

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 6 – BOOK 1
TERMS 1 & 2
ISBN 978-1-920458-71-3

THIS BOOK MAY NOT BE SOLD.

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

ENGLISH HOME LANGUAGE – Grade 6 Book 1

ISBN 978-1-920458-71-3



Grade 6

Name:

Class:

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

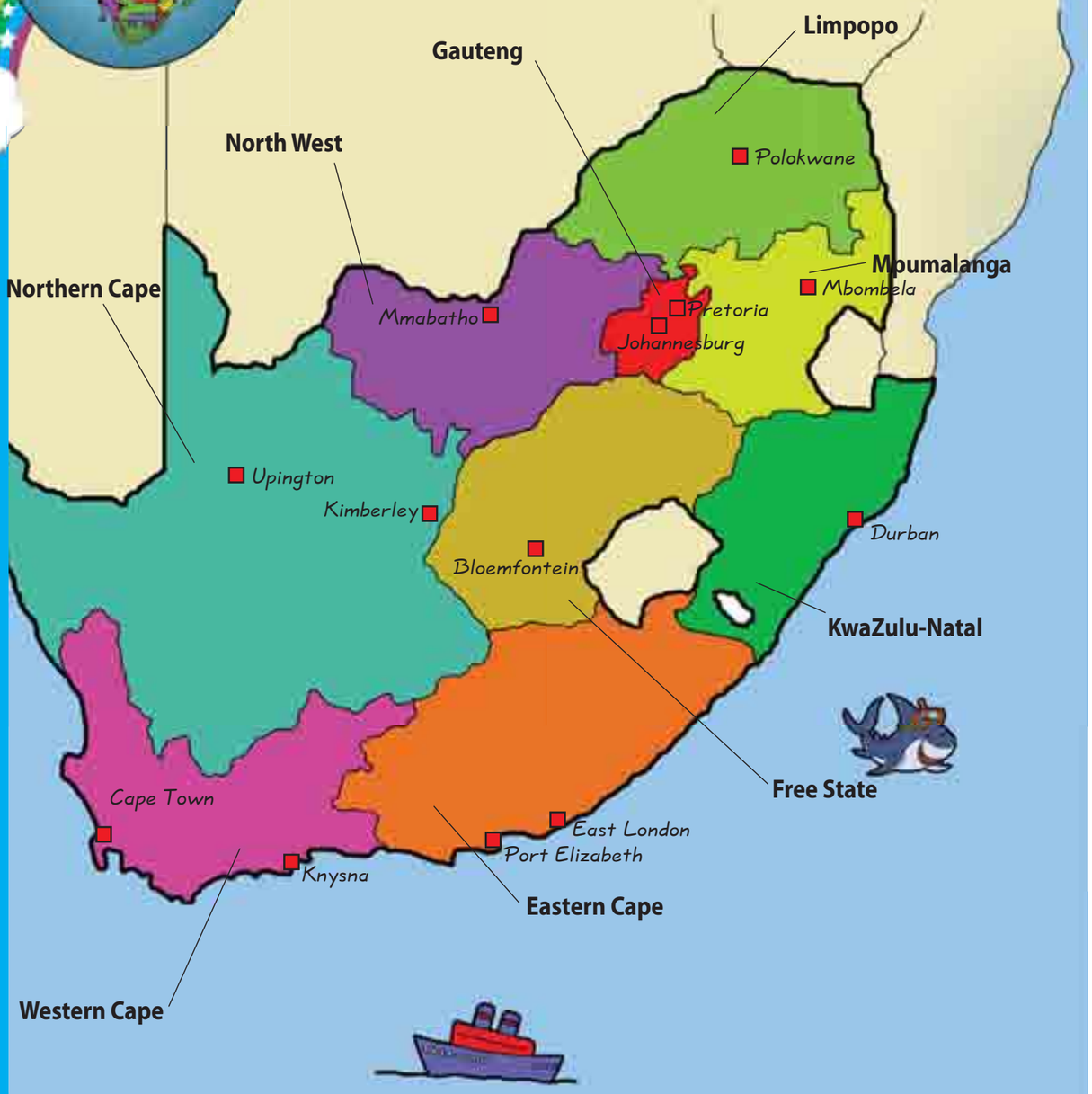
ENGLISH HOME LANGUAGE

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 6

Rainbow WORKBOOKS

Language in ENGLISH

1 Fact and fable

2 Our world and beyond

3 People and places

4 The animal world



ENGLISH Book 1

Name:



Date

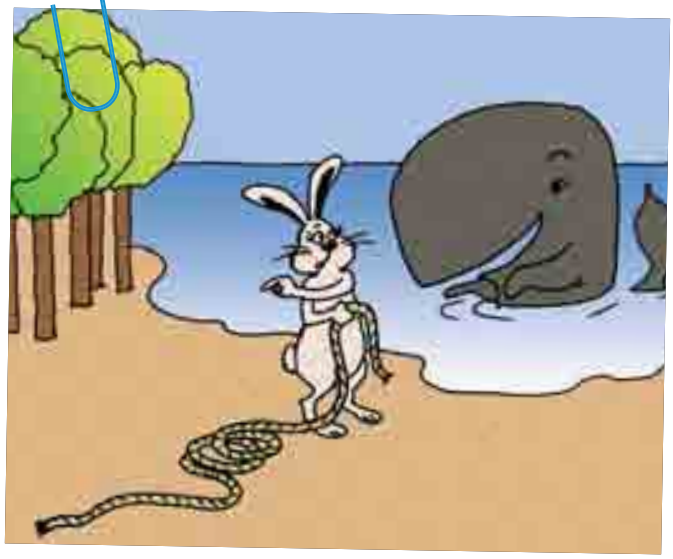


- *Every group have their own favourite stories that people tell over and over again.*
- *These stories are called folk tales.*
- *This story is a folk tale about a hare who is full of tricks.*
- *Look at the pictures on this page and work out what you think the hare is going to do in this story.*

1 How Hare tricked Elephant and Whale



Let's Read



One day Hare was walking along the beach when she saw Elephant and Whale talking. She wanted to hear what they were saying, so she lay down on the sand and listened carefully.

Whale was saying: "Elephant, you are the strongest animal on the Earth and I am the strongest animal in the Sea. If we work together we can get all the animals to do what we want."

"Yes," said Elephant, "you're right! That's a good idea. We should work together."

