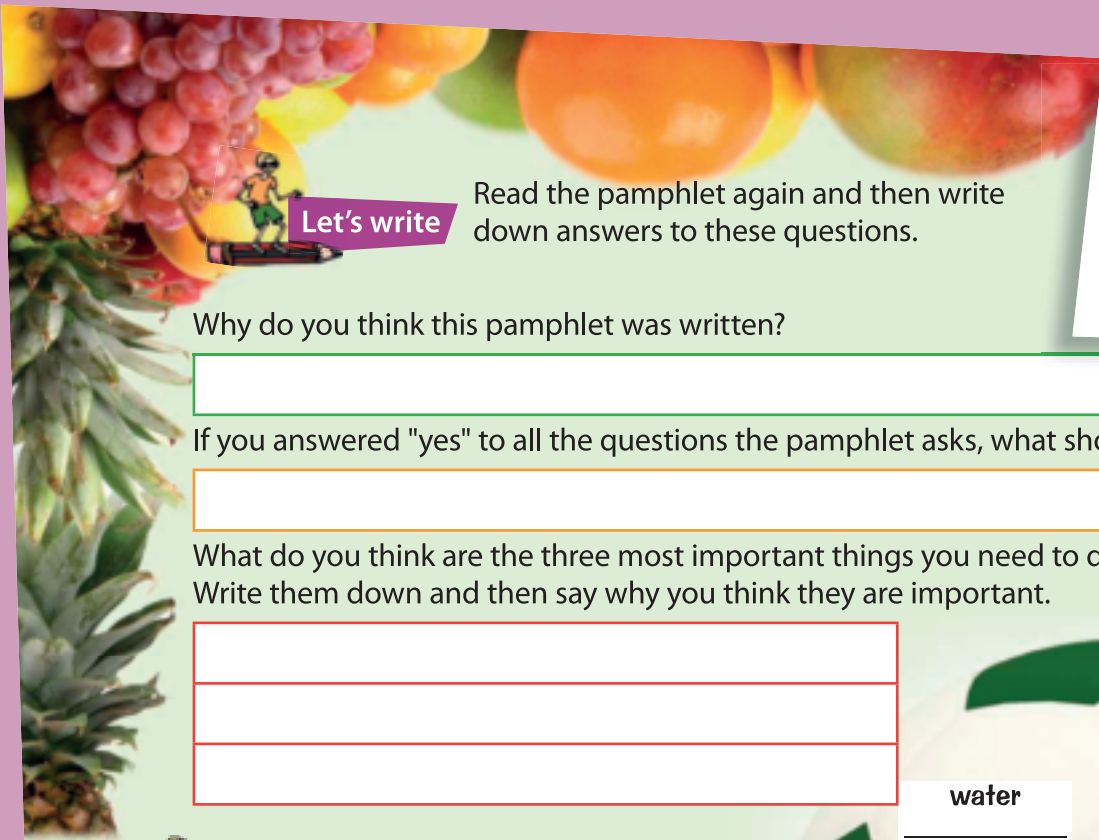
food; energy

correctly

clean using dental tape or ribbon

provide fuel; make stronger





**Let's write**

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Why do you think this pamphlet was written?

\_\_\_\_\_

If you answered "yes" to all the questions the pamphlet asks, what should you do?

\_\_\_\_\_

What do you think are the three most important things you need to do to keep healthy? Write them down and then say why you think they are important.

\_\_\_\_\_

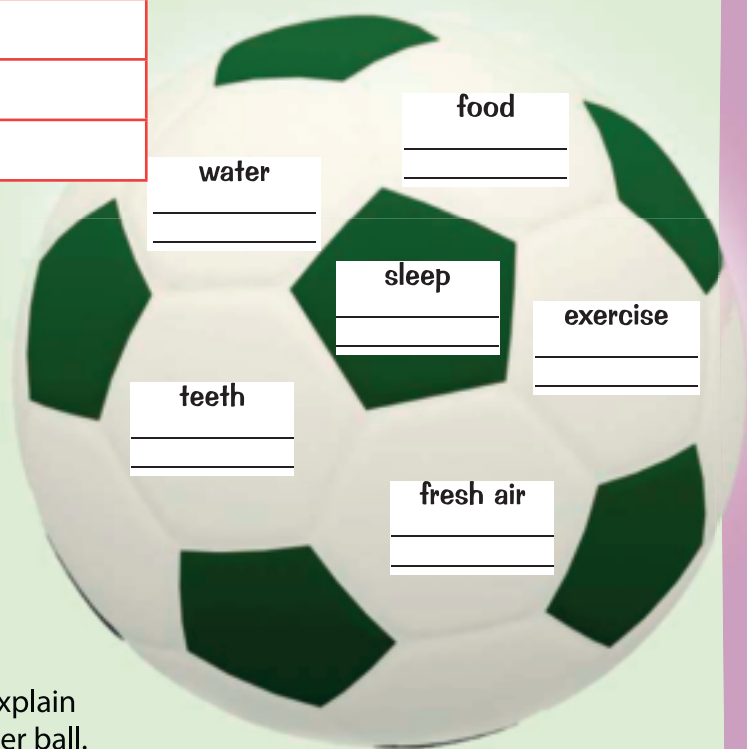
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**Let's write**

Your school is handing out "Health" soccer balls. They want to write something on each side of each soccer ball before they give them out to the children. Help them to do this by writing something under each heading.



**Let's write**

Now write a paragraph to explain what you wrote on the soccer ball.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

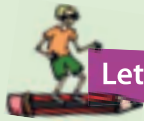
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# 80 Similes and recipes



Let's write

Underline the adjectives in each of these sentences.  
In the column on the right, write down whether the adjective tells us about:

colour

size

taste

kind

Adjectives tell us more about a person, a place or a thing.

We have vegetable soup in winter.

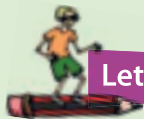
The man eats delicious, sweet dates.

The king gave the forester a huge amount of money.

We ate brown and white date sweets at the party.

Do you like sweet watermelon for breakfast?

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



Let's write

The forester ate a date that he said was **as sweet as honey**.

He compared the date to honey.

He could also have said the date was **like** honey.

Now make up your own similes about how you feel about things.  
Make them as interesting as possible.



Example:

Homework is like a long road that has no end.

Grapes are like

Mondays are like

The sun is like

Having no pocket money is like

Oranges are like







**Let's write**

Write these sentences in indirect speech.  
We have started each sentence for you.

Crow: "He has been a good friend to us, and we must save him."

Crow said that

Forester: "My mouth tastes like honey."

The forester said that

Forester: "I will make my home here and grow new date palms."

The forester said that

King: "How can I reward you for your service?"

The king asked how



**Let's write**

Read the recipe for making date sweets. Discuss with a friend whether replacing the numbers in the method would make the recipe clearer.

**Ingredients**

- 1 2 cups corn flakes
- 2 3/4 cup chilled dates
- 3 1/2 cup pecan nuts
- 4 2 tablespoons honey
- 5 1 tablespoon butter
- 6 2 teaspoons orange juice
- 7 pecan halves



**Method**

- Grind 1, 2 and 3 till fine.
- Add 4, 5 and 6.
- Stir mixture in 8.
- Shape into 1,5 cm balls.
- Top with 7.



Underline all the verbs in **blue**.

Now rewrite the method to make the recipe easier to understand.

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Write down two words that rhyme with roll.

Now write two sentences using your rhyming words.

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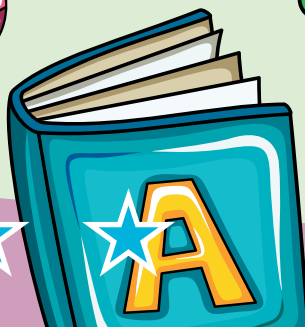
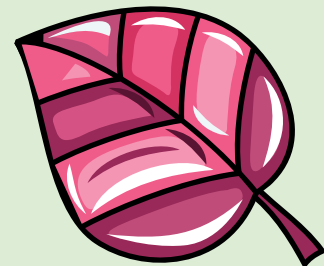
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# Checklist

| I CAN   | 😊 | 😞 |
|---|---|---|
| read a short story                                |   |   |
| answer questions based on a short story           |   |   |
| identify modals                                   |   |   |
| use contractions                                  |   |   |
| match synonyms                                    |   |   |
| write a diary entry                               |   |   |
| use conjunctions                                  |   |   |
| draw and read a bar chart                         |   |   |
| discuss characters, setting and events in a story |   |   |
| write a book review                               |   |   |
| use plurals                                       |   |   |
| identify cause and effect                         |   |   |
| write and explain the rules of a game             |   |   |
| complete a crossword puzzle                       |   |   |
| read a pamphlet                                   |   |   |
| understand a diagram                              |   |   |
| complete a flow chart                             |   |   |
| read a poem with understanding                    |   |   |
| identify figures of speech in the poems           |   |   |
| write an acrostic poem                            |   |   |
| use adjectives in sentences                       |   |   |
| use similes                                       |   |   |
| write sentences in direct speech                  |   |   |



# 6

# Reading for all



## Theme 6: Reading for all

## Term 3: Weeks 5 – 10

### Weeks 5 - 6 Stories and verse

#### 81 The world of fairy tales, myths and legends 36

Discusses fairy tales and folk lore.  
Uses adjectives to describe a character.  
Writes a descriptive paragraph about a character.  
Completes a table using comparative adjectives.

#### 82 The hare and the elephant 38

Predicts what a story will be about.  
Reads a story about the hare and the elephant.

#### 83 Thinking about the story 40

Identifies synonyms in the text.  
Reads the story aloud.  
Answers questions based on the text.  
Discusses prefects and their roles at school.  
Writes a new set of school rules.

#### 84 Is honesty really important? 42

Skims the story and predicts what it may be about.  
Reads diary entry.  
Discusses phrases in the story.  
Answers questions based on the story.  
Sorts the words into countable and uncountable nouns.  
Uses countable nouns in sentences.

#### 85 I can write my own story 44

Uses a picture as a prompt for writing a story.  
Writes a story in rough describing the setting, characters and plot.  
Edits rough copy and writes the story neatly.

#### 86 I can write my own poem 46

Reads a poem.  
Identifies rhyming words.

Focuses on personification in the poem.  
Identifies synonyms.  
Discusses and explains the tone of the poem.  
Writes a paragraph to summarise the meaning of the poem.  
Looks at a picture and discusses how recyclable items are used.

#### 87 Write your own poem 48

Writes a poem.  
Fills in correct possessive pronouns in the sentences.  
Fills in adverbs of place in the sentences.

#### 88 Fun with poetry 50

Predicts a poem based on the picture and title of the poem.  
Reads the poem.  
Discusses questions based on the poem.  
Identifies rhyming words in the poem.  
Answers questions based on the poem.  
Reads tongue twisters.  
Identifies alliteration.

### Weeks 7 - 8 Reading for information

#### 89 How to do it 52

Discuss the flow chart.  
Fills in time on the clocks and writes process description.  
Reads instructions for making a birthday card.  
Uses the apostrophe appropriately.

#### 90 Jelly boats 54

Reads recipe.  
Identifies verbs in the recipe.  
Lists the utensils required to follow the recipe.  
Answers questions based on the recipe.  
Numbers the steps of the recipe to show correct sequence.

#### 91 Looking at language 56

Identifies adjectives and nouns.  
Sorts adjectives into correct boxes.

#### 92 Go and fly a kite 58

Reads instructions for making a kite.  
Answers questions based on the instructional text.

### Weeks 9 - 10 Just playing

#### 93 The prodigal brothers 60

Discussion and prediction of a story.  
Reads a play.

#### 94 Thinking about the play 62

Identifies synonyms.  
Matches the words with their meanings.  
Acts out the scene.  
Answers questions based on the play.  
Writes the plot of the play.  
Identifies character traits of two characters.  
Discusses dreams.  
Writes sentences in indirect speech.

#### 95 I can write my own drama 64

Write an ending for the play.  
Plans plot, character development and dialogue for a play.  
Acts out the plays.  
Evaluates other plays presented in the class.

#### 96 Improvising a play 66

Improvises a short play with a friend.  
Writes the dialogue used and describes the setting.  
Discusses radio plays.  
Uses the correct form of the verb to be.  
Writes a report of an interview conducted with a celebrity.



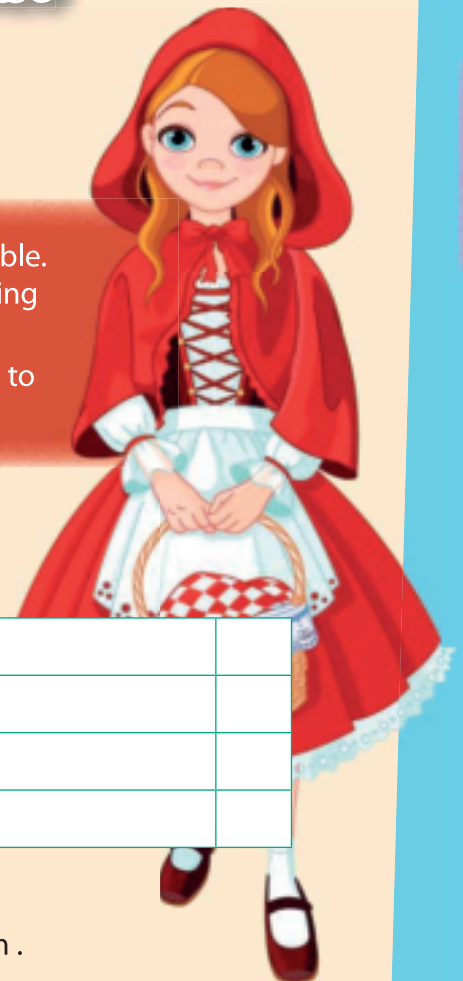
# The world of fairy tales, myths and legends



### Let's talk

Tell your partner about the characters and the plot of a fairy tale that you enjoyed when you were younger. Why did you enjoy the story?

In the world of folk tales we often read about things that are impossible. Think of how impossible it was that the woodcutter, in Little Red Riding Hood, could pull the grandmother out from the wolf's stomach. Why do we still like to read the fables and folk tales that people liked to read hundreds of years ago?



### Let's write

Write down what stories you enjoyed when you were younger. Tick those that your partner also enjoyed.

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



### Let's talk

Look at this picture of the moon. Do you know of any beliefs that people have about the moon? Discuss them .

### Did you know that the moon has many different meanings?

The moon is often a symbol of love. Sometimes it has a religious meaning. For example in the Muslim religion the moon is used to determine when Eid will be celebrated. In the Christian religion the moon determines when Easter will be celebrated. The San people dance during full moon in order to bring about rain.



## Using adjectives to describe a character



**Let's write**

Think about one of the characters of a story that you have read and write down adjectives to describe him or her.

\_\_\_\_\_

\_\_\_\_\_

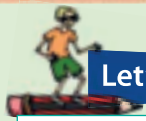
\_\_\_\_\_

\_\_\_\_\_

|       |       |       |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |

Name of character \_\_\_\_\_

|       |       |       |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |



**Let's write**

Now draw a picture of the character and use the adjectives to write a brief description of him or her.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Let's write**

Complete this table by filling in the correct comparative adjectives.

Divide these adjectives into syllables and fill in how many syllables each word has. Then use the number you wrote to help you to decide on the correct comparative adjective.

**Comparative Adjectives**  
If the word has three or more parts (syllables), we use *more* and *most* when we make comparisons. When you use *more* or *most*, do not use the ending *-er* or *-est*.

|             |   |                       |                       |
|-------------|---|-----------------------|-----------------------|
| beau/ti/ful | 3 | <i>more beautiful</i> | <i>most beautiful</i> |
| quick       |   |                       |                       |
| attractive  |   |                       |                       |
| energetic   |   |                       |                       |
| fast        |   |                       |                       |
| graceful    |   |                       |                       |
| kind        |   |                       |                       |
| diligent    |   |                       |                       |
| delicious   |   |                       |                       |
| fat         |   |                       |                       |

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







# The hare and the elephant



## Let's talk

Many folk tales are about clever hares.  
Do you know any stories about hares or rabbits?



## Let's read

Read the story about how a hare deals with a tricky situation.  
When you read the story, focus on the hare's character.



There was a drought and the animals had not seen the rain for more than a year. The elephants stood miserably round their dwindling water-hole. They longed for a pool of clear water where they could drink and spray themselves to cool their skins.

The leader of the herd set off in search of water. He found a cool deep lake and was happy to report this to the rest of the elephants who were very happy to hear of his discovery.

But the hares who lived at the lake were not happy to have all these big unwelcome visitors stomping around. When they gathered together their leader spoke for all of them. "I know we should allow elephants to drink but we will all be crushed under their trampling feet!" said the wise old hare. And off he went to tell the elephants. But as he was running across the field he thought about talking to the elephant leader and asked himself:

"What am I going to say? How must I speak to the elephant leader? He could kill me with a mere touch."

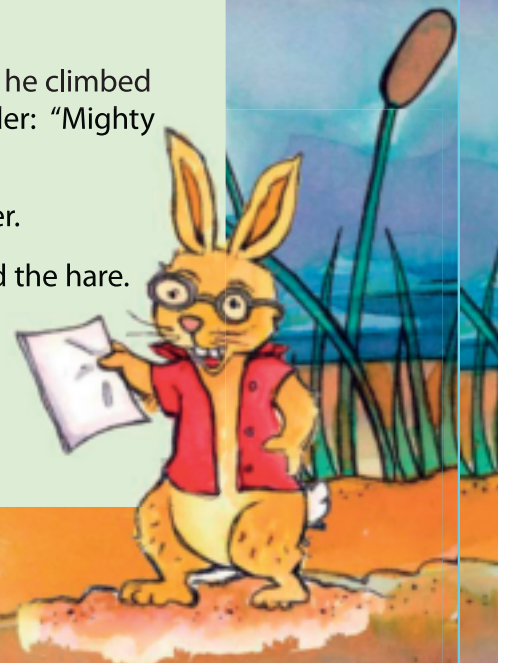
And so the hare continued on his journey. Arriving at the lake he climbed up on to a mound of sand and called out to the elephant leader: "Mighty elephant, listen to me!"

"Where have you popped up from?" asked the elephant leader.

"I am an ambassador from his worship the Moon," stammered the hare.

"State your business, sir," said the elephant respectfully.

"I have been commanded by the Moon to give you this message. Listen, this is what he said.





\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

‘Why have you trampled and scattered my hares? Don’t you understand that they are my subjects and that they guard my Moon Lake?’”

The leader of the herd of elephants was terrified. “We didn’t know. We won’t go there again,” said the old elephant.

“Words are not enough,” said the hare. “Come to the lake with me tonight.”

That night, the night of the full moon, they both stood at the lakeside.

“Now, elephant,” the hare commanded, “bow down before the Moon, who is trembling in anger in the lake. Beg his forgiveness and go.”

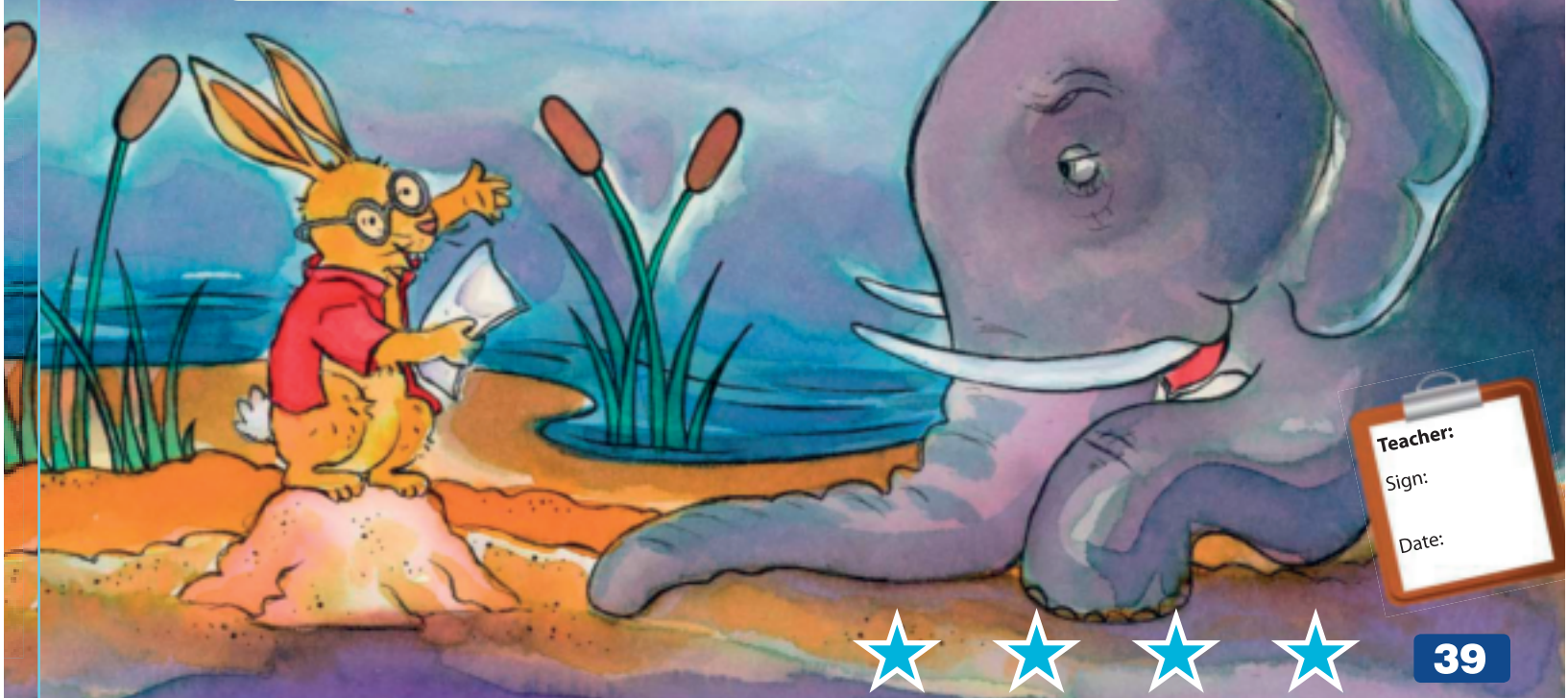
The elephant sank to his knees.

