

Mrs Angie Motshekga,
Minister of Basic
Education



Mr Enver Surty,
Deputy Minister
of Basic Education

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

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

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

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

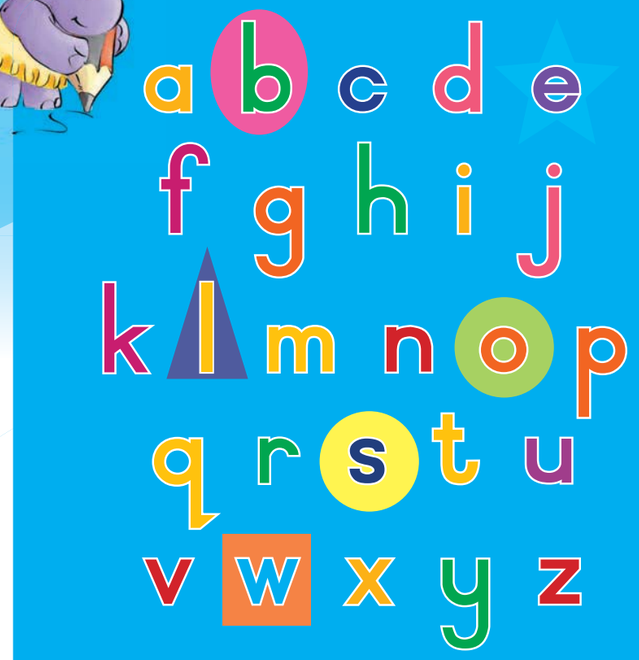
We wish you and your learners every success in using these workbooks.



Rainbow WORKBOOKS

ENGLISH HOME LANGUAGE
GRADE 5 – BOOK 1
TERMS 1 & 2
ISBN 978-1-920458-60-7

THIS BOOK MAY NOT BE SOLD.



ENGLISH HOME LANGUAGE – Grade 5 Book 1

ISBN 978-1-920458-60-7



Grade 5

Name:

Class:

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

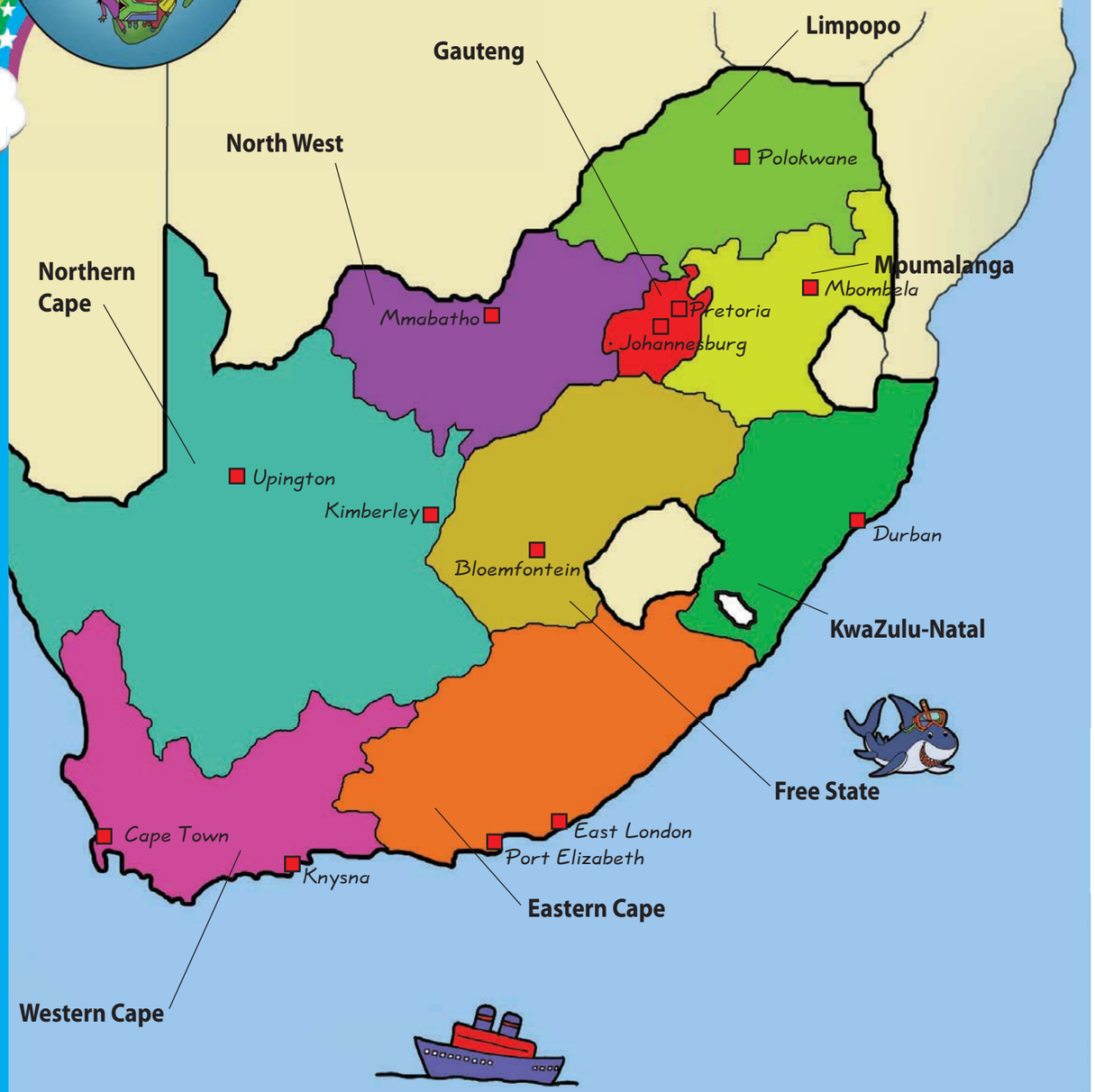
ENGLISH HOME LANGUAGE

Book 1

Terms 1 & 2



South Africa



RESPONSIBILITIES OF THE YOUTH OF SOUTH AFRICA

Equity

Treat every person equally and fairly. Do not descriminate.



Human dignity

Respect everyone. Be kind and caring.



Life

All life is precious. Treat all life with respect.



Family



Honour and respect your parents. Be kind and loyal to your family.

Education

Attend school, learn and work hard. Adhere to the school's rules.



Work

Help your family with work in your home. Children must not be forced to get a job.



Freedom and security



Do not hurt, bully or intimidate others, and do not let others do so. Solve disagreements in a peaceful way.

Property

Respect the property of others. Do not damage property and do not steal.

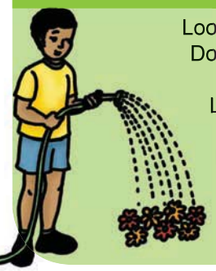


Religion, belief and opinion

Respect the beliefs and opinion of others.



Safety



Look after the earth. Do not waste water and electricity. Look after animal and plant life. Keep your home and community clean and safe.

Citizenship



Be a good and loyal South African citizen. Obey the laws, and ensure others do as well.

Freedom of expression

Do not spread lies and hatred. Ensure others are not insulted or have their feelings hurt.



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Grade 5

Rainbow WORKBOOKS

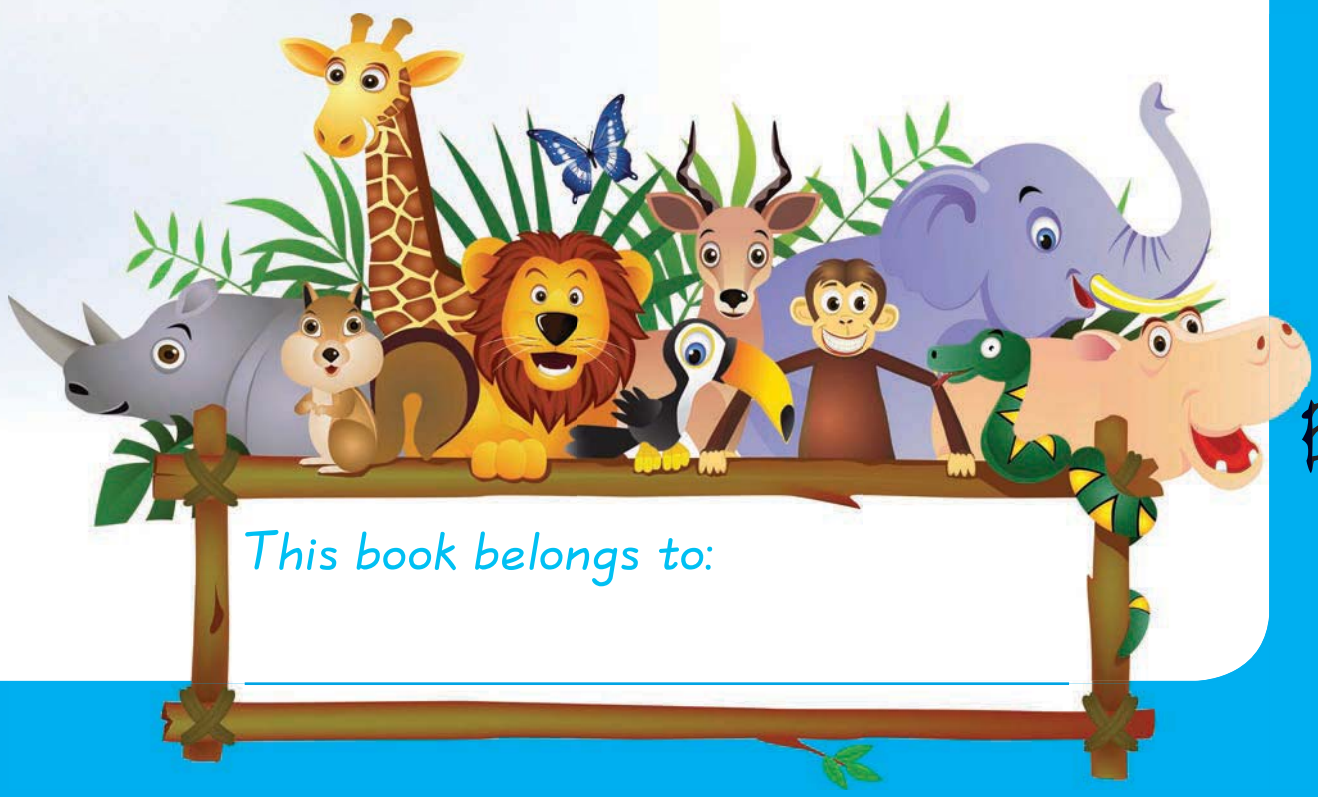
Language in ENGLISH

1 People like you and me 2

2 Tell a tale 35

3 Animals 69

4 Sport 103



This book belongs to:

ENGLISH Book 1

Date:

Pele – crazy about soccer

Let's speak

Soccer is one of the most popular games in the world. Do you like it?

- Who is your favourite soccer star?
- What makes him or her your favourite?
- Do you look up to him or her?
- Why?



Let's read

"When I hear the Brazilian National Anthem, I feel I am in a dream. I try to concentrate on how I will play but I keep on thinking: How is it possible that I am here, in the Brazilian team, in Sweden, about to play for my country?
It has to be a dream . . . !"

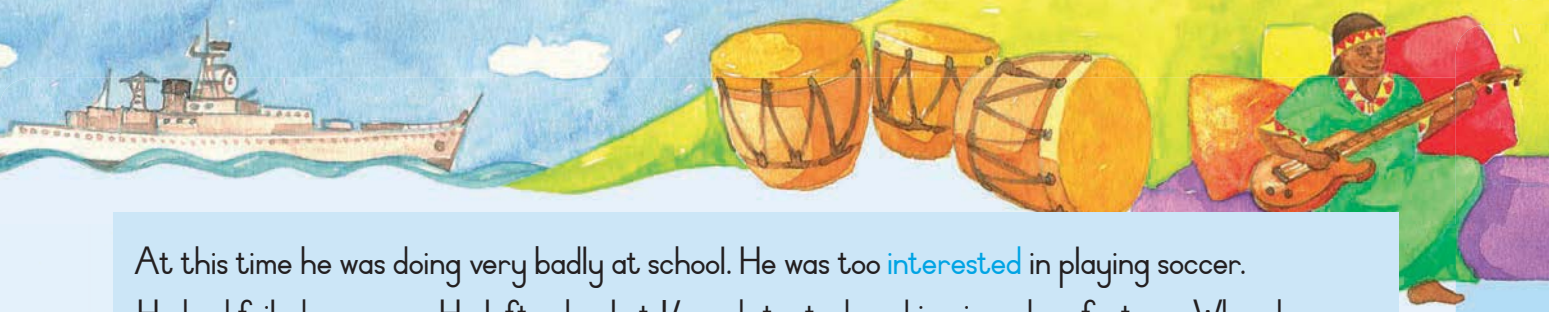


This is Pele at 17, playing his first game in the 1962 World Cup soccer finals. Who is this boy? How did he get to the World Cup? How does he feel about football, the game that made him famous?

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

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

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



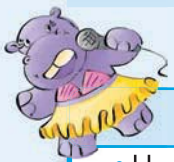
At this time he was doing very badly at school. He was too interested in playing soccer. He had failed one year. He left school at 14 and started working in a shoe factory. When he was much older he felt very bad about leaving school. He went back to school and then went to university after he got married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

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

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

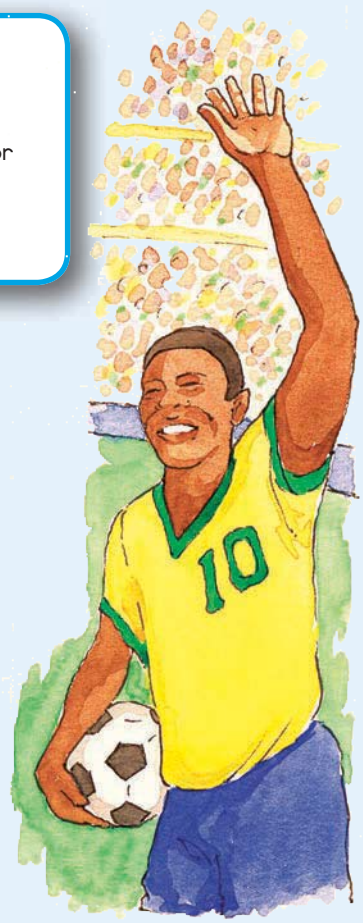
Why was Pele so successful? There are many reasons. Firstly, he loved soccer. Secondly, he was very clever about the way he played the game, and, lastly, he didn't play only for himself, he played for the team.

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



Let's speak

- How did Pele feel when he played his first match for his country?
- Pele believed in keeping healthy. How do you know this?
- Pele went back to school when he was married. Do you think this was easy or hard for him? Say why.
- Why do you think Pele was a great soccer player?





Let's write

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

concentrate	well known
famous	involved
interested	finals
championship	victorious
successful	focus



Date:

Thinking about Pele



Let's understand

Look at the story about Pele again. Then answer the questions below.

- Who is speaking in the first paragraph?
- Do you think Pele was proud to play for Brazil? How do you know this?
- Children usually crawl before they walk. What does Pele say kids do in Brazil?

Three questions are asked in paragraph 2 of the story. Write them down.
Write the answers to the three questions.

Why was Pele a great soccer player? Write down three things.

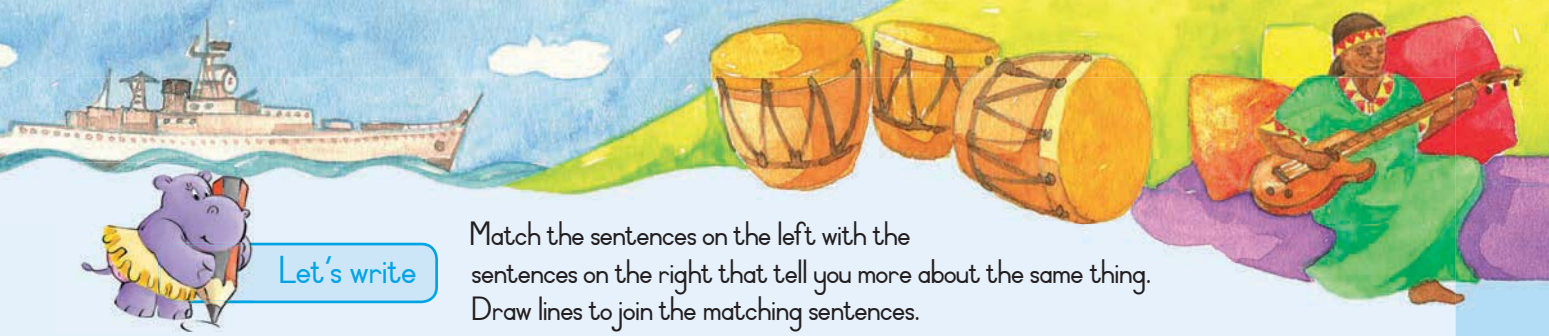
Let's write

Fill in the right words. Use the words in the box below to help you.

believed	scored	player	Santos	age	loved

Pele was a great soccer _____. He played soccer at the _____ of fifteen for _____. He _____ many goals during his soccer career. He was successful because he _____ soccer and _____ in team playing.

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm



Let's write

Match the sentences on the left with the sentences on the right that tell you more about the same thing. Draw lines to join the matching sentences.

Pele failed school.	He played soccer for his country.
He left school at 14.	You work hard.
He worked in a shoe factory.	He was 14 years old.
You will succeed.	He finished school when he was older.
He played soccer for himself.	He didn't learn.

Now join three of the matching sentences to make one sentence. Use these words to join them:

because	when	if	but	and

Example:

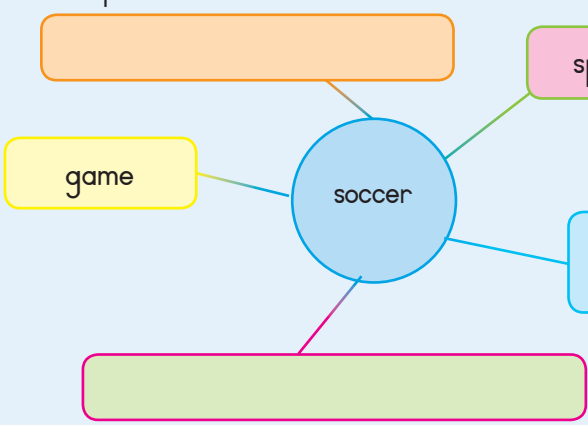
Pele was healthy. Pele did not smoke.
Pele was healthy because he did not smoke.

Write your sentences here:

Let's write

Read this paragraph. Complete this spider map about soccer. Fill in the blank spaces.

I love soccer. I go to matches whenever I can. Different teams wear different uniforms. Some soccer players are very good and score lots of goals. Teams win when they play together.



Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Date:

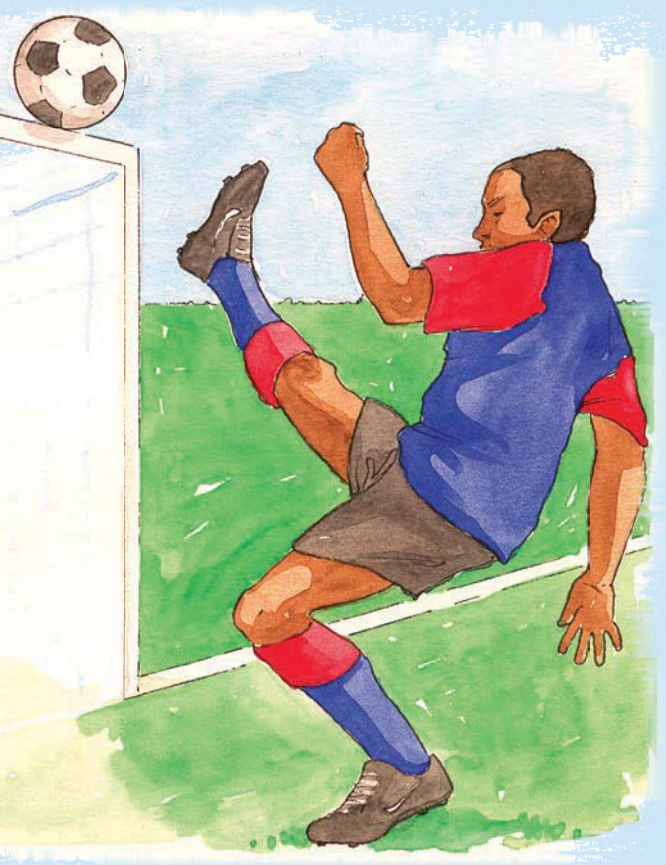
Thinking about soccer

Let's read

I love this game
I love to see the players
Jump as if to catch the sky
Some of them run as if
They are chasing thieves.

The spectators howl,
Like owls,
When players miss the ball
They shout as if they'd
Like to kill him
With their blunt voices.

While the players battle for the ball,
The mouths of the watchers
Crack from whistling
When their own team loses,
They become sad and jealous
And glad when the game is over.



Pattmore Dotiro, Highveld School, Harare

Let's understand

Look at the poem and talk about your answers with your friends.

Are the soccer players quick? What words tell you this?
What is another word for spectators?
How do the spectators feel if players miss the ball?
Do they think it is important for their team to win? Why do you think this is?
What soccer team do you support?
How do you feel if they lose a match? Why do you feel like this?

Let's write

Make the sentence below negative.

Examples:

Pele was very happy.
Pele was not very happy.

They played good soccer.
They did not play good soccer.

The referee blew the whistle.

They become sad and jealous.

The spectators scream and yell.

Some players run very quickly.

Let's write

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

Examples:

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



Why was Pele so successful?

He started a soccer club.

He left school to play soccer.

He helped many soccer players.

Pele was a great soccer player.

Date:

Portia reviews a soccer story

Let's read

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



Soccer Sam

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

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

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

Reviewed by Portia Nchabeleng

Let's write

Answer these questions about the book review.

What is the title of the book?

Who wrote the book review?

What is the book about?

Why does Portia like the story?

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



Let's write

Now write a review of the story about Pele.
Write four sentences under each heading.

The story was about

Pele is a good example for young people because

I liked/did not like this story because

You should/should not read this story because



Fun

All the letters in these words are mixed up. Fix them.

llbatoof	
orWdl puC	
ingrdink	

lePe	
moksgin	
ersocc	

Now fix these sentences by writing the right word after each mixed-up word.
The first one has been done to make it easier for you.

Lots of people came to South Africa for the (ersocc) soccer (orWdl puC) _____.

(lePe) _____ came too. He does not like (moksgin) _____

or (ingrdink) _____, but he really likes (llbatoof) _____!



Date:

Nothembi – a musician with a difference

Let's speak

Do you like music? Most people do. Talk about these questions with the rest of your class.

- What music do you listen to?
- Who is your favourite female South African singer?
- Why do you like her music?
- Who is your favourite male international singer?
- Why do you like his music?

Did you find that different people liked different kinds of music? Did they like different singers?

Let's read

This is a story written by someone who loves music.

A guitar-playing mom

I heard about a woman who was performing at The Club, a club in Johannesburg. She wears traditional Ndebele clothes, and she plays an electric guitar "Never," I said. But I was **curious**. I wanted to see her for myself. So I went to Kippies, and there I found Nothembi.

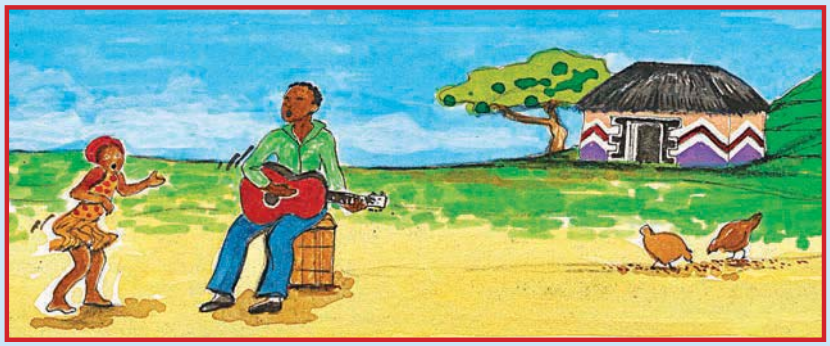


I could not believe my eyes when Nothembi walked onto the stage. She looked **enormous**. Colourful, beaded bracelets covered her arms and legs. She had a bright, beaded blanket and she wore a large traditional hat.

Nothembi lifted her arms to greet the crowd. Then she picked up her electric guitar. What a guitar! It was **decorated** with Ndebele designs and painted in all the colours of the rainbow.

Nothembi started playing. She made her guitar talk, sing, whine, screech and sob.

Nothembi also sings. Her songs are about the rural areas, the rivers and life on the farm, which she remembers from her childhood. There was music everywhere. "My uncle taught me to play the guitar when I was very young," Nothembi says. "I used to sing at funerals and weddings. In 1983 I formed my own band in Mamelodi. Not many women played the electric guitar then. When people saw me they thought I was strange. But I didn't think I was strange. I just love music and playing the guitar. I feel different when I perform. I feel powerful." She says she is lucky now. "I perform for a living. In the 1980s, I worked as a domestic worker because I had to support my two children."



Let's speak

- Do you think Nothembi is a good example for young people who want to be musicians? Say why.
- People who are a good example for young people are called "role models". Can you think of another good role model?
- Do you prefer traditional music or western music? Say why.
- Nothembi started playing her guitar at a very young age. Do you think you have to start playing music when you are very young if you want to be a good musician?
- Look at the picture of Nothembi. Talk about Nothembi's clothing and beadwork. Say what they look like, what colours they are and whether you would like to dress like this.