But Hare said to herself, "I'm not going to let that happen. They won't rule me. I will trick them." Off she went, lippety, lippety, down the beach and into the forest. There she found a long, strong rope. She then went back down to the beach to speak to Whale.

"Whale," she said, "you are a very strong animal. Can I ask you to help me?"

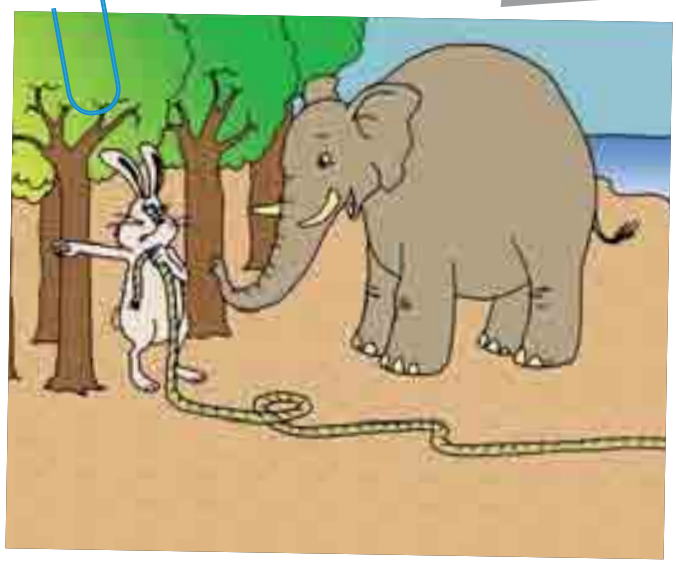
"Yes, of course," said Whale, feeling pleased that he was being asked to help because he was so strong. "What can I do for you?"

"Well," said Hare, "I have a cow stuck in the mud, back there in the forest. Can you help me pull her out?"

"Yes," said Whale. "I will be happy to help you."

So Hare tied the strong rope around Whale's tail. She said, "I'll just go and tie the other

New words



end to my cow. Wait until I beat my drum and then start pulling."
Hare left Whale at the beach and went off to find Elephant.

"Elephant," she said, "you are a very strong animal. Can I ask you to help me?"

"Yes, of course," said Elephant, feeling pleased that he was being asked to help because he was so strong. "What can I do for you?"
"Well," said Hare, "I have a cow stuck in the mud, back there in the forest. Can you help me pull her out?"
"Yes," said Elephant, "I will be happy to help you. I am so strong I can pull out twenty cows!"

"Thank you," said Hare, and she tied the other end of the strong rope around the trunk of Elephant. "I'll just go and tie the other end to my cow. Wait until I beat my drum in the forest and then start pulling," she said, and off she ran.

Inside the forest, Hare sat down and beat the big drum. Whale began to pull and Elephant began to pull and soon the rope was stretched very tight. Elephant took a little extra turn of rope around his trunk when he could, and so Whale found himself being pulled towards the beach. This made him very angry, so he dived deep into the sea. That was a pull! It made Elephant go sliding down the beach into the sea. Elephant became very angry, so he pulled his best. At the jerk on the rope, Whale came up out of the water.

"Who is pulling me?" spouted Whale.
"Who is pulling me?" trumpeted Elephant.
Then they saw they were each holding one end of the rope.
"You tricked me!" roared Elephant.
"I will teach you not to play the fool with me!" said Whale.

They began to pull the rope again. But this time the rope broke, and Whale and Elephant both fell over backwards. This made them so angry that they did not want to speak to each other again. So the two of them did not rule all the animals on the earth and all the animals in the sea.
And Hare sat in the forest and laughed and laughed.

Date

2 Thinking about Hare, Whale and Elephant

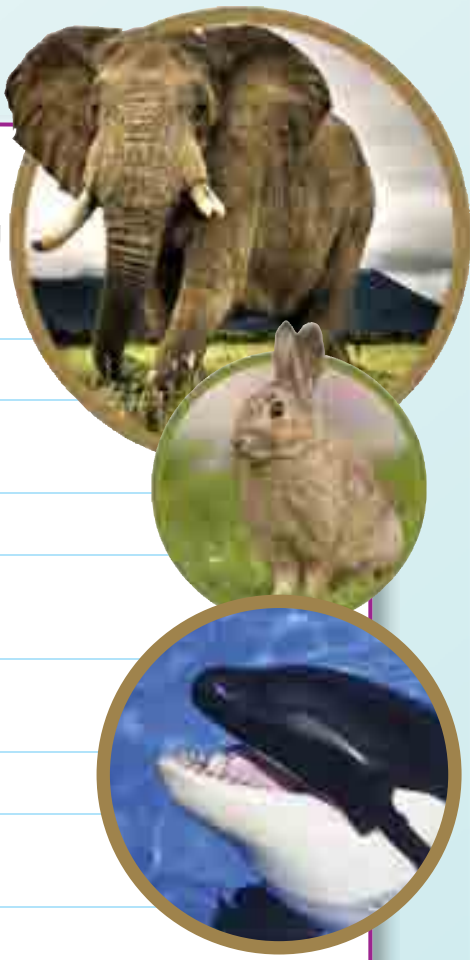


Let's Speak

- *Is this a true story? Why do you say so?*
- *Why did Elephant and Whale think that they should work together?*
- *Why do you think Hare wanted to prevent that?*
- *What did Elephant and Whale say they would do to help Hare?*
- *What were they supposed to wait for?*
- *Do you think that Elephant and Whale speak to each other nowadays?*
- *Why do you think Hare found it so funny?*



Let's Write



When Hare wanted to hear what Whale and Elephant were talking about, what did she do?

What did Hare ask Whale and Elephant to help her with?

What did Hare wrap the rope around?

Why did Hare run into the forest?

What happened to Whale and Elephant?

Would you like to have a friend like Hare? Why?

You have already learnt how to put inverted commas around the words that people say. Now you need to learn two new rules for using inverted commas.

First, we use two sets of inverted commas if the name of the speaker is given in the middle of what is being said, like this:

- "I have asked you twice," said mother, "to wash your plate."
- "Please pick up the litter," said the teacher. "The playground is very untidy."

Second, when we write about a film, DVD, video or book, we put its name in inverted commas, like this:

- I have seen the movie "Terminator V".
- I have read "Harry Potter and the Goblet of Fire" .

Let's Write

Fill in the inverted commas in these sentences.