“Great lord Moon,” the hare continued, “forgive this poor creature. He is ignorant.” And then he sent the elephant packing.

The hares lived in peace again. Now, could that just be the shape of the hare in the moon?

Adapted from *Legends from the Sun and Moon*, by E and T Hadley.

- **Characters** can be people, talking animals or imaginary creatures.
- The **plot** refers to the events that make the story.
- The **setting** is the place where the story happens and tells us when it happened.



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

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

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





# Thinking about the story



**Let's write**

You know that a synonym is a word that has a similar meaning to another word. Find words in the story that have similar meanings to these words. Write the synonym below the word.



| reducing | heap of sand | trodden | divided | protect | ambassador |
|----------|--------------|---------|---------|---------|------------|
|          |              |         |         |         |            |



**Let's read**

You and your partner must read the text aloud with expression. Help your partner if he/she stumbles over an unfamiliar word. Now look back at the story and then answer the following questions.

|   |  |
|---|--|
| What is the basic message of the story?               |  |
| What genre is the text? Tick ✓                        | News article <input type="checkbox"/> Fairy tale <input type="checkbox"/> Folk tale <input type="checkbox"/> Poem <input type="checkbox"/> |
| Who is the main character of the story?               |  |
| What is the setting of the story?                     |  |
| Why is the word "moon" written with a capital letter? |  |
| What is the plot of the story?                        |  |
|   |  |
|   |  |

Do you think that the elephants acted fairly in taking the lake over? Say why.

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

What does this sentence mean: "And then the hare sent the elephant packing."?

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



**Let's talk**

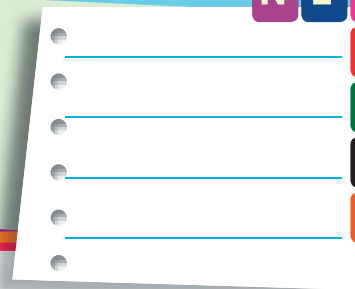
Does your school have prefects? If so, how are they elected?  
 Do you think that your prefect is doing a good job? Explain your opinion.  
 Does your prefect make sure you follow school rules?





**Let's write**

Use the following mind map to write down your ideas about the rules in your school. Are they fair? Do the learners have any role to play in making the rules? Use the following mind map to organise your ideas.



**Our school rules**

Rules that are good

---



---

Why they are good

---



---

Rules that should change

---



---

Why they should change

---



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

Now use your ideas to write a new set of rules for your class.

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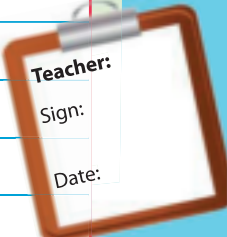
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84

# Is honesty really important?

DATE



## Let's talk

Skim the story and say what you think it may be about. Note that the story is written in diary format. This means that the writer is telling the story.



## Let's read

Read the following story and then answer the questions that follow.



### 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.

Dear Diary

Today I learned the lesson of a lifetime. You know that I am sometimes very lazy and that is why I don't pass my exams.

Last weekend I went to visit my friends and I sat in front of the TV for hours and hours. I knew that I had a test on Monday but I just could not bring myself to learn. So I made up a plan to bring a "cheat sheet" into the exam. I planned to write my "crib notes" on a tiny piece of paper. You know that I can write in tiny letters and I can put a lot of information on the smallest piece of paper.

I don't feel good about cheating. Sometimes, I write my crib notes on the back of my ruler. Once I wrote them on a piece of plaster on my thumb. I covered the plaster with lightly scribbled notes. On another occasion they were hidden on the inside of the sleeve of my jacket.

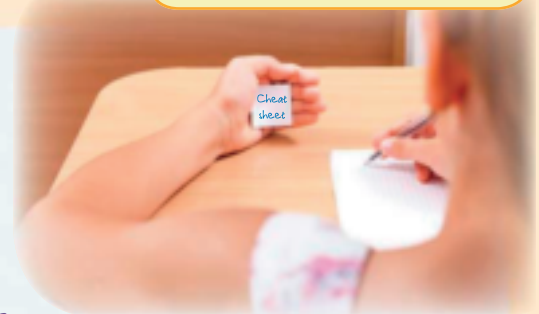
My teacher always tells us that an **honest mark** of 30% is better than a dishonest mark of 60%. She tells us that if you cheat "You're only cheating yourself," because you think you know work that you really don't know.

Whenever I cheat the children in my class say that they also **feel cheated** because they had spent their weekend studying while I spent mine watching the television or playing soccer in the afternoon sunshine.

Today we had another exam. I made my crib notes on a tiny piece of paper. I was very nervous and my hands were sweaty and trembling. Suddenly I sneezed and my crib note fell from my hand. I saw the little piece of paper float down onto my teacher's foot! I knew I was about to get a **BIG zero** for the test.

And yes, I was caught **red-handed** and my teacher took me out of the room.

I felt dizzy... If only I had worked harder. Everyone in the class knows that I am dishonest and that is not a nice feeling.



## Let's talk

What do the highlighted phrases in this story mean?





**Let's write**

Discuss and then answer the following questions.

What is the story about?

Who is the main character?

What is the setting?

What caused Buba to cheat?

What was the effect of her cheating?

Why did the other learners feel cheated when Buba was cheating?

Why is honesty important in this story?



**Let's do**

Look at the following list of nouns and sort them into **countable** (you can count them) or **uncountable** nouns (those which we cannot divide into parts). Remember that we use an indefinite article (**a** or **an**) with countable nouns, and a definite article (**the**) with uncountable nouns.

time

marks

test

weekend

Monday

piece

calculator

sleeve

jacket

thumb

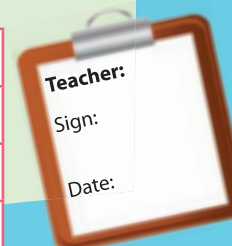
pencil

sunshine

| Countable nouns | Uncountable nouns |
|-----------------|-------------------|
|                 |                   |
|                 |                   |
|                 |                   |
|                 |                   |
|                 |                   |

Use all the countable nouns in sentences.

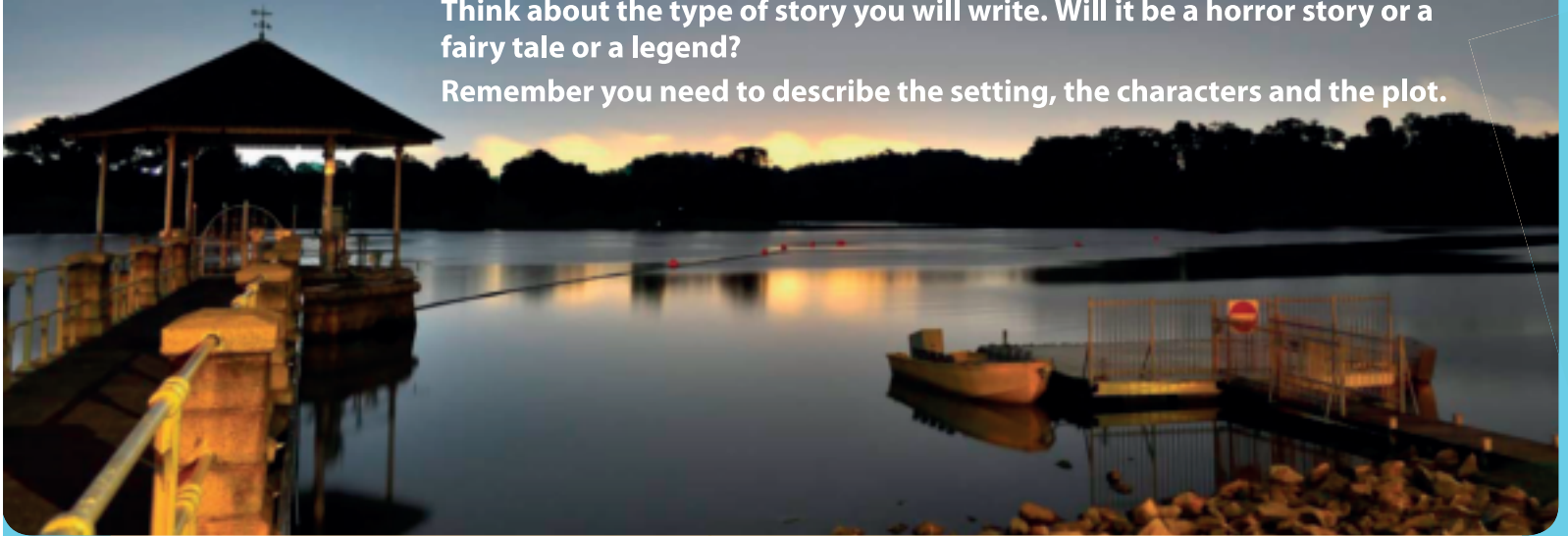
  
  
  





# I can write my own story

Look at the picture. It shows the setting for your story.  
Think about the type of story you will write. Will it be a horror story or a fairy tale or a legend?  
Remember you need to describe the setting, the characters and the plot.



### Step 1

This story began when

---

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### Step 2

After that

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### Step 3

Then

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### Step 4

Finally

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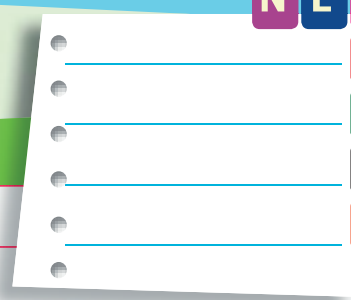


**N E W  
O  
R  
D  
S**



**Let's write**

After you have edited your rough copy, write your story neatly in the space below. Draw a picture to illustrate each paragraph.



A large writing area with a vertical red margin line on the left and horizontal red lines for writing. The area is divided into four vertical columns by red lines. The first column is the widest, followed by three narrower columns of equal width.

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







# I can write my own poem



Let's read

Read the following poem silently a few times.

- What is your first impression of the poem?
- Mark the key words which strike you as being important.
- Underline the pairs of words that rhyme.
- Circle the word "I". Talk about who "I" refers to in this poem.

Read the poem aloud with expression and movement.



## The Aeroplane

Up in the air I soar and rise,  
Higher and higher into the skies.  
My engines roar, my voice is loud.  
I am an aeroplane, mighty and proud.

Up and above the clouds I fly,  
No bird is half as clever as I.  
I can dive and zoom, and loop the loop.  
And down to earth again I swoop.

Man made me, and by him I'm flown.  
He has no wings to fly alone.  
And so together, up we go.  
The birds below us, flying low.

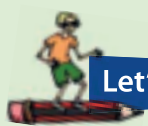
Up in the air we soar and rise.  
Man and I into the skies.  
My engine hums, now soft, now loud.  
I am an aeroplane, mighty and proud.

From: Elnith Blake: *Chosen for you*



**A stanza refers to the lines of poetry that are grouped together.**  
**Meter refers to the rhythmic structure of a poem.**  
**End rhyme is where two or more lines of poetry end with a rhyming word.**





**Let's write**

Fill in synonyms for the following words

|      |      |       |      |        |
|------|------|-------|------|--------|
| soar | roar | swoop | loop | mighty |
|      |      |       |      |        |

What is the tone of the poem?      serious      realistic      humorous

Explain your answer.



**Let's talk**

The aeroplane refers to itself as "I". What figure of speech is this?  
**metaphor alliteration personification**

The aeroplane compares itself to a bird. (Stanza 2, line2)

Why would the plane be comparing itself to a bird?

Which line has been repeated? What might be the reason for this repetition?

Who is referred to in the sentence "Man and I into the skies"?



**Let's write**

Write a paragraph to describe the message of the poem.

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**Let's talk**

Look carefully at this picture of a plane and describe what it is made from and how it is made.  
Can you think of different recyclable things that you could use to make an aeroplane?



**Teacher:**

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

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

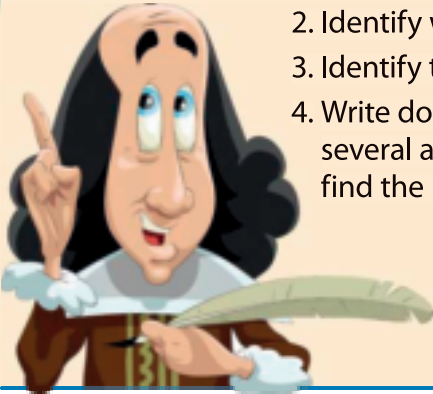




# 87 Write your own poem



Let's write



You are an up-and coming poet and want to write your own poetry.

1. Read the above poem a few more times. You might wish to obtain an anthology of poems from the library.
2. Identify what topic interests you.
3. Identify the mood of the poem you will write. Will it be sad or funny?
4. Write down your ideas and write a rough draft. Don't worry if it takes several attempts to write your poem. Many poets take some time to find the right words.

My poem

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Stanza 1

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Stanza 2

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Stanza 4

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Stanza 3







**Let's write**

**Looking at possessive pronouns**

Fill in the correct form of the possessive pronoun in each of these sentences.

John, this hat is mine and this is (you) \_\_\_\_\_.

Wash (you) \_\_\_\_\_ hands before you eat.

Jabu always takes off (he) \_\_\_\_\_ cap when he comes into class.

They blow (they) \_\_\_\_\_ vuvuzelas at soccer.

This book belongs to my sister. It is (she) \_\_\_\_\_.

This book is (you) \_\_\_\_\_.

The ball is (I) \_\_\_\_\_.

The blue car is (we) \_\_\_\_\_.

The dress is (she) \_\_\_\_\_.

They live here. This house is (they) \_\_\_\_\_.

The ball is (he) \_\_\_\_\_.

We have a bird. The nest is (it) \_\_\_\_\_.

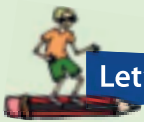
That is their dog and this cat is (we) \_\_\_\_\_.

This was not my fault. It was (you) \_\_\_\_\_.

**Possessive pronouns**

show ownership.  
E.g. This is my book.  
The book is **mine**.

Other possessive pronouns are **mine yours his hers its ours yours theirs**



**Let's write**

**Adverbs of place**

Adverbs of place tell us where things are. Fill in these adverbs of place to complete the sentences below. You can use each word once only.

- outside
- in
- around
- nearby
- here
- there
- upstairs
- everywhere

Come \_\_\_\_\_.

I live \_\_\_\_\_.

He lives \_\_\_\_\_.

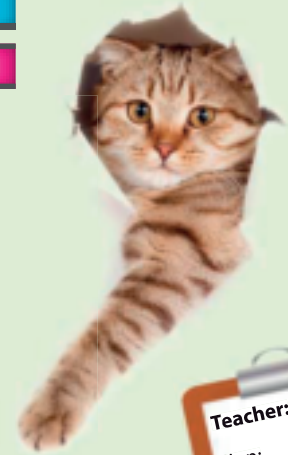
They live \_\_\_\_\_.

I looked \_\_\_\_\_ the room.

I went \_\_\_\_\_ to the second floor.

Don't play in the house. Go and play \_\_\_\_\_.

John looked \_\_\_\_\_ but could not find his phone.



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





# 88 Fun with poetry



**Let's talk**

Look at the picture and the title of the poem. What do you think this poem will be about? Talk to your partner about this.



**Let's read**

Read the poem carefully. Then read it aloud as a group.

## MY ELEPHANT THINKS I'M WONDERFUL

My elephant thinks I'm wonderful.

My elephant thinks I'm cool.

My elephant hangs around with me  
and follows me into school.

My elephant likes the way I look.

He thinks that I'm fun and smart.

He thinks that I'm kind and generous  
and have a terrific heart.

My elephant thinks I'm brave and bold.

He's proud of my strength and guts.

But mostly he likes the way I smell.

My elephant thinks I'm nuts.

By Kenn Nesbitt



**Let's write**

Read the poem aloud. Underline all the rhyming words and then make a list of what the elephant likes about the boy.

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How do we know "The elephant thinks I'm wonderful" is a fun poem?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

In this section you will look at different kinds of poems and you will try to write a few poems yourself.  
Have you ever been tongue tied?  
Can you say these words very quickly?



**Red leather yellow leather.**

The **blue bluebird** blinks at the **blackbird**.



**Red lorry, yellow lorry, red lorry, yellow lorry, red lorry.**



You probably ended up saying things like **red rorry, yellow lolly!** This is called a tongue twister.



Practise saying these tongue twisters.  
How fast can you say them?

*A tiny tiger tied a tighter tie to tidy her tiny tail.*



Tricky Tristan tracked a trail of tiny turtles.  
How many tiny turtles did Tricky Tristan track?  
Tricky Tristan tracked twenty two tiny turtles;  
That's how many tiny turtles tricky Tristan tracked.



Swan swam over the sea.  
Swim, swan, swim!  
Swan swam back again.  
Well swum swan!



When we repeat letters at the beginning of words that are close together in a sentence, we call this alliteration.

**If a dog chews shoes, whose shoes does he choose?**



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

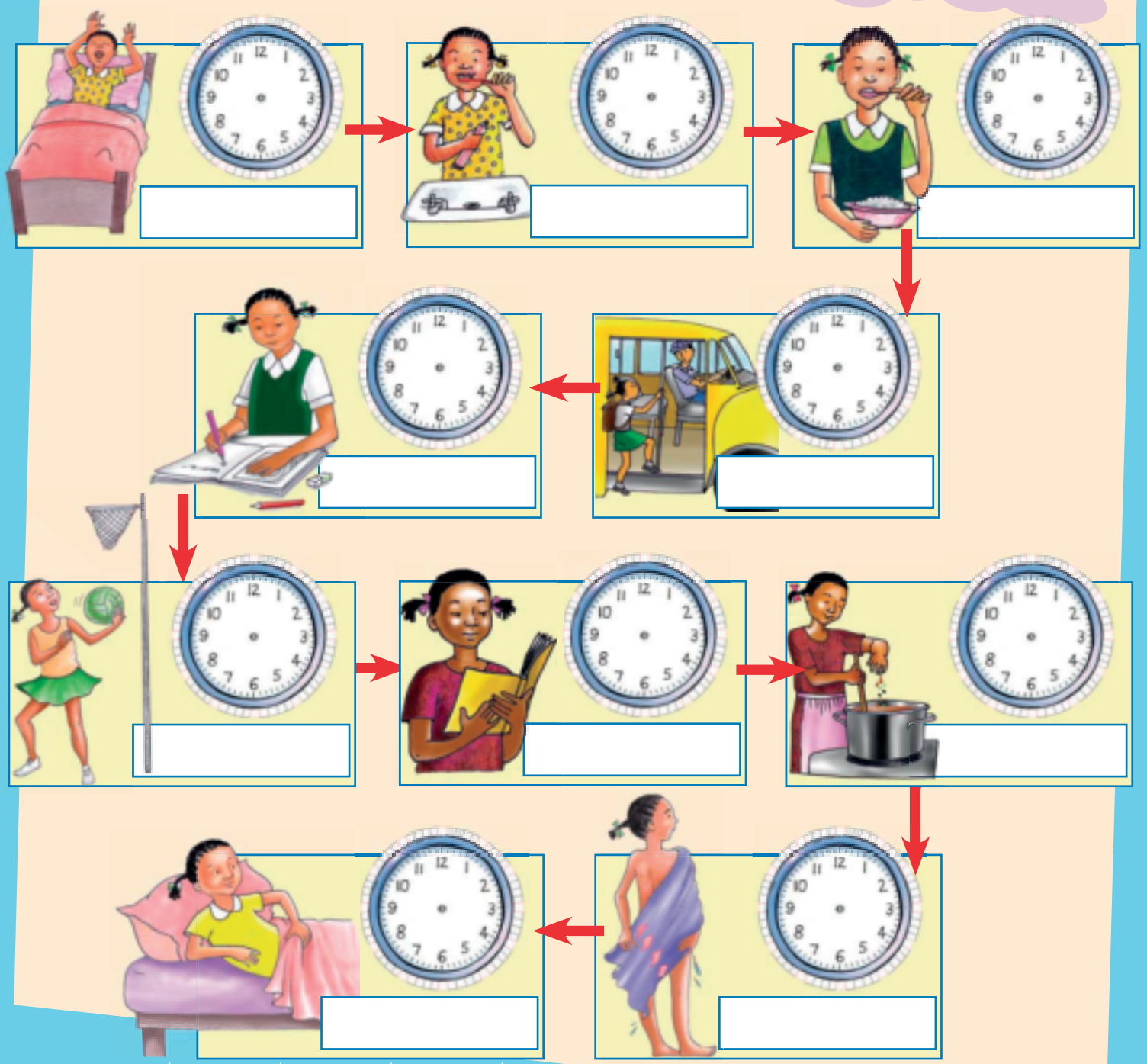


# 89 How to do it



Look at the flow chart that shows how Nomsa spends her day. Tell your friend what is happening in the flow chart. Fill in the time onto each of the clocks and write a caption in each box.

We frequently use process descriptions in our everyday lives. We follow directions on the road, we use recipes and we follow instructions when we use household appliances. At school you will follow instructions for art and craft items, and instructions for doing experiments in Natural Sciences class. The most important part of a process description is that someone else can follow the instructions in order to achieve the results.



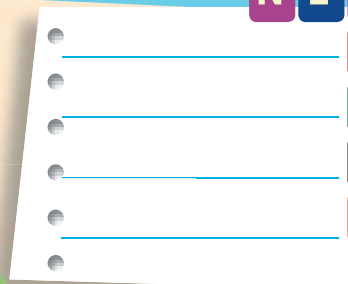


# Making a birthday card



**Let's read**

Read these instructions for making a birthday card.



## Materials

- Coloured card or stiff paper
- Template of balloons or a birthday cake
- Markers, paint, pencils
- Glue
- Glitter
- Selection of texts or verses or poems



Remember we put the apostrophe after the **S** if there is more than one owner.