Let's write

Match the word in the left-hand column with the meaning in the right-hand column. Draw a line between the word and its meaning.

curious	very big
enormous	painted
decorated	very strong
powerful	wanting to know something

Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Date:

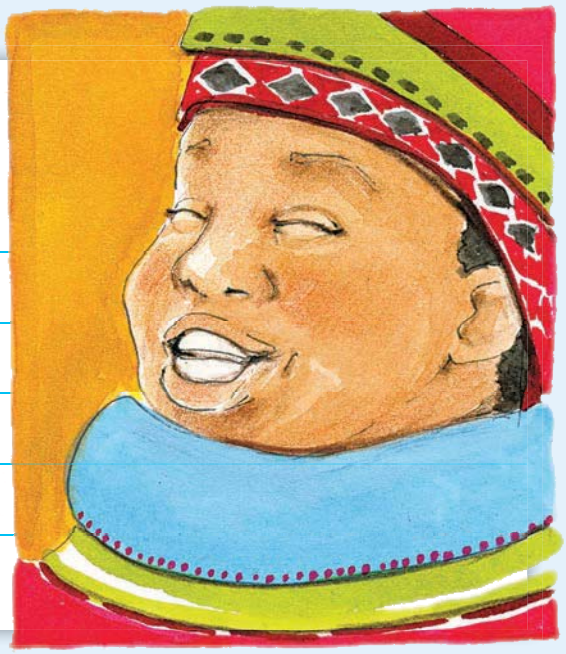
Thinking about Nothembi

Let's understand

Look again at the story about Nothembi.

- Who is speaking in the first paragraph? Do you think it is Nothembi or the writer? Say why.
- What do you think, "I could not believe my eyes", means?
- Nothembi says she feels powerful when she plays her guitar. Why do you think she feels like this?
- Is her life the same as it was in 1980? Say why.

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



Let's write

Use these words to complete the sentences below.

on	up	at	before

Nothembi sings _____ a club in Johannesburg.

_____ she came to Mamelodi, she lived _____ a farm.

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



Let's write

Look at these words taken from the last paragraph of the story about Nothembi. Write down the words that talk about things that happened then and now in the correct columns.

worked	is lucky	had to support	perform

then	now

Let's write

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

where	when	how	who	what

_____ was Nothembi born?

_____ instrument does she play?

_____ did she come to Mamelodi?

_____ many children does she have?

_____ taught her to play the guitar?



Date:

South Africa's National Anthem

Let's read

Nkosi sikelel'iAfrika

Malupakanyisw' uphondo lwayo,
Yizwa imithandazo yethu,
Nkosi sikelela, thina lusapho lwayo.

Sounds the call to come together,
And united we shall stand,
Let us live and strive for freedom,
In South Africa our land.



Let's understand

These are the first and last verses of South Africa's National Anthem. Not all anthems are national anthems. What is an anthem? What is a National Anthem?

- Why is our national anthem written in different languages?
- Why is it important to have a national anthem?

Think of three times when you have heard people singing the National Anthem. Write them down.



Let's write

These words are all about sounds. Pick the right one for each sentence and fill it in.

talk	sing	whines	screeches	sobs

The puppy  _____ when he can't get into the house.

You must stand when you  _____ the National Anthem.

My little sister  _____ when she gets hurt.

Please don't  _____ during "Takalani Sesame".

The monkey  _____ when it is in pain.

Let's write

How do you feel when you sing the National Anthem of your country?
Write two sentences:



Date:

Thinking about music



Let's write

Put these words in the right order to make sentences. Don't forget to start your sentences with a capital letter and end with a full stop, a question mark or an exclamation mark.

wanted for myself to see her I

kind does Nothembi play what of music

kinds of music in there are different South Africa

wonderful what a she is musician



Let's write

Complete the programme for a concert at your school.
Use the words in the box.

Anthem	Chaka	Principal	Pata	boom
Singers	Flower	Jacob	hip	Drum

Programme

1. Grades 1 and 2 – "Father _____"
2. Grade 3 – "Pata _____"
3. Dance Group – "The Lotus _____"
4. Drum girls – "Boom di di _____"
5. Grade 4 – Praise _____
6. Grade 5 – _____ Band
7. Grade 6 – Let's _____ hop
8. Guest artist – Yvonne _____ _____
9. National _____ – Nkosi Sikelel'iAfrika
10. Thanks – _____

Let's write

Make the front page of your programme.

Example

ORANGE FARM PRIMARY SCHOOL

MUSIC AND DANCE CONCERT

6 December 2011



Programme front cover

Look at the concert programme again. What if you put on a concert of your own? Think about what you would like for your concert. What singers would you like? Would your friends or family perform in your concert? Do you want dancers?

Now write your own programme of six events for your concert.

Programme

1. 4.

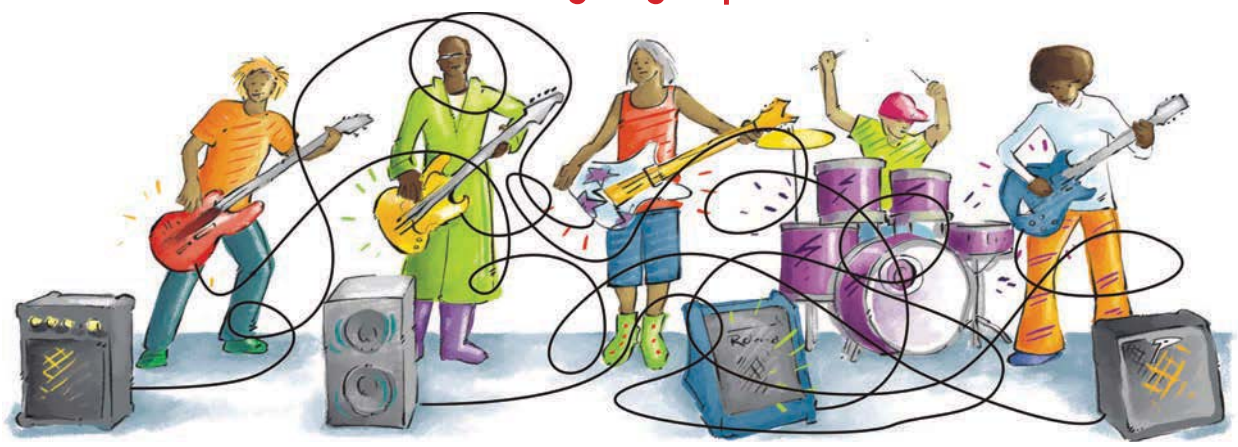
2. 5.

3. 6.

Fun

Sort out whose guitar is plugged into each speaker.

Tangled group



Date:

Lisa goes to sea

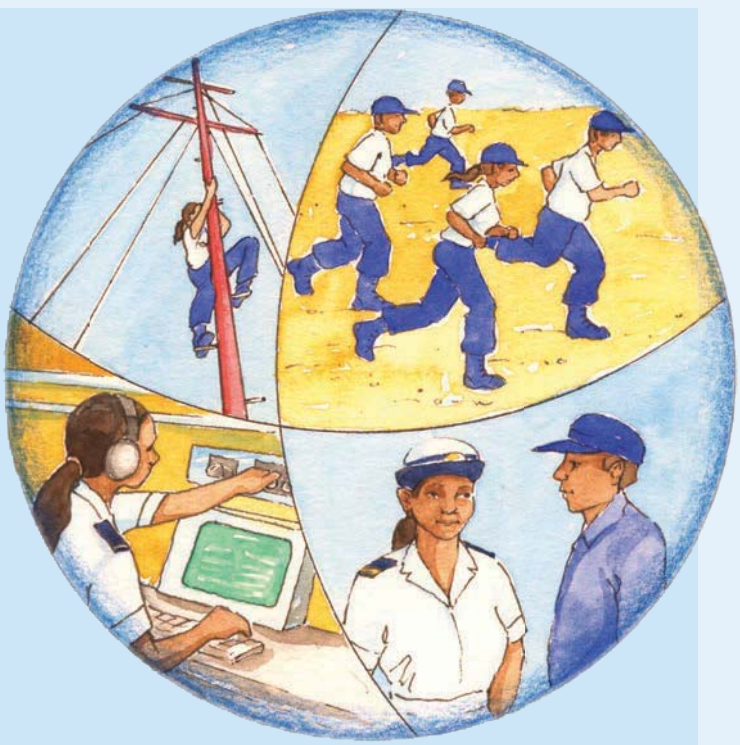
Let's speak

Talk about the picture. What is the girl doing in each part of the picture?

- The girl in the picture is in the navy. Is the navy different to the army and the air force? Say why.
- Have you ever been on board a ship or a boat? If you have, tell the class what it was like.
- Would you like to be in the navy? Say why.
- Do you like the sea? Say why.

Let's read

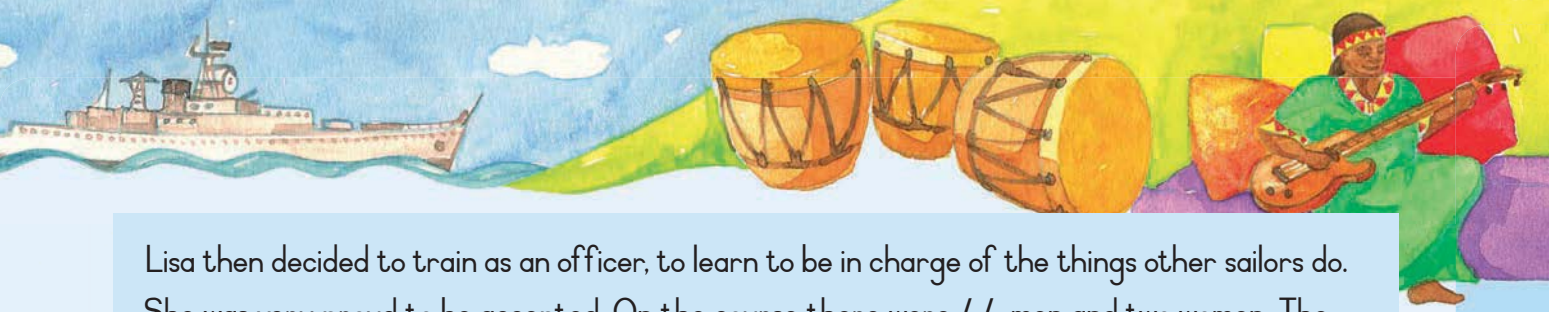
The girl who joined the navy



Lisa Hendricks joined the navy after she finished school. "I didn't want a boring nine to five job," she says. "I wanted to get out and do things. And the navy seemed different and interesting. Most of my friends were surprised. I was a very quiet person."

Life on ships at sea can be very difficult. "The basic training is very hard work. By the end of the day, you're so tired you can hardly stand," says Lisa.

When she finished basic training, she decided to do communications. She learned how to send messages, which is very important in the navy. Each ship has to be able to let other ships know what is happening and where they are. All of them need to be able to talk or send messages to people on land. "Nobody in the navy can send messages without the Communications Department," Lisa says.



Lisa then decided to train as an officer, to learn to be in charge of the things other sailors do. She was very proud to be accepted. On the course there were 44 men and two women. The course was very difficult. Lisa had to make sure she was really fit so that she could keep up.

Part of her training was going to sea, and Lisa says this was the best part. "We spent a week on ships and also spent time under the sea in submarines."

Lisa always wanted to be the best. She used to say that she wanted to be an Admiral in the navy – the most senior kind of navy officer. Today, she has a very senior job in the South African Defence Force, working at our embassy in Germany.



Let's speak

- What is a role model?
- Ask your friend: "Can people like you and me become role models?"
- Who is your role model?
- Do you think Lisa Hendricks is a role model? Say why.
- Lisa says she found basic training very hard. What do you think basic training is?
- Lisa says she joined the navy because it seemed exciting. Why do you think she felt it would be exciting?
- Do you know what an embassy is? Why do countries need embassies?

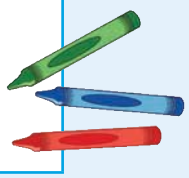


Let's write



Put these words in alphabetical order. Number each column from 1 to 6.

_____ she	_____ boring	_____ to
_____ school	_____ basic	_____ things
_____ surprised	_____ between	_____ training
_____ ships	_____ best	_____ there
_____ sure	_____ be	_____ train
_____ spent	_____ board	_____ that





Date:

Lisa's life in the navy

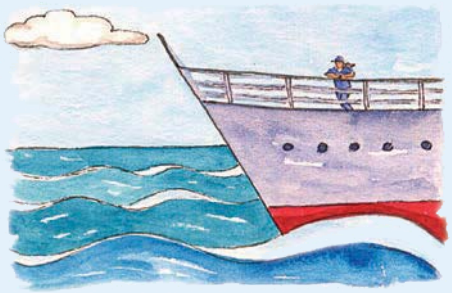
Let's understand

Look at the story about Lisa Hendricks again.

- Why did Lisa Hendricks join the navy?
- What do you think she means by a "nine to five" job? Which of the three answers below is the right one?

1	A job that starts every day at nine o'clock in the morning and ends at five o' clock in the afternoon.
2	A job where you work for someone else.
3	A job that is dull and the work is always the same.

- Why were Lisa's friends surprised that she joined the navy?
- What parts of her training did Lisa find very hard?
- What did she enjoy the most about her training?
- Has Lisa done well in the navy? Give reasons for your answer.



Let's write

Use these words to complete the sentences.

surprised	different	interesting	proud	difficult

I am very _____ to be a South African.

The school trip to the harbour was really _____.

I was _____ when my brother agreed to take me to watch a soccer match.

I find schoolwork easy, but some sports very _____.

We are twins but we are very _____ from one another.



Let's write

This is what Lisa did every morning while she was training.
She has put the activities in the wrong order. Help her sort them out.

Time	Activity
05:30	Have lunch
06:30	Exercise for 2 hours
08:30	Attend classes
09:00	Get up
13:00	Have breakfast

Time	Activity
05:30	
06:30	
08:30	
09:00	
13:00	



Let's write

Use these words to complete the sentences.

into	in	across	on	at	up	under

I get _____ at 6 o'clock _____ the morning.

I get _____ the bus _____ 07:30.

I get off the bus near the school and walk _____ the bridge and _____ the field.

I walk _____ my class at exactly 08:00.



Date:

A poem about the sea

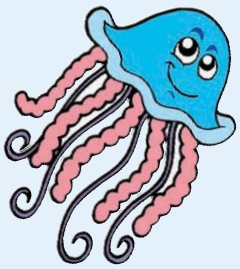
Let's read

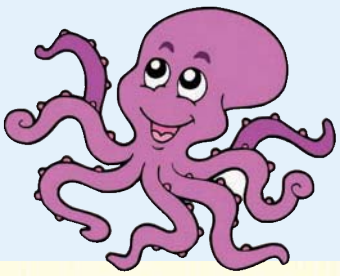
The sea

The sea is a beautiful place
With lots of beauty and lots of grace.
Upon the sand there are lots of shells
With beautiful colours that in a
shop would sell.
In the sea there are all kinds of things.
Some bite, some kill and some sting.
I would like to have a dolphin ride.
As long as a shark is not by my side.
I love the sea, as you can see.
It's meant for you and meant for me.

Nabila Jeeva

Let's understand





- Does the poet like the sea? Say why.
- What can you find on the sand?
- Why is she frightened of sharks?
- Who does she feel the sea is for?

Draw a circle around the things in the sea that bite or kill or sting:

seaweed	sharks	sting rays	prawns
shells	crabs	driftwood	fishing nets



Let's write

Look at the coloured words in the sentences. Match them with the word (or words) below that have a similar meaning. Write the correct word (or words) in the space provided.

finish	harder	proud	communication	a very good

If I work hard I will be an excellent student. _____

Some subjects at school are more difficult than others. _____

It is important to keep up contact between the different ships. _____

I will soon complete Grade 4 and go into Grade 5. _____

I feel very good about myself as I did well in my test. _____

Let's write

Fill in the missing words. Use the words in the box.

as	very	a	in	therefore	she	most

As _____ young girl Lisa wanted to do something different. She _____ decided to go to sea. There was only one other girl who was training to be _____ the navy. Lisa had to work _____ hard. The most difficult thing was the basic training _____ she had to do very difficult activities.

The thing she enjoyed _____ was working on a ship. She made the navy her career and _____ has been very successful.



Date:

A postcard to a friend

Let's write

Because she is in the navy, Lisa Hendricks often travels by ship. There are lots of ways to travel. Fill in the table. Write one positive (good) thing and one negative (bad) thing about each kind of travel.

Ways to travel	Positive things	Negative things
By ship		
By bicycle		
By train		
By bus		
By foot		

Let's write

Lisa wrote a postcard to her friend when she was doing basic training. But she made mistakes. Help her correct them. Circle the mistakes and write out the correct word under each one.

Dear Nikky

I am in the midle of my basic treining corse and

I am finding it very difficult. But I will mak sure

I finnish and that I do well. The next part of my

course is to do with communication and I am

really excited abowt it. The last peart, and probably

the best, is being on bord a ship. I can't wait.

Love
Lisa

Stamp

Ms N Makhoba
52 Spring Rd
Mamelodi
0021

Let's write

Write a post card to a friend telling her or him about something you did that was exciting.

- Write six sentences.
- Make sure you put your friend's address on the postcard.

Stamp

Fun

Find the names of different kinds of transport in the puzzle.

a	b	c	d	e	f	b	t	g	c
h	e	i	j	k	u	l	r	m	a
n	o	r	p	s	q	r	u	s	r
t	u	v	o	w	x	y	c	z	a
s	h	i	p	p	b	c	k	d	e
f	g	h	i	j	l	k	l	m	n
o	p	q	r	s	t	a	x	i	t
t	r	a	i	n	u	v	n	w	x
y	z	a	b	c	d	e	f	e	g
h	i	j	k	l	m	n	o	p	i

Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Date:

Peter – a child on the streets

Let's speak

Talk about the picture. Where are these children? Do they have a home and family? Do you think they go to school? Do you think they have enough to eat?

Let's read

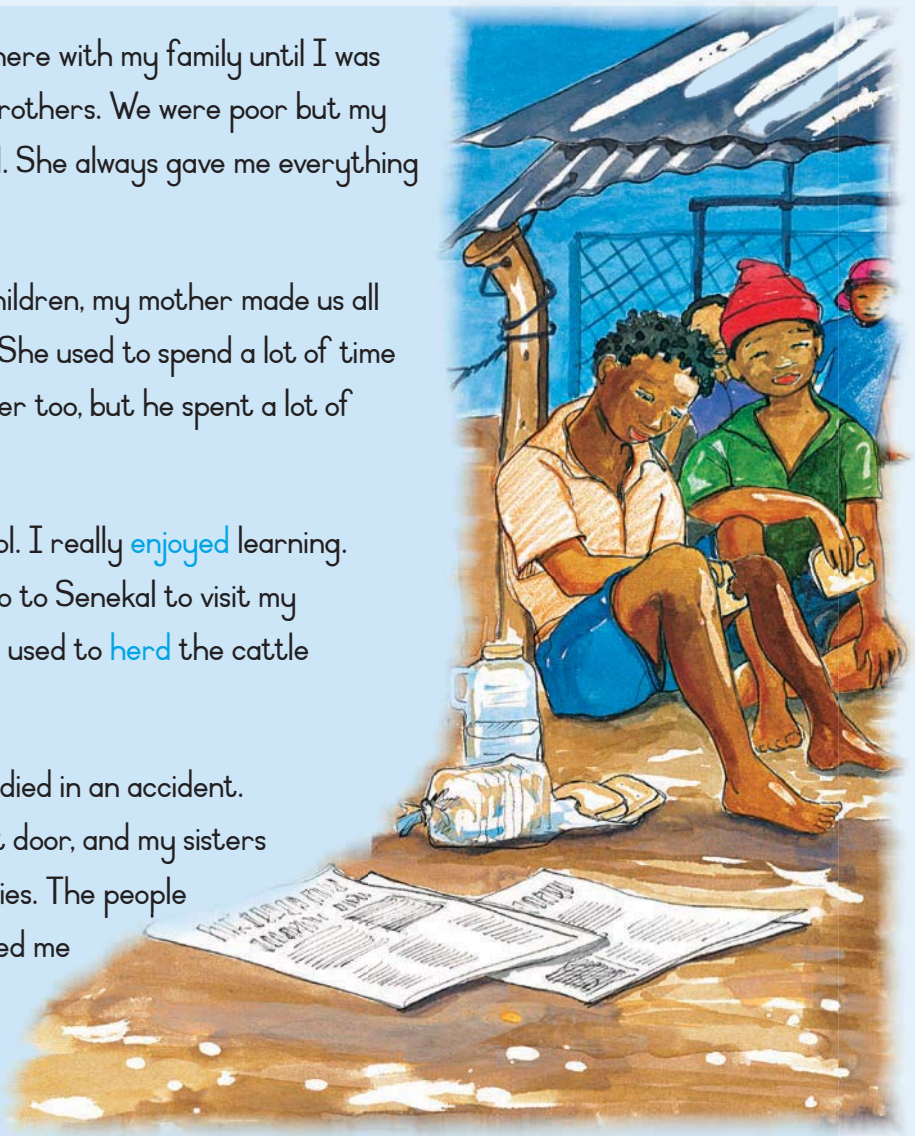
Peter Phake is 14 years old. For the past five years he has lived on the streets with his "chommies". For five years Peter has had no family to call his own. But now he has found a new family. He has moved in with a friend's granny in Gauteng.This is Peter's story:

I was born in Katlehong. I lived there with my family until I was nine. I had two sisters and four brothers. We were poor but my mother looked after me very well. She always gave me everything I needed.

Even though there were many children, my mother made us all feel very special and interesting. She used to spend a lot of time just talking to us. I loved my father too, but he spent a lot of time at work.

When I was seven I started school. I really enjoyed learning. During the holidays we used to go to Senekal to visit my grandmother. It was great fun. I used to herd the cattle and play with other boys there.

But then my mother and father died in an accident. I went to live with the family next door, and my sisters and brothers went to other families. The people next door were kind and protected me in their house, but they did not want me to go to school.



I worked at their shop. That made me unhappy so I ran away.



I caught the train to Jo'burg. I did not know where I was going, but at Park Street I met some boys. They gave me food. Then they told me I could be their friend. So I joined them, but they did not tell me how to go to school. They lived on the streets.

I spent the next five years on the streets. Then I was arrested, because the police thought I had stolen food from a shop. I spent a month in jail.

When I came out I thought about my life. I met a new friend who came to play at the park where I went to be alone. He told me that I could live with his granny if I went to school. Since then, I have been with her. I am happy now. I am with people who care about me and I can go to school and learn.

Let's speak

- What is the difference between a street child and a child who lives with a family?
- Peter's family was poor. Did this matter to him? Why?
- What happened when Peter's parents died?
- Why do you think the family next door did not want him to go to school?
- Why do you think Peter became friendly with children he did not know when he arrived in Johannesburg?

Let's write

Match the words with their meanings.
Write the words in blue in your dictionary.

special	held by the police
enjoyed	a group of animals
herd	kept safe by someone
protected	got pleasure from
arrested	one of a kind



Date:

Thinking about Peter

Let's understand

For how long did Peter live on the streets? What is another word for "chommies"? Here are three answers. Which one is right?

1	Brothers and sisters
2	Mother and father
3	Friends



How old was Peter when he was arrested?

Who is Peter living with now?

Do you think Peter will stay with his friend's granny or do you think he will go back to the streets? Say why.

Write down the two words that tell you that Peter liked school a lot.

Let's write

Choose the right word in each sentence and underline it.

1. The farm animals were fascinate/fascinating/fascinated.
2. Peter was fascinated/fascinating/fascinate by the people in Johannesburg.
3. Peter's mother used to tell him interesting/interested/interest stories.
4. Peter loved school and was interested/interesting/interest in learning English.

What do you think is interesting? Write three sentences about something that interests you and why it interests you:

Let's write

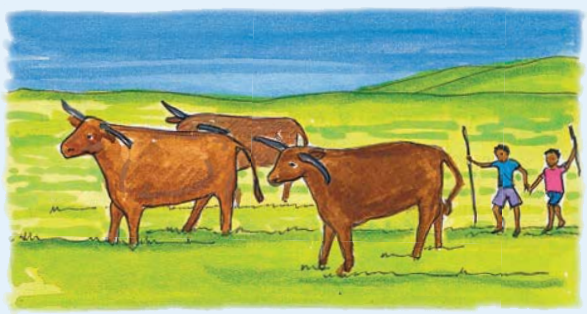
Put these sentences in the correct column.

1. Peter is a teenager.
2. Peter stayed with his family until he was nine years old.
3. He had wonderful holidays with his grandmother where he looked after the animals.
4. Peter's parents died and he went to live with the family next door.
5. Peter is living with a friend's grandmother.
6. Peter is very happy.

What happened in the present	What happened in the past

Let's write

Do these sentences state a fact or an opinion?



Example:

Peter lived on the streets for five years. (fact)

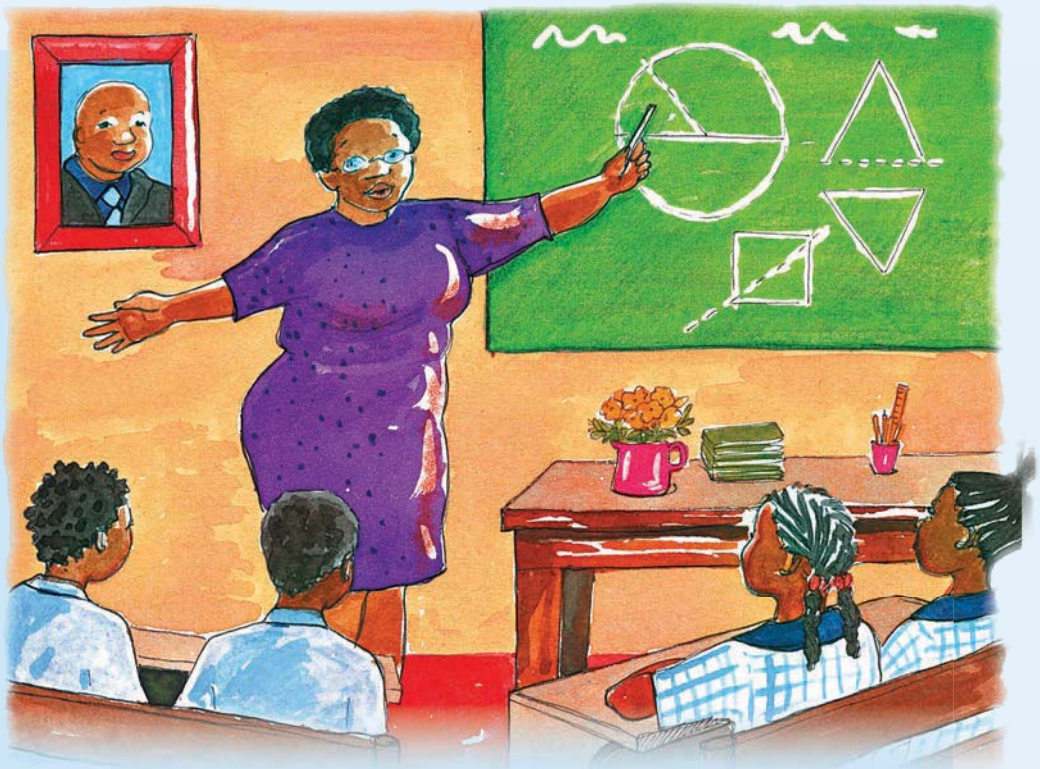
Peter will do well at his new school. (opinion)

Peter lived with his parents in Katlehong.	
I think all street children come from the rural areas.	
Peter started school when he was seven years old.	
Johannesburg is the best place in South Africa.	
Peter lives with a friend's grandmother.	