1) Are you catching a taxi to town? asked Amina.
2) Which shop do you want to go to? asked Mariah.
3) Have you seen the movie Shrek?
4) Are you going to read the book How Hare Tricked Lion and Crocodile?
5) I have to read a book called Children's Play.
6) Finish your homework, called mother, or you can't watch TV.
7) You are in trouble! shouted Thami. Your mother saw you doing that.
8) I am so tired, Carol said. I am going to bed at 7 p.m.
9) That cakes smells good, said Grandfather to Mandu, as she took it out of the oven.
10) I wish, Thandile said, that I knew who my teacher is going to be next year.



Remember we said that different places have their own folk tales. The one we started with is "How Hare tricked Whale and Elephant". On the next page you will see the African story about a rabbit that was just as full of tricks as Hare. It's called "How Rabbit Tricked Lion and Crocodile". And then in the next set of worksheets you will read a folk tale that comes from Japan.

Teacher

Sign:

Date:

Date

3 How Rabbit tricked Lion and Crocodile



Let's Do

Look carefully at these eight pictures so you can see what the story is about. Then work with a partner.

- Say what happens in each picture. This story is almost the same as the first one.
- Now tell the story in the words of the three animals. This means the story will consist of things the animals say.

You will have to use what you know about inverted commas. There is a word box on both pages to help you write what the animals say. Write your draft on rough paper, and ask your friend to check it.



Let's Write

Now write your story neatly alongside the correct pictures.

Word Box 1

striped waistcoat	laughs	hands on hips	owl in tree	sleeping	looks at







New words

Word Box 2

thick	strong rope	pulled and pulled	hot	sweaty	angry	am stronger	laughed	monkey	deer	mouse













Date



4 About Hare

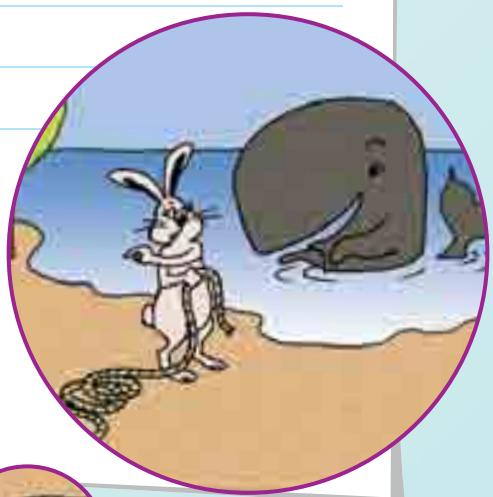
Let's Understand

Look back at the story of the hare, the whale and the elephant and then answer the questions.

Which animals wanted to control the earth and the sea?

The hare is the main character in the story. Write a paragraph to describe the hare.

Now describe your best friend's character. Say why he or she is your best friend and what you like about him or her.



Contractions are two words that are joined together to make one word. Some of the letters in the second word are left out and replaced by an apostrophe.
For example, ***have not*** *becomes* ***haven't****.*
The apostrophe (') replaces the ***o*** *in not.*

New words

Let's Write

Write the two words that these contractions come from.

couldn't	she's	won't	they're	that's

Now make contractions with these words.

were not	we will	it is	do not	he had

Word Work

Silent letters are letters that you can't hear when you say the word. Look at these words.
Circle the silent letter in each word.

rhyme	wrap	gnaw	honest	write	know	gnome	knock
where	wriggle	knife	write	wreck	crumb	gnat	knee

Then write three sentences using words with silent letters.

Teacher
Sign:
Date:

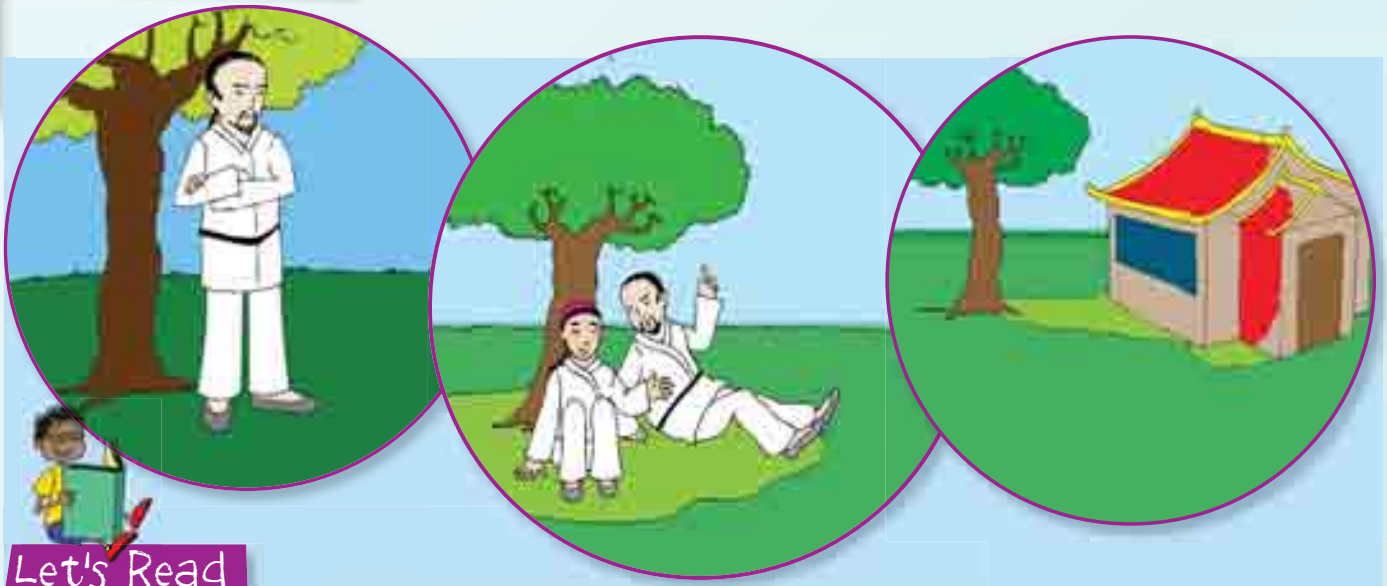
Date

5 The man who bought the shade



Let's Speak

What do you think of the title of this worksheet?
Do you think this story will be about something that really happened?
Now look at the pictures and think about which country this folk tale comes from.



Let's Read

There was once a man who was very rich. Unfortunately, he was also a very mean, nasty man. He was so mean and nasty that all the people in the village were afraid of him. No one dared to go near his house and no one dared to speak to him. One scorching hot day the mean man fell asleep in the shade under a tree outside his house. When he woke up he found a young man next to him, also enjoying the shade.