## Method

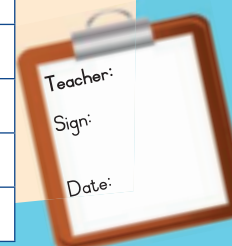
- Fold A4 paper in 4.
- Trace the picture on the outside of the card.
- Use a small brush and glue to trace the outline of the picture. Cut out and decorate.
- Sprinkle glitter over the glue outline. Allow to dry.
- Write a special birthday message on the outside of the card.
- On the inside of card, write special birthday wishes or a short poem.

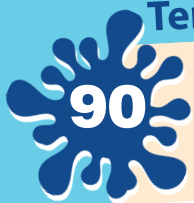


**Let's write**

Now do an apostrophe 's exercise. Show who owns the things by filling in the apostrophes in the correct places. Then fill in the name or names of the owner/s and what thing he, she or they owned.

|                                   | Owner | How many owners? | What do they own? |
|-----------------------------------|-------|------------------|-------------------|
| This is Sam's book.               | Sam   | 1                | book              |
| My mothers bag is broken.         |       |                  |                   |
| The dogs tail is wagging          |       |                  |                   |
| Annas tooth hurt.                 |       |                  |                   |
| The girls uniforms are blue.      |       |                  |                   |
| He took Jabus ball.               |       |                  |                   |
| The boys soccer shirts are green. |       |                  |                   |





# Jelly boats

## RECIPE FOR JELLY BOATS

### Ingredients

- Packet of red jelly powder
- Packet of green jelly powder
- 3 oranges
- 125 ml boiling water
- 250 ml cold water

### Method

1. Cut the oranges in half.
2. Remove the orange segments carefully from the orange halves.
3. Put the red jelly powder in a bowl and add 125 ml boiling water. Stir until dissolved.
4. Add 250 ml cold water and put in the fridge until the mixture is cold.
5. Do the same with the green jelly.
6. Place the orange halves in a cookie pan.
7. Pour the jelly mixture into each orange half.
8. Leave in the fridge until the jelly has set.
9. Cut each half into 2 segments.
10. Cut triangles of coloured papers to make boat sails. Use a toothpick to attach the sail to the boat.



Let's do

Look at the recipe and underline all the verbs (action words) used in the instructions.



Let's write

Discuss the recipe with your partner and say what utensils you will need to make the jelly boats. Then write the list in this table.

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



How many orange boats can you make with this recipe?

What must you do with the jelly after you have added the cold water?

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Look at these pictures. Each picture illustrates one of the steps of the recipe. Write down the number of the step in each box.















Write a recipe of your own.

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

**Ingredients**

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

**Method**

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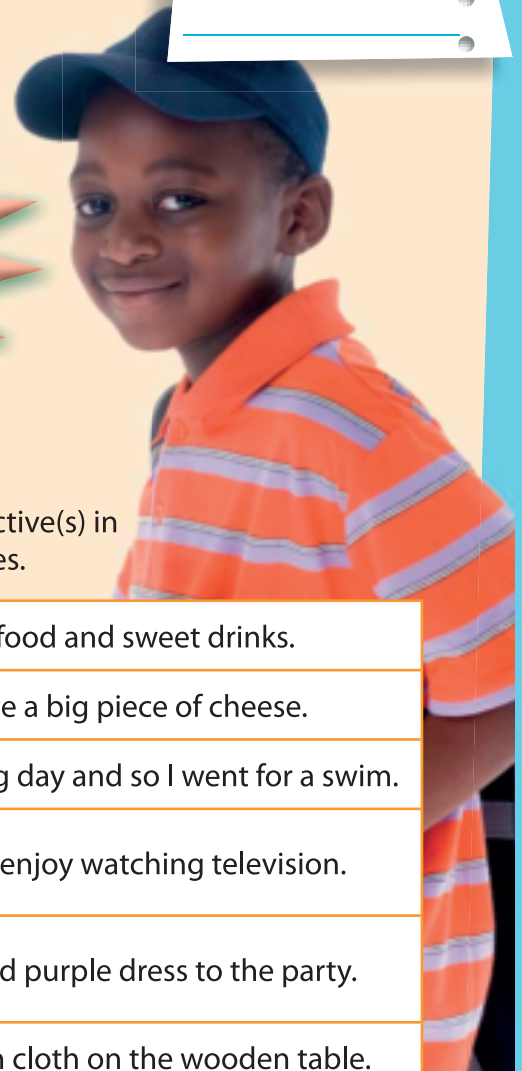
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# 91 Looking at language

## Looking at adjectives

You already know that an adjective is a word that describes a noun or pronoun. In the phrase, "the brown dog" the word brown is an adjective because it describes the dog. Usually the adjective comes before the noun it is describing.



### Let's write

Read these sentences carefully. Underline the adjective(s) in each sentence. Then circle the noun that it describes.

|  |   |
|--|---|
| I ate all the delicious jelly boats.                   | I do not like salty food and sweet drinks.        |
| I saw a huge elephant in the park.                     | The tiny mouse ate a big piece of cheese.         |
| It was a cold day and I left my jersey at home.        | It was a sweltering day and so I went for a swim. |
| I bought a woollen jersey and a pair of leather shoes. | Teenage children enjoy watching television.       |
| The young lady did not know where she left her bag.    | I wore my pink and purple dress to the party.     |
| We had red and green jelly boats at the party.         | We put the cotton cloth on the wooden table.      |

Now fill in the adjective you underlined under the correct heading.

**Taste**

**Size or weight**

**Age**

**Time**

**Temperature**

**Colour**

**Material**





Let's write

# How healthy is your environment?

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

Carry out a survey in your school grounds or in the area surrounding you school. What different types of litter can you see? Are there any other environmental problems? Shade one block for each item you see.

|   |       |         |      |       |                 |                |                          |            |              |
|---|-------|---------|------|-------|-----------------|----------------|--------------------------|------------|--------------|
| 8 |       |         |      |       |                 |                |                          |            |              |
| 7 |       |         |      |       |                 |                |                          |            |              |
| 6 |       |         |      |       |                 |                |                          |            |              |
| 5 |       |         |      |       |                 |                |                          |            |              |
| 4 |       |         |      |       |                 |                |                          |            |              |
| 3 |       |         |      |       |                 |                |                          |            |              |
| 2 |       |         |      |       |                 |                |                          |            |              |
| 1 |       |         |      |       |                 |                |                          |            |              |
|   | Paper | Plastic | Tins | Glass | Building rubble | Stagnant water | Broken electrical cables | Loud noise | Polluted air |

Now write a report on what you found. Say what are the worst forms of pollution in or around your school.

Area that you examined: \_\_\_\_\_

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

Now say what could be done to improve the environment.

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





# Go and fly a kite

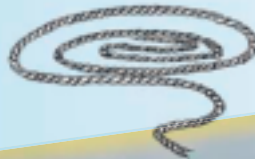
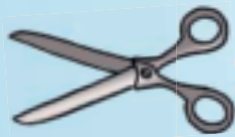


Let's read

Read the instructions for making a kite and then answer the questions that follow.

### You need:

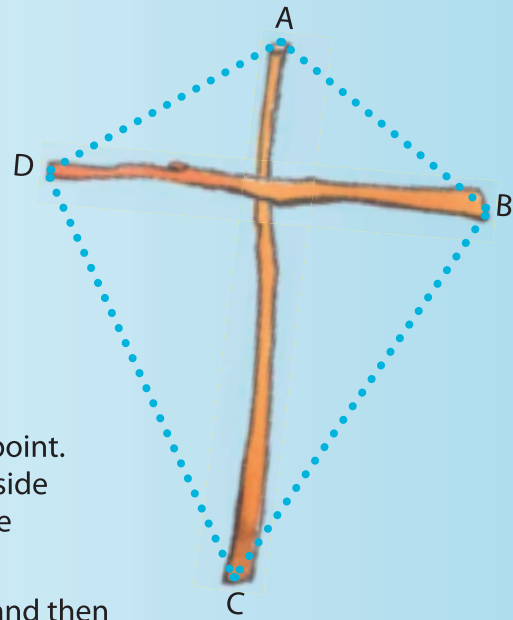
- A large plastic bin bag
- Two wooden dowels or thinly cut bamboo sticks (one should be 60 cm long, the other 50 cm long)
- Scissors
- Thin fishing line
- Ruler
- Plastic bag ties
- Clear sticky tape
- Streamers and permanent markers for additional decoration





## INSTRUCTIONS

1. Cut open a dustbin bag to form a flat plastic sheet.
2. Measure 15 cm down on the long stick and make a mark. Place the short stick at the mark and form a "T" or cross shape. Tie the sticks together using string and/or the plastic bag ties. This is the kite frame.
3. Put the sticks down on the plastic bag and use your ruler to draw a line around the frame from the top stick to the side and then down to the bottom point. Use your ruler to continue the outline on the other side of the T-shape. It should look like a diamond. Cut the plastic 5 cm wider than your diamond pattern.
4. Tie the fishing line at the top of the kite frame at **A** and then pull it tightly from **A** to **B** to **C** to **D**. Then tie another piece of string from **B** to **D**, pulling it so that the kite frame curves inwards.
5. Lay the frame on the plastic diamond shape and fold the edges over the stick frame and tape it down.
6. Turn the kite over and decorate it using your markers.
7. Cut a piece of string 50 cm long. Poke holes in the top (20 cm from **A**) and bottom (20 cm from **C**) of the kite and tie the string in a knot in the top and bottom holes. Then tie on the rest of your string to the middle of the string.
8. Tape the streamers to the bottom of the kite at **A** to make a tail for the kite.



### Let's write

What do we use the bag ties for?

How long should the two sticks be?

What can you use for sticks if you do not have dowel sticks?

What can you use instead of the plastic bin bag?

What do you use the streamers for?

How do you get the kite into the air?

Teacher:

Sign:

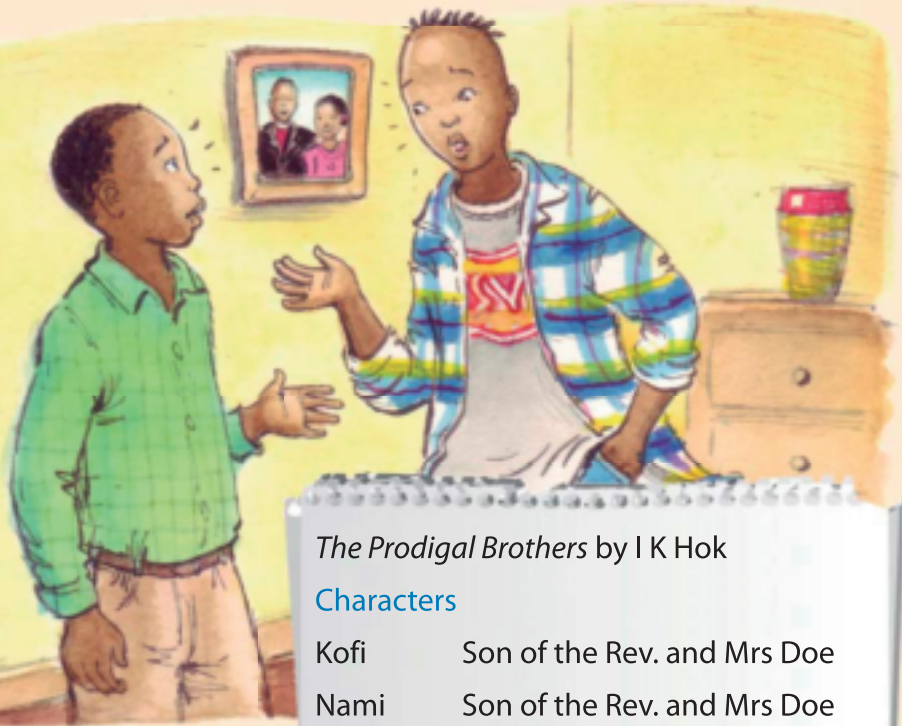
Date:





# 93 The prodigal brothers

A drama is a play where two or more people act out a story. The word comes originally from the ancient Greek language. You could also say that drama is about pretending to be a character. A drama is usually presented in a theatre.



*The Prodigal Brothers* by I K Hok

### Characters

|          |                             |
|----------|-----------------------------|
| Kofi     | Son of the Rev. and Mrs Doe |
| Nami     | Son of the Rev. and Mrs Doe |
| Rev. Doe | Reverend of a church        |
| Mrs Doe  | Wife of the Rev. Doe        |



### Let's talk

Look at the title of the play, above. Discuss with your friend what you think the play might be about. Do you know what the word "prodigal" means? It means reckless or wasteful.



### Let's read

## Scene 1

*The Rev. Doe's house. It is early in the day. Kofi and Nami are discussing their parents. They are critical and disgruntled.*

**KOFI:** Why is there so much talk in this house – and every sentence a question? You can't do anything without being criticised.

**NAMI:** Don't ask me. I'm tired of slaps and being found fault with. We're always in the wrong – to them.

**KOFI:** Yes – and mother makes it worse by interrupting when I'm only trying to carry out pa's instruction.

**NAMI:** I think they're so used to preaching to all the world that they don't notice they are always going for us.

**KOFI:** Have you noticed that one lesson often contradicts another?



**NAMI:** Yes – and they’ll do nothing for themselves. “Give me this” and “Fetch me that”. One day I swear I’ll be asked to bath one of them. (*Laughs, in spite of his ill humour, at this prospect.*)

**KOFI:** I hope you’d use a bush sponge and scrub till it hurts. (*Grins*)

**NAMI:** Mensah has just been telling me of a strange dream he had last night.

**KOFI:** Oh! What was it?

**NAMI:** He said someone came to his bedside and called him repeatedly. At first he was afraid and did not listen but eventually he heard a prophecy.

**KOFI:** A prophecy?

**NAMI:** Yes. He said old Pa would suffer a terrible misfortune.

**KOFI:** I don’t believe it. Stuff and nonsense.

**NAMI:** I tell you he did – and he said it was because Pa was not treating us properly.

**KOFI:** Aw! That’s silly! Mensah is teasing you. He’s jealous because he’s only a servant in our father’s house. He hates to see us having a good time.

**NAMI:** We shall see. Oh! And he said the nation was going to suffer, too.

**KOFI:** Ho! The nation now! First our family – now everybody. The more you tell me the more I laugh. Mensah is an old fool –

**NAMI:** Well, I’m not so sure.

**KOFI:** – and you’re one for listening to him.

**NAMI:** I wish I hadn’t. I’ve been scared ever since he told me.

**KOFI:** Coward! Scaredy! Fancy being frightened by a servant.

**NAMI:** I can’t help it, I –

**KOFI:** Come on. Let’s plan our day. We’ve got to go to church but at least we can watch the girls as they come in – that is to say when father’s not looking.

**NAMI:** I’m not as bold as you are. Girls don’t seem to take much notice of me.

**KOFI:** That’s because you are too timid.

**NAMI:** You can watch the girls. As long as I have my stomach full of good food, I’m satisfied. Girls only make for trouble.

**KOFI:** Go away. I’ll tell you – (*He is interrupted by the church bell.*)

**NAMI:** Aw! Come on or we’ll be late – and more trouble.

## Scene 2

(*Outside the church. We hear the last line or so of a hymn...*)

Teacher:  
Sign:  
Date:



# 94 Thinking about the play



### Let's match

Find synonyms for the following words that are used in the play. Draw a line to match the words on the left with their meanings on the right.

|             |
|-------------|
| disgruntled |
| slaps       |
| prophecy    |
| misfortune  |

|            |
|------------|
| bad luck   |
| prediction |
| smacks     |
| irritated  |



### Let's role play

When we read a drama we need to think about what makes the character behave in certain ways. See if you and your partner can work out what the inner motivations of the two boys in this scene are.



### Let's talk

Act out the scene. When you have finished acting this scene, discuss your performances. Were you all pretending to be the character you were acting, or were you just reading out the lines without pretending?



### Let's write

By now you should know the first scene of the play quite well. Here are some questions about the scene.



| List the characters | Describe the setting (the time and place of the story.) |
|---------------------|---|
|                     |   |
|                     |   |
|                     |   |
|                     |   |

What is the plot of the story so far? (*The plot is the series of events or actions which make up the story.*) You might start by saying this: "Kofi and Nami complain about the way their parents treat them. Then Nami mentions a dream the servant Mensah had." Now you can set out the rest of the plot.

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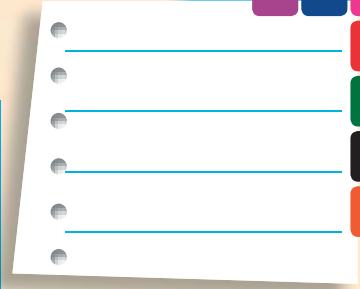


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Kofi and Nami have very different personalities.  
Set out below some of the main character traits they each have.

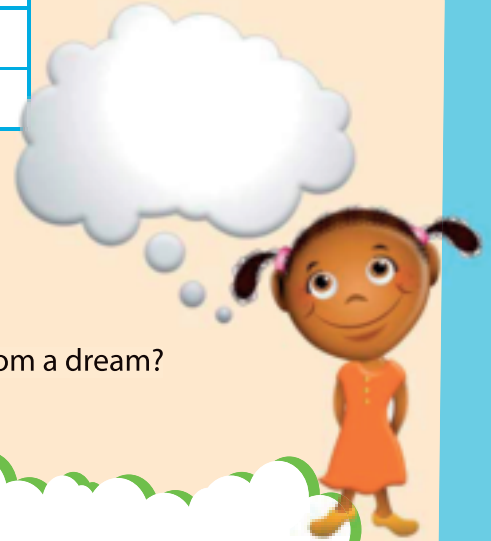
| Kofi | Nami |
|------|------|
|      |      |
|      |      |
|      |      |
|      |      |
|      |      |



**Let's talk**

Have a discussion about dreams with your partner.

1. Tell each other about a dream each of you remembers having.
2. Do you believe that you can forecast something about the future from a dream?
3. Are you sometimes frightened by what you dream about?



**Direct and indirect speech**

A play uses the language structure of direct speech. Here is a line of direct speech from the play you have been reading:

**KOFI:** *Have you noticed that one lesson often contradicts another?*

You can also write this out as follows, using inverted commas:

**Kofi says:** *"Have you noticed that one lesson often contradicts another?"*

However, in play scripts, inverted commas are not used, as you will have noticed from scene 1. This is because we know everything that comes after a character's name is meant to be spoken. Even without inverted commas, it is still direct speech.

If you were to right the line out in indirect speech, it would look like this:

*Kofi asks if Nami has noticed that one lesson often contradicts another.*

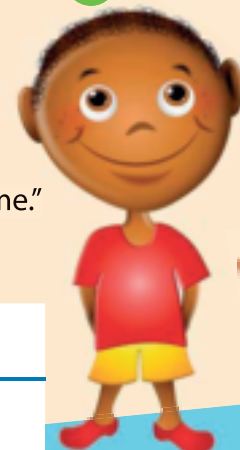


**Let's write**

Now write the following lines from the play in indirect speech:

**NAMI:** "I'm not as bold as you are. Girls don't seem to take much notice of me."

**KOFI:** "That's because you are too timid."



**Teacher:**

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

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







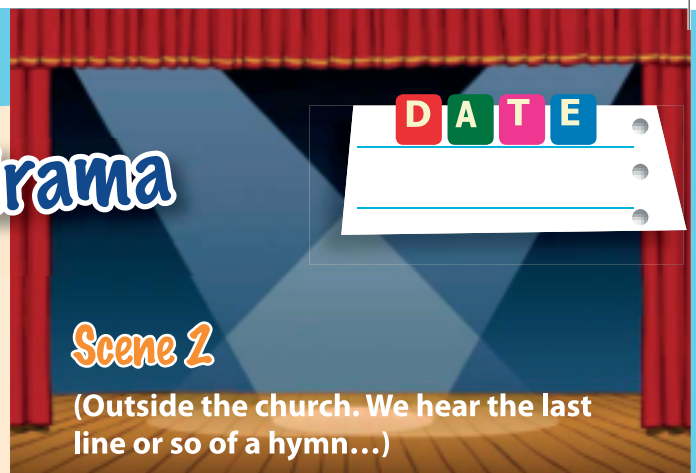
# I can write my own drama

DATE \_\_\_\_\_



Try to write an ending for the play you read in the previous lesson.

The play script at the start of the previous worksheet ended at the start of scene 2, and looked like this:



## Scene 1

(Outside the church. We hear the last line or so of a hymn...)

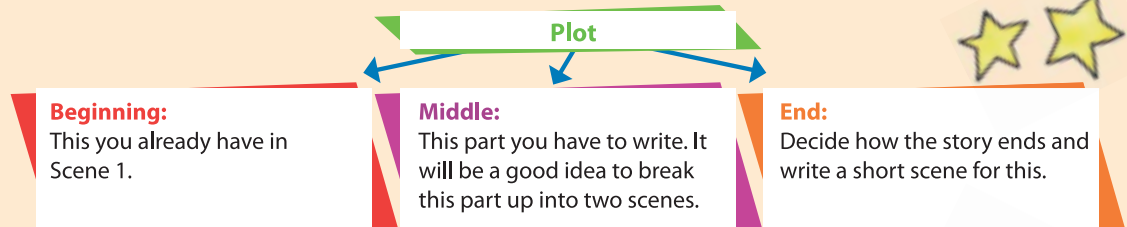


### Let's write

You are familiar with scene 1. You know what the setting of the action is, and who the main characters are. Now you need to plan the next few scenes of this drama. You will have to make up some more of the story, and create a few new characters of your own.



First, you must work out the plot for each scene, as set out in this diagram.



Use this table to work out the plot for the rest of the play:



- Plot for scene 2
- Plot for scene 3
- Plot for scene 4 – the end scene

Next, you will have to work out which characters will be in each scene, and the kind of conversation they will have. This conversation, in a play, is called the dialogue. The plot you have worked out for each scene will guide you when you plan your dialogue.