Date:

Going to school

Let's read



School is a place of
learning and fun.
And when the
term's over, the
school work is done.

It's just for a
week and then
we go back.

And all our
books are back
in our sack.

Teachers are shouting,
"Goodness sake!" Geography and history? Oh! Give me a break.
Finally the year is over, the year's work is done. And now we go back to the holiday fun.

Kim Muller and Nadine Phillips

Let's understand

Choose the best title for the poem from the following list:

1	Children in the suburbs
2	School
3	Holidays are fun



- Talk about these questions.
- Books are put into a "sack". What else can you use to hold your school books?
- What happens at the end of each term?
- Why do you think the teachers shout "Goodness sake"?
- Do you think the two learners who wrote this poem enjoy geography and history? Say why.



Let's write

Each sentence below has a word in bold. Match each blue word with the word from this list that has the opposite meaning. Write your answer down after each sentence.

begins	fail	exciting	whisper	pleased

Teachers get **annoyed** when children don't learn. _____

Some subjects at school are more **boring** than others. _____

School **stops** at the end of the year. _____

I hope I **pass** at the end of the year. _____

Teachers **shout** when children do not listen carefully. _____

Let's write

Fill in the missing words.

his	they	him	he	them

Peter, a young boy from Katlehong, lived happily with his family until _____ parents died. He lived with the family next door but _____ was unhappy so he ran away. In Johannesburg he met a group of street children. He followed _____ and _____ gave him food but did not tell _____ how to go to school.



Date:

In and out of trouble



Let's write

Arrange the sentences in their correct order.
Number them from 1 to 5.

	Peter was invited to live with a friend's grandmother.
	Peter ran away to Johannesburg.
	Peter lived with the family next door.
	Peter's parents died.
	Peter used to visit his grandmother's farm in Senekal.



Let's write

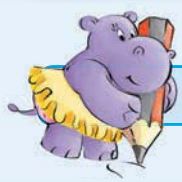
Write a story about someone you know who got into trouble, either at school or at home. Write three paragraphs. Use these words:

him/her	she/he	it	they/them

Use these questions to help you think about what you should write. Anyone who reads your story should find out all the answers to the questions.



- Who is your story about?
- Where does the young person live?
- When did this person get into trouble?
- Why did this person get into trouble?
- How did he or she get into trouble?
- What happened to this person?
- What did this person learn from his/her mistake?



Let's write

Imagine that you are Peter. You need to write a letter to the friend's granny asking her if you may stay with her.

Write two paragraphs. In the first paragraph tell her who you are and why you are writing to her. In the second paragraph tell her that you will go to school and why you want to go to school.

Remember:
- Write your address.
- Begin and end the letter properly.
- Begin each sentence with a capital letter.
- Use full stops correctly.





Teacher

Date:

Sign:

Fun

Help Peter find his way to his friend's granny's home.



Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz




2

Date:

The ant and the dove

Let's speak

- Do you think animals help each other? How?
- Can a small animal help a big animal? How?
- Can a small person help a big person? How?
- Do you think animals talk to each other? Give reasons for your answer.

Let's read

The ant and the dove

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



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



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

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



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

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

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



Let's speak

- Why did the ant want to swim?
- What happened to her?
- How did the dove save her?
- How did the ant save the dove?



Let's write

Put these words in alphabetical order. Number the words in each column from 1 to 5.

	dove
	dropped
	danger
	drown
	day

	ant
	and
	arrow
	away
	a

	suddenly
	she
	strongly
	shouted
	shoot

Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Date:

Thinking about the ant and the dove



Let's understand

What season of the year do you think this story took place? Choose one. Why do you say so?

spring	autumn	summer	winter

The story is a fable. What is a fable? Choose one of these answers:

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

Choose three words that describe the ant.

brave	silly	naughty	vain	caring	cowardly	daring

Use the three words to write three sentences.



Let's write

Draw a line to match the beginning of each sentence on the left with the correct ending on the right.



It was a hot day and	no-one heard her.
The dove did not believe the ant when	she dropped a leaf.
The dove saved the ant when	the ant bit him.
The man screamed when	she said she could help the dove.
The ant shouted loudly but	the ant felt like a nice swim.
The hunter took his bow and arrow	to shoot the dove.



Let's write

Join the sentences. Use the words below.

and	because	but



Example:

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

The ant was hot.
She wanted to swim.

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

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

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

Let's write

Fill in the missing words. The first one has been done as an example.

one	many
moth	moths
ant	
	bees
	flies
mosquito	
dove	

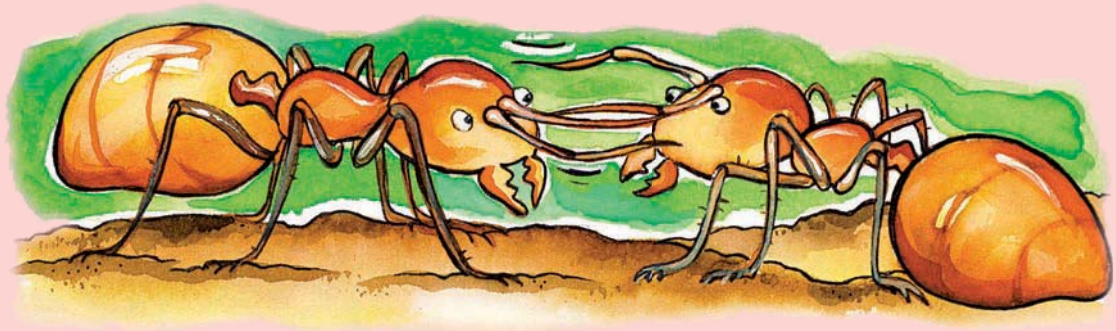
Date:

Ant brings the good news home

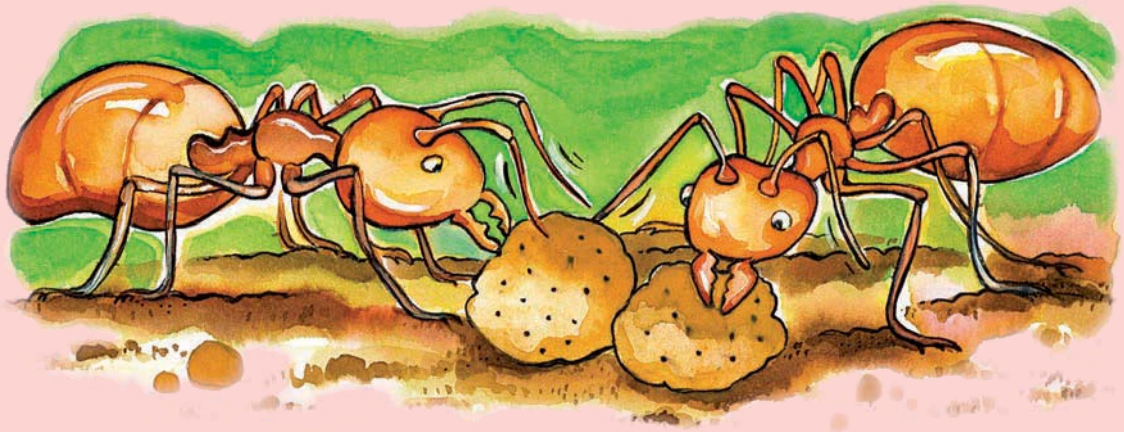
Let's read

Ant to Ant

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



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



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

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



Let's understand

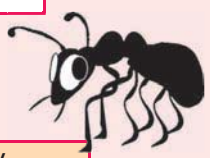


- How do ants "talk" to each other?
- How do they find their way back to their nest?
- Do you think ants are clean or dirty creatures? Give reasons for your answer.
- Match the words on the left in the box below with their meanings. Draw a line from each word to its meaning.

communicate	someone sent to get information
antennae	a large group of ants living together
ant colony	talk
scout	the growths on an insect's head

Let's write

Use these words to complete the sentences.



it's	doesn't	you	that's	can't

Ants _____ talk. They use their antennae to communicate.

When _____ drop crumbs, ants pick them up.

It _____ matter if you drop crumbs of food. Ants will eat the crumbs.

_____ right! The queen ant stays in the ant colony.

Wow! Look at that. _____ an ant colony.

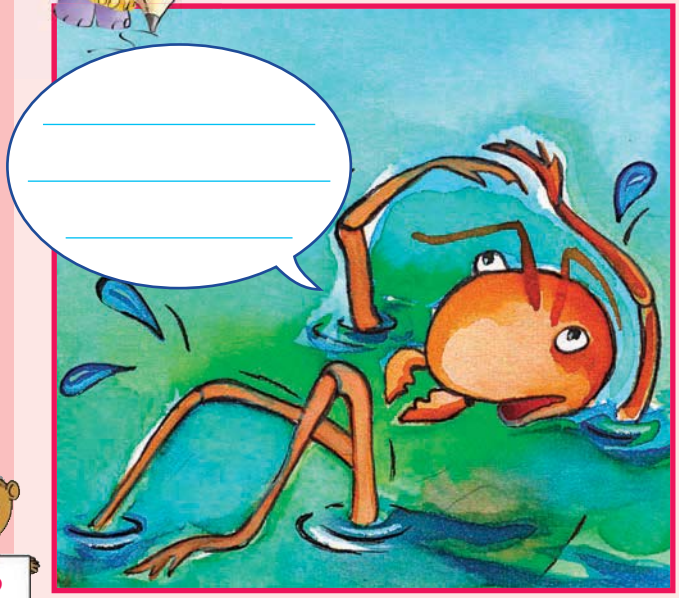
Date:

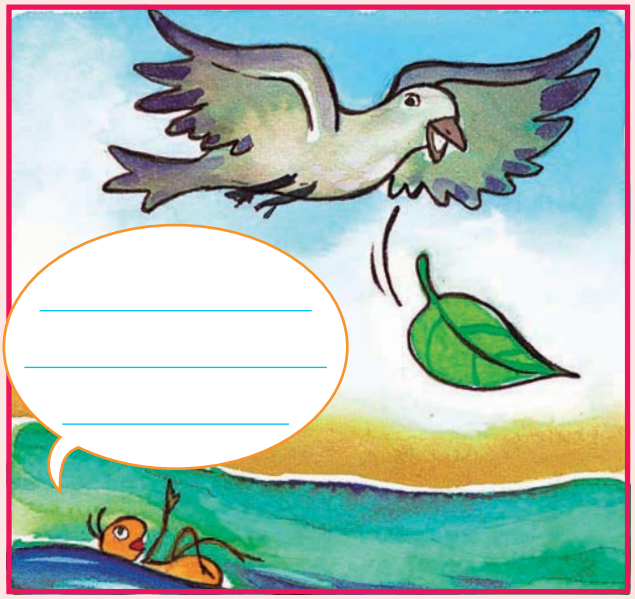
Sorting out the story

Let's write Put these sentences in the right order to make a paragraph.

After a while the ant thought she was going to die and shouted for help.
On a hot day an ant decided to cool herself in the river.
"Don't worry", the dove shouted. "I will help you."
Unfortunately, she leaned too far over and fell in.
"Thank you. You saved my life," said the ant. "One day I will help you."
She dropped a leaf into the river.
The ant used the leaf as a boat.

Let's write Fill in the speech bubbles.













Fun

See how you can change one letter at each step to make a new word.



Example:

Change bed to cot in four steps.

bed	bet	let	lot	cot

Now draw a line under the letter that changes in each step:

sick to well in four steps

sick	silk	sill	will	well

east to west in three steps

east	past	pest	west



hard to easy in six steps

hard	card	cart	part	past	east	easy

Try to do this one yourself:
hop to tie in three steps

And here's the answer: hop top toe tie



Date:

The creation myth of the San

Let's speak

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

Let's read



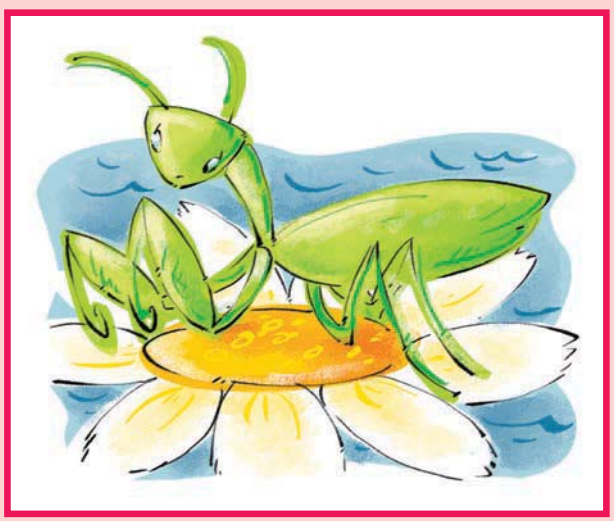
Creation myth of the San

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

The bee felt cold and tired. He looked for solid earth where he could put down this burden. He flew slower and slower, nearer and nearer the water. At last, floating on the water was a big white flower that was half opened.

He put Mantis in the heart of the flower and planted in him the seed of the first human being. The seed was safe from the wind and the water.





Then the bee died. Mantis awoke in the morning sun and the first San person was born.
The Praying Mantis is the San god who created and named all things. Mantis sends rain and brings good hunting. He protects people from illness and danger. But the San do not pray to Mantis.
They pray to the sun, moon and stars, but never to Mantis.





Let's speak

- Have you ever seen a Praying Mantis?
- What words would you use to describe a Praying Mantis?
- What good things does the praying mantis do for the San people?
- Is it important to do good things for other people?
- Talk about two good things that you have done.



Let's write

Match the words with their meanings.
Draw a line from each word to its meaning.
Write your words in your dictionary.

WORD
present
stormy
solid
burden
protects

MEANING
raining hard
something difficult to bear
stops danger from happening
firm
being at a certain place



Date:

Thinking about Mantis, the San and the bee



Let's understand

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

Bushmen	Xhosa	Zulu	Tsonga

The bee and the praying mantis make sure that the first San child is born.

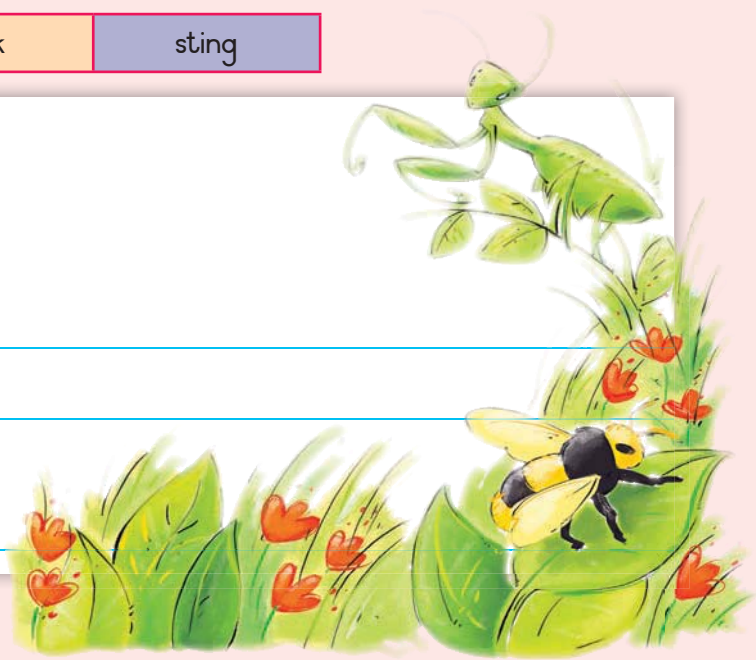
Why do you think the bee was chosen? Choose the best word to complete this sentence:

bite	hurt	kick	sting

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

What does Mantis protect the San from?

To whom do the San pray?



Let's write

Draw a line under the word that sounds the same as the first word.

slow	flew	glow	blue	now
near	fair	care	dear	fur
heart	fear	cart	learn	hear
seed	deal	feed	fear	meek
born	burn	horn	fern	barn

Let's write

Complete the table.

Example: long	longer	longest
safe		
wide		
dark		
light		
near		

Let's write

Rewrite the sentences. Start each sentence with Yesterday.



Example:

The weather is stormy and rainy.
Yesterday the weather was stormy and rainy.

The bee carries Mantis in his mouth.

The bee puts Mantis in the middle of the flower.

The seed is safe from the bad weather.

Mantis protects people from danger.

There are special names for different parts of a sentence. One of them is the subject. It is usually a noun, and often comes at the beginning of the sentence. It tells you who or what is doing or being something.

Draw a line under the subjects in the sentences above.

Examples:

Anna pets the dog.

The rain is making me wet.

Date:

Humble or hungry?

Let's read

Some Praying Mantises are over 10 centimetres long. There are three phases in the life of a praying Mantis: egg, nymph, and adult. The nymphs are tiny and have no wings. The Mantis lives for about one year.



The Mantis looks very humble when it searches for food. It is the only insect that can turn its head 180 degrees or more. That's half a circle. The Mantis uses its good eyesight to hunt. When it rests it holds its front legs in a position that looks like it's praying. Its front legs have sharp spines used to catch its prey. Praying Mantises look like their environment, usually green or brown. They wait for their prey to get near, and then grab it quickly and eat it. Praying Mantises even eat small lizards, snakes, frogs, birds and rats.



People do not think of the Mantis as a pest. Some gardeners even raise Praying Mantises to eat other harmful insects in their gardens. Bats, birds and wasps eat the praying mantis

Let's understand

- Why is the Mantis called a "praying" mantis?
- When you look at a Mantis, it looks very dainty. Is it? Give reasons for your answer.
- Do you think they can hide from their enemies? Give reasons for your answer.
- What are the three phases in the life of the Praying Mantis?
- Write two sentences about how the Praying Mantis catches its prey.

Let's write

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

humble	our surroundings
spines	able to hurt
prey	very modest
environment	stages in which different things happen
phases	animal killed for food by another
harmful	like thorns



Let's write

Put these sentences in the right order to make a paragraph. Don't forget to start your sentences with a capital letter and end with a full stop.

Mantis awoke in the morning sun and the first San person was born.
Then the bee died.
At last, floating on the water was a big white flower that was half opened.
He put Mantis in the heart of the flower and planted in him the seed of the first human being.
Mantis was present at the very beginning of the world.
A bee carried him over the dark stormy waters that covered the new earth.
The Praying Mantis is the San god who created and named all things.
Mantis sends rain and brings good hunting.

Date:

More about the Mantis

Let's write

Write a report on the Praying Mantis.
Write two sentences under each heading.

Praying mantis

by _____

What it looks like

Where it lives

Creatures that eat the Praying Mantis

Food the Praying Mantis eats

The most interesting fact I learned was

Let's write

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

PROVERB	MEANING
Even when there is no cock the day still dawns.	Young people don't know more than old people.
The young cannot teach tradition to the old.	Don't go into dangerous places.
One does not follow a snake into a hole.	No one is so important that we can't do without them.

Now write a proverb of your own. It can be one that you already know, or one that you make up.

Fun

Can you crack the ruler code?
Write each letter under the number on the ruler.
Work out the message.



A 0, 7
E 2
F 12
G 11
H 6
I 9
N 10, 14
O 4
R 1
U 5, 13
V 8
Y 3
? 15



A R E Y O U _ _ _ _ _ _ _ _ _

Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Date:

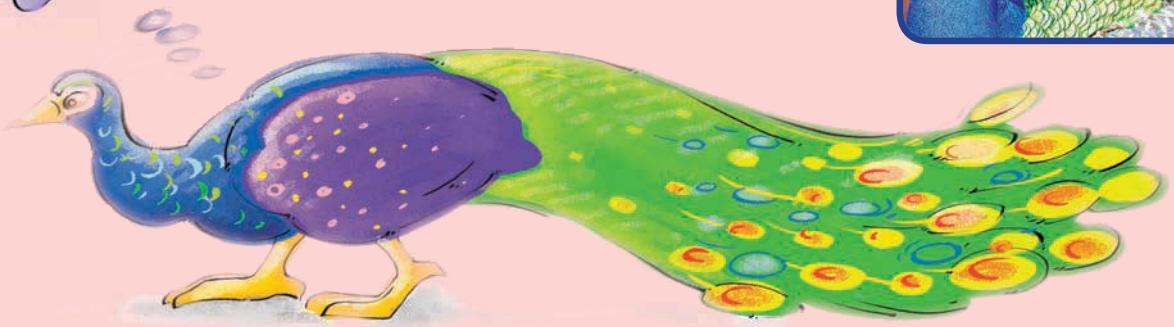
The peacock earns a reward

Let's speak

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



Let's read



A long time ago, the peacock was a very plain bird. His feathers and tail were brown and dirty, and he had funny wrinkled feet. One day, while Peacock was busy pecking away at food on the ground, Indra, the god of the sky, raced by.

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

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

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

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

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

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

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

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

In ancient India it was said that whenever Peacock screeched, it meant there would be thunder, lightning and rain. Indra, the god of thunder and lightning, had made Peacock his messenger.

Let's speak

- What did the peacock look like before he was changed?
- What did he look like after he was changed?
- How did he behave after he became more beautiful?
- Do you know anybody who thinks he or she is very good looking?
- How does he or she behave?



Let's write

Read the definition and fill in the blank space with the best word from the list.

plain	courageous	vain	screech	messenger

A high shrill cry _____

Someone who brings us news from someone else _____

Not at all beautiful _____

Being very proud of your appearance _____

Able to face and deal with danger _____

Date:

Thinking about the peacock

Let's understand

Choose the best heading for the story:

	Indra flees from a strong god
	How the peacock got its feathers
	The peacock and the peahen

A fable is a story that usually has animal characters, and is about events that are not true. It teaches us a lesson.

- Do you think the story of the peacock is a fable? Say why.
- Why did Indra change the peacock's feathers and tail?
- Do you think Peacock was nicer before he changed into a beautiful bird or after he became beautiful? Give reasons for your answer.

Let's write

Use words from the box that describe what the peacock looked like before he became beautiful and after he became beautiful.

plain	beautiful	bright blue	green	brown
dirty	golden eyes	funny	wrinkled	

Before	After

Let's write

Look at the heading and the first sentence of the poem on the next page. They tell you what it is about. The other sentences are supporting sentences. They tell you more about the main sentence. However, some of the sentences do not belong in this poem. These sentences do not tell you more about the main idea. Do not include these sentences when you rewrite the poem.

The Peacock

Peacock, Peacock, your colours are fine,
Happy little sparrow
That lovely sea blue, I wish you were mine
Your beautiful patterns look like a rainbow,
With wonderful colours of green, blue and yellow,

You hop here, you hop there
Your movement is beautiful, elegant and proud,
And the sound of your cry is so very loud,
Your eyes are magical and wonderful green

Chirp! chirp! you call your friends
You really are a sight to be seen.



Rewrite the poem without the sentences that don't belong:

Date:

Pet peacock for sale

Let's read

Peacock for sale in Nelspruit: **beautiful blue peacock for sale. 14 months old. Hand-reared, lovely nature**, totally tame. Screeches intruders off the property. Lives as a garden pet and doesn't wander. Will roost at night in garden shed or big structure. Is good with other birds.



R250 cash

Ph. Ms Nguni on
083 041 5678



Let's understand

- What is Ms Nguni selling?
- How much does she want for the bird?
- What does "screech intruders off the property" mean?
- Do you think the bird is tame or wild? Give reasons for your answer.
- Is it sociable? Give reasons for your answer.
- What does "roost" mean?



Let's write

Draw lines from the words on the left side of the box to the words on the right side that complete the sentence.

The peacock strutted	beautiful and healthy.
His feathers were	in a loud voice during the day.
He screeched	in a circle round the peahens.
He danced	a beautiful bright blue.
He ate his food to stay	proudly every day around the garden.

Let's write

Write your own poem about a peacock. You may use words and ideas in this.

- Your poem should be six lines long.
- In the first three lines:
  Describe what the peacock looks like.
- In the last three lines:
  Describe the noises the peacock makes and the way he moves.



Date:

Looking for a good home

Let's write

Ms Nguni is selling her peacock. People don't usually want to sell their pets, but sometimes they have to. Imagine you have a pet you have to sell. Write an advertisement for it.

In your advertisement make sure you:

- Describe the animal
- Say what makes it special
- Say how much it costs

Write down your name and telephone number so people can contact you. If you like, you may draw a picture of your animal.



Let's write

Join the doing words (verbs) in the column on the left with the correct naming words (nouns) in the column on the right.

sew on		a cheque
polish		a coat
fold		a form
hang up		water
sign		shoes
fill in		a ball
bounce		paper
splash		a button



Let's speak

What does this mean?

You have read the story about an ugly peacock that became beautiful.
What do you think "as proud as a peacock" means?