Rich man:
What are you doing here? Go away, this is my shade!
Young man:
This can't be your shade. The tree belongs to the village.

Rich man:
Huh! This tree and its shade belong to me!
Young man:
Then sir, please sir, I would like to buy the shade of your tree.
Rich man:
You can buy my shade for five pieces of gold.
Young man:
Here you are, sir, take the gold. Thank you, sir. I am now the owner of this shade.

The mean man put the gold into his pocket, chuckled to himself and went back into his house.

Later the sun began to set and the shadow of the tree grew longer and longer until it

New words

covered the mean man's house. Then the young man walked boldly into the house.



Rich man:
What are you doing in my house? Get out of here, you stupid boy.
Young man:
Sir, the shade of the tree covers this house, and the shade belongs to me. Now the house belongs to me as well.

In anger the mean man left the house forever and all the village people came to see his big house and enjoy the shade of the tree. And they praised the young man for helping them.

A folk tale from Japan



Let's Speak

Do you think this is a true story? Why?
What are we supposed to learn from a story like this?
Why do you think people in the different countries of the world like to tell their children stories like these?



Let's Write

Read the story and then answer the questions.

Who are the characters in the story?

Why did the mean man chuckle to himself when he put the gold into his pocket?

Date

6 In the shadow of a tree



In your groups, make up a role play about the story. You will find it easy to do because it is written like a play. However, you must give the story a new ending. Present your role play to the class. Decide which group has the best ending.

We know that a noun is the name of a person, a place or a thing. An adjective tells us more about a noun. Here is an example from the story: He was a nasty man.

Circle the adjectives in each sentence. Then underline the nouns they describe.

The rich man lived in a big house.
The green tree cast a long shadow.
The young man had a big party for the village people.
The clever young man sat in the cool shade.
The mean rich man would not let the boy sit under the green tree.

Underline the adjective in each of the following sentences. Then write the opposite of the adjective in the space on the right. We have done the first one for you.

The music from the radio was **loud.**	soft
The villagers were happy when the mean man ran away.	
The happy people in the village were dancing.	
Ishmael picked apples from the tallest tree.	
The young man bought a newspaper.	
Nadia drank a glass of warm milk.	
It is a hot day.	
The books were on the top shelf.	
Mr Shabalala drives a new car.	
Mbali is the fastest swimmer in our team.	

Let's Write

Talk to your partner about what you see in this picture.
Use adjectives to describe what you see.



Let's Write

Describe the character of the rich man in the folk tale. (This kind of description is called a character sketch.) Use some of the adjectives you have learnt in this lesson.

Teacher

Sign:

Date:

Date

7 The boy who lived in a dump



Let's Read

Read this newspaper story and look at the pictures.

- *What do you think the story is about?*
- *Do you think it is true? Why?*

The Morning Star

12 October 2010

A boy and his dogs

Fourteen-year-old Sizwe has lived on a rubbish dump since he was a small child. The dump is a smelly place, and Sizwe often doesn't have enough food to eat. His life is a hard life, but despite this, he finds time to love and care for a pack of dogs that hang around the dump. Even when Sizwe has very little to eat, he still keeps something for them. This is his story.

The dump is not a nice place to live. I am sometimes scared. People there do not live well. Often they burn things to keep warm and the smoke hurts your eyes and lungs.

When I was three I used to live with my grandma and grandpa. When they died, my mother, my brother and I went to live with my aunt, but she chased us away. We had nowhere else to go so we went to live on the dump. My mother got sick, and we took her to hospital. She was in hospital a long time but she died. I was sad.

My mother's family didn't want us. So we went back to the dump. I built my own little house at the dump. It is small, just a shack. Sometimes I find old clothes and I wash them so that I can wear them. I sometimes get lonely, but the dogs are my family now. I have 20 dogs. Four of the smaller dogs sleep with me and the others sleep outside my shack. They look after me. Dogs can't talk but they can save your life.

I wrote a letter to the President to ask him to help the people who have to live at the dump.



Let's Speak

- *Sizwe has had many problems in his life.*
- *Make a list of all the different problems he mentions in his story. Compare them with those he mentions in his letter to the President.*
- *Does he still live at the dump?*
- *Where can children like Sizwe go for help?*

List of problems:

New words

Let's Read

Dear President Zuma

Please help people who live on the dump. There's no water, no food and no electricity. Please take children from the dump to a home and send them to school. I am lucky. My life has changed and I now live with a new family. I have started going to school. I like my teachers and I like reading. But I am still worried about my brother. He is still on the dump and it is dangerous. There were some people at the dump who were good to me. My dogs were always good to me and I loved them. But please, Mr President, help those people at the dump. They need food. They need your help.

Yours sincerely
Sizwe

Let's Write

Look at the newspaper article and the letter. Underline all the adjectives that Sizwe uses to describe his life at the dump. Write five sentences using the adjectives.



Write sentences using the following pairs of words. We have done the first one for you.

I	my	I love my dogs.
you	your	
he	his	
we	our	
they	their	
she	her	
I	my	

Date

8 About Me



Let's Speak

In the previous lesson you read about Sizwe's life when he was a small boy.

Talk to your group about your own life and what has happened during the different stages of your life.

Now fill in important ages in the left-hand column and then explain what happened at each stage. Start from when you were born and go on up until the present.



Let's Write

Age	Highlights in my life
Born in	

New words



Let's Write

Write a diary entry for a time when you felt very happy.

Dear Diary

Make complete sentences by drawing a line from the part on the pink side to the correct part on the green side.

We used to find old clothes and		my bed is warm.
I had nowhere to live so		I miss my old friends.
My dogs like to sleep with me because		wash them so that we could wear them.
Although I now live with a good family		I built my own little house.



Punctuate these sentences.

where do you live now

are you happy with your new family

do you like going to school

my birthday is in july

Teacher

Sign:

Date:

9 School girl saves boy's life



Let's Read

- *Before you start reading this newspaper article, look at the headline, the photograph and the pamphlet on the opposite page. Try to work out what the article is about.*
- *Now read the article.*

News Reporter — Monday 27 February 2010

Young swimmer to the rescue

Bongi Shabalala, a 12-year-old Grade 5 pupil at the Fundani Primary School, rescued a schoolboy who was drowning in a dam. Eight-year-old Michael Naidoo was swimming in the Rough Dam near the school on Friday afternoon. According to reports, the Grade 3 boy was trying to dive from a tree but hit his head on a branch before falling into the water. Bongi, who was on her way home from school, saw the boy floating in the dam. She immediately dived in to rescue him. She is the swimming captain at her school and she also has a certificate in First Aid.