Use the scheme set out in the table below to do your planning. You will have to fill in the blocks that are empty.

| Setting of each scene       | Characters involved | Description of dialogue that takes place  | The tone of language used. (For example, do they argue, or are they friendly?) |
|-----------------------------|---------------------|---|--|
| In the Reverend Doe's house | Kofi<br>Nami        | Two brothers talk about their parents and how unfair they are.<br>A servant's prophetic dream is discussed.<br>The boys realise it is time to go to church. | Disrespectful towards their parents.<br>Kofi teases his brother Nami.          |



|                                 |  |  |  |
|---------------------------------|--|--|--|
| At the church after the service |  |  |  |
|                                 |  |  |  |
|                                 |  |  |  |

Next, you will have to write out each scene according to your plan. You will mainly write dialogue, or what each person says, for all the characters in each scene.

For each scene you can follow this structure:



**Let's act**

After everyone in your group has finished writing their little play, compare your different stories. They will probably all be very different.

Since everybody has written a play, you now have quite a few of plays that you can act out. Try and give a little drama performance for each person's play. Remember to stick to the dialogue that has been written and not to make things up as you go along.



**Let's talk**

How good do you think the plays are? Have they been well developed? Discuss this with your partner and try to judge each other's plays. Use the checklist to help you.

|                        |
|------------------------|
| Appropriate words used |
| Sequence               |
| Characterisation       |

|                                 |
|---------------------------------|
| Development of plot             |
| Sensible storyline is developed |
| Gestures are well placed        |
| Sentence and word order         |



**Let's write**

Write a report on your partner's play based on the discussion you have just had. Comment on his or her development of the drama, the dialogue used, and some of the elements set out in the table above.

*Always follow the writing process:*

- Draft
- Feedback and revision
- Proofreading
- Final draft
- Presentation

Use the space below, and remember to always follow the writing process.

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**Teacher:**  
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Date: \_\_\_\_\_





# 96 Improvising a play

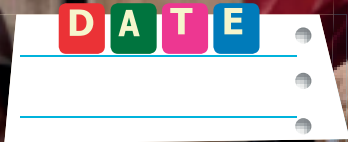


### Let's act

Now try and improvise a short play with your friend. You can choose one of the two scenarios below. Then act out a

little story around that scenario, making it up as you go along. There are two characters in each scenario, so you and your friend can each choose one.

Sometimes actors don't have a script at all. They are given a scenario, which is an outline of a story, and then they make up the plot and the dialogue as they go along. This is called **improvising**.



### Scenario 1

Thembi desperately needs to buy a bus ticket because she wants to see her boyfriend who lives out of town.

Richard, the ticket seller, knows Thembi's dad very well. He knows that Thembi is supposed to be at school, and that her marks have not been good. He wants to refuse Thembi a ticket, but his boss is standing right behind him and there is a long queue of people waiting to buy tickets. He does not want to make his boss angry by taking too long with Thembi.

If you choose this scenario, act out the conversation between Thembi and Richard. Will Richard sell Thembi a ticket? What will happen to Thembi if she keeps bunking school? You and your friend have to improvise the rest of the story.

### Scenario 2

Jabu likes to look hip and different. He is wearing his sister's earring.

Thandi, his sister, is going to meet her friends. She wants to wear the earring and tells Jabu to give it back to her.

Should you choose this scenario, you and your friend must improvise a scene about what happens between Jabu and Thandi.

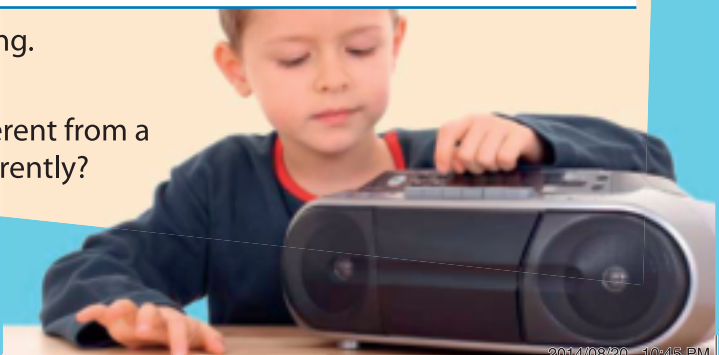
Now that you and your friend have finished your improvisation, write down the dialogue you used and describe the setting. Write in the space below or on a separate piece of paper if you need more space.



Four horizontal lines for writing the dialogue and setting.

Look at the improvised play you have just finished writing. Do you think it could be broadcast by radio?

Discuss with your group how a radio play might be different from a stage play. For example, would you have to write it differently?



**Let's look at grammar**

This exercise is about the irregular verb "to be". It is called irregular because it has eight different forms – the most of any verb in English. These are the eight forms: *be, am, is, are, being, was, were, been.*



**Let's write**

In the table below, write down the correct form of the verb **to be** for each of the listed pronouns. The first line has been filled in – now complete all the others.

| Pronouns | To be |
|----------|-------|
| I        | am    |
| you      |       |
| he       |       |
| she      |       |

| Pronouns | To be |
|----------|-------|
| it       |       |
| we       |       |
| you      |       |
| they     |       |

Next, fill in the correct form of **to be** for the following sentences:

Tami \_\_\_\_\_ Zulu. He was born in Umlazi.

Jacques \_\_\_\_\_ French. He was born in Paris.

They \_\_\_\_\_ Japanese. They live in Tokyo.

South Africa \_\_\_\_\_ a very big country.

I like mice. I think they \_\_\_\_\_ cute.



**Let's write**

Pretend you are a newspaper reporter who has just interviewed a celebrity. You must write a report about your interview. You will have to tell your readers who the celebrity is and what kind of person they are. Use the table below to plan the report, and add any further questions you might want to ask.

|  |  |
|--|--|
| Why is the person a celebrity? What do they do? (A movie star or great soccer player?) |  |
| What is the celebrity like? (For example, are they haughty or friendly?)               |  |
| Where do they live? Where do they like to go on holiday?                               |  |
| Do they have any advice for people of your age?  |  |
| Do they see themselves as role models? What does it mean to be a role model?           |  |



**Let's write**

Now write a draft of your report. Then follow the rest of the writing process, and write the final draft in the space below.

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# Checklist

## I CAN



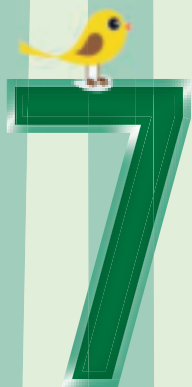
|  |  |  |
|--|--|--|
| act out the scene of a play                      |  |  |
| answer questions based on a play                 |  |  |
| answer questions based on a poem                 |  |  |
| answer questions based on a recipe               |  |  |
| answer questions based on instructional text     |  |  |
| answer questions based on the text               |  |  |
| discuss a flow chart                             |  |  |
| discuss a topic and give an opinion              |  |  |
| discuss phrases in the story                     |  |  |
| discuss questions based on a poem                |  |  |
| discuss the tone of a poem                       |  |  |
| follow instructions for making a birthday card   |  |  |
| give instructions for making an item             |  |  |
| identify adjectives and nouns                    |  |  |
| identify alliteration                            |  |  |
| identify and use countable and uncountable nouns |  |  |
| identify character traits of two characters      |  |  |
| identify rhyming words from a poem               |  |  |
| identify synonyms in the text                    |  |  |
| identify verbs                                   |  |  |
| improvise a play                                 |  |  |

## I CAN

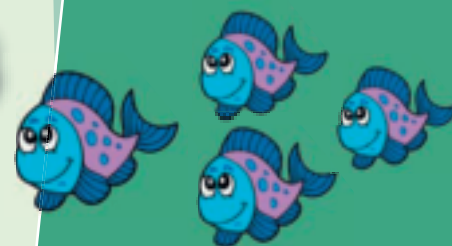


|  |  |  |
|--|--|--|
| match words with their meaning                                     |  |  |
| plan an essay focusing on plot, character development and dialogue |  |  |
| predict what a poem is about                                       |  |  |
| read a diary entry   |  |  |
| read a play  |  |  |
| read a poem  |  |  |
| read a recipe  |  |  |
| read a story   |  |  |
| read instructions for making something                             |  |  |
| read tongue twisters   |  |  |
| sequence the steps of a procedure to show the correct process      |  |  |
| skim a story and predict what it may be about                      |  |  |
| sort adjectives into correct boxes                                 |  |  |
| talk about characters in stories                                   |  |  |
| use a mind map to organize ideas                                   |  |  |
| use a picture as a prompt for an essay                             |  |  |
| use adjectives to describe a character                             |  |  |
| use adverbs of place   |  |  |
| use comparative adjectives   |  |  |
| use possessive pronouns  |  |  |
| use the apostrophe appropriately                                   |  |  |
| use the correct form of the verb "to be"                           |  |  |
| uses countable nouns in sentences                                  |  |  |
| write a descriptive paragraph about a character                    |  |  |
| write dialogue   |  |  |
| write a poem   |  |  |
| write a process description  |  |  |
| write a report of an interview conducted with a celebrity          |  |  |
| write a story in rough describing the setting, characters and plot |  |  |
| write an ending for a play   |  |  |
| write rules  |  |  |
| write sentences in indirect speech                                 |  |  |
| write the plot of a play   |  |  |





# Stories and tales



## Theme 7: Stories and tales

## Term 4: Weeks 1 – 4

### Weeks 1 - 2 Stories and tales

#### 97 One good trick deserves another 70

Predicts what a story might be about.  
Reads a story.  
Answers questions based on the text.

#### 98 Different points of view 72

Plans and writes a story.  
Revises adjectives.  
Completes sentences using idiomatic expressions.

#### 99 The shanty town storm 74

Reads text and answers questions based on it.

#### 100 Introductions and conclusions 76

Reads a short story and focuses on the introduction and ending.  
Writes an ending for the story.  
Replaces words with their antonyms.

#### 101 A look at letters 78

Reads a letter.  
Discusses the letter.  
Answers questions based on the letter.  
Writes an itinerary based on information in the letter.

#### 102 A friendly letter 80

Plans and writes a letter.  
Identifies adverbs in sentences.  
Uses adverbs of time.  
Uses countable nouns.

#### 103 Tasting is not allowed 82

Writes a paragraph from a particular point of view.  
Uses commands in sentences.  
Uses demonstrative pronouns in sentences.

#### 104 My story 84

Subject-verb agreement.  
Uses a mind map to plan a descriptive essay.  
Writes a descriptive essay.  
Writes a report on their findings.

### Weeks 3 - 4 Reading for Information

#### 105 Reading a report 86

Reads project on White Rhinos.

#### 106 The donkey 88

Reads information about the donkey.  
Completes mind map of information about the donkey.

#### 107 The goat 90

Reads information about the goat.  
Completes mind map of information about the goat.

#### 108 My report on an animal 92

Writes a report on an animal.

#### 109 A famous doctor 94

Discusses your doctor with a friend.  
Reads informative text about Dr Christiaan Barnard.  
Matches the words with their meanings.  
Answers questions based on the text.

#### 110 More about Dr Chris Barnard 96

Fills in the missing information about Dr Barnard.  
Uses conjunctions.  
Identifies the meanings of phrases.  
Writes sentences in reported speech.

#### 111 All about a famous singer 98

Reads an interview.  
Matches the words with their meanings.  
Answers questions based on the interview.

#### 112 More about Zolani 100

Changes the statements into questions.  
Rewrites sentences in future tense.  
Rewrites sentences into reported speech.  
Fills in possessive pronouns.



# 97 One good trick deserves another

DATE \_\_\_\_\_

Have you ever played a trick on your brother or sister? Tell the class the story of what you did. Tell the story in the first person (Use 'I'), and use the past tense. (When I was six years old ...)



## Let's read

Last year I decided to play a mean trick on my big sister Thandi. I remember well the time she played a trick on me! I was only six years old and very scared of snakes. I was about to do my homework, opened my case, and out 'jumped' a snake! A plastic one as I later found out, but that moment clearly shaped my relationship with Thandi.



It was my turn to tidy our very untidy room. And there, sitting quietly in the corner, eating a small piece of my Gouda cheese, was a tiny little white mouse.

"Haha! What is this, a little mousie!"

I wonder? What would happen if ...? I sniggered quietly to myself as I put my tricky plan into action. Just before bed time I tiptoed to Thandi's bed and placed the mouse under her blanket!

Showering, brushing of teeth and combing of hair took no time at all. I jumped into bed and pretended to be sound asleep. Soon, Thandi came upstairs. I couldn't wait! My time had come!

Thandi got into bed. Not a peep, not a sound! Where was the scream of horror? The yell of terror? This was just not possible – had the mouse escaped?

Eventually I sneaked to Thandi's bed. I leant over her. She grabbed me and said: "Are you coming to fetch your mouse, Thebogo? I am not afraid of mice!"

"I'm sorry," I said, as I reached for the mouse and cradled it in the palm of my hand. Then I took the frightened creature to the garden and gently released it before creeping into bed.

When I eventually fell asleep, I dreamt of hundreds of little mice grinning mischievously at me!







**Let's write**

Skim read the story written by a Grade 6 learner. In one sentence write down what you think the story is about.

Why are there different paragraphs in the story?

Do you think the story would have been easier or more difficult to read if there were no paragraphs? Say why.

What happened to the author that made her decide to play a trick on her elder sister?

“What would happen if...?” In your own words, explain what happened.

The climax of a story is the most important part of the story. What is the climax of this story?

Write down two descriptive adjectives and two pieces of detail that you think make the story interesting and exciting. Say why you have chosen them.

Is there a link between the introduction and conclusion of the story? What is the link?




# Different points of view



### Let's write

Thandi and Thebogo, who are sisters, are the two main characters in the story. The reader learns about the trick Thebogo played on her sister from her point of view or her perspective. If Thandi were to tell the same story, do you think the story would be very different?

Rewrite the story as though Thandi were telling it.

When you write your story try to answer questions such as who? what? when? where? and why? in your introduction.

Next comes the main part of the story – the part that tells you what happened and how it happened.

Lastly, there is the conclusion: reflect on what has happened and say what went right or what went wrong.

Remember to focus on what you think Thandi would remember from the incident, what she would have considered the most important part of the incident and how she would have felt about the incident.

Lined writing area for the student to write their story.

An adjective describes a noun – it tells you more about a noun and usually comes before a noun. e.g.

I held the **tiny** mouse in my hand.  
adjective noun

The story about the mouse was quite a **funny** story  
adjective noun





**Let's write**

Use these adjectives in sentences of your own. Make sure that the adjective comes before the noun.

|            |  |
|------------|--|
| tiny       |  |
| untidy     |  |
| plastic    |  |
| big        |  |
| frightened |  |



**Let's write**

Write sentences using these idiomatic expressions.

|                       |  |
|-----------------------|--|
| gives me the creeps   |  |
| my heart stood still  |  |
| her hair stood on end |  |
| get off my back       |  |
| gripped with fear     |  |

**Idiomatic expressions** can be used to make your writing more expressive. They are not meant literally (mean what they say) but are meant figuratively and usually describe a feeling.

e.g. My heart is in my boots – You know that your heart can't be in your boots but the idiom describes how you are feeling: sad or miserable.







# The shanty town storm

DATE



Let's talk

Talk about the picture. What do you think has happened? How do you think people living there will manage?

Have you ever been in a very bad storm? Tell your group what happened.



Let's read

The school is near the top of the hill. Our hill is a special place. Different from the other hills like Mariannridge where all the houses are square with a door and two windows, one on either side, and all built in straight rows. On our hill the bushes grow wild. Banana palms, poinsettias with their brilliant star flowers, paw-paw trees and castor oil bushes all tangled together.

And the houses seem to grow between them just as wild. Sometimes where there's a big tree, the house are even built right round it and a hole is cut out of the corrugated iron so that the branches stick out above the roof. It's to keep the house cool they say.

They're the sort of houses that change as you find more pieces of corrugated iron or old windows or doors. They never stay the same. None of them even look the same. They're all painted different colours. Some bright pink with green windows and doors, some blue with red windows. Some proper plastered houses with the brick showing through in places. Others just nailed together from bits and pieces. Even the outhouses are all different.

The houses spill down the hill in such a way that when you look at them, you feel you've caught them just at a moment when they're starting to slide. So that if you blink and look again, they'll all be at the bottom of the hill.

There are no roads between the houses. Just sand tracks and along some of them are VWs and Corollas that seized up a long time ago and have just stayed stuck there, slowly rusting and making homes for cats and chickens and spiders and snakes.

And the bushes make tunnels for us to creep through, and no one who didn't know their way around would ever find the right house because none of them have numbers. Although some have boards with LOT 559 or something like that painted on them, hanging from a branch. Or sometimes they have a name painted on an old motor car tyre stuck in the ground. Our house doesn't have any name painted on it. Everyone knows it's just the green house nearest the river.



But that Monday there was almost no one around. Even Aunt Frieda wasn't out with her bucket of atchar. We were just about the only ones going to school. And by the time we reached the school yard we were soaked right through. Even Agnes and Dora with their fancy umbrella. We should've also just stayed at home, but then there'd have been Ma to face when she got home from work.

That's how Ma is: right is right and wrong is wrong. And it is wrong to stay home on a school day.



**Let's write**

Re-read the story and then answer these questions.

Look at the pictures and write down what you think the story is going to be about.

Even though the writer lives in a very poor area, she feels that the place where she lives is special. Write down two words or phrases that tell us that she thinks it is special.

How does she feel about places like Mariannridge?

Quote two phrases that tell you the houses in her community are very unstable.

How do you think people got their mail if there were no numbers on their houses?

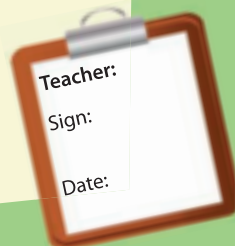
  
  

There were very few children at school that day. Say why.

We are told that the roads were not really roads. What do you think would happen to the dirt roads during a bad rainstorm?

What is the link between the introduction and conclusion?

Give the story a heading.



# 100 Introductions and conclusions

DATE

Let's write

Read the introduction and middle of a story called 'My money has disappeared'

## My money has disappeared!

On Thursday last week my mother called me at 7h00 to come to breakfast. My father was already at the table, but my sister was still in the bathroom. As she usually takes a long time to complete her routine there the rest of the family started already with the breakfast. "When will you come home?" my mother asked. "At 13h00", I said and enjoyed the bread I was eating. When I had finished breakfast my mother gave me R5,00 and said, "Buy something from that."

When my friends and I arrived at school, we parked our bicycles against the schools' fence. I took off my jacket and looked at the timetable. "Oh, that's wonderful. We've got sport during the first period", I said. We ran to the field and found all our friends already there when the bell rang for the start of the day. It was an hilarious period and time went by very fast. The bell rang again and we went back into the classroom. I had the urge to buy myself something at the tuck shop, but, HORRORS, where was the R5,00 coin? I looked inside my right pocket but I couldn't find it. "I have lost my money", I explained to my friend. He helped me search for the coin on the playground where we had been a short while ago. We searched and searched – but to no avail. Sadly we walked back to the classroom. The next period we had maths. I unpacked my books, pens, pencils and ruler and put them on the table. What was that at the bottom of my schoolbag? The R5 piece my mother gave me this morning.

Look at the introduction to this essay. Some of the information is unnecessary. Cross out the unnecessary information with a pencil.

Now, rewrite the introduction. Make sure that your introduction tells the reader what happened, where it happened, why it happened, who it happened to and when it happened.

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**Let's write**

Reread the second paragraph – the body of the essay. Is there information that shouldn't be in the essay? If you think there is, cross it out.

Now, re-write the body of the story with only those ideas that are necessary and make the story more exciting.

Look at the following possible ending to the story. Which one do you think is the best ending? Give two reasons for your answer. If you don't think any of these conclusions work well, say why.

*A personal letter is written by people who know each other. Topics are usually of a personal nature.*

a. Relieved, I thought, "I have finally found my money".

b. I was happy that the money had been found again and I put it safely into my pocket.

c. It all came back to me. In order not to lose the money I had put it into my schoolbag and not into my pocket. But I had forgotten this when I realised that there was sport the first period of the day. "Next time I will be more attentive so I won't get into such a stew", I said to my friend.



**Let's write**

Write an ending to the story. Make sure that your ending is not too abrupt, that it links to the introduction and is as exciting as possible.

Blank writing area with horizontal lines.

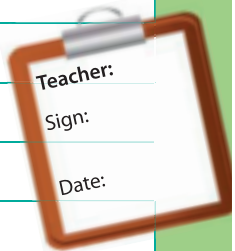


**Let's write**

Write antonyms for the underlined words in these sentences. You may have to change some sentences so that they make sense.

The school is near the top of the hill. Our hill is a special place. Different from the other hills like Mariannridge where all the houses are square with a door and two windows one on either side and all built in straight rows.

Blank writing area with horizontal lines.





# 101 A look at letters

DATE



### Let's talk

Discuss in your group the topics that you would write about in a personal letter. Then think of two very good friends. Tell the class what personal letters you would write to them.



### Let's read

10 Green Street  
Tugela Ferry  
Kwa-Zulu Natal  
29 August 2014

Dear Anne

How are you? I hope that you are feeling much better. How dreadful that you had to fall ill right now just when we were going to the South Coast.

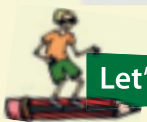
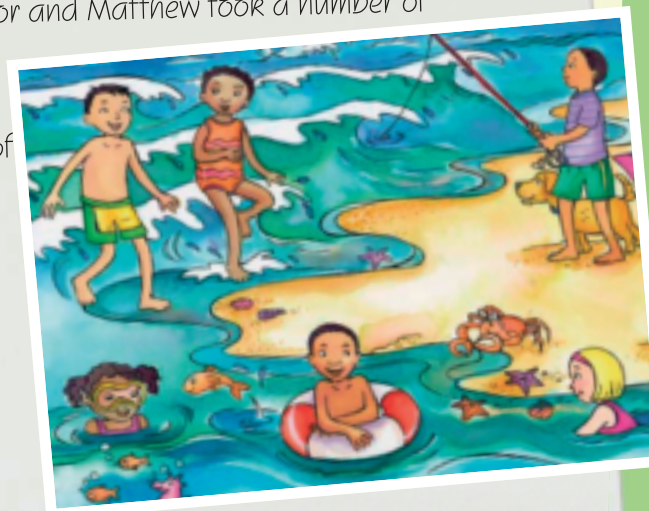
It is beautiful here. We have spent every day doing something exciting and we have done nearly everything that we wanted to do.