Now talk about what you think these mean:

- A memory like an elephant
- Raining cats and dogs
- As happy as a lark
- As quiet as a mouse

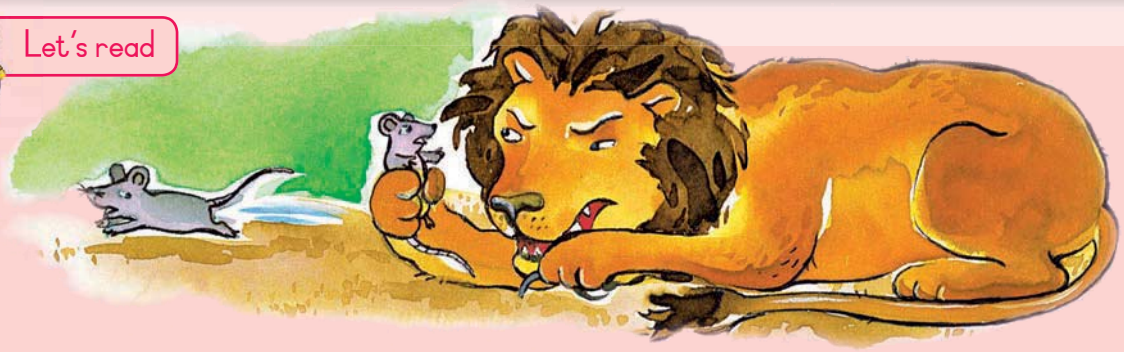
Date:

The lion and the mouse

Let's speak

- Do you think a little creature could help a big creature? In what way?
- Do you know of any bible story where a small person managed to defeat a big person?
- Do you think size is always important? Give reasons for your answer.

Let's read

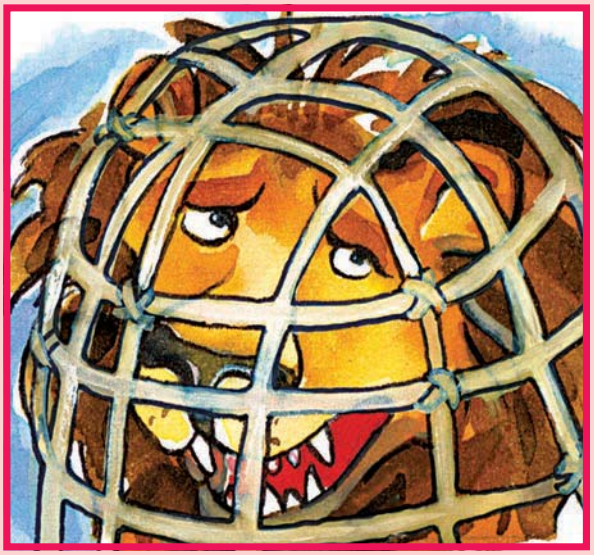


One day, two tiny grey mice were watching a huge, fierce lion sleeping in the sun. "Run over his nose," said one. "See if he wakes up!"

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

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

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



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

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

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

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

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

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

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



- Do you think this story could be true? Give reasons for your answer.
- Do you think this story teaches us a lesson? What do you think the lesson is?
- Have you ever helped any person or any animal?
- Tell the class who you helped and how you helped the person or the animal.



Let's write

Find words in the story that mean "little" and "big".
Write them in the correct columns.

little	big



Date:

Thinking about the lion and the mouse

Let's understand

A fable is a story that teaches us a moral or a lesson.

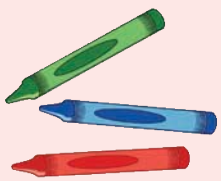
Look at the story of the lion and the mouse again.
What do you think the title for this story could be?

Do you think the story of the lion and the mouse teaches us a lesson? What do you think the lesson is?

Look at these proverbs and say which one fits the story:

	Let sleeping dogs lie.
	One good turn deserves another.
	When the cat's away the mice will play.
	All's well that ends well.

- Why did the mouse disturb the lion?
- Why did the lion decide not to eat the mouse?



Let's write

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

The huge lion was	for his life to be spared.
The little mouse begged and begged	a fine set of sharp teeth.
The lion ran into a trap because	having a lovely nap in the sun.
The mouse had something useful	being such a big head.
The lion needed to apologise for	he wasn't looking carefully enough.

Let's write

Complete the sentences in the table. Write the full sentences out below the table.
Don't forget to start each sentence with a capital letter and end it with a full stop.

The lion was going to eat the mouse	because
The lion decided not to eat the mouse	because
	because the mouse was small.
The buck refused to help the lion	because
The lion thought he was very important	because
	because the mouse saved him.

Fun

Have a competition with your friends to see how quickly you can do this.

Look at the story about the lion and the mouse.

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



Date:

Serena reviews an African story

Let's read



Lions at lunchtime

Written by Mary Pope Osborn, illustrated by Sal Murdocca
Reviewed by Serena

This story is about Jack and Annie who visit the plains of Africa. There they see different animals like giraffes, zebras and wildebeests. The riddle that they need to solve in this story is, "I am the colour of gold and as sweet as can be but beware of the danger that lurks around me." They manage to solve the riddle before returning home.

My favorite part of this book is when the elephant gives Annie a shower from her trunk. This book is funny because Annie keeps playing with animals and Jack doesn't want her to because he's afraid she might find the lions. I also like the part where Jack and Annie meet the Masai warrior and when they share their peanut butter with him. The pictures in this book remind me of the animals I see at the zoo.

I think children would like this book because you learn about the different animals in Africa and it's exciting.

Let's understand

- Who wrote the book?
- Who drew the pictures for the book?
- What is Serena's favourite part of the book?
- What is the answer to the riddle that Jack and Annie have to solve?
- What part of Africa do you think they visited? If you don't know, find out where Masai warriors come from.
- Draw a picture to go with the book review.

Let's write

Choose the correct words from the box to complete the sentences.



slowest	next to	in front of	behind	faster

The lion is _____ the mouse.

The mouse is _____ the lion.

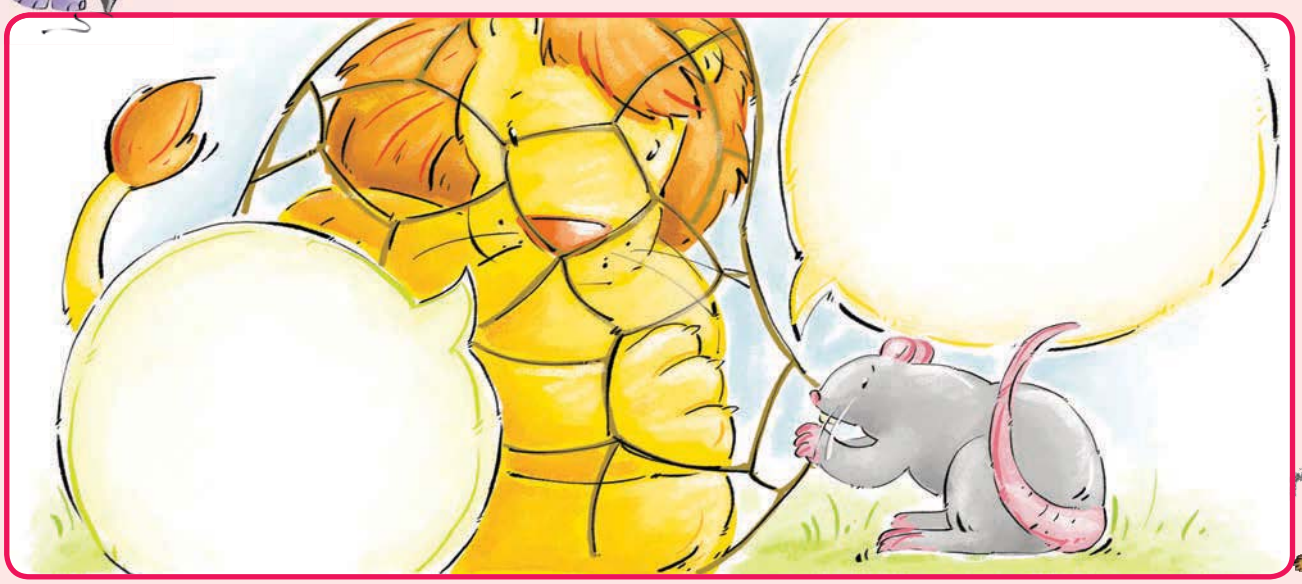
The buck is _____ the rabbit.

The lion is _____ than the rabbit.

The hunter is the _____ of them all.

Let's write

Look at the picture of the mouse getting the lion out of the trap.
Write down in the speech bubbles what you think they are saying to each other.



Date:

Say hello to the hippos

Let's write

- Write a story.
- Look at the pictures and key words to plan your story.
- Start off by making a spider map. Use rough paper for this.
- Fill in the key words onto the spider map.
- Edit your story to correct any mistakes to improve your story.

Key words
muddy river, reeds alongside the river, veld grasses, home of a family of hippos
don't do that, helpful little bird, ticks and fleas, mother and father
no help, roll over, nuisance
don't need a friend, like fleas and ticks
fleas and ticks bite and bite, tries to clean off with mud, bites start hurting
sees egret, please help, won't drown you, now the best of friends











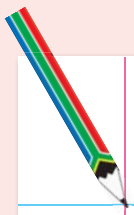




Teacher

Date:

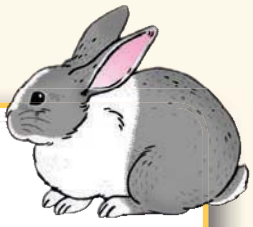
Sign:




3

Date:

A very special rabbit

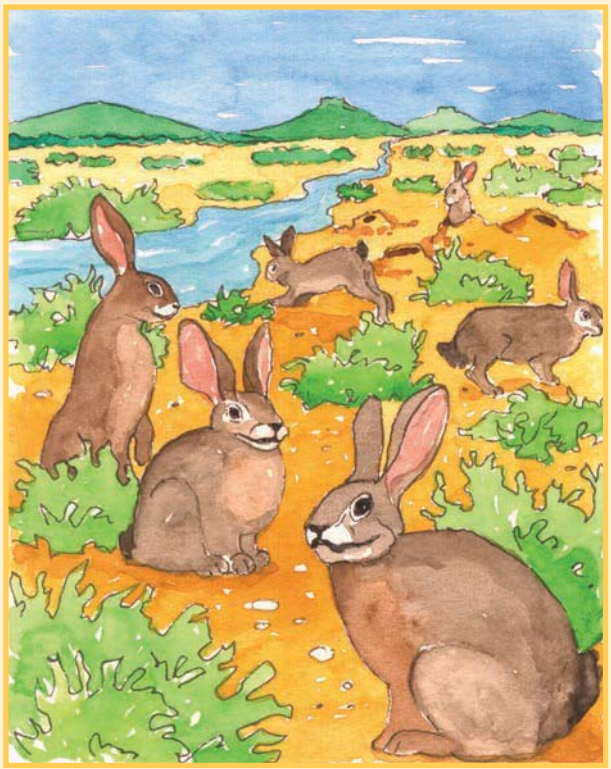


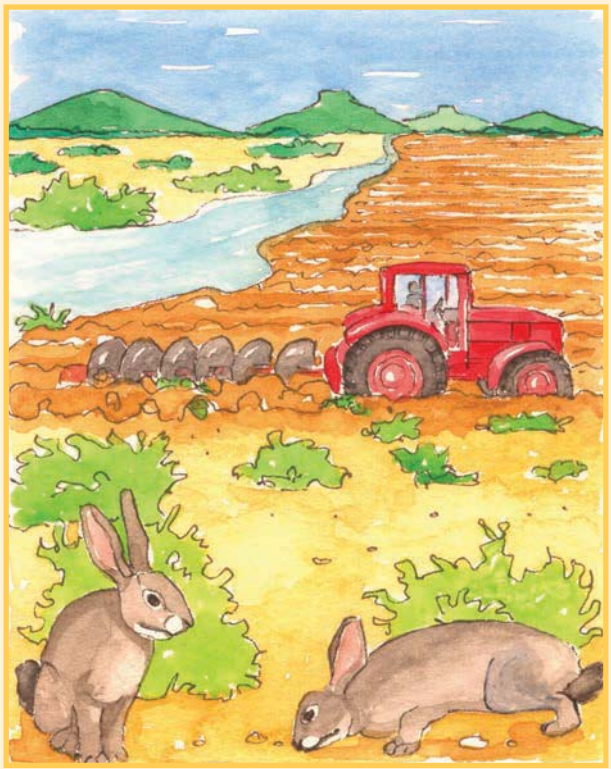
Let's speak

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

Let's read

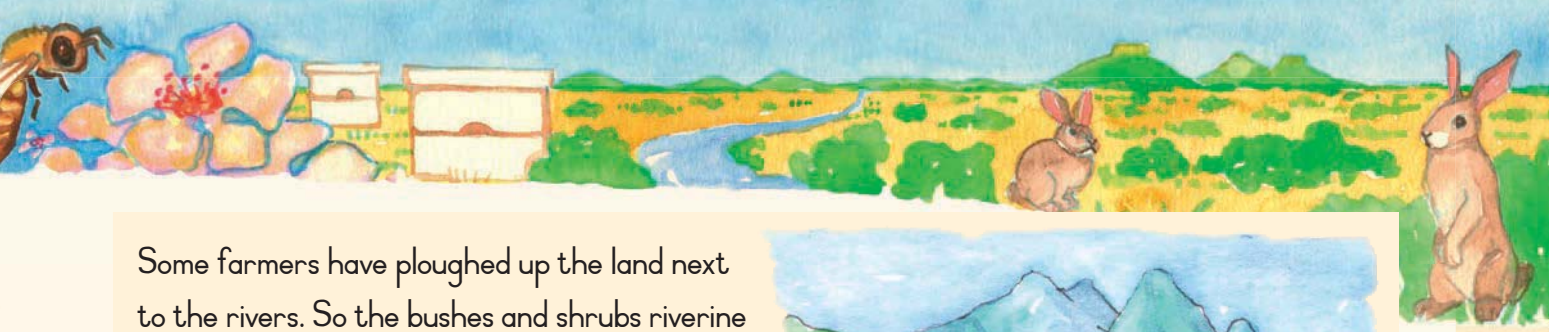
Saving the Riverine Rabbit





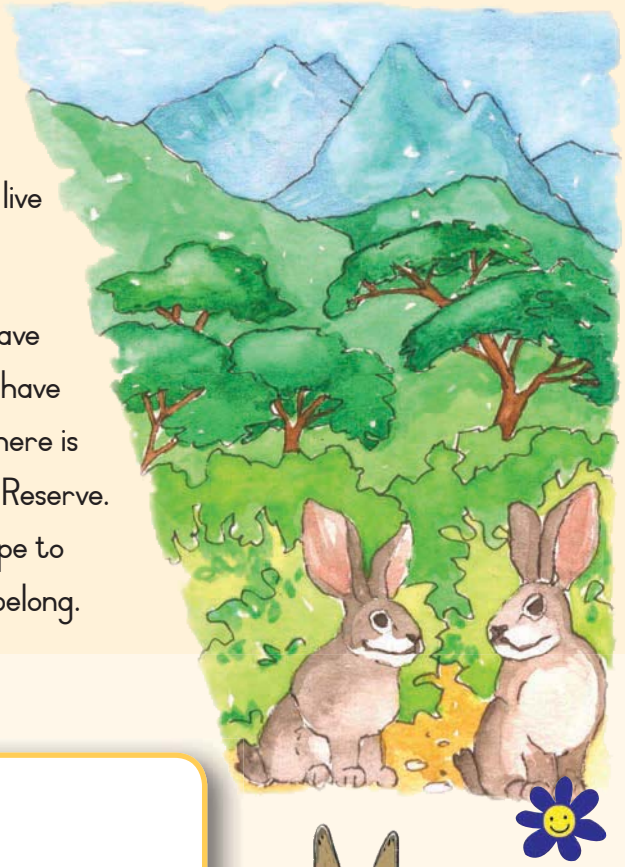
Riverine rabbits are found only in South Africa, in the Karoo. Unfortunately they are our most threatened mammals. They are in danger of disappearing forever.

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



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

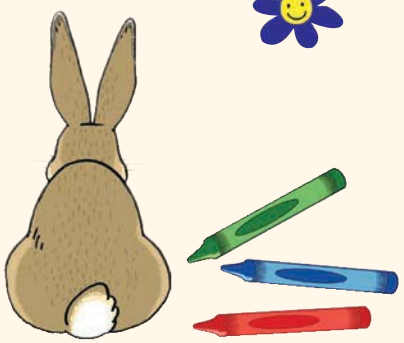
The South African Wildlife Society is trying to save the riverine rabbits. Some farmers in the Karoo have agreed to protect the rabbits on their farms. There is also a breeding programme at De Wildt Nature Reserve. There they breed the rabbits in safety. They hope to return these rabbits to the Karoo,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





Let's speak

- What is the story about?
- Are Riverine Rabbits like ordinary Rabbits?
- Why do you think they are called Riverine Rabbits?
- Is the Riverine Rabbit in danger? Say why.





Let's write



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

First sentence. Instruction not clear.

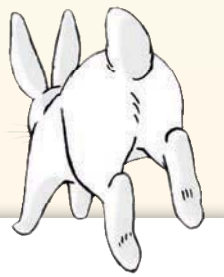
Write the words in the blue column in your dictionary.

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



Date:

Thinking about the Riverine Rabbit



Let's understand

- Where is the Riverine Rabbit found?
- How big are the babies when they are born?

Why are there so few Riverine Rabbits left? Write two sentences.

What are the farmers doing to save the Riverine Rabbit? Write down two things.

Let's write

Write down the opposite of each of these words.
Choose the best one from the box.

safety	disagreed	unsafe	leave
summer	all right	similar	female
masculine	endanger	differs	agreeable

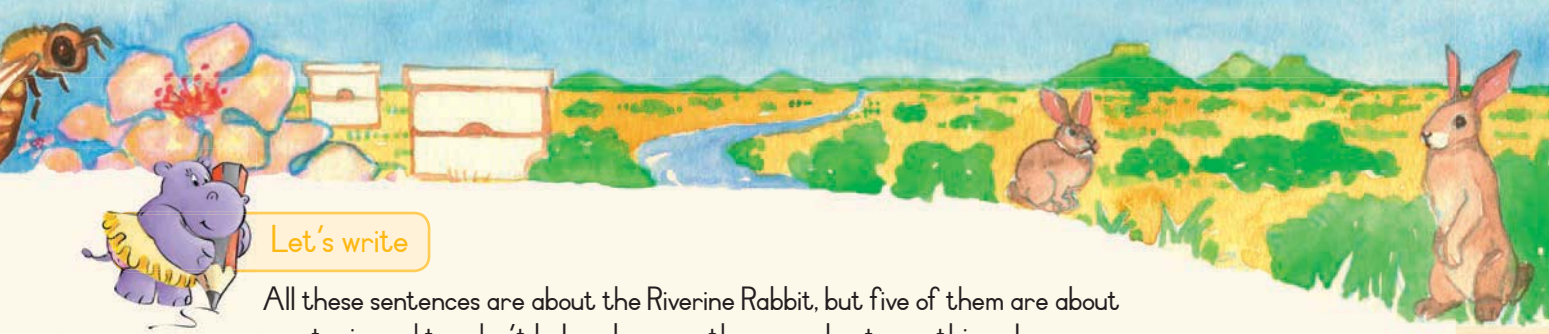
male _____

danger _____

agreed _____

return _____

different _____



Let's write

All these sentences are about the Riverine Rabbit, but five of them are about one topic, and two don't belong because they are about something else. Which sentences don't belong?

	Riverine Rabbits live along the riverbeds in the Karoo.
	The soil in the Karoo is good for making their burrows.
	They eat plants that grow along the river.
	The baby is the size of a matchbox.
	They are in danger of disappearing.
	Farmers are ploughing along the rivers and destroying their burrows.
	The kittens are very tiny.





Let's write

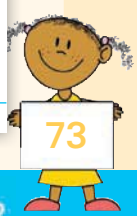
Rewrite the sentences below as if they happened in the past.

There are many Riverine Rabbits in the Karoo.

Many Riverine kittens are born every year.

Farmers plough up the fields next to the river.

They destroy the bushes and vegetation.

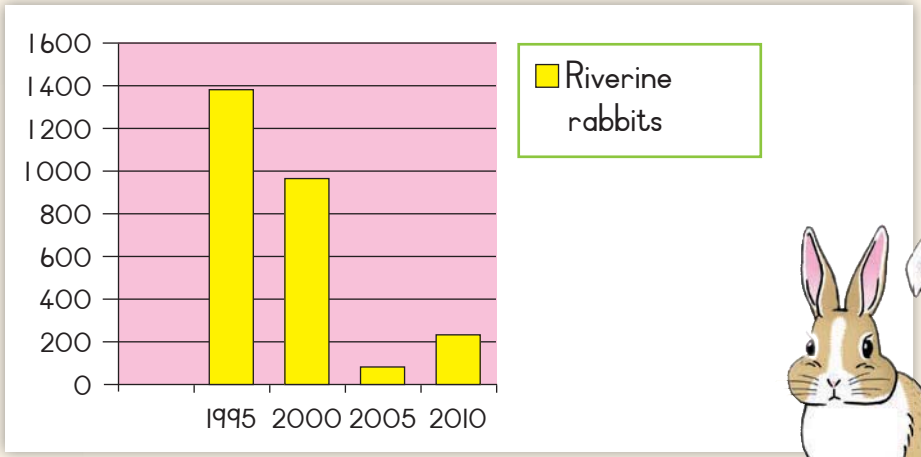


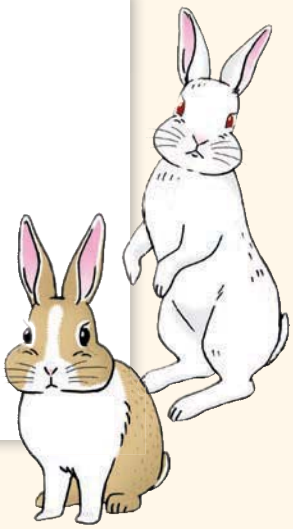
Date:

Numbers tell a sad story

Let's read

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





Let's understand

- What does the graph show?
- How many Riverine Rabbits were there in 1995?
- In what year were there the least riverine rabbits?
- Did the number of Riverine Rabbits increase between 2005 and 2010? Why?

The rabbits are an *endangered species*. What does this mean? Choose one of the three answers below.

	1. They are in danger of disappearing forever.
	2. They are being moved to another part of South Africa.
	3. They are being moved to farms outside the Karoo.

Write a paragraph about the decrease in Riverine Rabbits between 1995 and 2010. Your paragraph should be no longer than eight lines.

Let's write

What are the babies of these animals called?
Write the correct word in the spaces provided.

There were many dogs in the park.

There were many _____
in the park.

The cats ran away from the dogs.

The _____ ran away from
the dogs.

The riverine rabbits live along the river beds
in the Karoo.

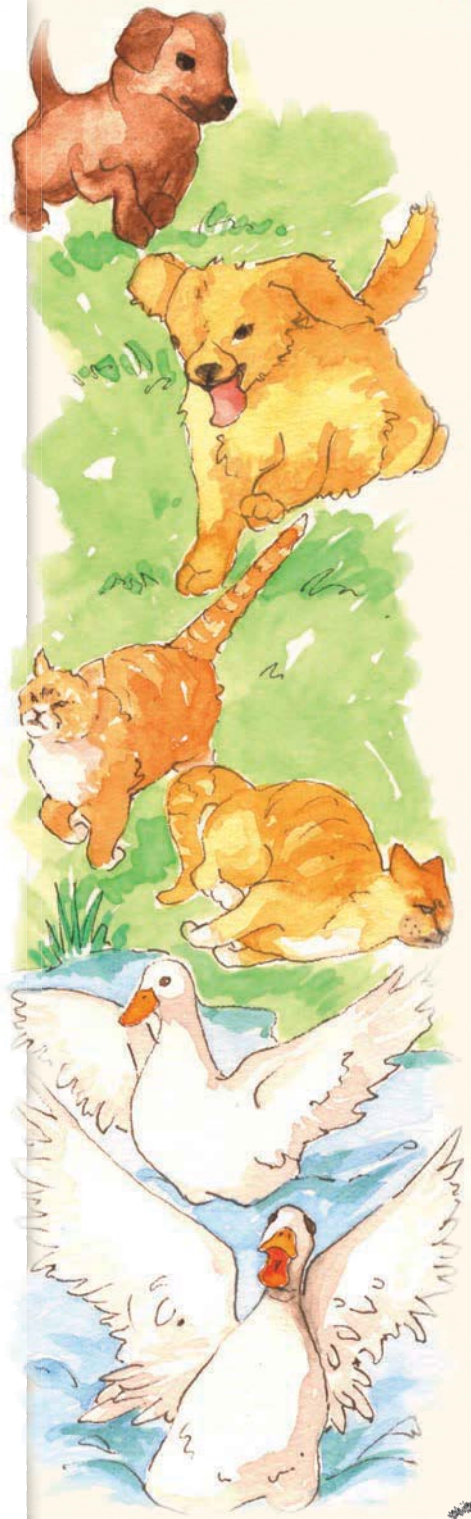
The Riverine _____
live along the river beds in the Karoo.

Many ducks swim in the rivers.

Many _____ swim in
the rivers.

The cows eat the green grass.

_____ eat the green grass.



Did you notice that two of the words you filled in are the same?

Date:

Caring about our animals

Let's write

There are mistakes in this notice. Correct them. Cross the wrong word out, draw a line from the word to outside the box, and write the correct word there.



Riverine rabbits

Riverine rabbits are in danger of dissapearing from the Karoo.

The municipality requests that farmers in the area immediately stop ploughing up land along the river beds.

All Riverine Rabbits are now protected animals. Anyone found harming the rabbits wil be fined RI 000.

By order of the Mayor



Let's write

Imagine that white mice are in danger of disappearing. Use the box to write a notice to stick up on a tree in your community. In your notice:

1. Ask members of your community to take responsibility for a few mice.
2. Explain why you want them to keep the mice.
3. Tell them that they need to feed the mice regularly on special cheese.

The notice should be by order of the Minister of Animals.

The end of the mouse

Let's write

Look at this poem. The first letters of each line make a word.

Must our animals die
All over the world
Let us look after them
Especially now!

Write a poem of your own in the same way. Your poem must be about water, so use the word WATER to give you the first letter of each line.