Bongi brought the boy to the shore and revived him. She knew how to do mouth-to-mouth resuscitation. The Red Cross says that life-saving techniques like this are not difficult but you must act quickly. If someone stops breathing you must act immediately.

Fortunately, Bongi's friend, Ann Brown, was also passing the scene of the accident. Her dog started to bark and she went to the site where Bongi was assisting the boy. She alerted the school principal, who called the rescue services.

Bongi will receive a reward for her bravery and for saving Michael Naidoo's life.

The principal, Mrs Makhanya, said she had warned all the schoolchildren not to misbehave. They may not go to the dam on their own.

The principal has requested all children to attend both First Aid and swimming classes.

New words

The newspaper also printed this pamphlet about emergencies, which shows that life-saving techniques are simple and easy to use. Read through the pamphlet.

A B C for emergency

A Airway

- Turn the drowning person's head to the side, allowing any water to drain from his or her mouth and nose. Turn the head back to the centre.
- Tilt the head back.
- Lift the chin up.



B Breathing

- Is the person breathing?
- If not, start mouth-to-mouth breathing.
- Pinch the nostrils closed.
- Cover his/her mouth with a cloth (or some plastic with a hole in it) to prevent HIV infection through wounds or sores.
- Press your lips over the person's mouth.
- Blow into the mouth.
- Tilt the head back.
- Check that the chest rises with each breath.



C Circulation

- Feel for a pulse in the person's neck.
- If there is no pulse press down on the patient's breastbone with both hands.
- Pump the chest 15 times, then blow two breaths.
- Repeat until the pulse returns or skilled help arrives.



National emergency numbers

Police **10111** Ambulance **10177** Childline **0800 055555**

Other numbers _____ _____

Date

10 How Bongi rescued a boy

Let's Write

Read the newspaper article again. Then answer these questions.

What is the newspaper headline?

On what date did this accident happen?
(Hint: work it out from the date of the newspaper.)

What happened to Michael Naidoo? Write three sentences to explain what happened to him. Start your sentences as shown below.

1) First he

2) Then he

3) Eventually he



What two skills did Bongi have that saved Michael's life?

What is the **ABC** for helping in an emergency?

A

B

C

Why should you cover the person's mouth if you are doing mouth-to-mouth breathing?



Brackets
We use brackets like these ( ) when we want to give the reader additional information or when we want to explain something. If you see brackets when you are reading, you should stop, read what is inside the brackets, remember it, and then carry on reading. Look out for them in the remainder of this book.



Let's Write

Match these words with their definitions. Write the number of the words on the left next to the correct definition.

1.	Scene of the accident	Special method for doing something
2.	Revived	Place where the accident happened
3.	Site	Brought back to life
4.	Technique	Place

Look back at the newspaper article. Underline all the nouns. Underline **proper nouns** (names of people and places) in red and the **common nouns** (names of things) in blue. Now fill in the nouns under the correct headings.

Person		Place		Thing	
Bongi		Fundani School		Tree	

Rewrite these sentences in the present tense as if all the actions are happening now.

Bongi rescued a schoolboy who was drowning in a dam.

The boy was trying to dive from a branch.

Bongi dived into the dam and brought the boy to the shore.

Now describe how Bongi felt, but write your description in the present tense.

Teacher
Sign:
Date:

Date

11 Special beginnings



Let's Write

A prefix is a group of letters that changes the meaning of a word when we add it to the beginning of a word. For example, the prefix un means not. If we add un to the root word happy, we get unhappy which means not happy. The prefixes dis, in, im, mis and un all mean not.

Complete the sentences by adding these prefixes to the root words.

dis	im	in	un	mis

The boy _____behaved and went to the dam without permission.

Marti was very _____happy when she lost her soccer ball.

It was _____possible to get to school on time because the bus broke down.

It is _____polite to talk with your mouth full.

I _____like wearing dirty clothes.

My brother always _____agrees with me.

I _____placed my phone and I could not phone my friend.

Make a poster to encourage the children in your school to learn either First Aid or how to swim.



A good paragraph should have only one topic (or subject). The best place to mention the topic is in the first sentence. When you want to talk about another topic, you need to start a new paragraph.



Let's Write

Look at the sentences below and remove those that are not about the topic. Then write out the paragraph in the space below. You will need to put the sentences into the right sequence.

Bongi rescued the boy. (topic sentence)
The boy dived into the dam.
He hit his head on a branch and fell into the water.
The dam is pretty.
The leaves are green.
Luckily Bongi walked past.
Bongi saw the boy in the water.

Date

12 Two letters



Let's Read

Bongi tells her cousin Nomsa about how she felt when she rescued Michael.

Plot 24
Section 17
Kwa-Mashu
4364
28 February
2013

Dear Nomsa

Do you still remember the dam we went to when you visited us? We enjoyed ourselves sliding into the water.

Yesterday as I was going home from school I walked across the field near the dam. I saw something floating in the dam so I went closer to see what it was. I got such a fright! It was a boy, and I thought he was dead. I took off my shoes and my skirt and I dived into the water. I grabbed him and pulled him out. When I looked at him lying on the ground, I recognised him. It was Michael Naidoo, a Grade 3 boy from our school.

I was so frightened, Nomsa, because he wasn't breathing. But luckily I could still remember the ABC of emergency, which I learned at my First Aid classes. So I pulled some plastic off my book cover, poked a hole in it and did mouth-to-mouth breathing with him.

I was very happy when he started breathing and even happier when I saw Ann arrive at the dam with Mrs Makhanya, our principal.

I am so glad that Michael is alive. I'm going to tell everyone I know to learn how to swim and to go to First Aid classes.

Next Friday Michael's family will be giving me a reward.

Please, Nomsa, ask your mother if you can come and visit again. I really miss you.

Your cousin
Bongi

PS I have sent you some photos of us playing together.



New words

Let's Write

Imagine you are Michael. Write a letter to Bongi thanking her for saving your life. Use your own address.

Write your address here .....

.....

.....

.....

Write the date here .....

Dear Bongi

.....

.....

.....

.....

.....

.....

.....

..... Write your ending here

..... Write your name here

Now address an envelope to Bongi. (You will find her address on her letter to Nomsa.)