Yesterday we walked to Illovo Beach – a walk that took us over 4 hours but was it worth it! The view from the walkway was really beautiful. Someone from WAO (the wild animals organisation) showed us how domesticated vultures have to be cared for and Matthew took a number of remarkable photographs.

At sunset we drove back by bus. Most of us were exhausted and fell into bed immediately. However, a few of us walked with Mr Hinze into town. He bought ice cream for all of us. Were the rest of the kids jealous!

It is really so awful that you are not here. Get well soon.

Julia, Peter, Alexander, Thumi and Seletso



### Let's write

Write down the structure of a friendly letter. You need to focus on the format of the letter. Make a list of rules to remember when you write a letter. Include for example, the date and other important features.

Blank lined area for writing the structure of a friendly letter.





Let's write



Why are the learners writing to Anne?

Do you think that this is a good letter? If you do, say why. If you don't, say what additional information could be included.

Anne's friends wrote that they had done nearly everything they wanted to do. Do you think they knew what had been planned for the holiday?

Imagine the school gave the children an itinerary or a programme of their 5-day holiday. Work with a friend and write the itinerary for the first three days.


# 102 A friendly letter

DATE

Let's write

Write a letter to your aunt thanking her for inviting you to spend the December holidays with her in Cape Town. Make sure that you follow the writing process. First brainstorm your ideas; then write the first draft. Revise the draft after a friend has edited it for you and then write the final draft in your workbook.

Handwriting practice area with horizontal lines.





**Let's write**

Underline the adverbs of time in these sentences.



Today, the vultures are nowhere to be seen.

The guide told us that if we came back later, we might see them.

I'd like to see the vultures soon as it is nearly dark.

Now write sentences using these adverbs of time.

tomorrow

yesterday

early



**Let's write**

Make sentences with these countable nouns.

apple

spider

egg

owl

lady

Most nouns are **countable nouns**.  
They are called countable nouns  
because they refer to people or  
things that can be counted.

Blank lined writing area for creating sentences with countable nouns.



**Let's write**

Make sentences with these prepositions.

on

during

with

towards



Blank lined writing area for creating sentences with prepositions.





# 103 Tasting is not allowed



### Let's talk

You have worked with descriptive texts. Now let's see what happens when an author shares his feelings with his reader.

Imagine that your mother baked your favourite cake but told you that she had baked it for the party that evening. She leaves for the shops and you are unable to resist the temptation of eating the cake. You are now waiting for your mother to come home.

In your groups discuss the following:

- How do you feel after eating the cake?
- How do you feel about your mother coming home?
- How do you express these feelings when you see your mother?



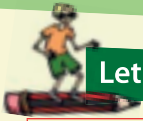
### Let's write

Write a paragraph from your mother's point of view or perspective. Make sure that you include in your paragraph how your mother felt after she saw the cake had been eaten and how she expressed these feelings.



- 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** Give the meanings of these words.

| Word        | What I think the word means | The dictionary definition of the word |
|-------------|-----------------------------|---------------------------------------|
| favourite   |                             |                                       |
| resist      |                             |                                       |
| temptation  |                             |                                       |
| express     |                             |                                       |
| perspective |                             |                                       |

A **command** is when you tell someone to do something.

A command can begin with a verb and end with an object. e.g. Answer the phone.

You could tell someone not to do something using don't. e.g. Don't do that!

You can soften the command by using "please". e.g. Answer the phone, please.



**Let's write** Use these command words in sentences of your own.

stop

go

jump

walk

eat

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**Let's write**

Use these demonstrative pronouns in sentences.

this

they

these

those

The past progressive tense describes actions that were in progress in the past. It uses the helping verb "was" with the pronouns I / he / she / it, and "were" with the pronouns you/we/they, and adds **-ing** to the verb.

**Example:** I was washing the car yesterday. We were walking through the mall on Tuesday.

Demonstrative pronouns point out a specific person or thing. They are indicated by words this, that, these, or those.

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# 104 My story

DATE



**Let's write**

Use the correct form of the verb in the past progressive tense



I am (learn)  to ride the bike.

Our neighbour (not, mow)  his grass properly. It looked terrible

The witness (not, hide)  any evidence.

Anne and Thabo (take)  care of the puppy while we were away.

The school tuck shop (not, serve)  ice cream yesterday.



**Let's write**

Write your own descriptive essay on one of the following topics:

- Too bad
- What a close shave it was ...
- Exciting minutes in ...

Plan your essay by completing the mind map.

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

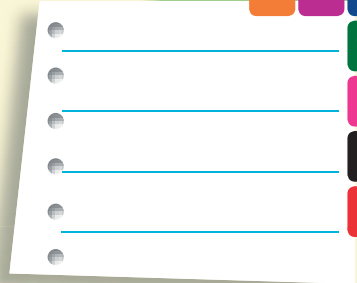




**Let's write**

Now write your story.

Give your story a heading.



Write a clear, interesting introductory paragraph where you answer the questions who, what, where, when and why and provide specific details.

Provide enough detail in the body of your essay to support the main idea.

Write a conclusion that ties everything together.





# 105 Reading a report

DATE



**Before you read**

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



**While you read**

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



Let's do

This project will take you two weeks, because you are going to do some complicated tasks. You are going to read a report on the rhino, and then you will write a report yourself about the donkey or the goat.

In a report, you have to divide what you say into sections, and you use headings to show where each section begins and what it's about. In this report, the most important headings are:

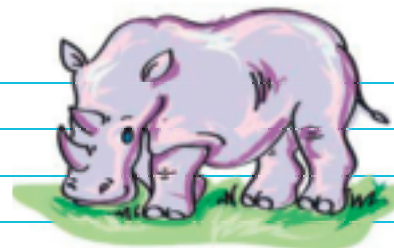
|  |  |
|--|--|
| ✓ The names of the animal (scientific and everyday)  | ✓ Gestation (for how long it is pregnant)      |
| ✓ The physical characteristics (its size and weight) | ✓ Behaviour                                    |
| ✓ Lifespan (how long it lives)                       | ✓ Predators (the enemies which will attack it) |
| ✓ Habitat (where it usually lives)                   | ✓ How humans benefit from it                   |
| ✓ Diet (what it usually eats)                        |  |



Let's read

Read through the project on the White Rhino with your teacher. Then read through the information pages about the donkey and the goat. We give you information on both animals. You will have to decide which information to use. Then write a report on your project. You may work in pairs.

## MY PROJECT ON WHITE RHINOS



**NAMES:** *Ceratotherium simum* is the White Rhinoceros.

*Diceros bicornis* is the Black Rhinoceros.

These two species of rhino live in South Africa. There are three other species which live in other parts of the world. The White Rhino has a wide, square mouth, which Afrikaans people would call "wyd". English-speaking people heard the word "wyd" being used to refer to this animal and thought it meant white. So that is how the White Rhino got its name. Black and White Rhinoceroses are actually the same colour – grey.

**PHYSICAL CHARACTERISTICS:** The White Rhino has a very big body and a large head, a short neck and a broad chest. It can weigh as much as 3 500 kg, and is about four metres long. It is the second biggest land animal after the elephant. Its shoulder height is about two metres. It has two horns on its snout. The horns are not made of bone, but of keratin, which we have in our nails and hair. The front horn is bigger than the second horn and can be as long as 150 cm. The horn keeps growing throughout the rhino's life. Rhinos have very poor eyesight, but a very good sense of smell.



**LIFESPAN:** In the wild the rhino can live for up to 40 years.

**HABITAT:** The South African rhinos like to live in grasslands where there are not too many trees.

**DIET:** The rhino is *herbivorous*. It eats grass, tender plants and leaves. It does not have teeth at the front of its mouth. Instead it uses its powerful pre-molar and molar teeth to grind up plant food.

**GESTATION AND BIRTH:** The female gives birth to a single calf after a gestation period of 15 months. The calf stays with its mother until the next calf is born, which is about two years. Baby rhinos drink milk for a year, but can eat grass after a week. Female rhinos can have a calf every 2,5 to 4 years.

**BEHAVIOUR:** Rhinos usually live on their own. In zoos they are kept in separate paddocks.

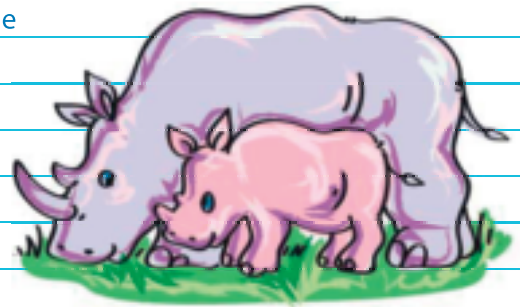
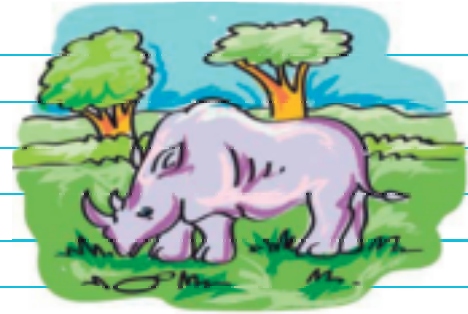
Rhinos are more active at night and in the morning than during the rest of the day.

When a calf is threatened by a predator, the mother runs around it in a circle, to protect it.

Rhinos use their horns not only in battles for territory or for females, but also to defend themselves from lions, tigers and hyenas. Rhinos can run up to 60 km per hour. They will charge if they pick up a scent that they don't like.

**PREDATORS:** Young rhinos can be attacked by lions, crocodiles and wild dogs, but adult rhinos have few natural predators other than humans. Because rhinos visit waterholes every day, it is easy for humans to shoot rhinos while they are taking a drink.

**BENEFIT TO HUMANS:** Rhinos are one of the Big Five wild animals and are very important in attracting tourists to countries like South Africa. Unfortunately, they are poached for their horns. Because there are only 17 500 White Rhinos and about 4 200 Black Rhinos left, we say that they are an endangered species.



Let's talk

- What do we mean by "endangered species"?
- Why do humans kill rhinos?

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



# 106 The donkey

DATE



## Let's read

Read through this information about the donkey.



### Before you read

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



### While you read

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

The wild ancestor of the donkey is the African Wild Ass, which is nearly extinct now. The donkey or ass (*Equus africanus asinus*) is a domesticated member of the Equidae or horse family. The male donkey is called a jack and a female donkey is called a jenny, and a baby donkey which is less than a year old is called a foal.

Donkeys were first domesticated – that means, started living with people – about 5 000 years ago. In those early days having a donkey was very special, like having an expensive car. They were used as pack animals (for carrying things) and as farming and dairy animals.

There are about 44 million donkeys in the world today. They have a lifespan of 30 to 50 years. They range in size from 97 to 147 cm at their shoulder.

Donkeys don't need such rich grass to eat as horses, so they can live in places where there is little or poor vegetation. A diet of straw plus a little grazing will keep a donkey healthy. When they bray, you can hear the sound three kilometres away, and this loud sound may help them when they have to search for food far away from each other.

Some people say donkeys are stubborn, but that is because they stop and think about what is good for them. For example, they don't like getting their feet wet, and when they are frightened, they stand still. It is true, though, that it is impossible to get a donkey to do something that it does not want to do.







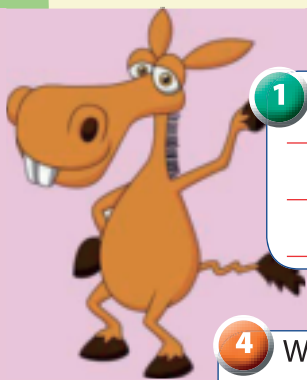
Other people say that donkeys are sweet and patient. They love children, and help people with disabilities feel better. Some farmers use donkeys to protect their animals from predators. Donkeys have very sharp hooves and will attack a jackal or a wild dog that tries to kill an animal from a herd that it is guarding.

Female donkeys are pregnant for between 11 and 14 months. When they are going to have their foal, they get restless and lie down and get up again and again. The mother donkey feeds the foal for four to six months, but from the age of two to four weeks it will start nibbling at the mother's food.



**Let's write**

Look back at the headings listed in worksheet 105. Underline the sections in this text that give you the information required. Fill in some short notes in the mind map.



**1** Names

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**2** Physical appearance

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**3** Lifespan

---



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**4** Where it lives (habitat)

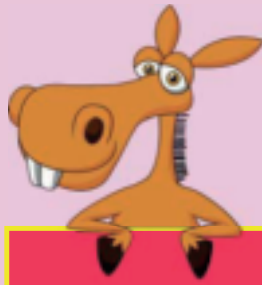
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**5** Diet

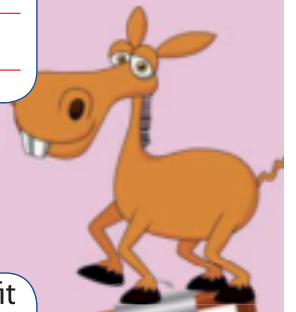
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**About the donkey**

**6** Length of pregnancy

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---

**7** Behaviour

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**8** Predators

---



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**9** How humans benefit

---



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





# 107 The goat



## Let's read

Read through this information about the goat.



### Before you read

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



### While you read

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

**D** **A** **T** **E**



The domestic goat (*Capra aegagrus hircus*) comes from the wild goat. The goat is a member of the Bovidae family and is closely related to the sheep. There are more than 300 breeds of goat. Female goats are referred to as does or nannies. Males are called bucks or billies.

Goats are among the earliest animals to be domesticated by humans. They came from Turkey, Iran and Pakistan, and farmers started using them about 10 000 years ago. In those times, farmers kept them mainly for their milk and meat. In the same way that shepherds look after sheep, goats were and are still being looked after by children or teenagers today – they are called goatherds.



Most goats have two horns. These are made of bone surrounded by keratin (which is what we get in nails and hair). They use their horns to fight with, and to become the top goat in the herd.

Goats have horizontal, slit-shaped pupils in their eyes (humans have round ones). This means they can see around them very well. Like cows and sheep, goats are ruminants. They eat grass and other vegetation, and their stomach has four parts to help with digesting this food.

They like to browse: this means they prefer to feed on tender vegetation such as shoots, leaves or twigs. They can feed while standing up on their hind legs. They can also climb trees if the branches are at the right angle. One goat farmer once found 16 of her goats in a tree!



Both male and female goats have beards. Some breeds of sheep and goats look alike, but you can tell them apart because the goat's tail is short and turns up, while the sheep's tail is longer and bigger and hangs down.

Goats are extremely curious and intelligent. It is easy to train them to pull carts and walk on leads. They will explore anything new in their surroundings. They investigate things like buttons, clothing and many other things by nibbling them, and sometimes even eating them.

Goats breed from autumn to spring, and they usually have twins. They can make about 2,7 litres of milk per day and lactate for about 305 days.

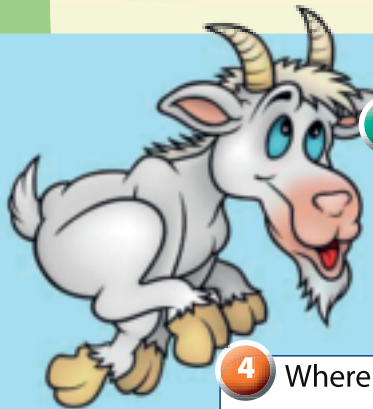
Goats can be kept for their meat, which tastes like lamb meat. They can also be kept for milk, butter and cheese.

They live for between 15 and 18 years.



Let's write

Look back at the headings listed in worksheet 105. Underline the sections in this text that give you the information required. Fill in some short notes in the mind map.



1 Names

---



---



---

2 Physical appearance

---



---

3 Lifespan

---



---

4 Where it lives (habitat)

---



---



ABOUT THE GOAT

5 Diet

---



---

6 Length of pregnancy

---

7 Behaviour

---



---

8 Predators

---



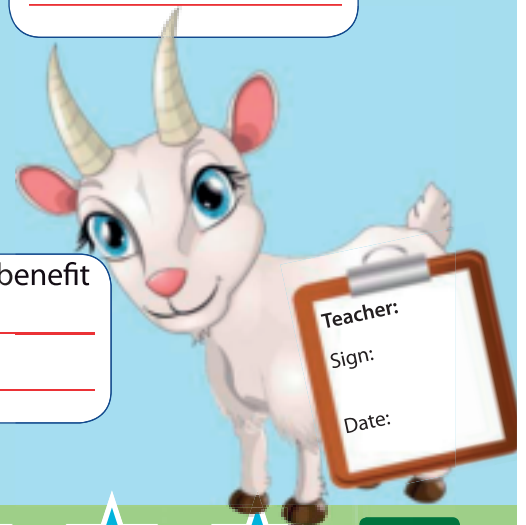
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9 How humans benefit

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Teacher:  
Sign:  
Date:



# 108 My report on an animal

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.

Look back at the report on the rhinoceros in worksheet 105. Look at how the writer has included relevant information under the headings we have given. In this worksheet you will do the same. Choose to write about the donkey or the goat or even another animal if you have information about a specific animal. Use a mind map to organise your ideas and then write up the report on rough paper. Ask a friend to give you feedback so that you can make corrections. When you are satisfied, write the report in the space provided.

A large writing area with horizontal blue lines. On the left side of this area, there is a vertical column of ten colorful icons: a blue handprint, a pink handprint, a red leaf-like shape, an orange paw print, a blue paw print, a yellow handprint, a teal leaf-like shape, a dark blue paw print, a dark blue paw print, and a green paw print.





A large writing area with horizontal blue lines, enclosed in a dashed green border. The lines are evenly spaced and extend across the width of the page.

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





# 109 A famous doctor

DATE



## Let's talk

- Talk to your friend about your doctor.
- Why do you go to the doctor?
- Do you like and trust your doctor?
- Do you always do what your doctor tells you to do?
- Tell the class about your last visit to the doctor.



## Let's read

**Christiaan Barnard** (8 November 1922 – 2 September 2001)

Doctor Chris Barnard got his MD (Doctor of Medicine) degree from the University of Cape Town. He was then trained in heart surgery in America.

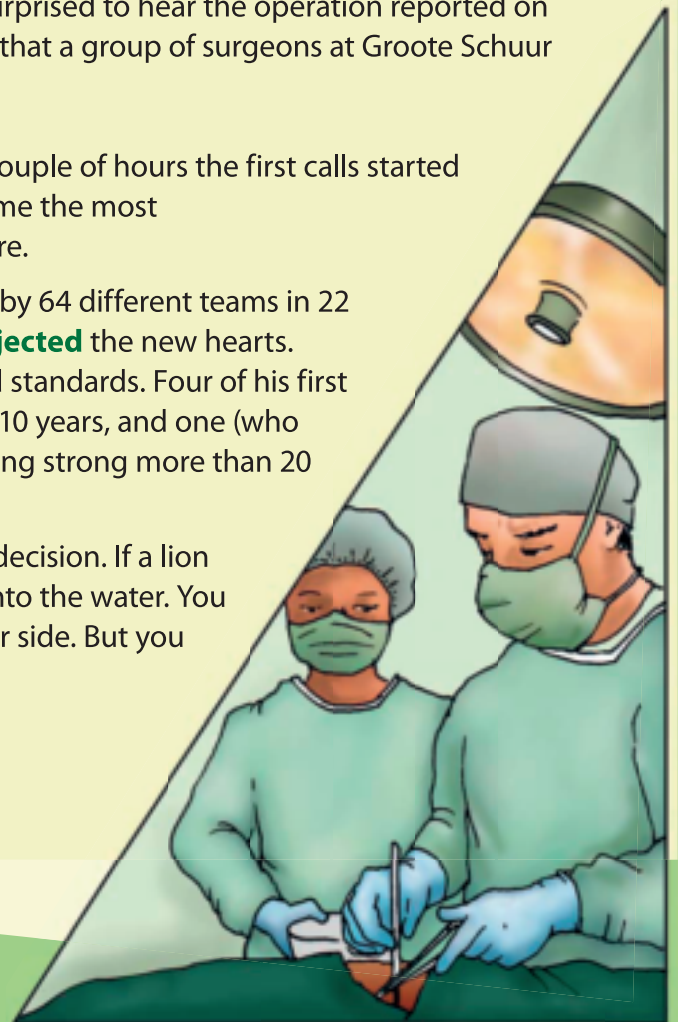
In 1967 Barnard's team operated on Louis Washkansky.

After the operation, it was decided Barnard had better phone the medical superintendent, even if it was 3 am on a Sunday. The superintendent was surprised that Barnard should wake him "at this **ungodly hour**" to tell him about "another operation on a dog". When Barnard said he'd **transplanted** a human heart this time, the superintendent thanked him for the call and went back to sleep. At dawn, while on his way home, Barnard was surprised to hear the operation reported on radio news. The hospital had made the **bland** statement that a group of surgeons at Groote Schuur Hospital had transplanted a heart.

The report was picked up by other **media**, and within a couple of hours the first calls started coming in from around the world. Soon Dr Barnard became the most talked-about man on earth, his face appearing everywhere.

Within a year, 100 heart transplants had been attempted by 64 different teams in 22 countries. But many people died because their bodies **rejected** the new hearts. However, Barnard's results were very **successful** by world standards. Four of his first 10 patients lived for more than a year, two for more than 10 years, and one (who returned to work three months after surgery) was still going strong more than 20 years later.