W

A

T

E

R

Let's write

Circle the word that rhymes with the first word. One of the lines has two rhyming words. Can you find them?

whole	hail	low	foal	who
half	laughed	have	halt	calf
breeze	crease	brass	freeze	breezy
should	loud	cloud	could	lid
write	wrong	fight	flight	try

Fun

Break the code. Give each letter of the alphabet a number, starting with A = 1. So:

A = 1	B = 2	C = 3	D = 4	E = 5	F = 6	G = 7	H = 8	I = 9
J = 10	K = 11	L = 12	M = 13	N = 14	O = 15	P = 16	Q = 17	R = 18
S = 19	T = 20	U = 21	V = 22	W = 23	X = 24	Y = 25	Z = 26	

Now work out what this says:

4 15 _____

25 15 21 _____

5 14 10 15 25 _____

18 5 1 4 9 14 7 _____



Date:

The dancing bee

Let's speak

Look at the pictures and talk about them.

Let's read

Dancing bees

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



In a minute or two it flies off to tell the other bees what it has found.



The first thing it does when it gets back to the hive is to excite them. It does this by running in small circles. When the bee is doing its dance, it may shake its body as well. All the bees gather around to smell the juice on the forager bee. They use their antennae to smell, so they touch the juice on the bee with their antennae.

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

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

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



Let's speak

- Do bees work alone or do they work with other bees?
- Why do you think this is so?
- What benefits are there to working together?
- Do you like working together with people or do you like working alone? Say why.

Let's write

In each row, match the first word with its meaning from the list. Some of the words in the list mean almost the same thing. Choose the best word. Write the words in colour and the matching words in your dictionary.

rim	enclose	frame	edge	border
source	cause	spring	provide	supply
forager	hunter	scavenger	finding	searcher
antenna	feeler	transmitter	aerial	receiver
wiggle	worm	wriggle	squirm	twist

Draw pictures for this sentence.

The bee flew over the field to a little girl who was sitting under the tree drinking some juice. She tried to flick the bee away using her left hand and she spilled the juice that was in her right hand.

Date:

Thinking about bees and honey

Let's understand

Take another look at the story about bees.

- Why does the bee taste the little girl's cold drink?
- Why does the bee return to the hive?
- What do the other worker bees do to see if they like what the forager bee has found?
- What do the words "to pay close attention" mean?

1	to watch very clearly
2	to get as close as possible to the bee
3	to crowd next to the bee

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

Let's write

Complete the sentences.
Use the words in the box.

smell	hear	see	feel	taste

My mom made biscuits using honey and oats.

I could  _____ them baking.

If I look carefully, I can  _____

the bees flying to their hive.

What does it  _____ like

to touch a bee?

Leave your cold drink! Listen, I can 

_____ hundreds of bees coming our way!

Do you want a bite of my honey sandwich?

The  _____ is delicious.



Let's write

These sentences are broken into three parts and mixed up. Match the parts.

Example:

My teacher is eating her honey sandwich.

Bees	are watching	in their hive.
The girl	is crying	her honey sandwich.
Some boys	is making	for her honey dummy.
The baby	is eating	to get honey from the hive.
My family	are trying	a honey sandwich for her teacher.
My teacher	are buzzing	a TV series on bees.

Let's write

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

Let's make a honey sandwich

	Eat as soon as possible.
	Drizzle honey on the buttered slice of bread.
	Put one slice of bread on top of the other.
	Butter one slice of the bread with a butter knife.
	Take two slices of bread.

Date:

Hard work and homes

Let's read

Oh, say, busy bee,
Where now are you going?
Where now are you going,
To work or to play?
I'm flying to the garden
Where roses are blooming
For I must be making
Sweet honey today.

Let's understand

- What question is the person asking?
- Who is he or she talking to?
- Who answers the question?
- Where is it going?
- What is it going to make?

Let's write

Where do these animals live? Choose the best words from the box and complete the sentences.

kennel	nest	hives	burrows	den

The bees make honey in their _____.

Rabbits stay in their _____ if it is very hot outside.

The pack of lions went to sleep in their _____ after eating the buck.

The dog sleeps in his _____ at night.

The bird's _____ has many new-laid eggs.

Let's write



Read the words in the box. Match each word in the top line with a word in the bottom line that has the opposite meaning. Then write a sentence with each word.

hard	sweet	light	off	up	hot
on	down	sour	dark	cold	soft

Example:

When my mom makes supper it is hot.
If I don't eat it straight away, it gets cold.



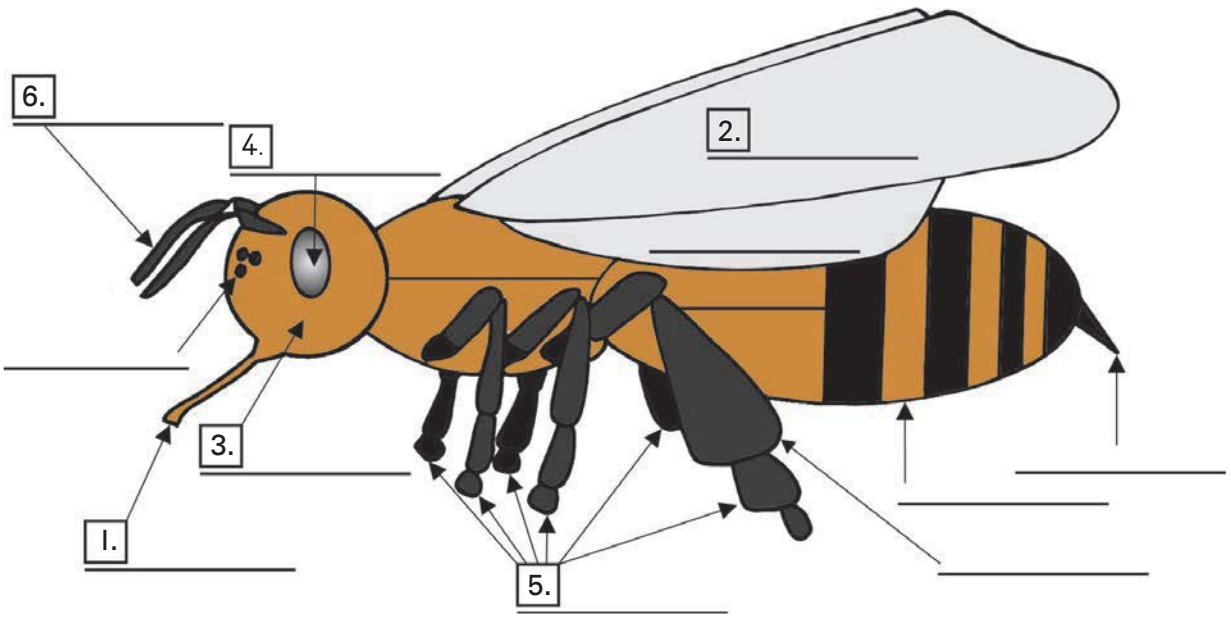
Date:

Naming bits of bees

Let's write

Do you see the lines on this picture of a bee?
They are there so that you can label the drawing by writing the right word on each line.
Use the words in the list to label the drawing.

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



Now draw your own bee and label it in the same way.

Let's write

Look again at the story about bees at the beginning of this workbook. Read the description of their dance. Imagine you are a worker bee. You have found delicious food and have gone to the hive to tell your fellow bees where the food is and what the food is. Make up your own dance to tell the bees in your hive everything they need to know. Then write a sentence about what you are telling them when you make each bee movement.

When I run in small circles, I am saying, "I have found food."

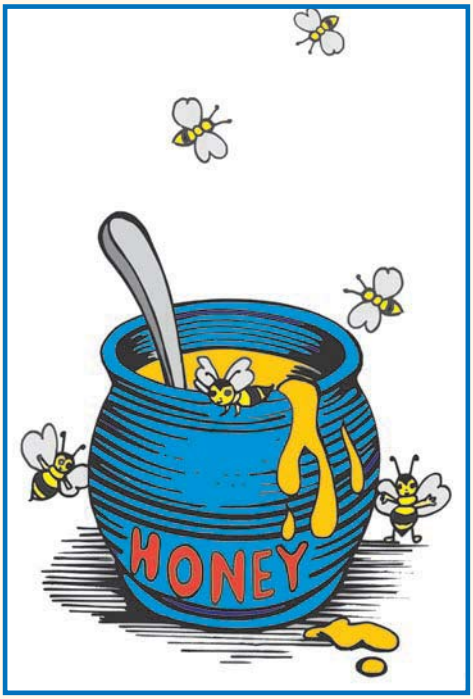
Let's write

You are a beekeeper. Draw an advertisement for your delicious honey, to stick onto your honey jars as a label.

Give your honey a name. Write it at the top of your label.

Write an advertisement for the honey on the label below. Tell people five things about the honey. You can use some of the ideas below. You can also make up your own words.

- 10 000 bees got together to make this honey.
- Honey is as good as gold!
- The bees of South Africa have been working hard all summer.
- To make a kilogram of honey, bees fly from Johannesburg to Cape Town and back as many as eight times.
- It's delicious on bread and in your tea.
- It's delicious on its own.
- Have a taste of sweetness.
- Made by healthy, happy bees.



Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Date:

The amazing kangaroo

Let's speak

- Kangaroos live only in Australia. What animal that you have learned about lives only in South Africa?
- Do you know anything about kangaroos? If so, what?
- Look at the pictures of the kangaroo. Talk about the pictures.

Let's read

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

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

Kangaroos live only in Australia. They eat grass and move by hopping. They are very fast and can go sixty kilometres per hour. They can jump as high as three metres.

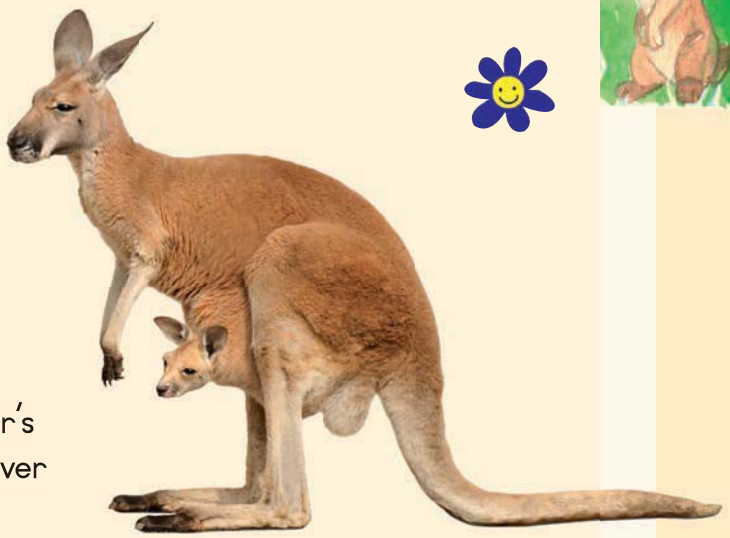
The kangaroo uses its front pair of teeth to chew. When those teeth are worn out, they fall out. The next pair of teeth move forward into the place of the old ones. By the time a kangaroo is twenty years old, it is using its last teeth. When these are worn out, the kangaroo will die of hunger.



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

The way the joey grows is fascinating.

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



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

What a wonderful mother the kangaroo is!



Let's speak

- Do you think the kangaroo is a funny-looking animal? Why?
- In what way are the kangaroo's teeth different from your teeth?
- How does the kangaroo move about?
- Do you think they are good mothers? Why?







Let's write

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

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



Date:

Thinking about kangaroos

Let's understand

- How fast can a kangaroo go?
- What is a baby kangaroo called?
- Why does the mother have a pouch?
- How long does the baby kangaroo stay in the mother's pouch?

Let's write

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

Name:	kangaroo
Height:	0,6-1,5 m
Weight:	18-95 kg
Top speed:	55 km/h
How long they live:	4-10 years
Colour:	tan, brown, grey
Favourite food:	grass

Let's write

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

KANGAROO: Hop-a-long, where are you? Come back home immediately!

BABY:

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

BABY: _____

KANGAROO: _____

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

KANGAROO: _____

BABY:

KANGAROO: _____

BABY: Good night. I love you!

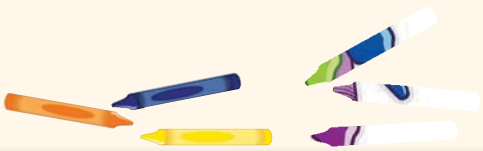


Let's write

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

Example:

Kangaroos live only in Australia. (do)
Do kangaroos live only in Australia?



Kangaroos eat grass, berries and nuts. (what)

Kangaroos jump three metres high. (how)

Kangaroos live in Australia. (where)

Kangaroos are very good mothers. (are)

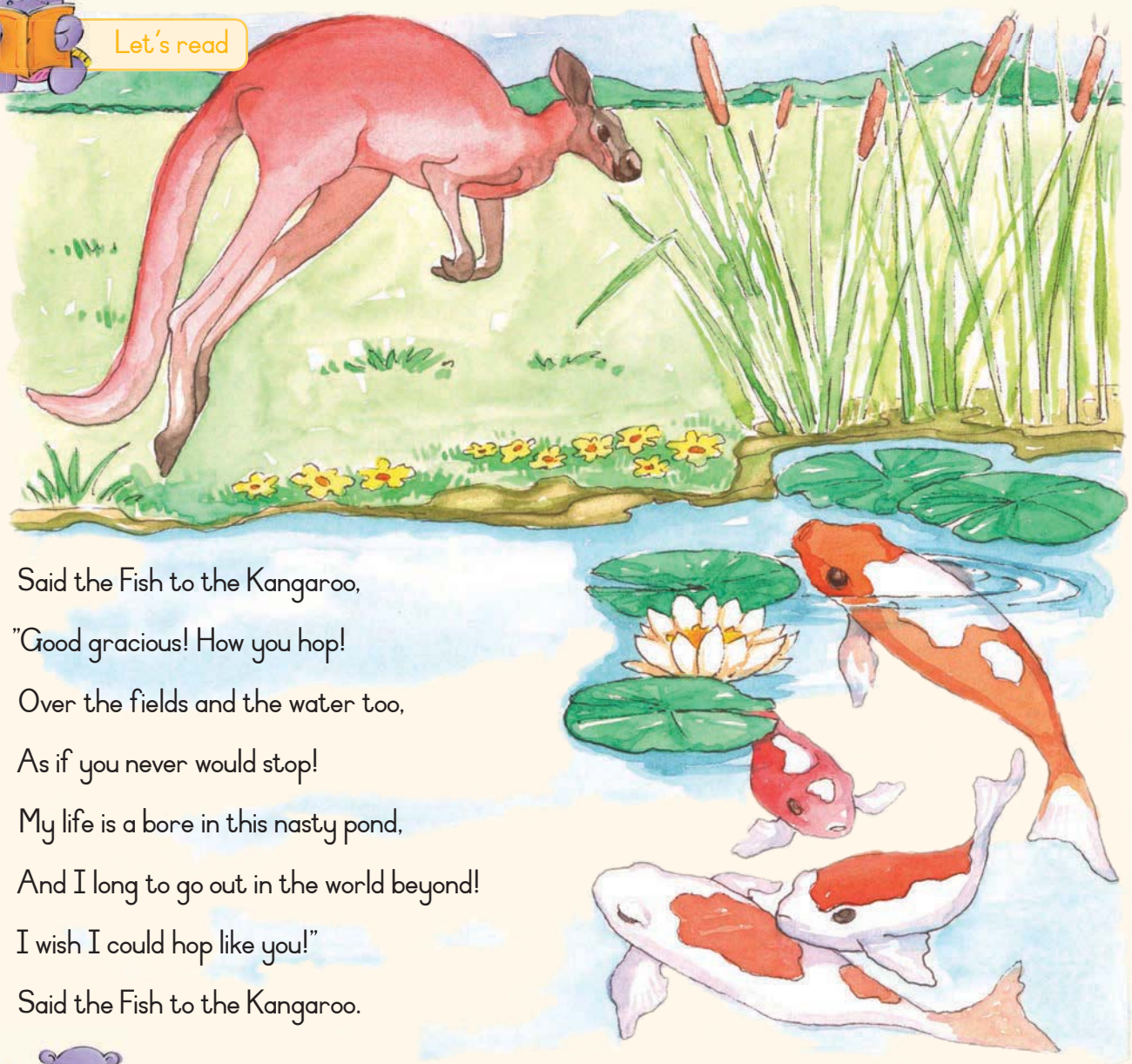
The kangaroo carries her baby in her pouch. (where)



Date:

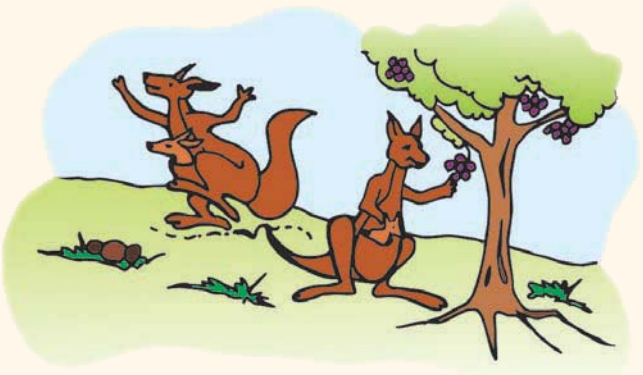
Ups and downs

Let's read



Said the Fish to the Kangaroo,
"Good gracious! How you hop!
Over the fields and the water too,
As if you never would stop!
My life is a bore in this nasty pond,
And I long to go out in the world beyond!
I wish I could hop like you!"
Said the Fish to the Kangaroo.

Let's understand



- Who is the fish talking to?
- How does the fish feel about her life in the pond?
- What would she like to do?
- Where would she like to go?
- Do you think the fish would like to be able to fly? Say why.

Let's write

Fill in the missing verbs in the following sentences. You can only use *is* or *are*.

The mother kangaroo _____ a wonderful mother.

Joeys _____ kept safely in their mother's pouches.

Australia _____ the home of the kangaroo.

What _____ this? The grass that the kangaroos eat.

Where _____ the kangaroos going? They _____ going home!



Let's write

Make pairs of opposites from the words in the box.
Then write a sentence with each pair of words.

quick	lot	many	left	funny	big
few	right	serious	little	small	slow

Example:

A kangaroo is a big mammal but the tortoise is small.



Date:

Finny writes a postcard

Let's write



Help Finny correct the mistakes on her postcard before she sends it to Fred Fliptail. Underline each mistake and write the correct word under it.

Dear Fred

Just look at Mr Highjump Kangaroo! Don't you wich

you culd jump as hi as he can? Just imagine wat you

wuld be able to see! The tops of buildings, kites, other

pondes, rivers and lakes.

Hope you are well.
Love

Finny

Stamp

Mr Fred Fliptail
The Pond
Wetlands Farm

Let's write

Imagine you are a kangaroo. You need to hop and jump to the valley where there is delicious food for you to eat.
Try hopping and jumping like a kangaroo.



Now write a paragraph about your tasty meal.
Use these words to help you

hungry	best place to find		looking for	
delicious	tasty	nuts	berries	mushrooms

vegetation like grasses, roots and shrubs
insects like grasshoppers, ants and beetles
chew the food / swallow the food

Fun

Here are the clues, you find the words. All of them begin with a "b", and you can see the letter each one ends with. You fill in the rest.

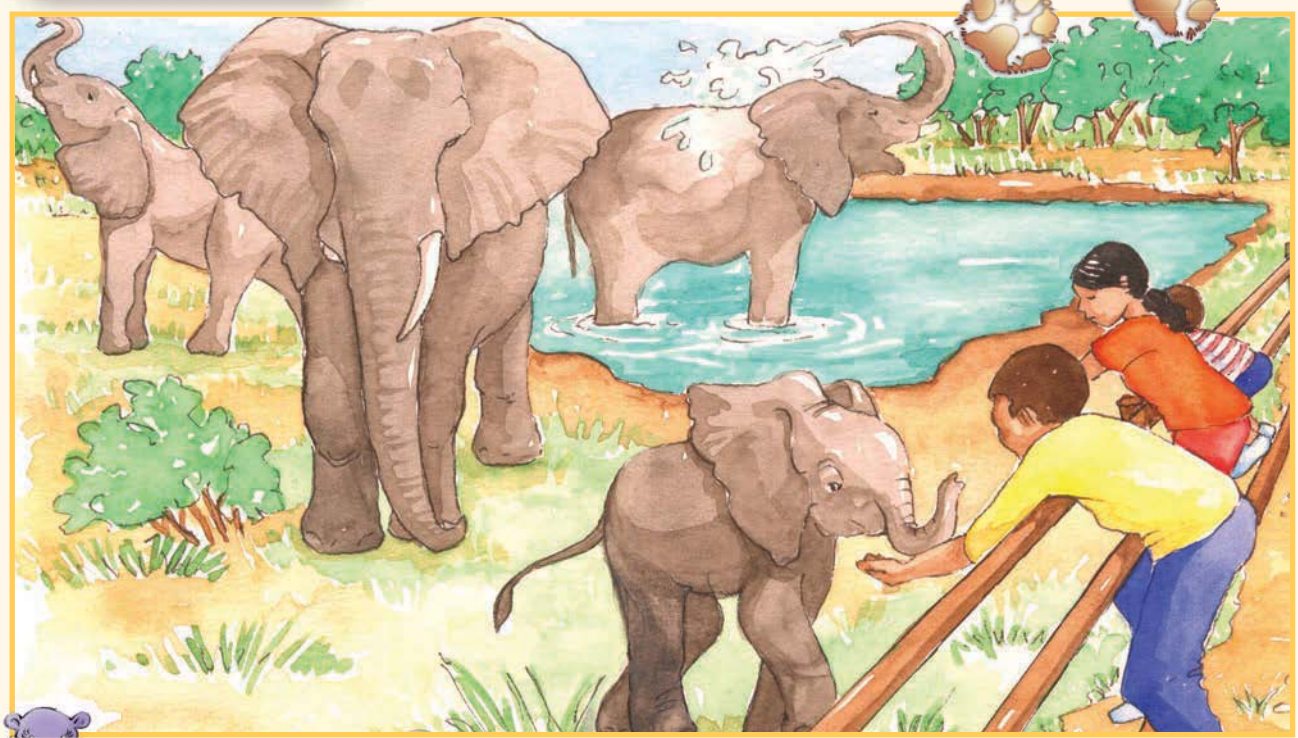
A small animal with wings and fur on its body	b __ t
To start something	b __ __ __ n
Something you read	b __ __ k
If you cut yourself you will	b __ __ __ d
Something to make a car stop	b __ __ __ __ s
The opposite of after	b __ __ __ __ e

Date:

Meet some African elephants

Let's speak

Talk about the picture.



Let's read

Our very own elephants

Have you ever seen an elephant? Have you ever touched an elephant? Has an elephant ever given you a big sloppy kiss with its trunk?
If not, then come and meet some of these very special animals!

Amarula

He is the oldest bull at the Hartebeespoort Elephant Sanctuary. He spent most of his life in zoos before coming to the sanctuary. He loves being with people. He has only one tusk – his right side tusk was lost many years ago.

Khumba

Khumba is the matriarch, the "mother" of the herd at the sanctuary. She loves all the attention she gets and always looks after the other elephants. She loves water and spends a lot of time in the water.

Masadi

Masadi is a little bit bigger than other 15-year-old elephants. She is "second in command" and helps keep the family together. She loves being with the other elephants and has a much louder trumpet than they do. She also loves hearing her own voice, so if there is loud trumpeting coming from the enclosure you can be sure it is Masadi "singing".

Temba

Temba is the "baby" of the herd and she loves the fact that all the other elephants always look after her and give her plenty of love and attention. She loves children and thrives on all the attention she gets from them.



Let's speak

- What is a sanctuary?
- Why do you think the elephants are in a sanctuary?
- Why do you think there are only five elephants in the sanctuary?
- Do you think elephants like being together or alone? Why?





Let's write

What do the words in colour mean? Circle the closest meaning in each line.
Write words in colour in your dictionary.

sanctuary	place of safety asylum hotel farm
tusk	tooth horn ivory nail
attention	curiosity interest inattention oddity
enclosure	enclosed space roofed home exposed area bare area
thrive	grow expand flourish increase



Date:

Thinking about elephants



Let's understand

- Who is the youngest elephant?
- Who is the oldest elephant?
- Who trumpets the loudest?
- Which elephant do you think is the most spoilt?
- Who loves playing in water?

Let's look at the facts

This table gives you some facts about the African elephant. Write a paragraph using these facts.

Name:	elephant
Weight at birth:	120 kg
Top speed:	40 km/h
How long they live:	80 years
Colour:	Grey
Favourite food:	leaves and peanuts

Let's write

These are the names of male animals. What is the female's name?
Choose from the words in the box.

nanny goat	hen	elephant cow	doe	duck

elephant bull _____

buck _____

drake _____

rooster _____

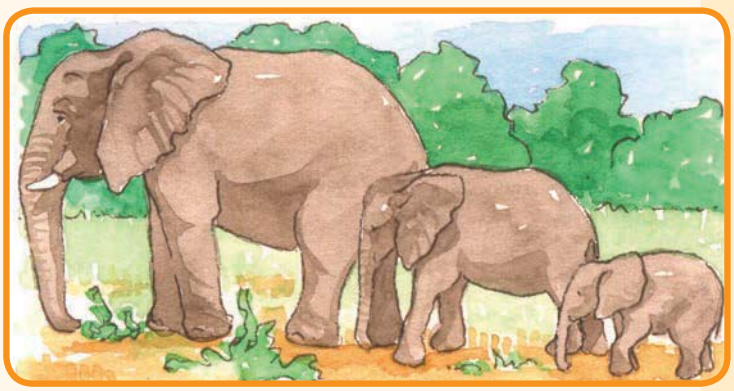
billy goat _____

Let's write

What do animals eat? Draw a line between each animal and what it usually eats.

Example:

dog	bones
elephant	meat
lion	grass
dolphin	fruit
monkey	leaves
buck	fish



Write the shortened form of the words below. Don't forget to put your apostrophe where the missing letter is.

Do not _____

Cannot _____

Would not _____

Did not _____

Date:

Family comes first

Let's read



Do elephants live together?