Name

Address

Code

Teacher

Sign:

Date:



13 Caring for ourselves

- *There are two news articles on this page.*
- *Look at the headlines and look at the pictures.*
- *What do you think the articles are about?*
- *Do you think they have anything in common?*



Let's Read

Daily news 13 March 2009

New smoking laws protect children





More than half the world's children breathe in air polluted by tobacco smoke, and nearly 5% of all fires in South Africa are caused by cigarettes. The new anti-smoking laws offer additional protection for children.

The World Health Organization warns us that passive smoking (breathing in the smoke of someone else's cigarette) is a serious health hazard, especially for children. The new South African smoking laws are intended to prevent people from smoking near children. This will protect them from harmful second-hand smoke which causes asthma, wheezing, bronchitis or other diseases of the lungs.

The new laws make it illegal to smoke in a car when travelling with children under 12 years of age, and no one under 18 is allowed into a smoking area.

In addition, the cigarette companies now have to put pictures on cigarette packets to show smokers how bad tobacco is for their health, and they may not use the terms "low tar", "light" and "mild" about their cigarettes. Some cigarette companies print these terms on their packaging because it makes people think that "light" cigarettes are less harmful than regular cigarettes. But this is misleading. Light cigarettes do not reduce the risk of disease.

The National Council Against Smoking (NCAS) comments as follows: "The new legislation will have a big effect on public health. 22% of South Africans smoke and the other 78% do not like breathing in someone else's tobacco smoke. Smoking is a leading cause of premature, preventable death. Tobacco kills 44 000 South Africans every year, and that is three times more than the number of people who die in car accidents."

National Geographic Kids August 2010

Parrot saves toddler

When the childminder Maria Howard heard Willie the parrot saying "Mama, Baby!" she knew something was wrong. She ran to see what had happened and discovered two-year-old Hanna Desai choking on food and turning blue because she could not get air into her lungs. Maria managed to dislodge the food (using a technique she learnt in her First Aid classes) and Hanna was saved.

Willie the parrot knew that Hanna was in trouble and he wanted Maria to help her. The National Geographic parrot expert says parrots are very brainy birds. "They can sense scary situations. They develop strong bonds with people and are aware of danger."

Today Hanna is healthy and happy and Willie the parrot won't let her out of his sight. He follows her wherever she goes and squawks, "I love you."

(Adapted from National Geographic Kids August 2010)



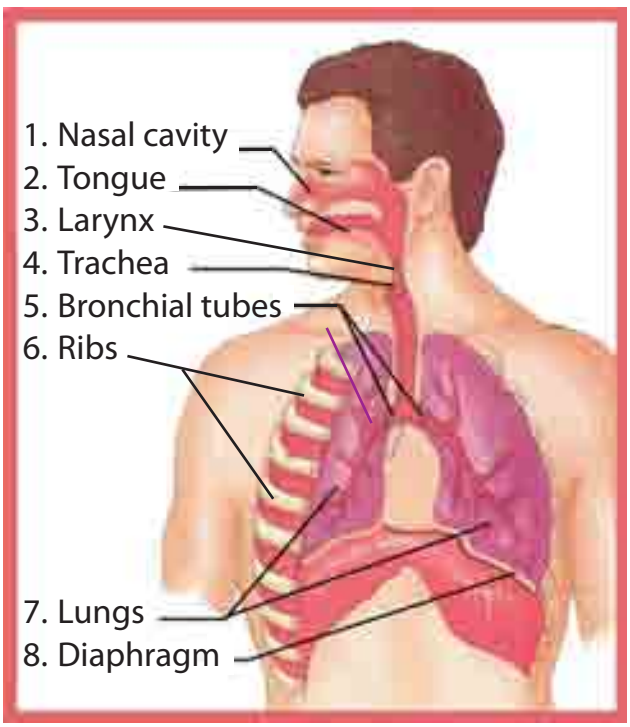


Let's Speak

Read the following explanation and look at the diagram.

- *Explain to your friend how the lungs work.*
- *Now draw arrows on the diagram to show how the air gets in and out of our lungs.*
- *Can you see why the food Anna was choking on prevented her from breathing?*
- *Can you see how the two newspaper articles are connected?*

How your lungs work



I breathe in and out through my nose and mouth.

The air is made moist, warm and clean in my nasal cavity.

The air goes down my trachea through my bronchial tubes into my two lungs.

Under my lungs is a strong muscle. It is my diaphragm. It helps my lungs to pull in fresh air and push out used air.

Around my lungs there are 24 ribs. Their job is to protect my lungs. My ribs also help my lungs to move in and out.

Date



14 Caring for Ourselves

Let's Read

Read both news articles and then answer these questions.

What do these two articles have in common?

How will the anti-smoking laws protect children?

Why is it misleading to say "light" on a cigarette packet?

Which experts are quoted in the anti-smoking article?

Which expert is quoted in the parrot article?

What is passive smoking? (Hint: Look at the explanation between the brackets in the newspaper article.)

What does this cartoon suggest about smoking?



New words



Let's Do

Choose one of these role plays and present it to the class.

- Show an adult smoking near a child. The role play should show what the smoke does to the child. Have a commentator in the role play who tells the adult why he or she should not smoke near children.
- Show what happened to baby Hanna. One person in your group should play the role of the parrot and someone else should play the role of Hanna.

Make a poster to inform adults not to smoke near children.



Let's Write

When you have done this, say whether your friend's poster is effective by answering these questions:

Does the heading attract attention?			
Does the poster have a picture to support the message?			
Do you think the message will persuade people not to smoke?			
Is the information in the poster accurate?			
How can the poster be improved?			

Teacher

Sign:

Date:

Date

15 Caring for Ourselves

You have learned about **prefixes** and you know that they come at the beginning of a word. A **suffix** is a group of letters that changes the meaning of a word when added to the end of a word. For example, the suffix **ful** means **full of**, so a **harmful** substance is **full** of harm, and a **cheerful** person is **full of cheer.**



Let's Write

Find the missing word in the sentence and then add **ful** or **less** to make it correct in the sentence.

harm	help
hope	breath

Cigarettes are _____ to your health.

Even though the captain is injured, the team is _____ that they will win.

The sportsman is _____ because he smokes.