"For a dying person, having a transplant is not a difficult decision. If a lion chases you to a river filled with crocodiles, you will leap into the water. You would be convinced you have a chance to reach the other side. But you would never accept such odds if there wasn't a lion."



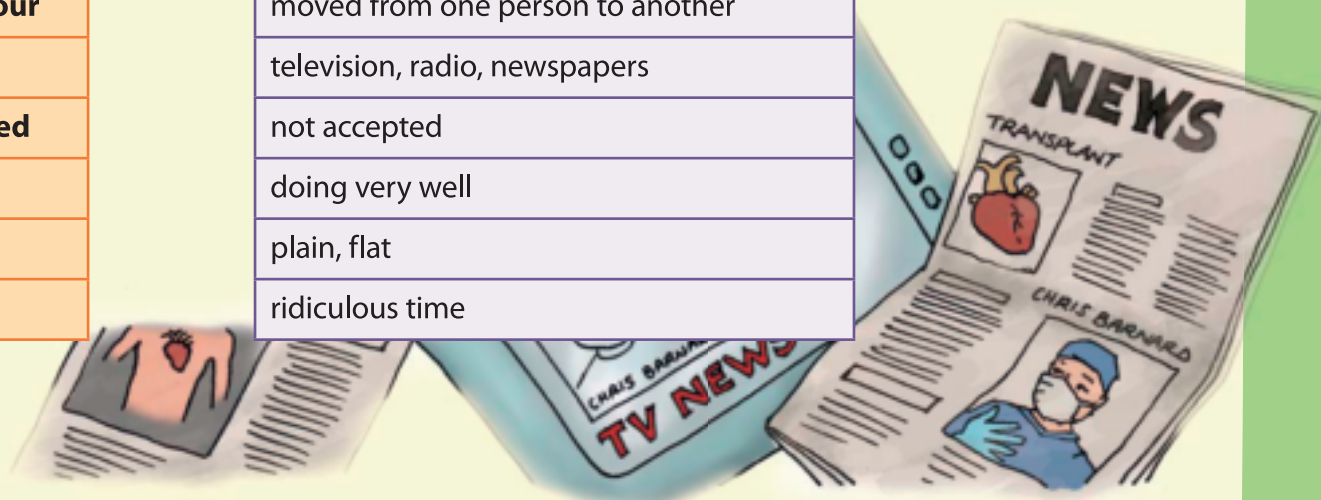


**Let's match**

Draw a line from each word or phrase on the left to match it with its meaning on the right. Write the words in bold in your dictionary.

- ungodly hour**
- bland**
- transplanted**
- media**
- rejected**
- successful**

- moved from one person to another
- television, radio, newspapers
- not accepted
- doing very well
- plain, flat
- ridiculous time



**Let's write**

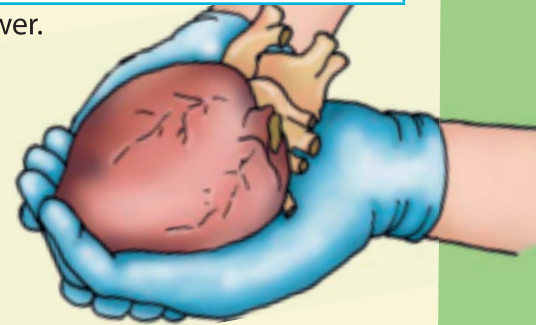
Read the passage again and write down answers to these questions.

What does the information in brackets next to Chris Barnard's name tell you?

What operation did Dr Barnard do that made him famous?

How did the superintendent react to Dr Barnard's news? Tick the right answer.

|   |                      |                          |
|---|----------------------|--------------------------|
| A | in an excited manner | <input type="checkbox"/> |
| B | angrily              | <input type="checkbox"/> |
| C | calmly               | <input type="checkbox"/> |
| D | without any interest | <input type="checkbox"/> |



Say why you chose your answer.

In what way was the hospital's reaction different from the reaction of the rest of the world?

Do you think Dr Barnard's operations were successful? Say why.

Complete this sentence.

If you are very  you will try and live, no matter what you   do.

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



# 110 More about Dr Chris Barnard

DATE \_\_\_\_\_



**Let's write**

The passage about Dr Chris Barnard tells you a little about his life. Complete the sentences below by filling in the missing information.



He studied at

and .

He did his first heart operation .

After the operation people at the hospital .

.

People overseas .

.



**Let's write**

Use the conjunction in brackets to join these sentences.

because

then

before

and

but

Chris Barnard was famous.

He performed the world's first heart transplant. (because)

The patient was very ill.

The medical team decided to perform a heart transplant. (before)

Dr Barnard was confident.

He was nervous to perform the operation (but)

The patient recovered.

He could even drive a car. (and)

The patient lived for many years.

Later he died. (then)





Let's write

Circle the phrases in the box below that mean the same as these phrases. If you are not sure what the phrases mean, find them in the passage and see what they mean there.

ungodly hour

accept such odds

the most ridiculous time

to come to terms with something

things went wrong

liking even things

people are most peculiar

never going to church

Now write your own sentences to show what the phrases mean.

Two empty rectangular boxes for writing sentences.



Let's write

Write these sentences in reported speech.



"Thank you for the call, now let me go back to sleep," said the Hospital Superintendent.

The Hospital Superintendent thanked

Empty rectangular box for writing the name of the person thanked.

Empty rectangular box for writing the name of the person thanked.

"A group of surgeons at Groote Schuur Hospital have transplanted a heart."

It was reported that

Empty rectangular box for writing the details of the heart transplant.

Empty rectangular box for writing the details of the heart transplant.

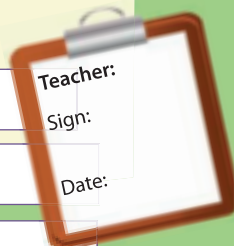
"I have transplanted a heart," said Dr Barnard.

Dr Barnard said that

Empty rectangular box for writing the details of the heart transplant.

Empty rectangular box for writing the details of the heart transplant.

Empty rectangular box for writing the details of the heart transplant.





# 111 All about a famous singer

DATE \_\_\_\_\_



Let's read

Riaan Labuschagne chats to Zolani Mahola, lead singer of Freshlyground.

### How did you get into the music industry?

In 2002 Aron Swartz asked me to audition for his band Freshlyground, which was looking for a lead singer. The rest is history.

### Where did your passion for music come from?

I grew up in New Brighton, Port Elizabeth. Township life is a **vibe**. Music and singing are so much part of African society and of the place where I was raised. My natural love for music was also **cultivated** during my school years.

### What inspires your music?

Life, people and what I experience. When we're on stage there is a joy that flows from us to the audience and they return the same emotion. Then there is also my mother. She died when I was seven years old, but she is still a **presence** in my head. Our album *Nomvula* was named after her.



### Do you compose your music to a certain style or market?

No, it's just gut feel. Our music is from the heart and from what we experience. The band normally gets together and then we play music. A song starts with an idea, and then I will start singing and writing the **lyrics**. Some of the songs are written individually. We never know if the song will sell well. You can't write with that in mind, you have to follow your heart.

### What impact did fame and success have on your life?

As a child I was really shy and I struggled to make contact with people. My life now has changed all of that. I live with the **constant expectation** of meeting people. Wherever I go, people approach me for an autograph or a photo with them.

### Are there any other dreams that you still want to pursue?

From 2003 to 2005 I played the leading role in the TV drama series *Tsha-Thsa* on SABC1. So acting is still a big part of me and is something that I will do again in future, whether on TV or on a stage.

### Do you have a wish for your fellow South Africans?

South Africa is a nation of incredibly good and friendly people. We must stop being so afraid and just come together.





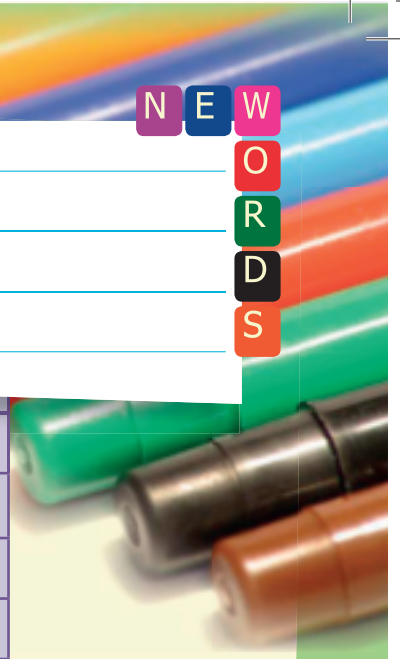
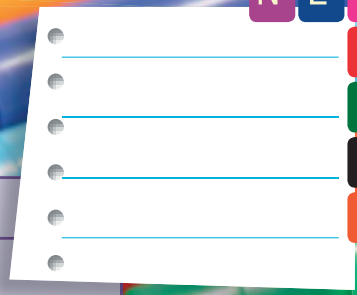
**Let's match**

Draw a line from each word on the left to match it with its meaning on the right. Write the words in bold in your dictionary.

- vibe
- cultivated
- presence
- lyrics
- constant
- expectation

- nourished; fed
- the words to a song
- continual; always
- belief; prospect
- being there
- feeling; sense of something

**N E W  
O  
R  
D  
S**



**Let's read**

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

Who is the passage about?

Where do you think you would read an interview like this? Say why.

Zolani says that life, people and different experiences make her want to sing. What else inspires her?

In your own words write a sentence about how she writes her music and songs.

When she was a child she was shy. Is she still shy? Explain your answer.

What does she feel about the people of South Africa?

**TUNE INTO  
AFRICA**



**WITH**

**FRESHLYGROUND**



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



# 112 More about Zolani

DATE



### Let's write

Turn these statements into questions.  
Use the words in brackets.



She studied music and drama. (what)

She studied at the University of Cape Town. (where)

Her mother inspired her. (who)

She wants to act in a TV show. (what)

She composes her music from her heart. (how)



### Let's write

Rewrite these sentences starting with the word "Tomorrow".

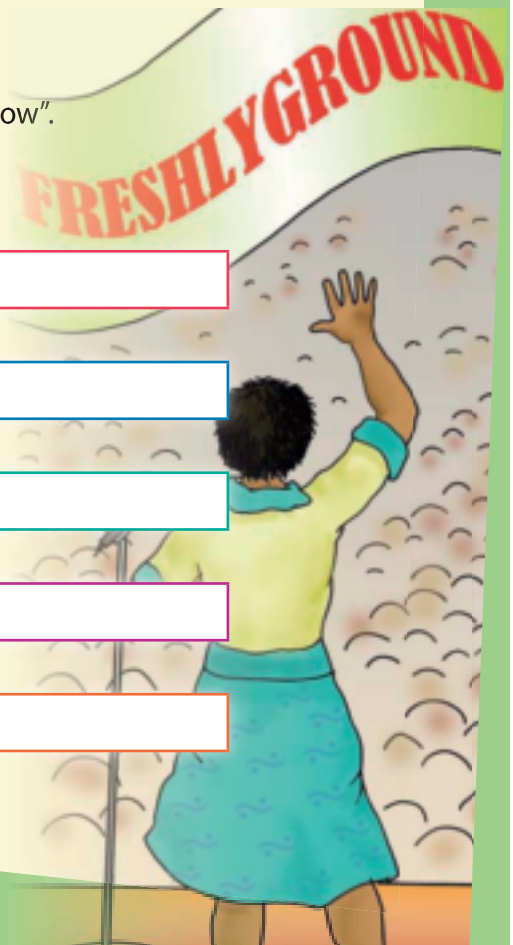
Zolani wrote songs from her heart.

Life, people and different experiences make her want to sing.

People and experiences inspire her.

She went to university to study drama and singing.

She signs her autograph for people.







Let's write

Put the following into reported speech.

I love to sing. People, life and experiences inspire me. My mother also inspires me.



Zolani said that

Blank line for writing the reported speech.

Blank line for writing the reported speech.



I am no longer shy. I love meeting new people, talking to them and signing my autograph.

Zolani said that

Blank line for writing the reported speech.

Blank line for writing the reported speech.

She is a talented singer and song writer. She sings from the heart and writes songs that people love.



Aron said that

Blank line for writing the reported speech.

Blank line for writing the reported speech.

Possessive pronouns

Read the instructions and then fill in the correct possessive pronoun.



Crossword puzzle grid with numbered squares.

Across

6. Pronouns that refer to ownership are called \_\_\_\_\_.

8. John has a red football jersey. The jersey is \_\_\_\_\_.

Down

1. Anna's family has a new car. That car is \_\_\_\_\_.

2. She has a new dress. It is \_\_\_\_\_.

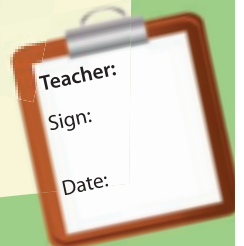
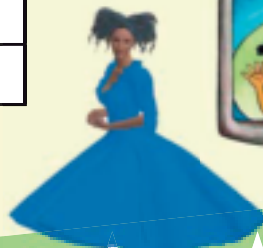
3. The dog ate \_\_\_\_\_ bone.

4. I own this book. It is \_\_\_\_\_.

5. I am returning this book to you. It is \_\_\_\_\_.

7. We have a new television. This TV is \_\_\_\_\_.

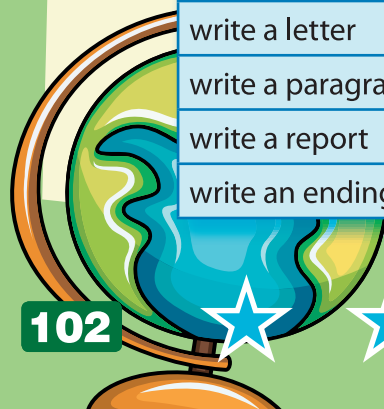
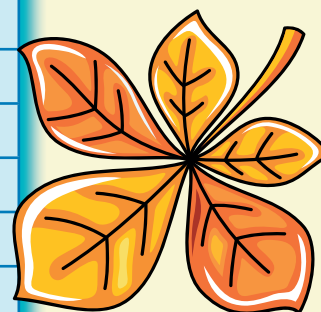
9. The rhino is hunted for \_\_\_\_\_ horn.





# Checklist

| I CAN  | 😊 | 😞 |
|--|---|---|
| answer questions based on the text                                   |   |   |
| answers questions based on the letter                                |   |   |
| change statements into questions                                     |   |   |
| compile an itinerary   |   |   |
| identify adverbs in sentences  |   |   |
| identify antonyms  |   |   |
| identify countable nouns   |   |   |
| identify the link between the introduction and conclusion of a story |   |   |
| match words with their meanings                                      |   |   |
| plan and write a letter  |   |   |
| plan and write a story   |   |   |
| predict what a story might be about                                  |   |   |
| read a project   |   |   |
| read a story   |   |   |
| read an interview  |   |   |
| replace words with their antonyms                                    |   |   |
| rewrite sentences in future tense                                    |   |   |
| rewrite sentences into reported speech                               |   |   |
| use a mind map to record information                                 |   |   |
| use adjectives   |   |   |
| use adverbs of time  |   |   |
| use commands in sentences  |   |   |
| use demonstrative pronouns correctly                                 |   |   |
| use idiomatic expressions  |   |   |
| use possessive pronouns  |   |   |
| write a letter   |   |   |
| write a paragraph from a particular point of view                    |   |   |
| write a report   |   |   |
| write an ending for a story  |   |   |



# 8

# Stories, letters and poetry

## Theme 8: Stories, letters and poetry

## Term 4: Weeks 5 – 8

### Weeks 5 - 6 Stories to think about

#### 113 A story with a lesson 104

Reads narrative text.  
Discusses questions based on the text.  
Punctuates sentences.

#### 114 Writing a story 106

Uses story ideas to plan a story.  
Completes a mind map.  
Writes a story.

#### 115 Writing a letter 108

Uses a mind map to plan a letter.  
Writes a letter using a given template.

#### 116 A book review 110

Reads a book review.  
Identifies features in the review such as author, characters, plot, setting and events.

#### 117 Writing a book review 112

Completes a mind map in preparation for the review.  
Writes the review in writing organiser.

#### 118 Reading two poems 114

Answers questions based on the poems.  
Identifies metaphors in the poem.

#### 119 Looking at language 116

Completes sentences using "either - or".  
Completes a figure of speech crossword puzzle.

### Weeks 7 - 8 People and places

#### 120 Lira 118

Reads text on a musician.  
Asks "wh" questions based on the text.  
Plays a past and future tense game.

#### 121 What's in the news? 120

Reads a newspaper article.  
Answers questions based on the article.  
Uses the modals "must" and "must not" in sentences.

#### 122 Thinking about the news 122

Completes a comprehension activity based on the newspaper article.  
Plans an essay using a picture as a prompt.  
Answers "wh" words as part of planning an essay.

#### 123 Planning to write your own newspaper report 124

Uses a writing organiser to plan an essay.  
Writes a story.



#### 124 An emergency trip to hospital 126

Reads a story.  
Reads a pamphlet.  
Answers questions based on the pamphlet.  
Writes an ending for the story.

#### 125 Thinking about Ben 128

Answers questions on the story.  
Plans and writes an ending for the story.

#### 126 The climate is changing 130

Discusses and compares two climate change posters.  
Reads a poem on climate change.  
Matches words with their antonyms.  
Rewrites poetry lines in narrative text.

#### 127 Debating about the environment 132

Reads dialogue.  
Answers questions based on the dialogue.  
Writes dialogue.

#### 128 Advertising an important event 134

Discusses a poster.  
Reads about an event.  
Answers questions about the text.

# 113 A story with a lesson



**Let's read**

Read the story carefully and then answer the questions that follow.

**Before you read**

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

**While you read**

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



It was on a cool autumn day when I decided to go for a bicycle ride. "Mom, can I ride my bike to the village?" I asked.

"Yes", she replied, "but be careful because the road is wet and slippery and you could easily fall".

"Uhhh!" I thought. "I am an experienced bike rider. I have been riding since I was nine. That's four years."

After putting on my shoes and a windbreaker I fetched my bike. It gleamed in the autumn sunshine.

I set my stop watch. "Ready steady go!" I told myself, as I mounted my bike and sped away. I imagined I was a professional cyclist racing in the Two Oceans cycling race in Cape Town.

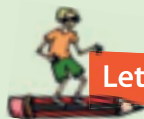
Left bend! Straight ahead! Right bend! Straight ahead! Left bend again and ... and ... Screech! I hit the kerb, flew a few metres forward and landed on the wet leaf-covered surface.

"Ouch!" I exclaimed. My knee bled heavily. "Oooh! My leg is bleeding!" The pain was so acute that I had to bite my lip to prevent myself from crying. When the pain subsided I saw that the front mudguard of my bike was bent. I managed to straighten it a bit and began to cycle home. This time I rode slowly and carefully on my buckled bike. "What am I going to tell mom?" I asked myself. I looked down at my torn blood-soaked trousers and buckled bike. I wondered how I could slip into the house without being seen.

I eventually arrived home and rang the doorbell hesitantly. Ring ring! "I told you to be careful!" mother scolded me. I nodded.

"Go to the bathroom and clean your wound."

"You never listen!" she scolded. "As punishment you will have to ..." but by then I was already in my room.



**Let's write**

Give the story a title.

What lesson(s) do we learn from the story?

Have you ever been in a similar situation? Describe it.



What are the sound words (onomatopoeia) in the story? What does each sound tell us?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What punishment do you think the mother had in mind for the author?

\_\_\_\_\_

Retell the story in sequence. First do this orally and then write down the sequence.

**First** \_\_\_\_\_

**Then** \_\_\_\_\_

**After that** \_\_\_\_\_

**Finally** \_\_\_\_\_

Read through the story and underline five verbs. Write down an adverb that could be used to describe each verb. Use these words to form sentences.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

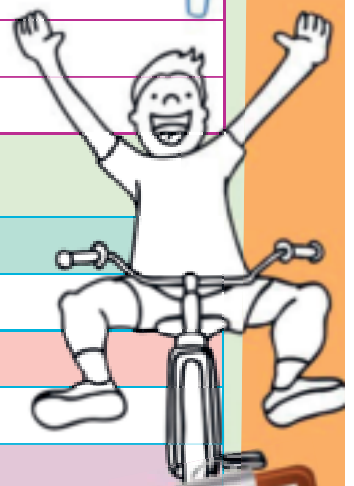
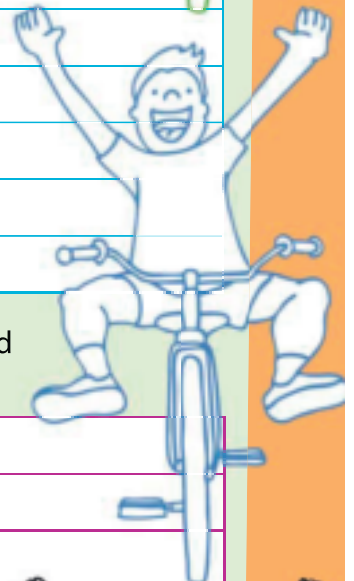
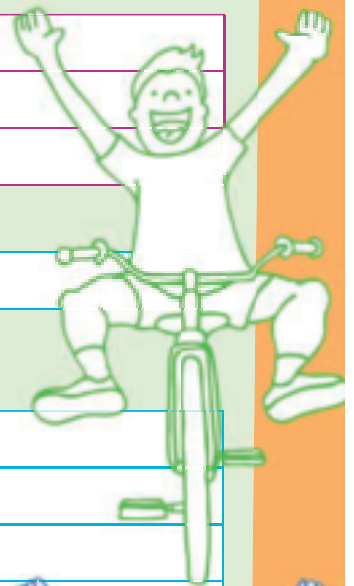
Punctuate these sentences.

You must ride carefully because the road is wet mother said

When did it rain I asked

Ouch I am in such pain I wont be able to ride back home again

I can see that you have been speeding





# 114 Writing a story



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

**D A T E**

Have you ever learned a lesson because you did not follow advice? Write a story describing what happened.