Elephants live in families. Several families live together in a herd. The leader of the herd is usually the oldest female elephant. All the babies and other females follow her.

What do elephants eat?

Elephants eat plants. Because they are such big animals, they need to eat a lot of leaves, but they also eat grass and tree bark – and fruit, when they can get it! They can spend twenty hours a day eating!

Tusks

Elephants have two tusks. The tusks come out at the sides of their mouths and can grow up to six metres long.

Ears and trunks

The ears of a full-grown African elephant are almost two metres long and 120 centimetres wide. They sometimes flap their ears to cool themselves.

Elephants can breathe through their trunks. They can also smell and pick things up with their trunks. An elephant can use its trunk to put food into its mouth, and can even spray water with it. The trunk is used to feel things, too.

How do elephants cool themselves?

When it is hot, elephants like to get into water and mud. They also use their trunks to spray water and dust on their bodies. Wrinkles on their skin trap the water and help with the cooling.

How do elephants talk?

Elephants talk to each other by making a "trumpeting" sound to call to each other.



How long do elephants live?

Elephants can live as long as eighty years.



Let's understand

- Who is usually the leader of the herd?
- What do elephants eat?
- How do elephants breathe?
- How do they talk?
- For how long do they live?

Let's write

Make one sentence out of two. Use and, but or because to join these sentences. Write the new sentence below each pair of sentences.

Elephant tusks are very big.	They grow 18 cm a year.
Elephants eat leaves from trees.	They don't eat meat.
People should treat elephants properly.	They are part of our environment.
Elephants are usually left or right "handed".	They use only one tusk.
Elephants have a community.	They care for each other.

Date:

Elephant's friends and neighbours

Let's write

Fill in the correct word to complete each of these sentences.
Use the words in the box.

heavily	quickly	slowly	quietly	loudly

The young elephant trumpeted _____.

The mother elephant stands _____ under the shade of the tree.

The bull elephant _____ water over its wrinkled skin.

The baby elephant chews its food _____.

The elephant walks _____ on its huge feet.

check with Veronica if it must be E L E Phant or Elephant.

Let's write

Mr E L E Phant decided to go on a tour of his game park.
Look at the photographs he took. He wants to write a sentence about each photograph. Help him. Use the words in the box as well as words of your own.

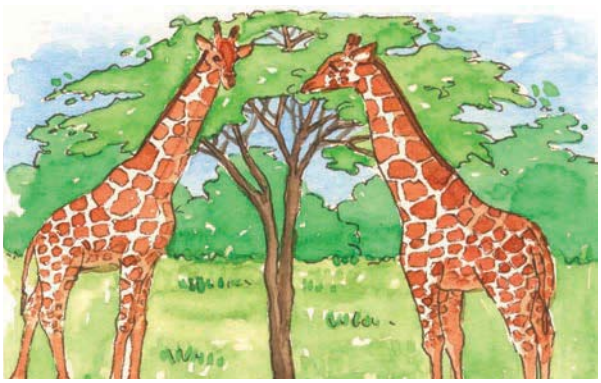
monkey swinging	eating fruit	tall giraffe
tasty leaves	chattering	beautiful



_____

_____

_____



_____

_____

_____

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm

Let's write

Draw your own picture of an animal you like.
Write four paragraphs about the animal.

In your first paragraph say where the animal lives and whether it lives alone or in a group.

In your second paragraph describe your animal: how big is it, and what does it look like?

In your third paragraph explain how your animal communicates: what sounds it makes.

Finally, say how long your animal lives and whether it is an endangered species or not.
(Do you remember learning that the riverine rabbit is an endangered species?)

Fun

Read this poem and act it out.

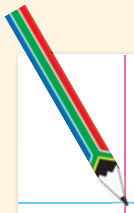




The elephant goes — (Move around slowly on all fours, like an elephant.)
Like this, like that
He's terribly big, — (Stand up, reach up high with your arms.)
And he's terribly fat. — (Stretch your arms out to the sides to show how fat the elephant is.)
He has no fingers, — (Make fists, hiding your fingers.)
And he has no toes. — (Wiggle your toes.)

Teacher
Date:
Sign:

Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz







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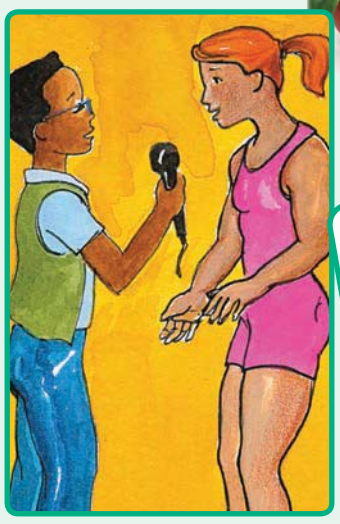














Date:

Building a healthy body

Let's speak

Look at the pictures.

- Do these children look healthy?
- Why do you say this?
- Are you healthy? Give reasons for your answer.
- What kinds of foods are good for our health?



Let's read

Mignon the muscle-maker

Mignon Weideman is a school teacher with a difference. When she is not preparing lessons or marking her student's books, she is in the gym, training. Mignon is a champion body builder. Mignon has won several competitions since she became a body builder.

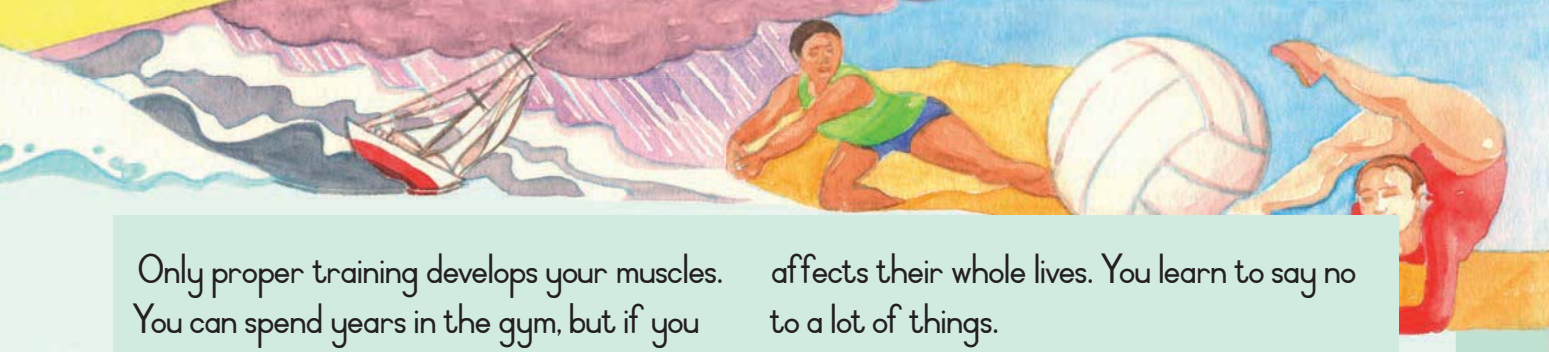


Mignon used to do aerobics at the gym. But after she watched the men sweating it out with weights, she changed direction. This is her story:

I saw Joseph Mkhize pushing weights. I was fascinated. I wanted to do the same. At first I thought I couldn't. Then I realised there is no law that says women can't do body-building.

I joined Joseph. At first I thought he was going to laugh at me. But I was amazed by his kindness. He told me what food to eat and what exercises to do to build my muscles.

Body-building involves a lot of hard work and dedication. I got into the rhythm of this challenging sport. Seeing my muscles grow gave me a lot of satisfaction. Now I spend two and a half hours a day in my gym, working out with weights.



Only proper training develops your muscles. You can spend years in the gym, but if you do the wrong things, your body won't develop.

Eating well is also important. I avoid food with lots of carbohydrates, like rice and mealie meal, as they build fat in your body. I also avoid sugar and chocolates. Fatty food is also bad. So I eat chicken with no skin, fish, eggs, vegetables and fruit. Discipline is the key word in body-building. Young people can benefit a lot from it. Body builders respect their bodies. So body-building affects their whole lives. You learn to say no to a lot of things.





Let's speak

- Do you find it strange for a woman to do body-building? Explain your answer.
- Why did Mignon take up body-building?
- Who inspired her to take up body-building?



Let's write

Match the word in colour with its meaning. Choose the best word.
Write the words in colour in your dictionary.

fascinated	trapped	spellbound	enthusiastic	obsessed
dedication	commitment	loyalty	devotion	care
challenging	trying	irritating	annoying	demanding
discipline	law	control	rule	regulation
benefit	advantage	gain	achieve	help



Date:

Your sports, my sports, our sports

Let's understand



- In what way is Mignon a school teacher "with a difference"?
- What does body-building involve?
- How did Joseph Mkhize help Mignon?
- What foods should you avoid if you take up body-building?

Let's write

What do these phrases mean? Match the word in the left column with its correct meaning in the right column.

sweat it out	do weight training
push weights	work hard at something difficult
get into a rhythm	start feeling comfortable doing something
no law that says	nothing that prevents you from doing something



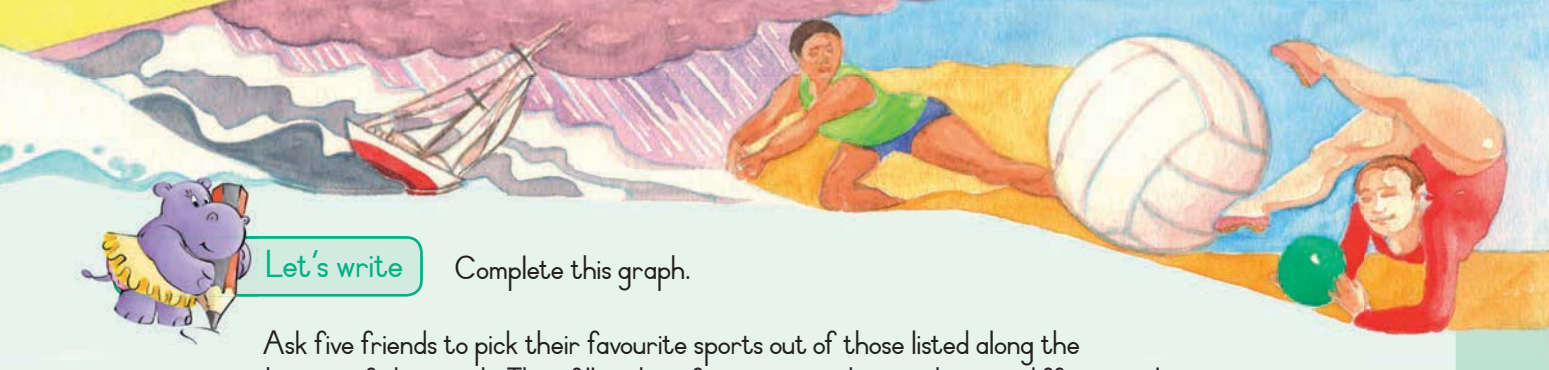


Let's write

Make a list on rough paper of all the sports you know and then write them under the correct headings in the table.

Contact sports	Sports that use a ball	Sports where both girls and boys participate in.

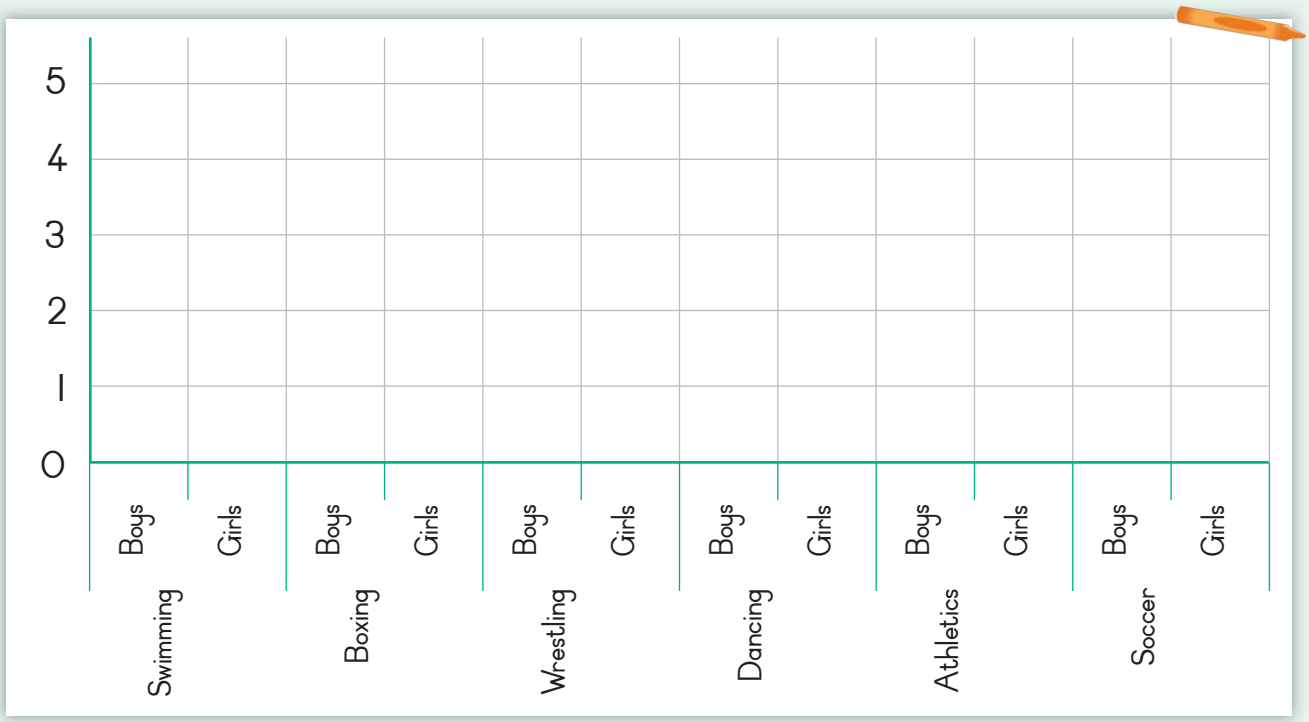
Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm



Let's write

Complete this graph.

Ask five friends to pick their favourite sports out of those listed along the bottom of the graph. Then fill in the information on the graph, using different colours for boys and girls.



Now answer these questions.

What sports did the boys like most?

What sports did the girls like most?

What were the most popular sports among boys and girls?

What were the least popular sports among boys and girls?

Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Date:

Fantastic foods

Let's read

Tips for staying healthy

Eating the right kind of food is the best way to stay healthy.

What is a good meal? Remember the five food groups. For a healthy, balanced meal you need to choose something from each group every time you eat. If you have to leave something out, try to have it at another meal that day. These are the groups, with some examples of the foods in them:

Protein	chicken, fish, meat, eggs, peanut butter, soya, beans
Dairy products	milk, cheese, yoghurt
Fruit and vegetables	oranges, bananas, potatoes, spinach, tomatoes
Grains	bread, mealie meal, rice
Fats and oils	margarine, butter, oil

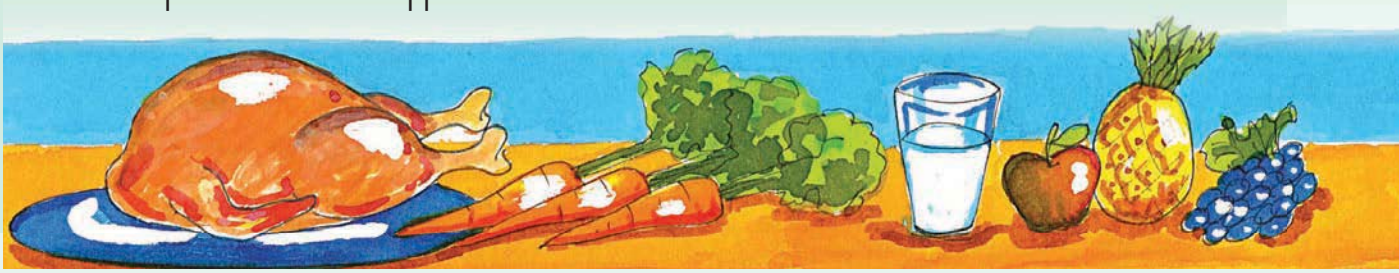
Eat a little bit from the fats and oils, and eat plenty of fruit and vegetables.

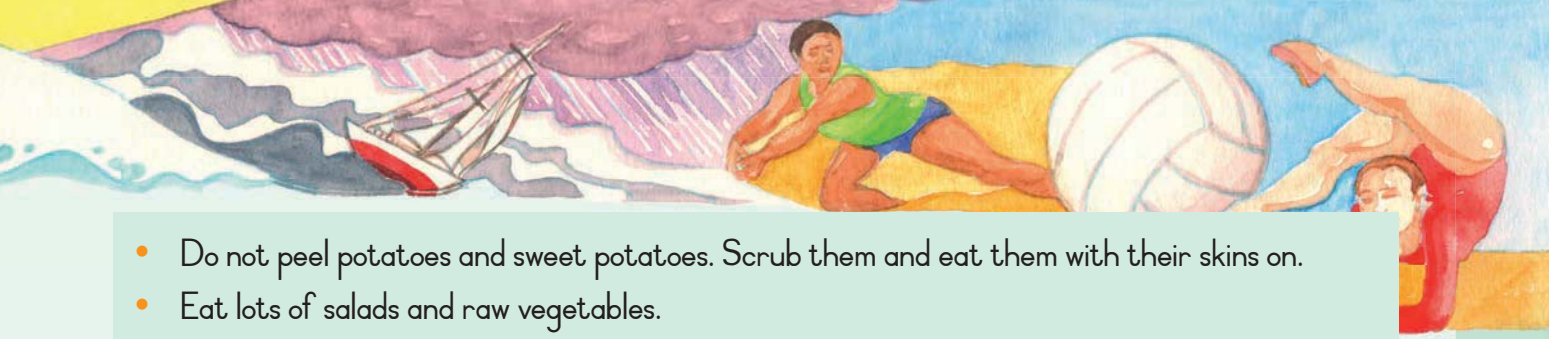
Add fibre to your diet

Many people talk about fibre. Fibre is important in your diet. Fibre helps your body to digest food. Waste products leave your body faster because fibre helps to break them down. Fibre is found in cereals, whole-wheat bread, carrots, celery, spinach, pumpkin, apples, pears and legumes (beans and peas).

Tips on how to add fibre to your diet

- Do not peel fruit such as apples. Eat the skin because it has fibre in it.





- Do not peel potatoes and sweet potatoes. Scrub them and eat them with their skins on.
- Eat lots of salads and raw vegetables.
- Eat whole-wheat pasta and brown bread instead of white pasta and white bread.
- Unrefined mealie meal is also full of fibre.

Let's understand

According to the information given in this worksheet, what is the best way to stay healthy?

- What food groups are important for a healthy meal?
- Why is fibre important in your diet? Give two reasons.

Your mother has asked you to pack your lunch box. Fill in the table and say what three foods you would pack and why. Use the information in this worksheet to help you.

Food type	Reason

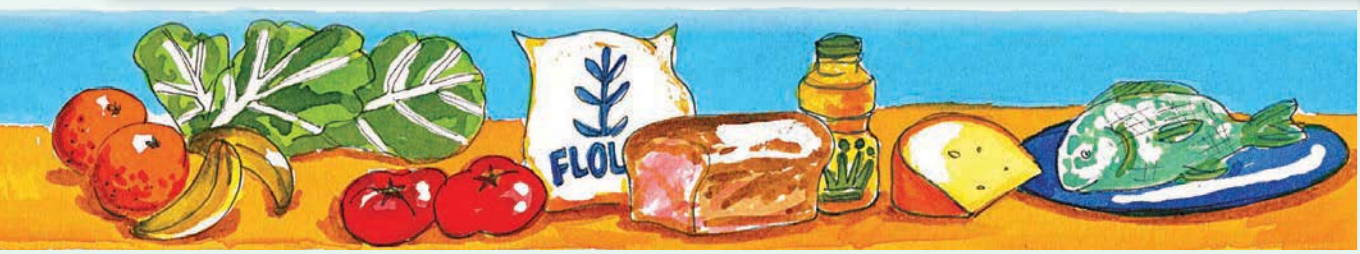
Let's write

Complete these sentences using *a*, *an*, or *the*:

It is important to eat _____ balanced diet every day.

_____ apple _____ day keeps _____ doctor away.

You need to eat _____ balanced diet.



Date:

More about Mignon



Let's write

Rewrite this paragraph with punctuation so that there are no mistakes.

one evening mignon decided to spend extra time at the gymnasium with joseph she wanted to pick up extra weights she thought an extra 20 kg would be okay joseph watched her dont pick up all the extra weight at once he said it could be difficult for you to push all that extra weight in one go

Let's write

Make a delicious, healthy, whole-wheat sandwich.



Ingredients:

- Two slices of whole-wheat bread
- Margarine
- Two slices of chicken
- Cucumber
- Tomato

Now write instructions on how to make the sandwich. Make sure you number each instruction.
We have done the first instruction. Finish the rest of the instructions.

1. Cut two slices of whole-wheat bread.

Let's write

A local reporter had an interview with Mignon.
Complete the interview by filling in what you think Mignon said.

Reporter: What made you decide to take up body-building?

Mignon: _____

_____



Reporter: Do you eat special foods?

Mignon: _____

_____

Reporter: Would you recommend that young girls take up body-building?

Mignon: _____

_____

Reporter: Thank you, Mignon. It has been a pleasure talking to you.

Fun

Draw these animals.





Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Date:

Sailing the wild waves

Let's speak

Look at the news headline and the picture. What do you think the article will be about?

- Talk to your partner about indoor and outdoor sports.
- Talk to each other about water sports and sports played on land.
- Would you like to sail on a yacht? Say why.
- What kind of qualities do you think you need if you want to sail a yacht?

Let's read

Sailing from CAPE to RIO

On one day every three years, people in Cape Town drop what they are doing. Some people go down to the docks. Others find a view of the bay on Signal Hill. Everyone wants to see the start of the Cape to Rio yacht race.

This year there was one young yachtsman who wasn't watching the race. Instead, he was on one of the yachts. Carven Dickson made history. He was one of the youngest people ever to sail in this race.

"My grandfather was a fisherman. And my father is a boat builder. So boats have always been part of my life. We had a dinghy and my father used to take us out on Zeekoeivlei," said Carven. "One day I saw some kids sailing by themselves. I thought to myself if they can sail, so can I!"

Carven picked up sailing fast. Soon he was **competing** in competitions and winning them all. But the **highlight** of his life has been the Cape to Rio race.

"When the captain of the yacht phoned me and asked if I wanted to go, I couldn't believe it," Carven said. "And the race was great! Every day something exciting happened. We saw a green flash one evening just as the sun was setting. We saw baby dolphins and plenty of flying fish. Sometimes at night we were hit by them – doosh!"

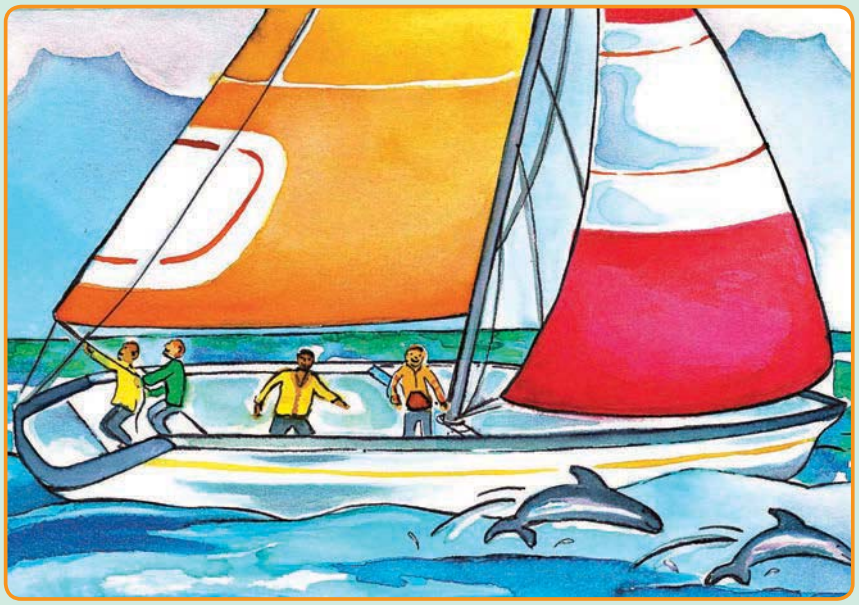
The only time he felt frightened was during a storm. "There were terribly high **swells** – as high as double-storey buildings. And I was only **seasick** once – on the first day! The smell of the **generator** made my head spin and my stomach turn."

The boat Carven was on was the second boat to reach Rio de Janeiro on the Brazil coast. Carven's crew had crossed the Atlantic



Ocean in fifteen days. "I felt sad when we arrived," said Carven laughing. "It was the end of a really fun time. But I was also pleased to see land again."

Now Carven is very busy practising for the World Championships.



Let's speak

- How often is the Cape to Rio race held?
- Is the race popular? Give reasons for your answer.
- Why did Carven take up sailing?
- The passage does not say how old Carven was when he took part in the race. How old do you think he was?



Let's write

Many words can be used in different ways to mean different things. Match the words in colour with their meanings as they are used in the article about Carven. Write the words in colour in your dictionary.

highlight	underline draw attention to best part emphasise
swells	bulges bloats puffs up waves
generator	author creator piece of machinery motor
seasick	well nauseous unhappy sick of the sea
competing	opposite challenging participating against

Date:

Telling Carven's story

Let's write

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

What race has been the highlight of his life?

What two exciting things happened on board the yacht?