Jabu always assists his old grandmother. He is very _____

A prefix or a suffix has been added to each of these words.
Underline the root word (the main word) and then circle the prefix or suffix.

useful

useful	rewrite	successful	dislodge	discover
cloudy	forgiveness	powerful	worthless	rainy

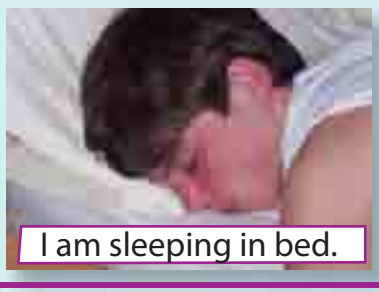


Let's Do

These pictures show actions that are continuing. Talk about how long these actions take.



I am running a race.



I am sleeping in bed.



I am brushing my teeth.



I am playing netball.

New words

Let's Write

Now write three sentences of your own about a continuing action.
An example is: "I am writing a letter."



Word Work

Match the prefixes in the first column with the correct words in the third column. Then write the full word in the space on the right.

re		mature	
pre		agree	
mis		zero	
sub		healthy	
un		behave	
dis		write	

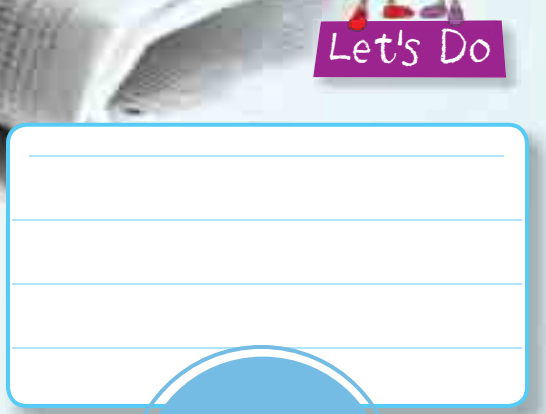
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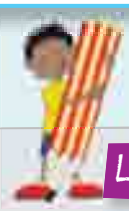
16 Writing a newspaper article



Let's Do

Prepare your own newspaper article. Discuss the questions on the mind map with your partner.





Let's Write



Write your own newspaper article in the space provided. Give your newspaper a name. Make up a catchy heading and then write your news, using the notes you made in the mind map. When you have done this, swop your article with a few others in the class and see who has the most interesting news.

New words

Name of newspaper and date

By (Write your name)

Draw a picture



Headline

Say what the event was

Say when the event happened

Say who was involved

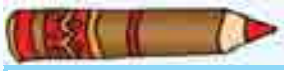
Say how it ended

Teacher

Sign:

Date:







2





Date

17 The sounds of poetry



Let's Speak

So far this term you have read some fables from different countries and you have read a number of news stories. We are now going to look at a completely different form of writing: poetry.

Many poems have a definite beat, or rhythm, and a pattern of words that rhyme; but not all poems stick to this style. What all poems have in common is that they are full of meaning.

We think you will enjoy this week and its feast of poetry.



Let's Read



Cats purr.
Lions roar.
Owls hoot.
Bears snore.
Crickets creak.
Mice squeak.
Sheep baa.
But I SPEAK!

Monkeys chatter.
Cows moo.
Ducks quack.
Doves coo.
Pigs squeal.
Horses neigh.
Chickens cluck.
But I SAY!

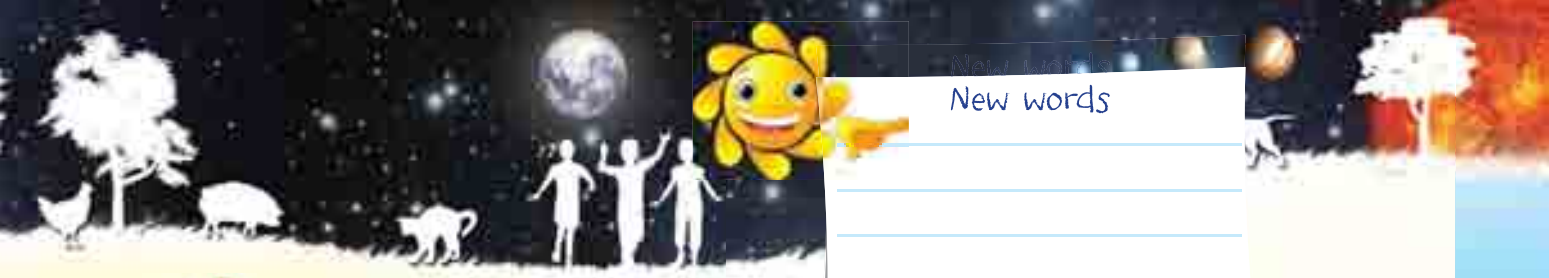
Flies hum.
Dogs growl.
Bats screech.
Wolves howl.
Frogs croak.
Parrots squawk.
Bees buzz.
But I TALK.

A Shapiro (adapted)



Let's Do

Poems often use words for sound effects. Make the sounds of six of the animals mentioned in the poem. Let your friends try to guess what animal you are.



New words



Let's Write

What is this poem about?

People don't moo or quack. What do they do? Underline the words in the poem for the sounds that people make, then write them down here.

List six other animals mentioned in the poem and next to each one fill in the sound it makes.

Find words in the poem that rhyme with these words.

roar		say		moo	
speak		talk		growl	

More about suffixes

Remember, we can add to the meaning of a word by adding a suffix at the end of the word.
What suffixes do we add to words that end in **y**?
y + ing or **y + ly**
With words that divide up into two or more parts, like easy or tidy, the **y** sometimes changes to an **i.** That will give you words like easily, or tidily.



Let's Write

Fill in either **ing** or **ly** to complete these sentences.

1. The boy was worry___ about his test.
2. The bird was fly___ to its nest.
3. The girl walked shy__ to the west.
4. That cat slept happy___ down to rest.
5. The children laughed merry___ and did their best.

Check your answers and then write the words in your dictionary.

1=ing 2=ing 3=ly 4=ily 5=ily

Teacher
Sign:
Date:

Date .....

18 The music of poetry



Let's Read















Cats sleep anywhere

Cats sleep anywhere, any table, any chair.
Top of the cupboard, window-ledge, in the middle, on the edge.
Open drawer, empty shoe, anybody's lap will do.
Fitted in a cardboard box, in the cupboard with your socks.
Anywhere! They don't care! Cats sleep anywhere.

Eleanor Farjeon (adapted)



Let's Write

What is the poem about?

Do you think the writer likes cats? Why?

Find words in the poem that rhyme with these words and write them down in the spaces.

anywhere		shoe		care	
ledge		box		paw	

According to the poem, where do cats like to sleep? Make a list of places.