### Some ideas

Try using some of these words to help you with your story. They are all related to the topic of arriving late for something. You will see that there are a number of possible combinations you can use to plan your story.

| What was the situation   | How you became aware   | What you did           | What were the obstacles | What happened when you arrived          | How did it end?  |
|--------------------------|------------------------|------------------------|-------------------------|---|------------------|
| Read late at night       | Sudden awakening       | Fast wash              | downpours               | School gate locked                      | I am happy       |
| Clandestinely watch TV   | Wake-up call           | Brush teeth            | bus drivers' strike     | Fire alarm                              | I am embarrassed |
| Computer games           | School excursion       | Dress hurriedly        | bus is full             | I meet my friend                        | Tears in my eyes |
| Restless night           | Did not hear the alarm | Socks                  | Time                    | Feeling afraid                          | Late again       |
| shoes                    | starts raining         | No class               | Peter teases me         | shoes                                   | starts raining   |
| My parents are away      | Do what I like         | Food for school        | robot out of order      | Happy birthday to you                   | I am relieved    |
| Birthday party           | Could not wake up      | Did not do my homework | car accident            | Voices in the classroom                 | In trouble       |
| Alarm-clock broken       | Listen to the news     | Did not have bus fare  | traffic jam             | The Maths teacher was absent            | A lucky day      |
| My clock was not working | Silence in the house   | Dog ate my homework    | missed the bus          | The teacher stands in front of the door | In trouble again |
| Forgot to set my alarm   | angry parents          | Could not find my bag  | my schoolbag burst open | The class laughs at me                  | We are confused  |



### Let's write

Fill in the mind map to help you plan your essay.

What caused me to be late?

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What did I do to make up time?

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What else delayed me?

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What were the effects of being late?

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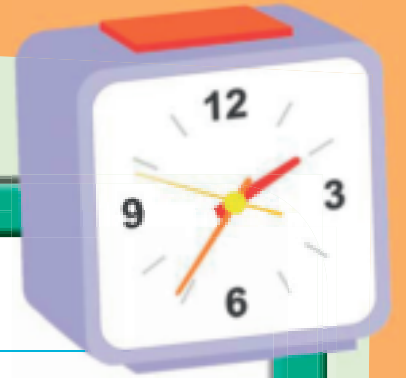


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Let's write



Use the mind map and the word list to help you write your story.

Lined writing area for the student's story.



Teacher sign and date area with fields for 'Teacher:', 'Sign:', and 'Date:'.

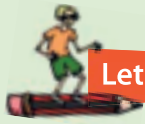


# 115 Writing a letter



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

DATE



Let's write

Now write a letter to your friend telling her or him what happened to you in the story you wrote in the previous worksheet.

1

Greet your friend and thank him/her for their letter

2

Describe what happened to you

3

How your story ended

My letter to



4

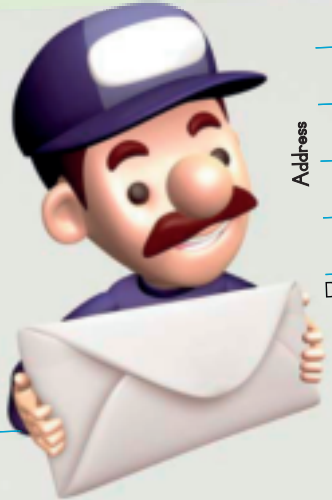
Give some information about the future





**Let's read**

Use your mind map to help you write your letter.



Address

Date

Write a suitable greeting or salutation.

Main body of the letter template with horizontal blue lines for writing.

Write your ending here.

Write your name here.

Clipboard icon with fields for Teacher, Sign, and Date.





# 116 A book review



**Before you read**

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

**While you read**

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

**DATE**

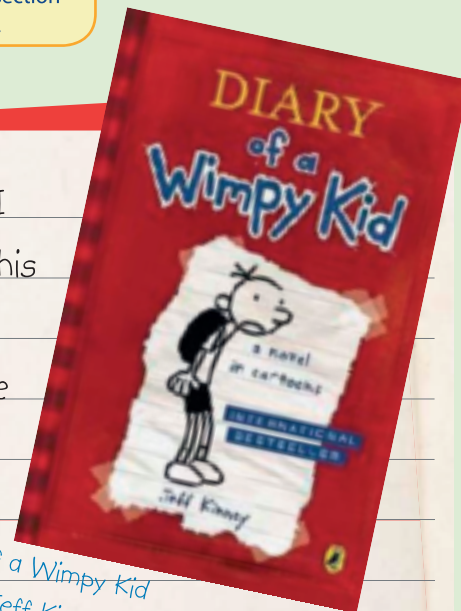
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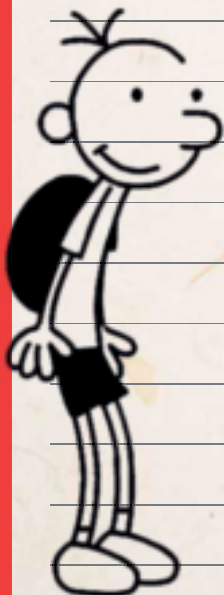
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Read the book review and then answer the questions that follow.

The book *Diary of a Wimpy Kid* is an international bestseller; I think this is because it is really funny and very easy to read. This book would appeal to children who love cartoon characters and funny books. The book is written for children aged 9 and above and I think both girls and boys would adore the book.



*Diary of a Wimpy Kid*  
Author: Jeff Kinney



## What is the book about?

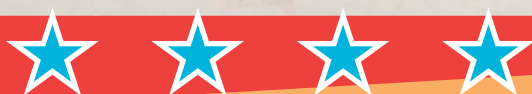
Greg is one of three children. According to Greg, his little brother, Manny, "never gets in trouble, even if he really deserves it," and his older brother Rodrick always gets the best of Greg.

This series of books is written in the form of a diary. In his diary, Greg details his daily activities, starting with the first day of middle school.

Whether it's dealing with bullying, his friend Rowley, homework, or family life, Greg is always busy trying to figure out the angle that will make things come out best for him.

Author Jeff Kinney does a great job, in words and pictures, of illustrating the funny things that happen to Greg.

The book's lined pages, plus Greg's writing and his pen and ink sketches and cartoons, really make it seem like an actual diary, adding greatly to the reader's enjoyment. If you are looking for a book with an hilarious main character then *Wimpy Kid* is for you. If you are looking for a funny book all kids will enjoy and identify with, this is it. I recommend *Diary of a Wimpy Kid* for tweens and younger teens.





**Let's talk**

Talk about what is meant by the following:

- tweens
- international best seller
- figure out
- gets the better



**Let's write**

Answer the following questions



|  | Yes | No |
|--|-----|----|
| 1 Is the author named?   |     |    |
| 2 Has the setting been described?                                |     |    |
| 3 Have the main characters been described?                       |     |    |
| 4 Were parts of the plot shown as examples?                      |     |    |
| 5 What genre is this book?                                       |     |    |
| 6 Does the reviewer say what age group this book is written for? |     |    |

Explain each of the answers you have given.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_



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

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

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



# 117 Writing a book review

DATE



Let's write

Now you will write a book review of a book you have read and found memorable. Use this mind map to help you.

Title \_\_\_\_\_

Author \_\_\_\_\_

Setting:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Main Characters and examples supporting what you say:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



My book review

Plot:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

My opinion is:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



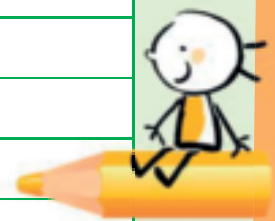
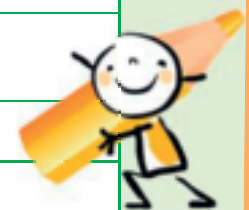
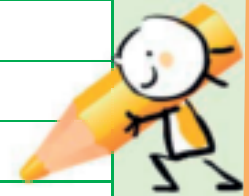


**Let's write**

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



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



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





# 118 Reading two poems



**Let's read**

Read the two poems and then answer the questions that follow.

**A**

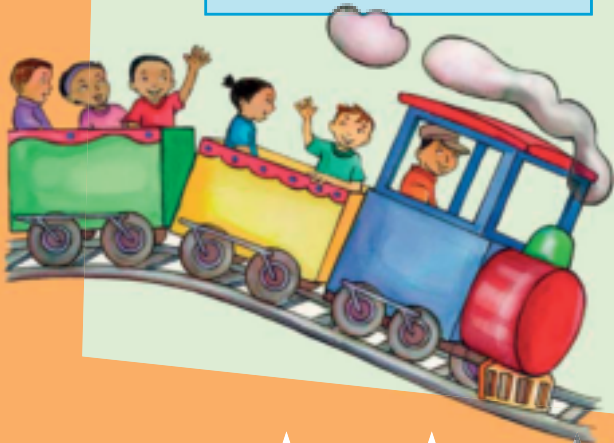
## LOOK IN A BOOK

(Ivy O. Eastwick)

Look  
in a book  
and you will see  
words  
and magic  
and mystery.

Look  
in a book  
and you will find  
sense  
and nonsense  
of every kind.

Look  
in a book  
and you will know  
all  
the things  
that can help you grow.



### Before you read

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



### While you read

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

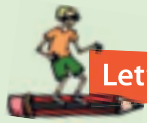
**B**

## Adventures with Books

(Author unknown)

Books are ships that sail the seas  
To lands of snow or jungle trees  
And I'm the captain bold and free  
Who will decide which place we'll see  
Come let us sail the magic ship  
Books are trains in many lands  
Crossing hills or desert sands  
And I'm the engineer who guides  
The train on its exciting rides. Come,  
let us ride the magic train.  
Books are zoos that make a home  
For birds and beasts not free to roam  
And I'm the keeper of the zoo  
I choose the things to show to you  
Come, let us visit in a zoo  
Books are gardens, fairies, elves  
Cowboys and people like ourselves  
And I can find with one good look  
Just what I want inside a book  
Come, let us read! For reading's fun



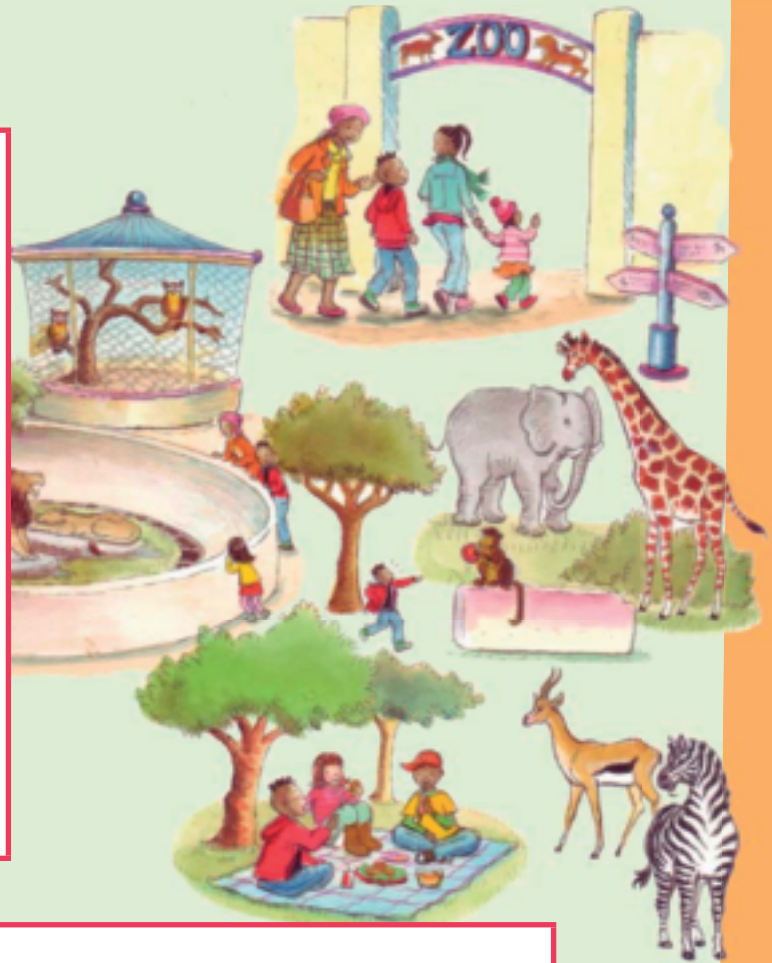
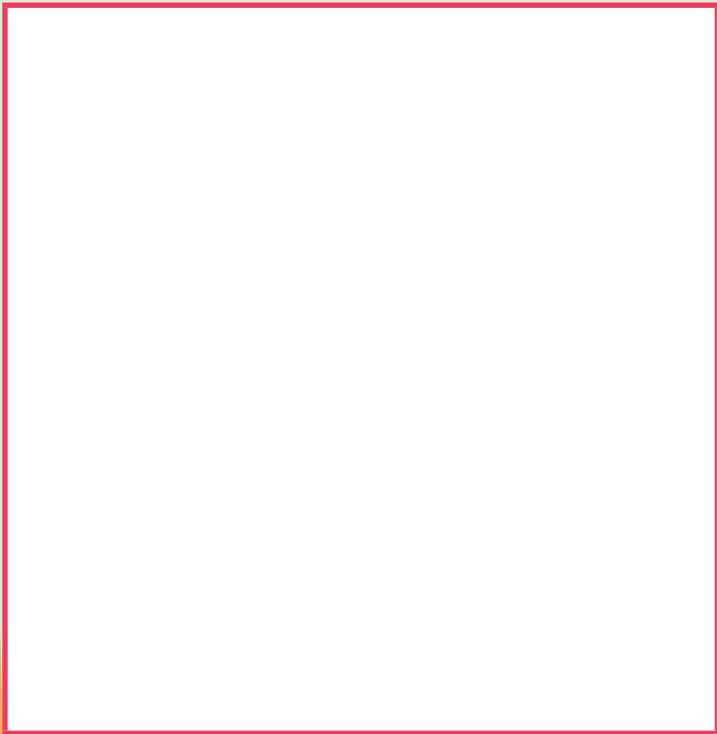


**Let's write**

The poet uses metaphors to show how valuable books are.  
For example the poem says "Books are trains ..."

| What other metaphors does the poet use? | What do they make us think of? |
|---|--------------------------------|
|   |                                |
|   |                                |
|   |                                |
|   |                                |

Draw two pictures that these metaphors evoke.



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



# 119 Looking at language

DATE



Let's write

Read both of the poems on Worksheet 118 a few times and then make a choice, which poem you like most. Give a reason for your preference.

Three horizontal lines for writing a response.

Why do you think poem B is called "Adventures with books"?

Two horizontal lines for writing a response.

Poems often make us think of a picture. Draw a picture to illustrate each poem.

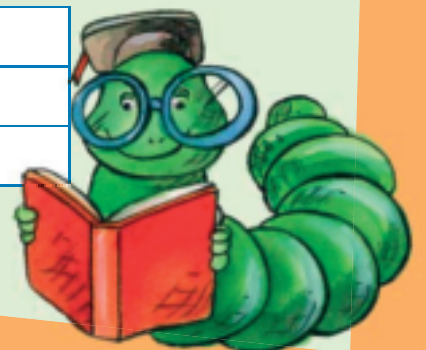
Two large empty rectangular boxes for drawing illustrations.

What is the message of poem A?

Three horizontal lines for writing a response.

What is the message of poem B?

Three horizontal lines for writing a response.



Using "either - or"

Complete these sentences.

I will eat either spaghetti or fish for supper.

I like to play either  or  on the weekends.

I would like to read either  or .

I go home from school either  or .

When I grow up I want to be either  or .

I would like to travel to either  or .

Now describe your plans for the next school holidays. When you have written them underline each time you used the words "will" and "am going".

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



### Figures of speech

What figures of speech are shown in these examples? Fill in the answer next to the correct number. Fill in the missing words to complete the similes.

**Across**

- 3. He ate until he was as big as a house.
- 7. Crash! Splash! Boom! Woof!
- 9. As hungry as a \_\_\_\_\_.
- 10. As slow as a \_\_\_\_\_.

**Down**

- 1. As busy as a \_\_\_\_\_.
- 2. Fresh fish on Fridays.
- 4. A book is a zoo of excitement.
- 5. Sound that the dog makes.
- 6. Her face is a picture.
- 8. He is as sly as a fox.

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

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

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





# 120 Lira

## Who? What? Where? When?

Lira's full name is Lerato Molapo. Her name means "love" in Sesotho. She was born in the Daveyton township in the East of Johannesburg and she speaks four languages.

She grew up in a poor family. As a child she enjoyed listening to Miriam Makeba, Stevie Wonder, Aretha Franklin and Nina Simone. She always sang at home and for friends and then she first began performing live at the age of 16.

Lira believed in education. She studied Accounting and when she graduated she worked as an accountant for two years. But, she always wanted to become a singer and stopped working as an accountant and embarked on a fulltime singing career.

In 2000 she was discovered by Arthur Mafokate and she began to record her songs.

Her first album was *All My Love* released in 2003. The album won a number of awards including the Metro FM Award.

In summer 2010, she sang *Pata Pata* at the FIFA World Cup Kick-Off Concert.

Later that year, she was selected to take part in the 92nd birthday celebration of former South African president Nelson Mandela. This she said "was one of the most important performances ever!"



### Let's read

Read the article on Lira and make up questions that you can ask about her. You must start with these words and remember to end each question with a question mark.

|       |
|-------|
| Who   |
| What  |
| Where |
| When  |
| Which |
| Why   |
| How   |

Ask your friends the questions and see if they can find the answers in the article.



# Tense game

Play this tense game and see how well you are able to form sentences in the past and future tense.

## How to play

- Flip a coin. Heads you move forward two places. Tails you move forward one place.
- Use the words in the box you land on to form a sentence in either the past or future tense.
- If you land on a yellow box start your sentence with tomorrow, next week, next month or later today.
- If you land on a green box start your sentence with yesterday, last week, last Saturday, last year.
- The first one to finish is the winner.



# 121 What's in the news?

DATE



Let's talk

Below is a news report that appeared in a daily newspaper. Take a look at the headline. Does it give you an idea what the story is about? Now read the report carefully and see what additional details it gives you.



Let's read

## Soweto grandmother rescues kids from fire



Lead sentence to grab the reader's attention.

The introduction gives the most important information about the story.

On the same day that two Soweto children who died in a fire were buried, another house fire in the area yesterday nearly claimed the lives of two others.

Thoko Dlamini, 6, and his sister Nomsa, 5, were lucky they escaped with their lives after their house caught fire.

The fire was thought to have started after the young children placed a heater on a bed and switched it on.

Yesterday grandmother Mary Maloi, 60, who was sleeping in another room, recalled how she

was awoken by the children's screams.

Said Maloi: "I woke up and went to see what was going on. When I opened the bedroom door, the entire room was in flames."

The fire happened on the day of the burial of two children who died in a fire.

She said she found Thoko trying to fight the flames with a broom, while his sister was hiding under the bed.

"I carried Thoko out and his sister ran out from under the bed when I called her."

Quotation in which people involved say what happened in their own words.





Maloi and her neighbours unsuccessfully tried to put the fire out, but they were not able to save the four-roomed house.

Only one room remained intact.

Maloi said she was still shaken by the incident that almost took the lives of her grandchildren.

Thoko and Nomsa were both admitted to the Baragwanath Hospital.

Their mother, Thembi Dlamini, said Thoko was treated for burns, while Nomsa was treated for smoke inhalation.

The family of seven has had to find alternative accommodation.

Simon Holley, a researcher for the Children of Fire charity dealing with burn victims, said hospital burn units were full this winter, with children suffering from severe burns.

However, he said there had been a significant decline in children suffering from flame burns.

"At least 70% of the children in burns wards usually are there due to hot water, hot rice, hot tea or similar liquid falling on them, or the child falling into the liquid when cooking is done on floor level," he said.

(Adapted from: The New Age, 26 July 2012)

Conclusion that closes the story.

Expert's opinion on the topic.



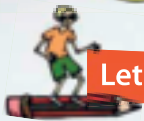
**Let's write**

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



- extinguish
- alternative
- inhalation
- recalled

- remembered
- breathing in
- put out
- substitute



**Let's write**

Read the article again. Now design a poster and write some instructions that parents and children must follow in order to prevent household fires. Use the modal must or must not in each instruction.

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Using **"must"** and **"must not"**  
 "Must" is used when we strongly recommend something. Sometimes we use "have to." We also use "must not" and "should not" when we want to prohibit or stop something.

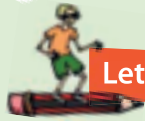
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 Date: \_\_\_\_\_





# 122 Thinking about the news

DATE



Let's write

See how well you have understood this news report by writing down the answers to these questions.



1. What are the names of the children who survived the fire? What did they do that might have caused the fire?

---

---

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2. The report quotes the grandmother as she explains how she rescued the children. Now repeat her story, but instead of using direct speech as the report does, do it in indirect speech.

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---

---

3. What do you think are the most important facts about what happened? In three short sentences, try to summarise this story about a grandmother rescuing her grandchildren from a fire.

---

---

---

4. According to the report, fewer children are being injured by flame burns. What has become the main cause of children being burnt?

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5. Mary Maloi is mentioned in the report. Who is she and what did she do?

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6. A report can present one, or more, perspectives on a news story. Do you think this story has one perspective, or many? Explain why you think so.

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**Let's talk**

With your partner, look carefully at this picture. Discuss what might have caused this house to burn down. You will have to use your imagination to work out your own story about what happened.

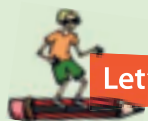


**Let's write**

To help you work out how the house caught fire, use the table to plan to write a newspaper article about the fire.

Five Ws and H, because a news report should try to tell you Who, What, Where, When, Why and How.

|       |   |
|-------|---|
| Who   | Who first saw the fire? Who is the owner of the house? Write down their names and who they are.   |
|       |   |
| What  | Explain what happened. Did the neighbours try to put out the fire? Was anyone hurt in the fire? Write down three or four facts about what happened. |
|       |   |
| Where | Where is the house situated? Where were the occupants of the house when the fire started?   |
|       |   |
| When  | When did the fire start? When was it finally extinguished?  |
|       |   |
| Why   | Why could the fire not be put out sooner? Why did the fire brigade take so long to arrive?  |
|       |   |
| How   | How did the house catch alight? Does anyone think they know how it happened?  |
|       |   |



**Let's write**

Now use your ideas to help you write a news report. Use this writing organiser to help you plan what you are going to write.