Let's speak

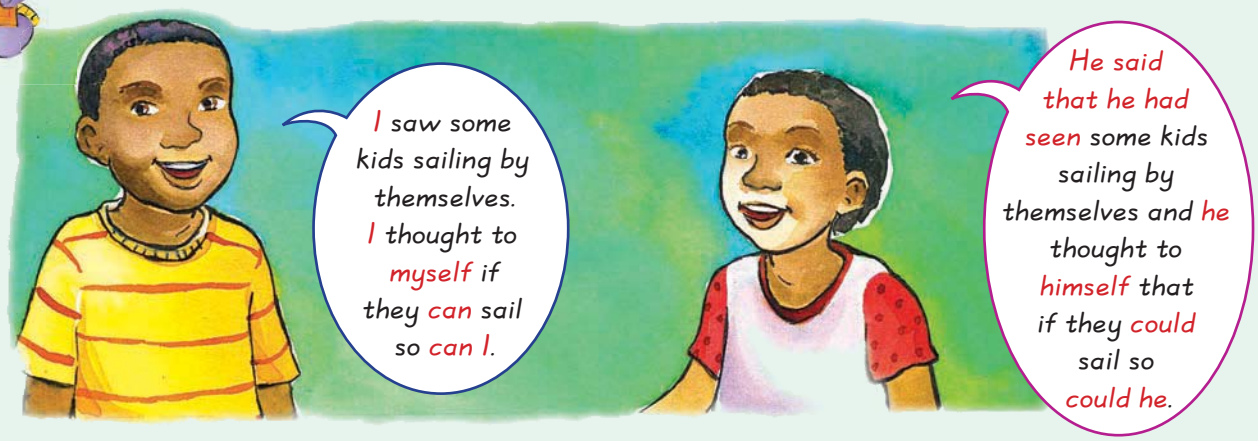
- What noise does the word "doosh!" describe?
- What noises do the following words describe?

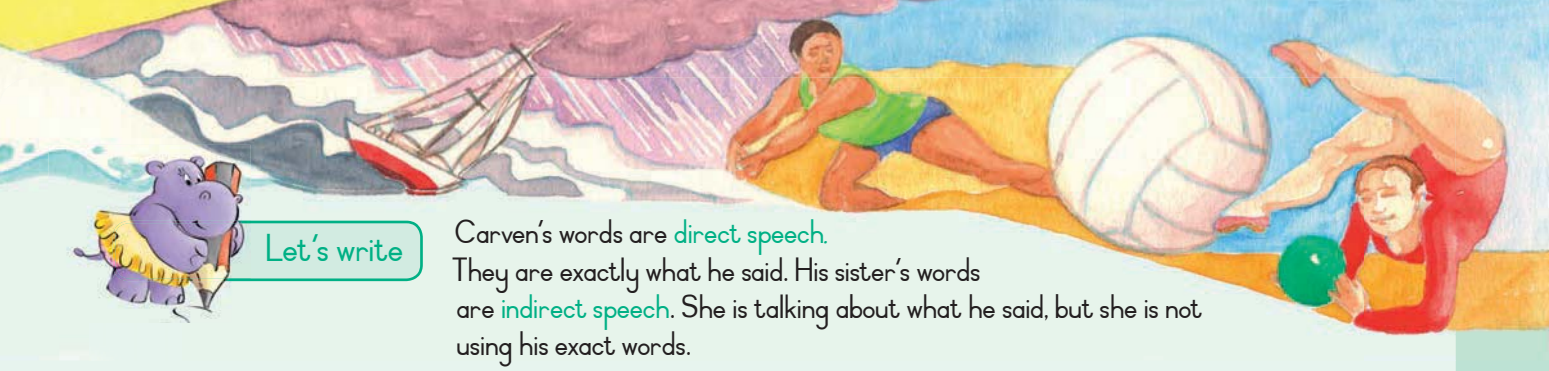
hiss	
bang	
pop	

When a word contains a sound similar to the noise it describes, it is known as onomatopoeia. (Say it: on/o/mat/o/pee/a.)

Let's read

Read what Carven says. Now read what his sister told the reporter.





Let's write

Carven's words are direct speech.
They are exactly what he said. His sister's words are indirect speech. She is talking about what he said, but she is not using his exact words.

When you change direct speech to indirect speech the following words change:

I	he/she
me	him/her
my	his/her
mine	his/hers

we	they
us	them
ours	theirs

Present tense verbs go into the past tense.
Present tense: now (for example, is)
Past tense: then (for example, was)

Now change these to indirect speech on your own.





When the captain of the yacht phoned me and asked me if I wanted to go, I couldn't believe it.

Carven said that _____

_____

_____

_____

_____



The only time I felt frightened was during a storm. And I was only seasick once!





Carven said that _____

_____

_____

_____

_____



Date:

Day by day



Let's read Diary entries

Monday 12 June

I had breakfast, but I felt a little dizzy. Then I practised tying knots (something that is really important if you want to sail). A storm came up later in the day with strong winds and very high swells. It was frightening and the smell of the generator made me feel sick. We saw a school of dolphin and lots of flying fish which landed on deck with a great big thump. At first it was exciting, but then we all got used to it. My friend Samson slipped on the deck and nearly fell into the sea.

Tuesday 13 June

Woke up early. Seagulls were screaming. They wanted to eat the fish left on the deck. Samson chased them away with an oar. Captain Petersen told me to tie up the main sail and make sure all the hatches were closed because another storm was coming. We waited and waited but nothing happened, although there was a very strong wind. After lunch we polished all the brass because the captain said we were getting close to Rio.

Wednesday 14 June

The captain must have been joking because we aren't anywhere near Rio. The sea is as flat as a mirror and there's no wind. It was my turn to work in the galley, but Samson said he would do my duty if I gave him my cap. I had two caps, so I gave him one. But he changed his mind so I had to wash the dishes. At sunset I saw a big white bird. I think it was an albatross.





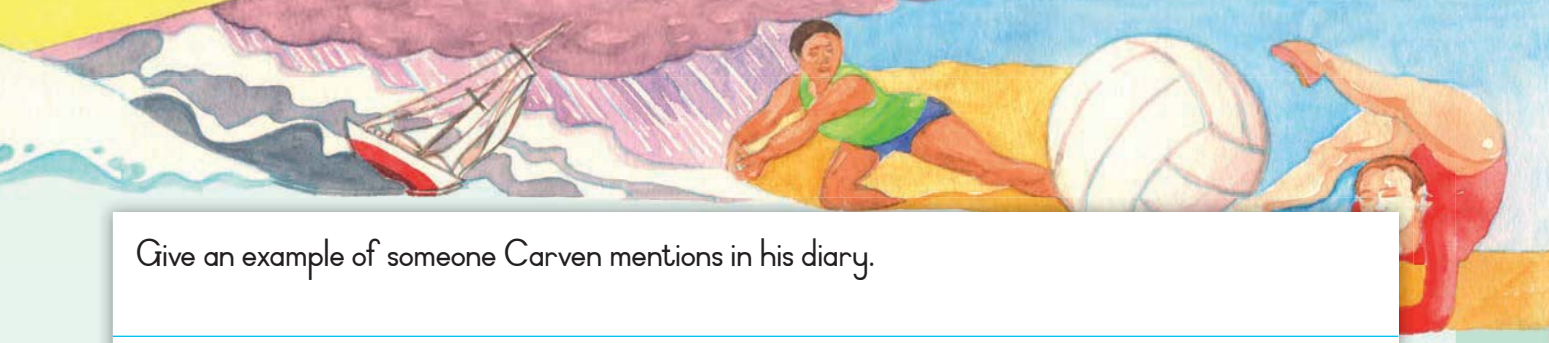
Let's understand

- Who wrote this diary?
- How many days does the diary cover?

Look at the notes about why a diary is different from a story and then answer the questions.

Give an example from the diary entries of something that Carven tells about himself.

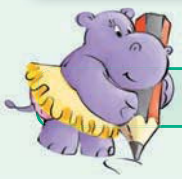




Give an example of someone Carven mentions in his diary.

Write down two events that happened in the early morning.

Write down a sentence from the diary that tells you something about how he felt.



Let's write

Rewrite these sentences. Replace the underlined words with the right pronoun. Use the words in the box.

she	he	we	they	him

A pronoun is a word that is used instead of a noun.
Examples:
The table is in the kitchen. It is covered with a cloth.
Kaela's friends are coming to visit her. She is glad that she will see them.

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

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

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

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

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



Date:

Trouble at sea!

Let's write

A secret message

On the way to Rio, the crew went through a very bad storm. One of the yachts was in a lot of trouble because the mast was damaged. The captain sent a message to your ship.

Use the Morse code alphabet to work out what he said.

Morse code is a special alphabet developed to be able to send messages when you can't use ordinary letters or speak to someone. It is sent by radio. Each letter is made up of dots and dashes (short and long sounds).

Morse Code Alphabet

A	• -	N	- •	O	- - - --
B	- • • •	O	- - -	I	• - - --
C	- • - •	P	• - - •	2	• • - - -
D	- • •	Q	- - • -	3	• • • - -
E	•	R	• - •	4	• • • • -
F	• • - •	S	• • •	5	• • • • •
G	- - •	T	-	6	- • • • •
H	• • • •	U	• • -	7	- - • • •
I	• •	V	• • • -	8	- - - • •
J	• - - -	W	• - -	9	- - - - •
K	- • -	X	- • • -	•	• - • - • -
L	• - • •	Y	- • - -	,	- - • • - -
M	- -	Z	- - • •	?	• • - - • •

Save our man!

• – – • – – – • – • • • • •

_____

– – – • • – –

_____

• • – • – – – • – •

_____

– – • – – •

_____

– – – • • • – • • – • – • • • – – – • – • – • – • •

_____



Let's write

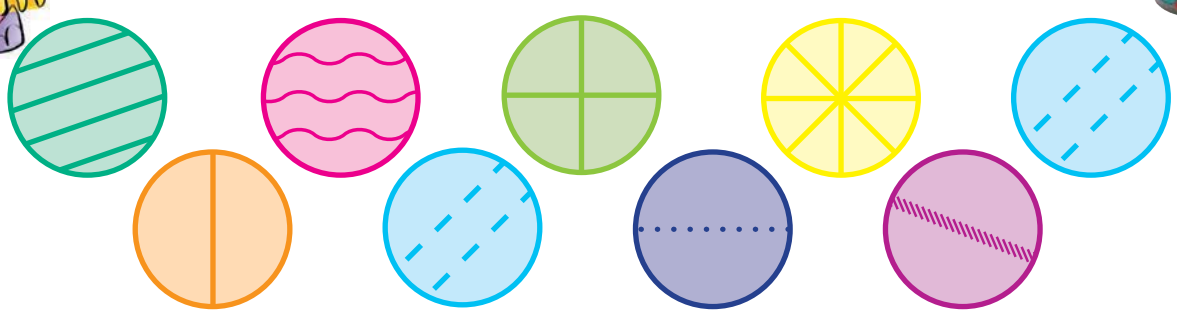
Imagine that you were on the yacht that overturned and that you and the other sailors were saved by Captain Petersen and his crew.

Write about your experiences in your diary.

Wednesday 14 June

Fun

Which two circles have the same pattern in them?



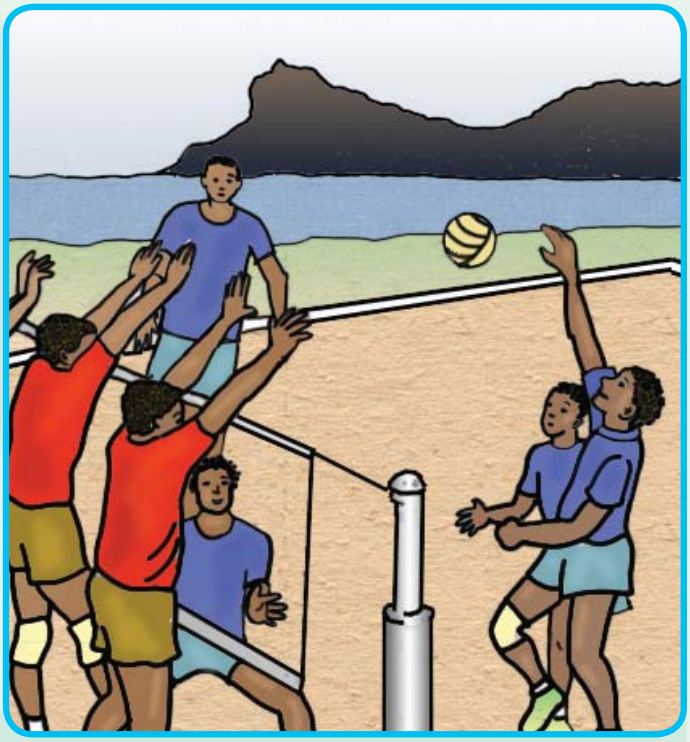
Date:

The joy of volleyball

Let's speak

Look at the picture.

- Talk about the activities in the picture.
- How do these activities differ from your everyday school sporting activities?
- Would you like to do one of these sports?
- What is the difference between extreme sports and other sports?
- What kind of qualities do you think you need if you want to do an extreme sport?



Let's read

The Hout Bay volleyball stars

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

A notice in the paper

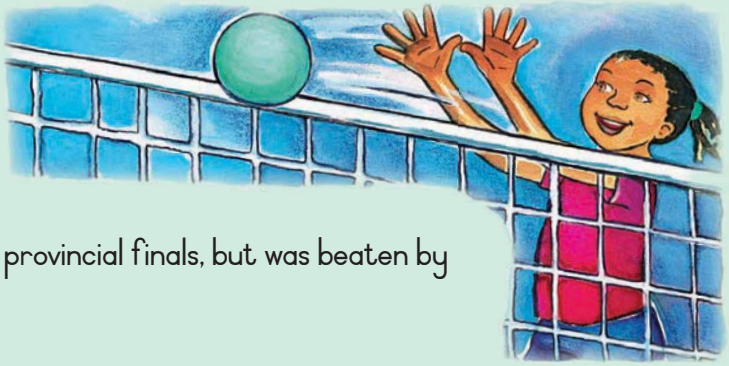
About two years ago the police put a notice in the newspaper. They were worried about **gangsters** in the area and were looking for anyone who would coach the teenagers in sport. Amanda Coetzee saw the notice and phoned. "I'm a white auntie who used to play volleyball," she told the police. "Fine," they said. "Let's start." And so the coach started.

From boredom to volleyball

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



A rising star



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

It's fast, exciting and joyful

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

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





Let's speak

- Why did volleyball begin in Hout Bay?
- Have the teams been successful? Give reasons for your answer.
- Did all the children like the idea of playing volleyball? Give reasons for your answer.
- For how long have they been playing volleyball?



Let's write

Match the words with their meanings. Draw a line from each word on the left to its meaning. Write the words in bold in your dictionary.

gangsters	very happy
sponsor	the things that are needed for a particular purpose or activity
equipment	members of a street gang or a group of violent criminals
joyful	to pay the costs of a particular programme or project



Date:

More about volleyball

Let's understand



- Look again at the story about volleyball.
- What motivated these children to play volleyball?
- What did the police do to promote sport in this community? Why?
- How did the coach manage to build up the volleyball teams?
- What do the following words or phrases mean?

alive with children practising	
slunk in	
a rising star	
big plans	

Let's write

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

Let's write

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



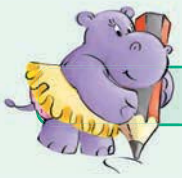
She said that





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

She said that



Let's write

Imagine that you are a member of the Hout Bay Police.
Write the notice for someone to help coach the youngsters in Hout Bay.

COACH NEEDED



Let's write

Complete the table. Use the pictures in the workbook to help you. Write about two different kinds of sporting activities. You may choose any sport you like.

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

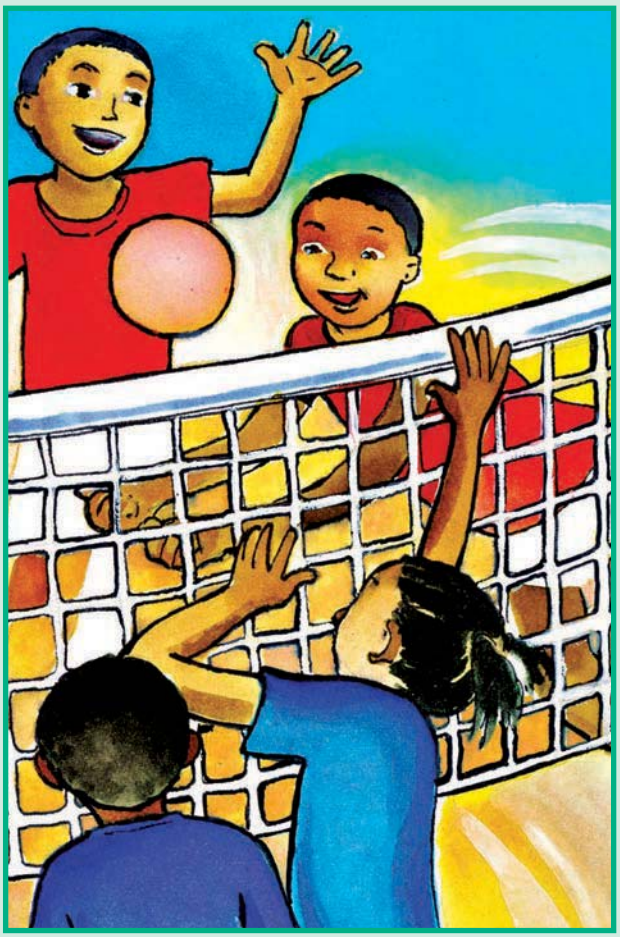
Name of sport	
Number of people needed to do the sport	
Equipment needed	
Level of difficulty: easy, hard, very hard	
One rule of the sport	



Date:

Learning about volleyball

Let's read



Volleyball has become a popular sport for both boys and girls. It's a fast and exciting game and you don't need much equipment to play it. All you need is a ball and a net.

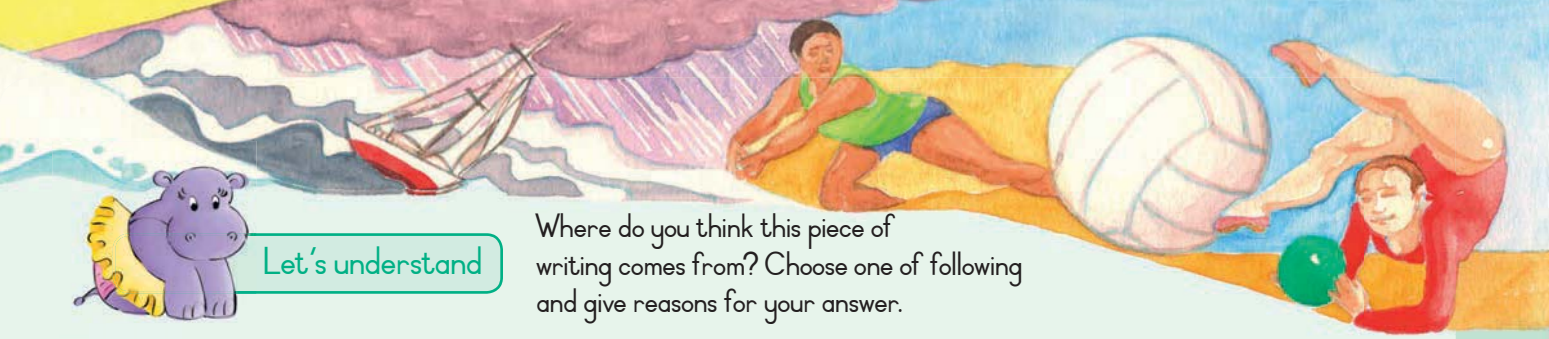
The basic idea of volleyball is this:

Two teams play opposite each other on either side of a net. They hit the ball to each other and if either side lets the ball fall to the ground, the other team gets a point. The ball does not have to be hit over the net every time. Each team can hit it three times on their own side before hitting it over.

The rules

- The ball can touch any part of the body, but it must be hit or bounced off the body.
- A player must not catch or throw the ball or keep it in his hands.
- The ball mustn't fall to the ground and one player can't touch the ball twice in a row.
- One team can only have the ball for three touches. They must get it back over the net by the third hit. The other team scores a point if:
  - Someone catches and holds the ball
  - Someone lets the ball fall to the ground
  - Someone touches the ball twice in a row
  - The team can't get the ball over the net in three touches.

A game is played for three or five sets. The team that wins the most sets wins. A set is at least 14 points, and you win if there is a two-point difference, for example: 14 – 12.

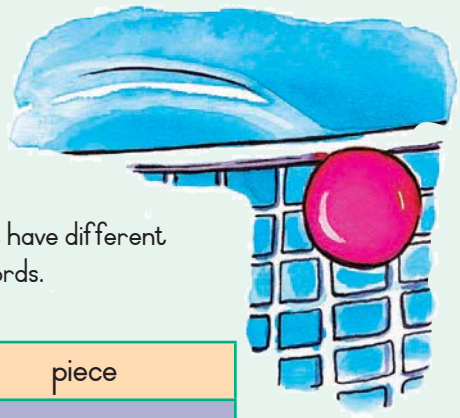


Let's understand

Where do you think this piece of writing comes from? Choose one of following and give reasons for your answer.

1. A story	2. A play	3. A sports magazine

- Give this piece of writing a heading.
- Why has volleyball become a popular sport?
- When does a team score points?
- How many sets make up a game of volleyball?



Let's write

Here are some words that sound the same but have different meanings. Write a sentence for each of the words.

there	here	piece
their	hear	peace

Let's write

Imagine that you are interviewing Thandi for your school magazine. Complete the interview:

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

Thandi: _____

Reporter: What are your plans for the future?

Thandi: _____

Date:

Getting to know yourself

Let's write

How well do you know yourself? Imagine you are a reporter for a magazine. Can you write a report about yourself? What would you say? Here is a way to get to know yourself. Under each of the headings below list your interests, qualities, abilities and values.

My interests

Examples: playing volleyball, drawing, cooking



My abilities and talents

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



My qualities

Examples: caring, outgoing, quiet, lively



My values

Examples: honesty, reliability, hard work

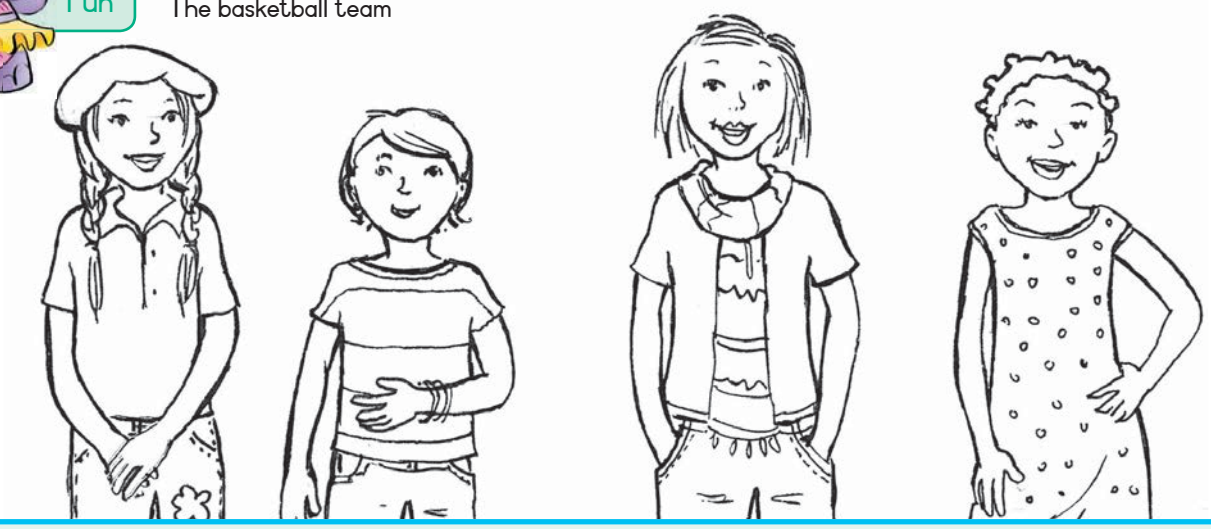


Let's write

Write six short tips for staying fit. Don't forget to number them.
Give your piece of writing a heading.

Fun

The basketball team



Four girls who are members of the Hout Bay Basketball Team: Sheena, Debra, Olivia and Nathi. Use the facts below to decide who is who and what each one is wearing. Colour in the picture using the colours in the descriptions. Then write the name of each girl next to her picture.

- Sheena is taller than Nathi. Debra is slightly shorter than Nathi and Olivia is the tallest of them all.
- Sheena is wearing blue jeans, a white shirt and a red beret.
- Debra is wearing purple jeans and a navy top.
- Olivia is wearing white jeans, a yellow top and a dark green scarf.
- Nathi is wearing a black and white polkadot dress and black shoes.

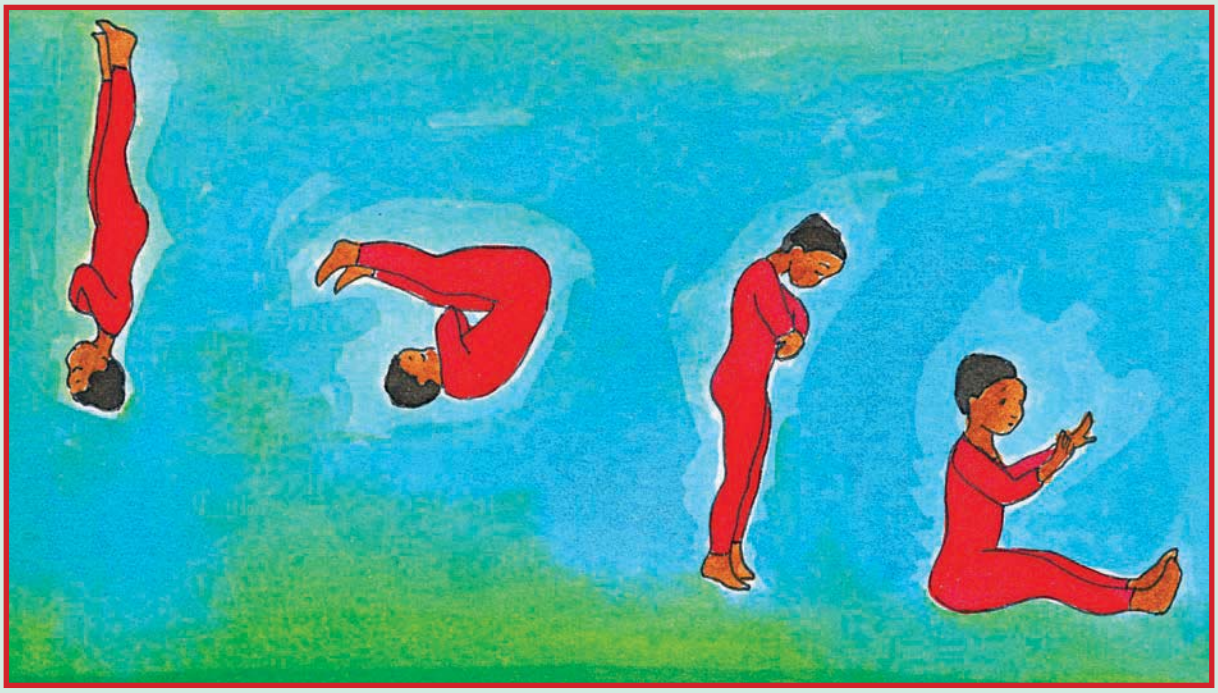
Sheena has long plaited black hair, Debra's red hair is cut short, Olivia's brown hair comes to her shoulders and has been straightened, and Nathi's short black hair is plaited with little beads.

Date:

Let's read

Edith Moetsi – gymnast and tumbler

By Dani Moeng



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

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

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

Edith's coach began her training by making her do cartwheels and jump on a trampoline. But soon she moved on to somersaults and flick-flacks. Edith never missed a practice unless she was studying for an exam.

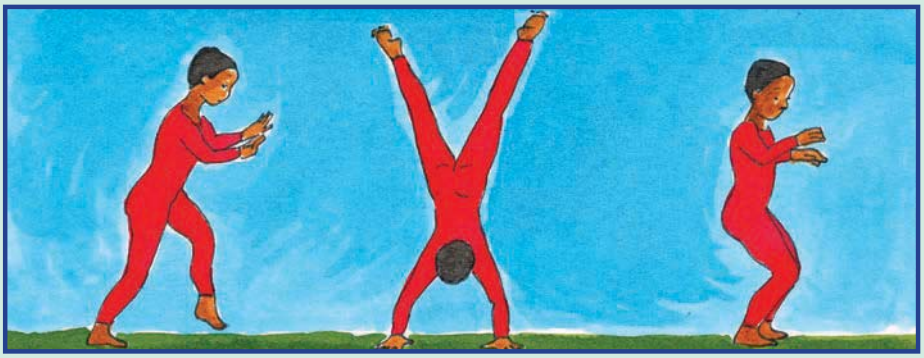
Today, Edith competes all over the World – in Hungary, New Zealand and Holland.

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

She matriculated in 2008 and plans to study architecture (designing

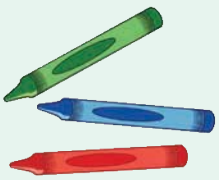
buildings) at university. "But my future in tumbling is so bright that I might wait a bit before going to university," she says.

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



Let's speak

- How has Edith's life changed since she started gym?
- Why did she start gym?
- Apart from being a good gymnast, what other talents does she have?
- What does she think is the main reason for her success?



Let's write

Put these words in alphabetical order.

Number the first column from 1 to 6, the second column from 7 to 12, and the third column from 13 to 18.

(You can get all 18 words into alphabetical order that way. But that would not be true if you changed the columns around. Do you know why?)

	coach
	cartwheels
	competition
	competes
	change
	changed

	she
	spin
	sky
	spring
	springboard
	somersault

	tumbler
	training
	tired
	tumbling
	trampoline
	today

Date:

Sports in the news

Let's understand

- Look again at the story about Edith. Why is the heading written in big bold letters?
- Why do you think Edith's name comes at the end of the first paragraph, and not at the beginning?
- Who wrote the article?
- Where do you think you would find this kind of article? Why do you say so?

1. Newspaper	2. Story book	3. Poetry book

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

Let's write

Complete the comparisons.



Example:

Brenda jumps high in the sky.
Yes, but Dudu jumps higher.
And Edith jumps the highest.

My light is bright.	Your	Her
Enver is sick.	Annie	James
Sbu is tall.	Thabo	Nomsa
Jan is short.	Reza	Bongi
The bush is green.	The tree	The grass



Let's write

Look at the headlines below.

1. Match the sport to the newspaper headline. Use the sports below:

soccer	cricket	bungi jumping	rugby	flying

2. Imagine that you are asked to write a newspaper article for each of the headlines. Write the main sentence for each article. The main sentence tells you what the article is about. It gives the most important facts.



Example:

Headline: **MTHEMBU BREAKS SPRINT RECORD**

Sport: Athletics

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

WICKETS FALL ON FIRST DAY

Sport:

Main sentence:

RACHEL SLAMS HER WAY INTO THE WIMBLEDON SEMI-FINALS

Sport:

Main sentence:

JUMP FROM BRIDGE IS A RECORD

Sport:

Main sentence:

Let's write

Underline all the verbs in the headlines above.
Now write separate sentences using these verbs.

Date:

It's your turn to be a reporter

Let's read

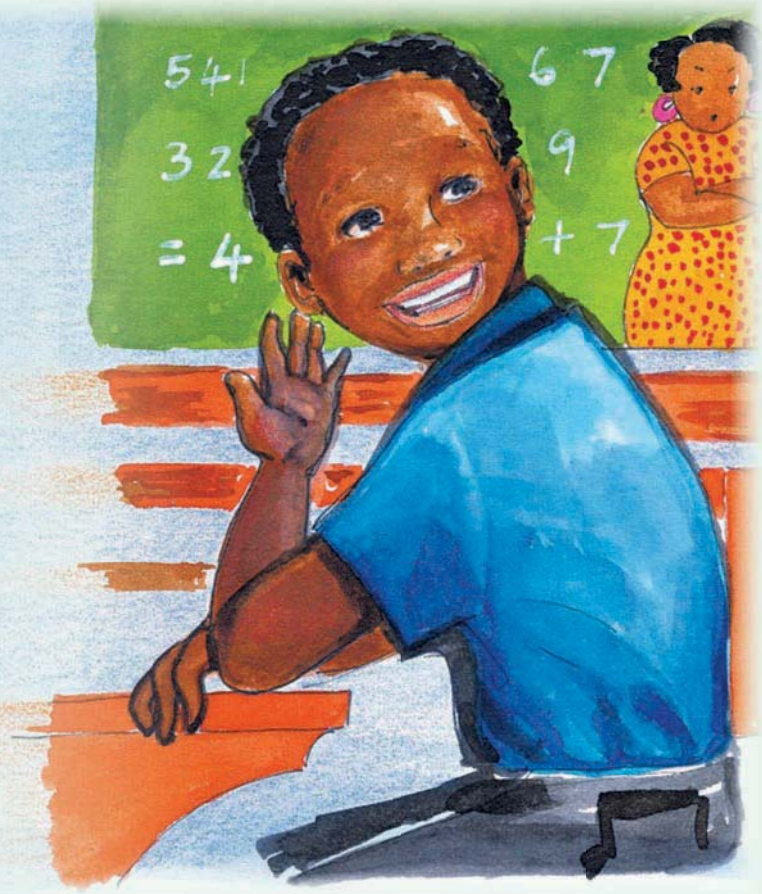
Talent

Played games at school
Read much, but failed
Played soccer, but failed
So what should I follow?

I tried out all games
But failed
Sport activities
Oh! My talent is known
By my classmates.

My teachers tell me
I am too talkative
Noise is my talent
See, no-one's without a talent!

Ben Mnguni



Let's understand

- Was the poet successful at playing sport? Give reasons for your answer.
- Did he succeed in the classroom? Give reasons for your answer.
- What talent does he have?
- Would your teacher agree that Ben has a talent? Give reasons for your answer.
- Do his classmates think he is talented? Give reasons for your answer.

Let's write

Here are some more words that sound the same but have different meanings.
Write a short sentence for one of each pair of words.

read	plain	sell
red	plane	cell



Let's write

Write an article for your school newspaper about a sporting event that you went to watch. Make sure that your article has:

- A heading written in big letters
- A very short explanation of the sporting event.

Write a sentence at the end saying what you felt about the event.

It should give this information:
What the event was
Who was playing
When they were playing
Where they were playing
How well they played
What the result was

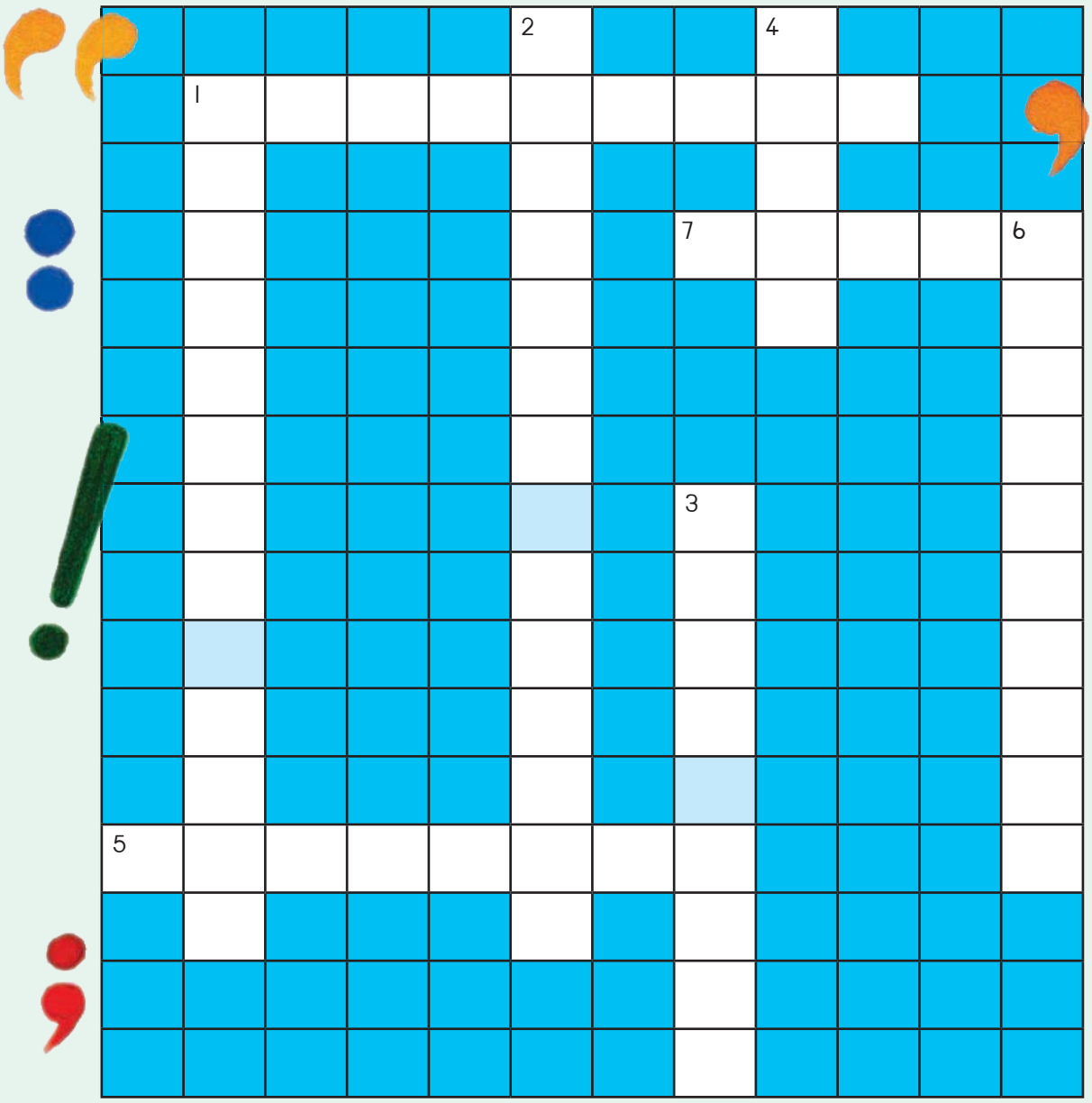


Date:

Help Edith raise funds for children

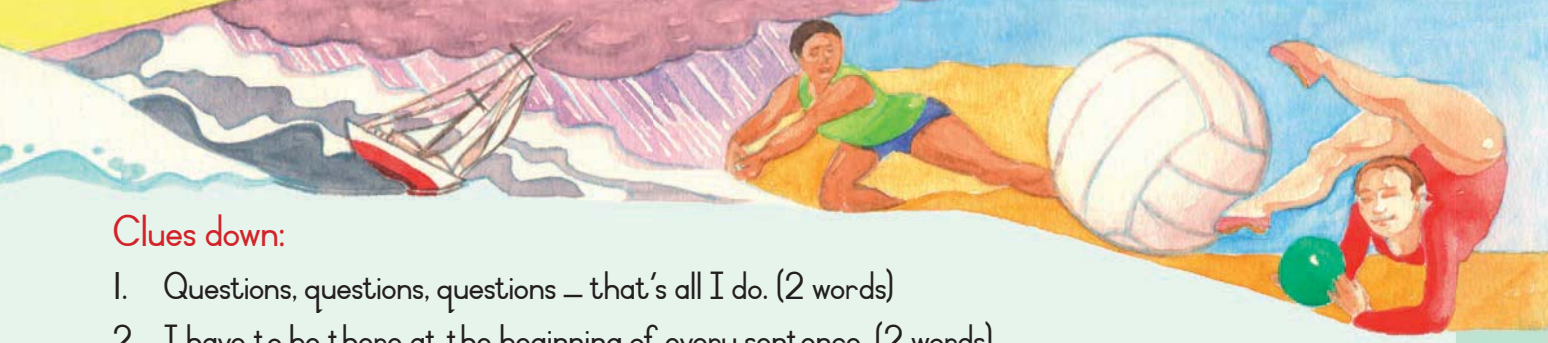
Let's write

Practise punctuation by filling in this crossword puzzle.



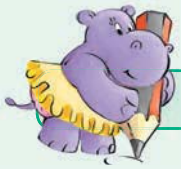
Clues across

1. We are _____ marks. We tell you that someone is speaking.
5. Do you have any extra information? You will have to use us.
7. When there is a list, I'm always there to separate things. I let you take a breath when the sentence is very long.



Clues down:

1. Questions, questions, questions – that's all I do. (2 words)
2. I have to be there at the beginning of every sentence. (2 words)
3. It's not fair, I always come at the end. (2 words)
4. When you see me a list may follow.
6. I show you that a letter in a word has been left out.



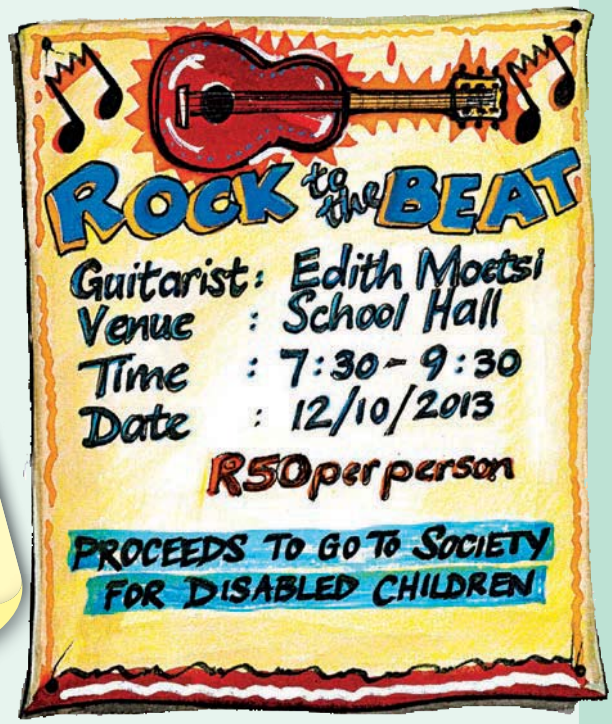
Let's write

Edith Moetsi isn't just a talented gymnast and a guitarist, she is an artist, too. She has decided to have an exhibition of her art work at your school to raise funds for the Happy Days Children's Home. She has asked you to design the poster.

Look at the tips and the example of a poster for one of Edith's concerts and then draw your own poster for her art exhibition on a big piece of paper or white cardboard.

Tips for making a poster

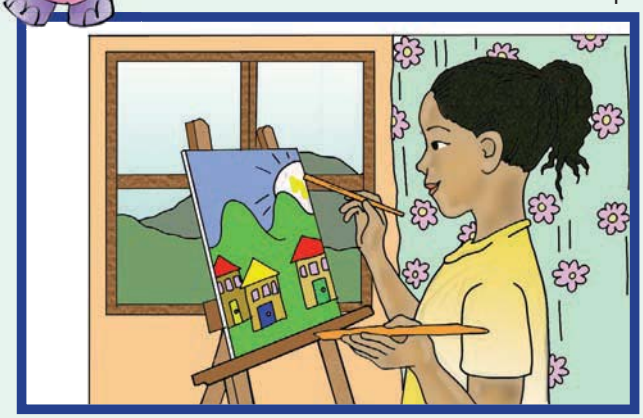
- Make your poster as large as possible.
- Keep the writing as big as possible so that people can read it easily.
- Use as few words as possible – avoid using full sentences.
- Colour in your poster to attract more attention.
- Do not put too many words and images on your poster.

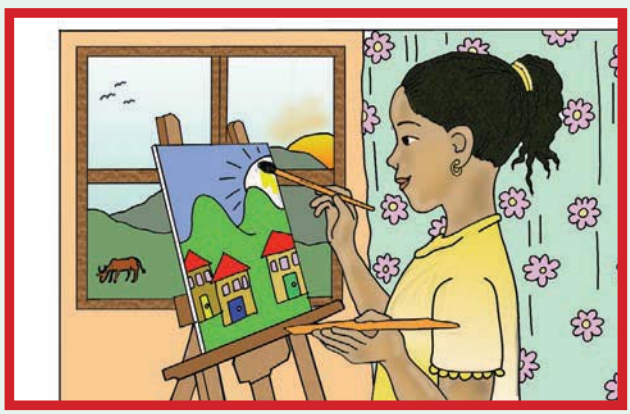




Fun

Look at the pictures. There are ten differences between them. Find them and circle them on the picture on the right.





Answers across: 1. quotation; 5. brackets; 7. comma

Answers down: 1. question mark; 2. capital letter; 3. full stop; 4. colon; 6. apostrophe

Teacher

Date:

Sign:

Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

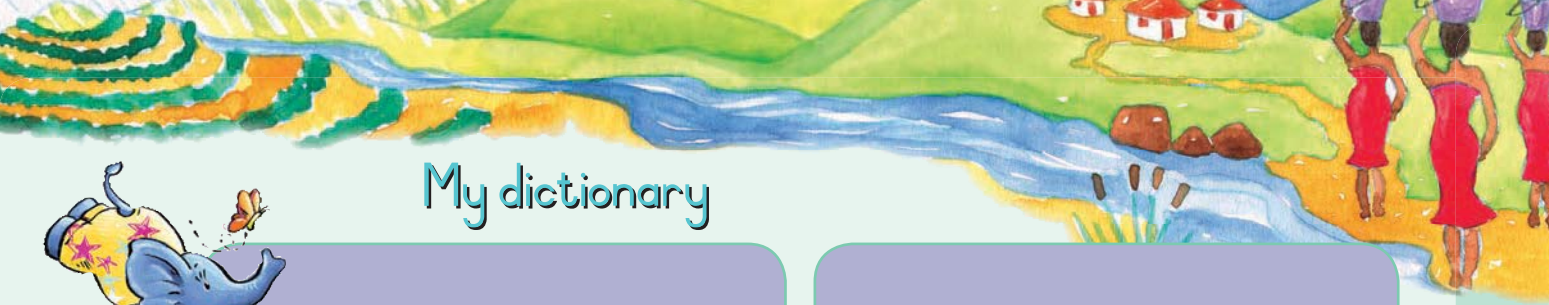
My dictionary

A a

B b

C c

D d



My dictionary

E e

F f

G g

H h

My dictionary



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K

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My dictionary

M m

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V v



W w



X x

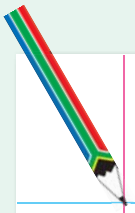


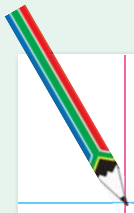
My dictionary

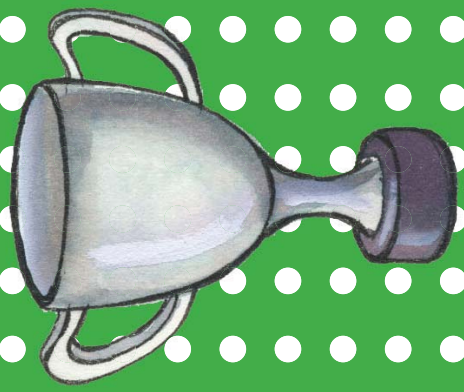
Y y

Z z







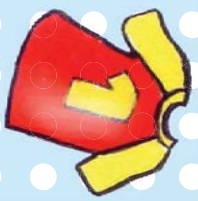




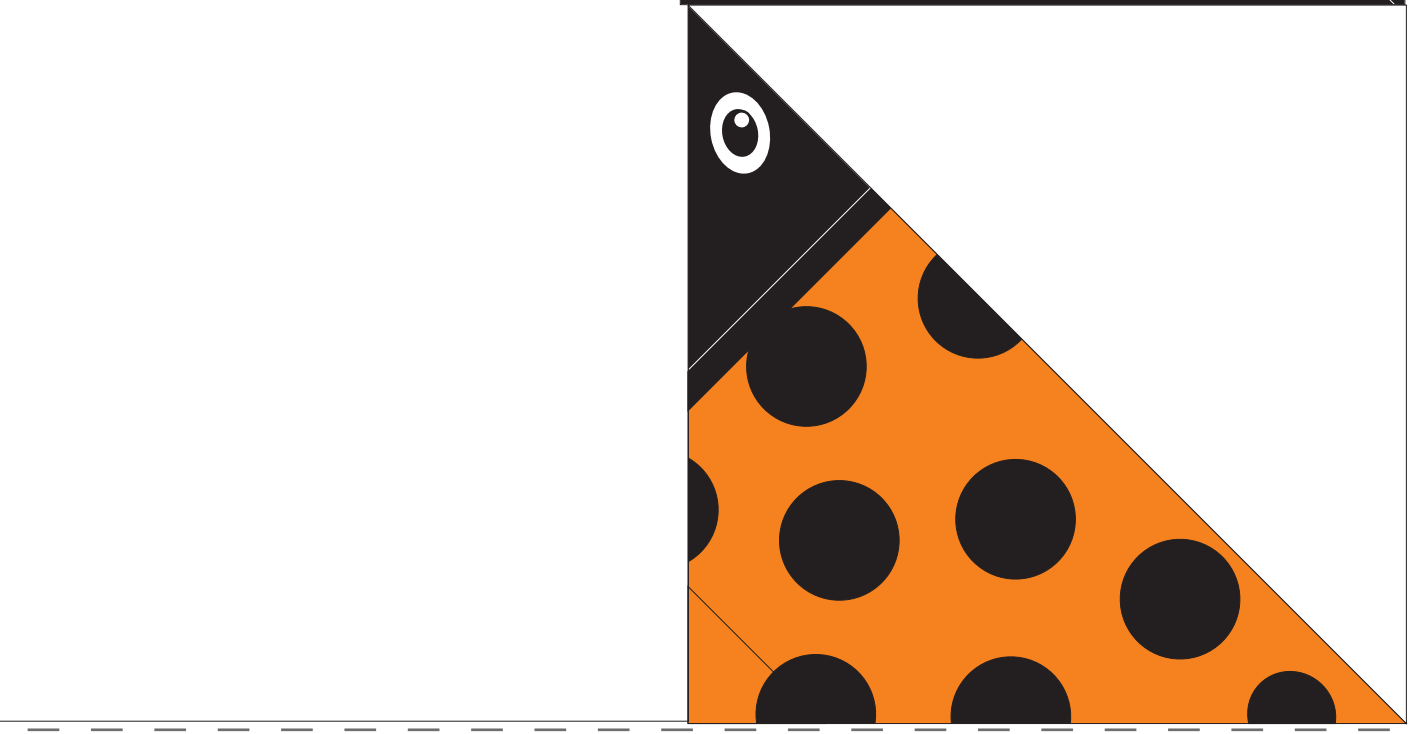


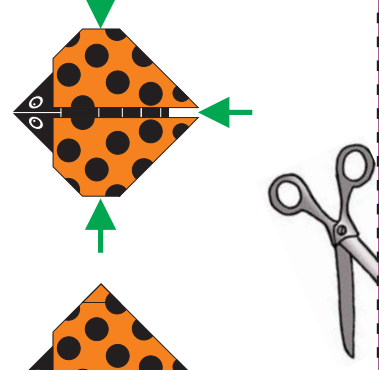




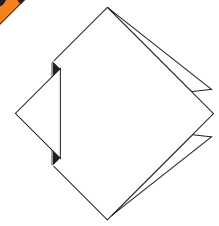


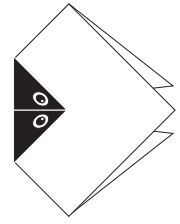


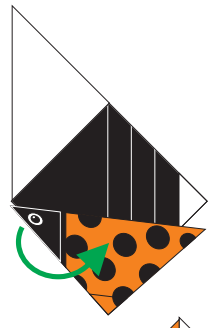


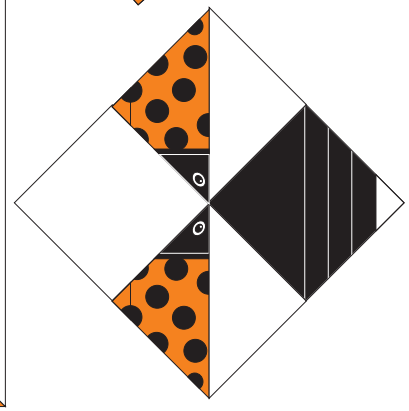














name:

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book 2:

book 3:

book 4:

book 5:

book 6:

book 7:



name:

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