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



# 123 Planning to write your own newspaper report

## House burns down

### 1. Lead sentence

Your lead sentences must attract the reader's attention.

Last night an old wooden house burned to the ground.

Four horizontal blue lines for writing.

### 2. Introduction

Now explain the most important facts about the fire.

The fire appears to have been caused by ...

Four horizontal blue lines for writing.

### 3. Opening quotation

Quote someone who was at the scene. Let them explain, in direct speech, how the fire started.

"It all happened so fast," said ...

Four horizontal blue lines for writing.

### 4. Main body

Give more details about the fire, and also what happened after the house had burned down.

The wood house was old and very dry ...

Four horizontal blue lines for writing.

### 5. Closing quotation

Write what the home owner says about the fire and about his or her plans.

"I don't know where I will live now," said the sad owner ...

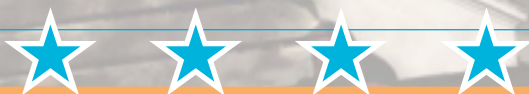
Four horizontal blue lines for writing.

### 6. Conclusion

Conclude the report in just one or two sentences.

Now that the fire is out, nothing is left ...

Four horizontal blue lines for writing.

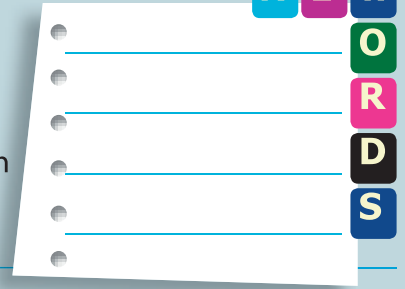




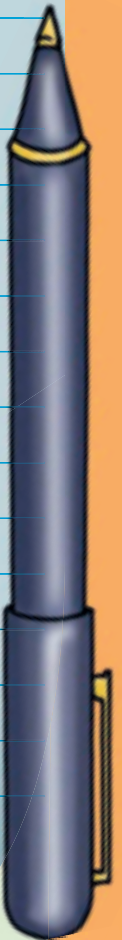
**Let's write**

Now use your mind map to write the news report in rough, and then read it through carefully. Does it make sense? Reading aloud sometimes helps to highlight awkward sentences. Then check for spelling and punctuation errors. Ask your partner to check your rough draft. Then correct any mistakes and write the report neatly in your exercise book.

**N E W  
O  
R  
D  
S**



Lined writing area for the news report.



Teacher:  
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Date:





# 124 An emergency trip to hospital



## Let's read

When Ben was eight years old, he loved to pretend he was Batman. He'd put on his Batman pyjamas and pretend to fly all over the house. But one night, just before bedtime, he tried to "fly" from one end of his bed to the other. Ben missed his mark and ended up banging his elbow hard on the wooden floor. Ouch!

His mom put ice on it, but his elbow got really puffy (swollen) and he had trouble moving his arm. "Batman," she said, "we're going to the hospital's casualty unit."

(From: [http://kidshealth.org/kid/feel\\_better/places/er.html](http://kidshealth.org/kid/feel_better/places/er.html))



## Let's talk

Talk to a friend about a time when you got hurt while you were playing. Was it something small that you could treat at home? Or was it more serious, so that you had to go to a doctor – or even, like Ben, to a clinic or hospital?



## Visiting the doctor



When you go into a casualty unit, your parent will usually fill in a form at the reception. This is a way of letting the emergency staff know that you are there and what your problem is. If your medical problem needs urgent attention, you may be taken right in to see a doctor.

If you have to wait a while, you'll probably do it in the waiting area. The waiting room may have toys, books, magazines, computers, and a TV to **keep you busy** until the doctor is ready to see you.

When it's your turn, someone will call your name and guide you to an examination room. There, you may have to wait a little bit longer for the doctor.

What will you see in the examination room? The examination room in the casualty unit has a bed for you and a chair where your mom or dad can sit and keep you company. Some of these rooms

may have something that looks like a small TV screen. That is a monitor used to **keep an eye** on a person's heartbeat and breathing.

You might also see an oxygen tank and tubing for people who need help breathing. You may notice other equipment, too. But just because a piece of equipment is in your examination room, it doesn't mean you will need to use it. The equipment is there in case a patient needs treatment.

When the doctor arrives, he or she will talk to you and your parents about your medical problem and then the doctor will examine you. At this point, the doctor will decide what should happen next. In Ben's case, he needed an X-ray. The X-ray showed that he had a broken arm and needed a cast.





**Let's write**

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

|          |
|----------|
| casualty |
| monitor  |
| X-ray    |
| cast     |

|   |
|---|
| a photographic image of bones             |
| a screen                                  |
| moulded material to protect a broken bone |
| someone injured in an accident            |



A casualty unit is usually the first place that people go when they have been badly injured in an accident. This means there are a lot of emergency cases.

What do you think would be the most difficult thing about working in a casualty unit?

Often, those who work in the unit help save people's lives. Can you think of another kind of job where people's lives are often saved?

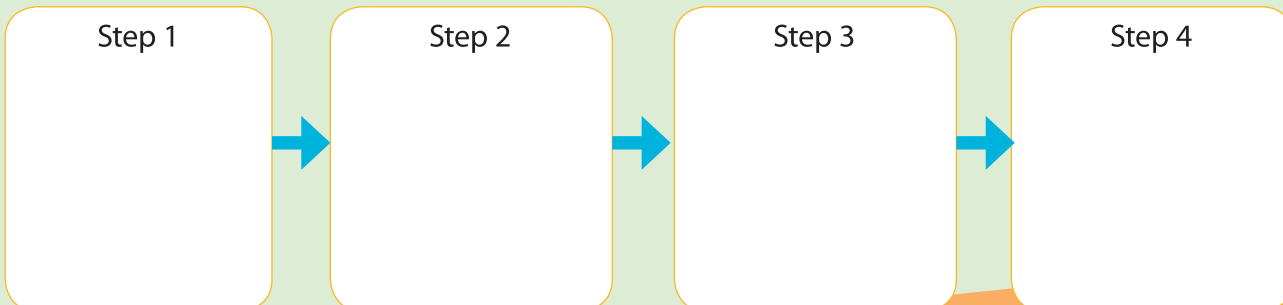
Use the phrase "keep an eye on" in a sentence.

Use the phrase "keep you busy" in a sentence.

Work with your partner. Imagine you are hospital workers who must decide which patient must be treated first. List from 1 to 3 the order in which you would treat these patients, so that the worse the case the sooner they are treated.

| Symptoms of illness or injury                           | Order of treatment |
|---|--------------------|
| A three-year-old child has high fever.                  |                    |
| An 85-year-old man is bleeding from a head injury.      |                    |
| A child is crying because his elbow is sore and swollen |                    |

When Ben went to the hospital with his mother there were several steps that he had to follow before he could be treated. Read the description of "Visiting the doctor" and then write down each of these steps.



# 125 Thinking about Ben



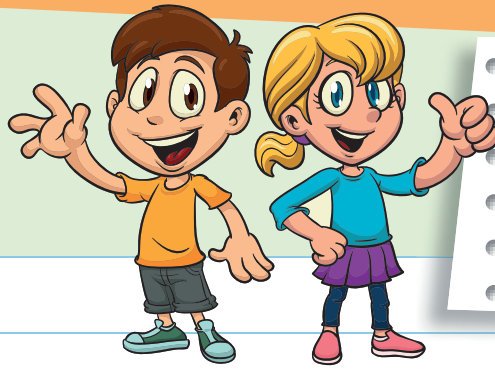
Let's write

Plan to write the rest of Ben's story about his visit to the casualty ward. Use this writing organiser. You will have to imagine what happened to Ben after he had the X-ray of his arm taken.

|   |  |
|---|--|
| Was the cast put on Ben's arm straight away, or did he have to wait some more?                                  |  |
| Describe how the doctor put on the cast. Was it painful?  |  |
| Was Ben brave, or did he cry while the doctor was busy? What did the doctor say?                                |  |
| What did Ben and his mother do after they had finished at the hospital? What did his mother say to Ben?         |  |
| It was probably very late by the time Ben got to bed. Was he allowed to skip school the next day?               |  |
| When Ben did go back to school, what did his friends say when they saw the cast on his arm? Was he proud of it? |  |



Use the writing organiser you have filled in to help you write a rough draft of Ben's story. Read it through to check for mistakes, and make corrections where necessary. Then write it neatly in the space below.



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

### ***Ben's happy ending***

A large area of lined paper for writing, consisting of 20 horizontal blue lines.

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





# 126 The climate is changing



**Let's talk**

In your group, look at the two posters and discuss the following questions.

1. What kind of climate change is shown in picture A?
2. What kind of climate change is shown in picture B?
3. What message do you think the two pictures are trying to send?
4. Why do you think climate change has become such an important issue?



Picture A



Picture B



**Let's read**

Read this poem carefully two or three times.

## A poem on climate change

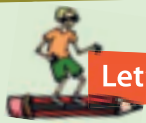
I don't want my children to see the Earth die,  
Without fish swim and without birds fly,  
With no air for breathing, no water to drink,  
When global conditions will make the land sink.

I don't want emissions to stay in the air,  
To fill our lungs and to spread everywhere,  
To cause global warming, submerging the land!  
To stop all this mess we should lend our hand!

The nature is dying together with us,  
We wouldn't exist here but for the green grass...  
We must prevent nature from saying "farewell"-  
In case it is dying, we're dying as well!

What could human beings' activities mean –  
To make our planet one big rubbish bin?!  
No matter that you may be only a teen –  
It's never too early or late to be green!

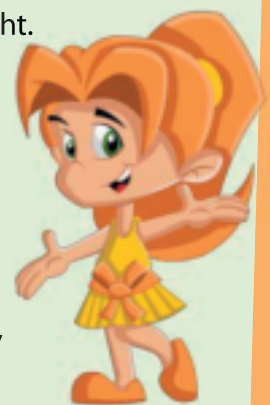
To show our children the beauty of life;  
To help polar bears and pandas survive;  
To claim to the world that this talk should gain weight  
Let's firstly take part in the global debate!  
(by Julia Melnikova)



**Let's write**

A synonym of a word is another word with the same meaning. Draw a line to match the words on the left with their synonyms on the right.

|           |           |
|-----------|-----------|
| global    | discharge |
| emissions | flood     |
| mess      | worldwide |
| submerge  | disorder  |



**Let's write**

Identify the type of figurative language used in the sentence below, and then circle the word that describes it.

"I don't want my children to see the Earth die" is an example of

|          |  |                 |  |           |  |          |  |
|----------|--|-----------------|--|-----------|--|----------|--|
| oxymoron |  | personification |  | hyperbole |  | metaphor |  |
|----------|--|-----------------|--|-----------|--|----------|--|

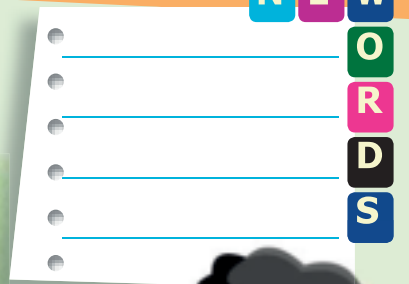




**Let's read**

If the first verse of the poem is written out in ordinary language, which is called prose, it might look something like this:

I would not like my children, who are the next generation who will live on earth, to see nature degraded to the point of destruction. It would be terrible if all the fish in the sea and birds in the air had died. What if pollution becomes so bad that people in the future can't breathe the air or drink the water? It might become so bad that large areas of land will be covered by water as the polar ice caps melt.



Do you notice how it takes many more words to say what the poet has said when it is written out like this? That is because poetry is a concentrated way of writing. For this reason, you have to pay close attention when you read poetry.

Now work with your partner and see if you can write out the second verse in prose form. Write in the space below.

The poem starts with this line: "I don't want my children to see the Earth die". The poet then goes on to describe how the earth is being killed off. List four ways she says the earth is dying.

The poet starts the poem by saying what she doesn't want for her children. In the last verse she says what she does want for them: "To show our children the beauty of life". What does she suggest we must do so we can achieve this?

The poem's title announces that the poem will be about climate change. But the poet also talks about pollution. Write down the two types of pollution she speaks about.

Why does she do this? Do you think pollution and climate change are related? Explain why you think so.





# Debating about the environment

DATE



Let's talk

The poem ends with this line: "Let's firstly take part in the global debate!" Have you ever taken part in a debate? A debate is a kind of discussion in which people with different opinions on a subject give their own points of view. So when you take part in a debate, you will try to persuade the person or group you are debating against that your opinion is correct. Then they will get a chance to try and persuade you that they are right.

The global debate the poet speaks about is a worldwide discussion about how to stop the climate from changing by taking care of the environment. You can also take part in this debate. Start with a discussion in your group about what you and your friends can do to take better care of the environment.

Here is an example of how the start of the discussion might take place.

|       |   |
|-------|---|
| Nandi | We need to think of ways to stop the climate from changing.   |
| Mark  | That's a huge task. How could we possibly make a difference?  |
| Nandi | If every person on earth did something, even something very small, it could have a big effect.  |
| Mark  | What sort of little things could you and I do?  |
| Nandi | We could start by arranging a brainstorming session to come up with ideas. I've already got one – I think we should all spend an hour cleaning up the area around our school. |
| Mark  | Will that help stop climate change?   |
| Nandi | I'm not sure – but it will help to make our school look good. Also, it will make the planet just a little bit cleaner.  |
| Mark  | It sounds like a lot of hard work.  |







### Let's write

Now let's take Nandi's advice and have a brainstorming session. In your group, give everyone a chance to suggest a way to stop climate change. Write down all these ideas. For example, if you light a fire in the evenings to keep warm, might it be possible to buy a gas or electric heater?

### Something to think about.

Did you notice how Nandi and Mark have different points of view? Nandi is very enthusiastic, and she thinks she can make a difference. Mark, on the other hand, is very doubtful that it's worth trying to do anything. Nandi has to work very hard to persuade him to change his mind.

When you have finished the brainstorming session, copy the best ideas down here in the column headed "Idea to stop climate change". Before filling in the second column, read the paragraph below the table.

|        | Idea to stop climate change | Effect of idea on climate change |
|--------|-----------------------------|----------------------------------|
| Idea 1 |                             |                                  |
| Idea 2 |                             |                                  |
| Idea 3 |                             |                                  |
| Idea 4 |                             |                                  |

Next, for every idea you've written down, the group must say what effect they think that idea might have. For example, a gas or electric heater will mean you don't have to light a fire. This means you won't add more smoke to the atmosphere and make global warming worse. Write these effects down in the table above, in the column headed "Effect of idea on climate change".

Now write down, in your own words, the discussion that Nandi and Mark will have after you have finished brainstorming. Let them discuss the ideas that they think are the best. They should also discuss the effect different ideas will have. Remember, an idea is probably a good one if it has a positive effect on ending climate change. Write in the space below.

|       |  |
|-------|--|
| Nandi |  |
| Mark  |  |
| Nandi |  |
| Mark  |  |
| Nandi |  |
| Mark  |  |
| Nandi |  |
| Mark  |  |

Teacher: \_\_\_\_\_  
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# Advertising an important event

DATE



Let's read

Look at this poster.



Discuss this poster with your partner.

1. Is this an advertisement? If so, is it different in any way from other kinds of advertisements?
2. What is the advertisement about? What is it trying to convince the reader to do or think?
3. Is this stated anywhere in the advertisement? How do you know what it is trying to say?
4. Is the message of the advertisement all in the words? If not, how does it get its message across?
5. Why do you think this picture was used? What is the picture trying to say?
6. Do you think the advertisement is successful?



Let's read

This is a press release about National Book Week. A press release is information that an organisation sends to newspapers and magazines.

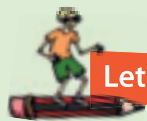
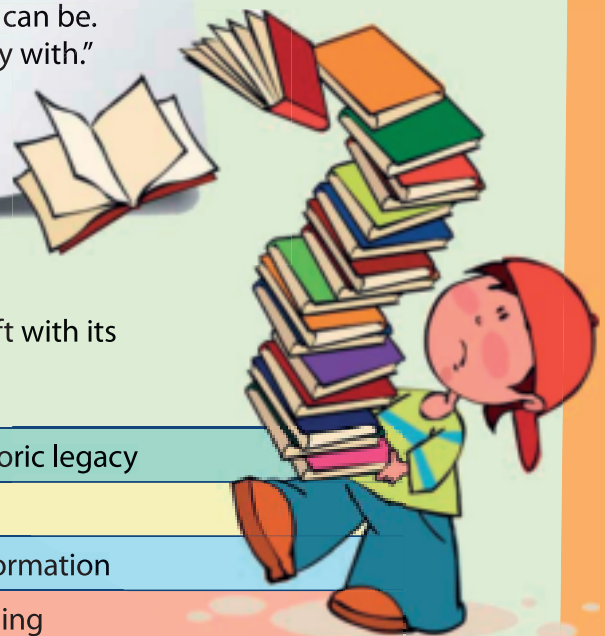
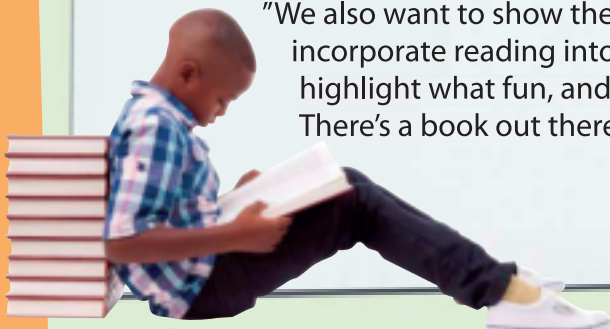
Reading statistics report that only 14% of the South African population are active book readers, and a mere 5% of parents read to their children. National Book Week is an important initiative in encouraging the nation to value reading as a fun and pleasurable activity and to showcase how reading can easily be incorporated into one's daily lifestyle.

With this year's theme of "The Books of Our Lives," National Book Week embarks on a creative campaign which reveals to South Africans the many ways in which books remain our faithful companions on the road of life, prodding us, guiding us, teasing us, and sweeping us away into history, fantasy and the inner lives of others so different, and yet so similar, to us.



"We all have an important role to play in promoting reading and increasing access to books. National Book Week is celebrated in September – the month of Heritage – to instil a sense of national pride and encourage South Africans to read books, be they books in English or in our own languages," says South African Book Development Council chief executive officer Elitha van der Sandt.

"We also want to show the nation how easy it is to incorporate reading into their daily lives, and to highlight what fun, and how enjoyable, reading can be. There's a book out there that anyone can identify with."

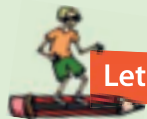


**Let's write**

Draw a line to match each word on the left with its meaning on the right.

- statistics
- initiative
- incorporate
- heritage

- a nation's historic legacy
- include
- numerical information
- begin something



**Let's write**

1. Does the information in the article give reasons why people should read more? Can you give some examples?

2. What do the statistics in the article tell us?

3. Most of the article has positive information about reading. Is there any part of it which is a bit negative about reading in South Africa?

4. The press release tries to arouse emotions in its readers to make it more effective. Which of the emotions in the table below is not used in the article? Answer by circling just one word.

|            |              |
|------------|--------------|
| patriotism | fear         |
| excitement | exaggeration |

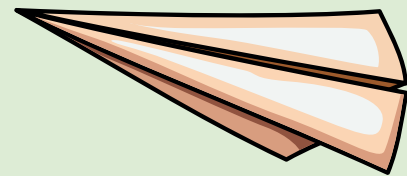
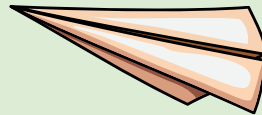
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# Checklist



| I CAN  | 😊 | 😞 |
|--|---|---|
| read a narrative text  |   |   |
| discuss questions based on the text  |   |   |
| punctuate sentences  |   |   |
| uses story ideas to plan a story   |   |   |
| complete a mind map  |   |   |
| write a story  |   |   |
| uses a mind map to plan a letter   |   |   |
| write a letter using a given template  |   |   |
| read a book review   |   |   |
| identify features in the review such as author, characters, plot, setting and events |   |   |
| complete a mind map in preparation for the review                                    |   |   |
| write the review in a writing organiser  |   |   |

| I CAN   | 😊 | 😞 |
|---|---|---|
| identify metaphors in a poem                      |   |   |
| complete sentences using "either - or"            |   |   |
| complete a figure of speech crossword puzzle      |   |   |
| ask "wh" questions based on the text              |   |   |
| play a past and future tense game                 |   |   |
| use the modals "must" and "must not" in sentences |   |   |
| plan an essay using a picture as a prompt         |   |   |
| answer "wh" words as part of planning an essay    |   |   |
| use a writing organiser to plan an essay          |   |   |
| write a story                                     |   |   |
| read a pamphlet                                   |   |   |
| write an ending for a story                       |   |   |
| discuss and compare two climate change posters    |   |   |
| read a poem on climate change                     |   |   |
| match words with their antonyms                   |   |   |
| rewrite poetry lines in narrative text            |   |   |
| read dialogue                                     |   |   |
| answer questions based on dialogue                |   |   |
| write dialogue                                    |   |   |



# My dictionary



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# My dictionary



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# My dictionary



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# My dictionary



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



**NOBODY  
should touch  
your private  
parts.**

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

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

**Who to call for help:**

**Child Line: 0800 05 55 55**

**SAPS Crime Stop: 086 00 10111**

**SAPS Emergency Number: 10111**

**Life Line: 0861 322 322**

**Child Protection Unit: 012 393 2359/2362/2363**



A







B