Can you think of any other places where cats like to sleep? Write them down.

New words

The fun of poetry

A bad case of the sneezes

Last night I had the sneezes.
I was really feeling ***ill.***
I went to see the doctor
who prescribed a pinkish ***pill.***

At eight o'clock I went to bed.
I then turned out the ***light.***
I used up one whole box of tissues
by sneezing through the ***night.***

I sneezed and sneezed throughout the night.
I didn't get much ***rest.***
So that's the reason – teacher
that I failed my spelling ***test.***

Bruce Lansky (adapted)

Let's Write



Let's Speak

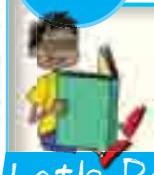
- Try to feel the music or rhythm of the poem.
- Read it out loud and clap your hands to the beat.
- Talk to your partner about the subject of the poem.

Write your own poem. Try to make every second line end in a rhyming word.
Write your poem in rough. Read it aloud to your friend and then write it in the space below.

Let's Write

Date .....

19 A praise poem for South Africa



Let's Read



Let us hold hands together South Africa
We are a proud nation
Together we sing our song
Nkosi Sikelel' iAfrika.

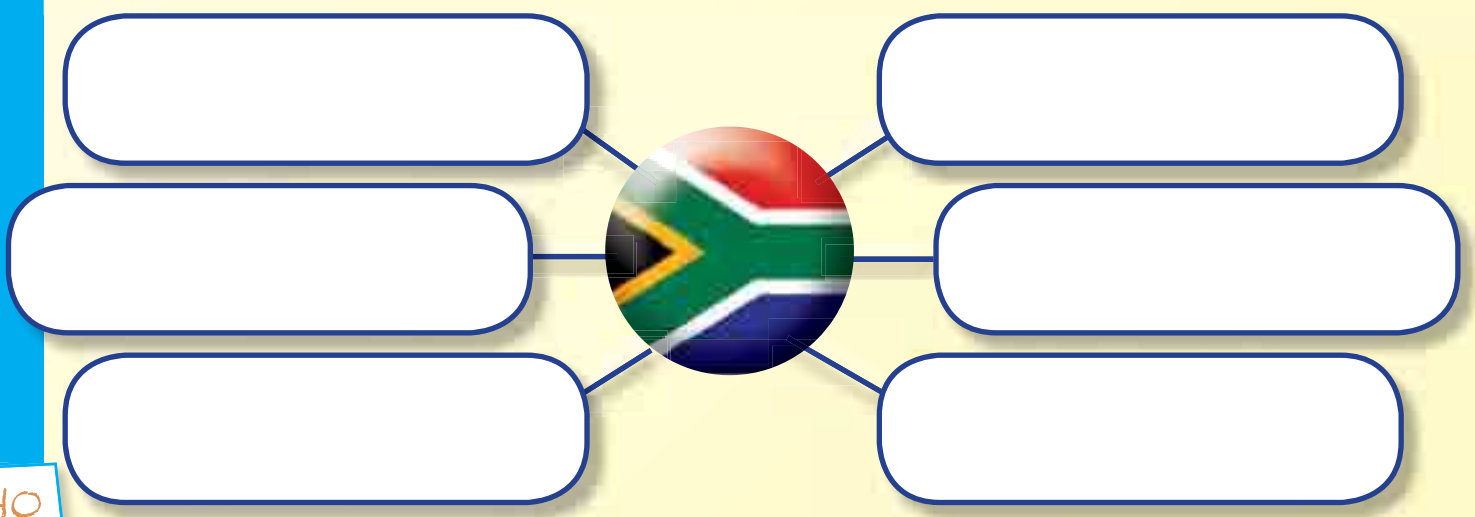
Even we little children
Must help build our country
Let's make South Africa a better place
Nkosi Sikelel' iAfrika.

Masakhane let us build
We are the leaders of tomorrow
Leaders in our land of the sun
Nkosi Sikelel' iAfrika



Let's Speak

- What is the poem about?
- Why do we say it is a praise poem?
- Does the poem have rhythm?
- What do you think you, as learners, can do to make our country a better place to live in?
  Fill in your ideas in this mind map.



New words

Let's Write

Now write a paragraph on how to make South Africa a better place to live in. Use the ideas in your mind map. We have given you the main topic sentence to start your paragraph.

South Africa is a beautiful country and we can all help to make it a better place to live in.

Now write your own poem about life in South Africa.

Let's Write

You have learned a lot about words this year. For example, you learned that adjectives are words that describe nouns. See if you can find synonyms (words that have the same meaning) for these adjectives.

Use these words to help you.

dirty | lost | broken | thoughtful | tiny | afraid | shiny | tired | old | built | broad | bold | untidy

frightened		wide	
glossy		damaged	
messy		ancient	
brave		muddy	

Synonyms are words that have the same meanings. For example, **glad** is a synonym for **happy.**

Teacher
Sign:
Date:



Date

This week we are going to take a trip through space. When we come back to earth, we will look at the world around us.

20 Poems around the sun



Let's Speak

- Do you know the names of the planets?
- Do you wonder what the planets are like?
- Are they like our planet, Earth?
- Have you ever seen any of them at night, in the sky?
- Do you know how far we are from the sun?



Let's Read

In this poem, Pluto is still called a planet. In 2006, however, scientists agreed on a new definition of what a planet is and decided that Pluto is not, in fact, a planet. In the meantime, several new planets have been discovered. This just shows us how much there is to learn about the world we live in!

Nine planets glide around the sun,
Listen as I call each one.

Mercury? Here! Number one
Closest planet to the sun.

Venus? Here! Number two
Shining bright, just like new.

Earth? Here! Number three
Earth is home to you and me.

Mars? Here! Number four
Red and ready to explore.

Jupiter? Here! Number five
Largest planet, that's no hive.

Saturn? Here! Number six
Rings of dust and ice that mix.

Uranus? Here! Number seven
A planet tilted high in heaven.

Neptune? Here! Number eight
With one dark spot whose size is great.

Pluto? Here! Number nine
The smallest and the last in line!

M. Goldish (Adapted)

Personification

In this poem, the poet calls the planets and each one answers. She treats each planet as if it's a person. We call this **personification.**



Let's Speak

- What is this poem about?
- Why do you think the poet wrote this poem?
- What does the poem tell you about the positions of the planets?
- How close to the sun is our planet, Earth?
- Read the poem aloud and tap your foot to the beat or rhythm.

New words



Let's Write

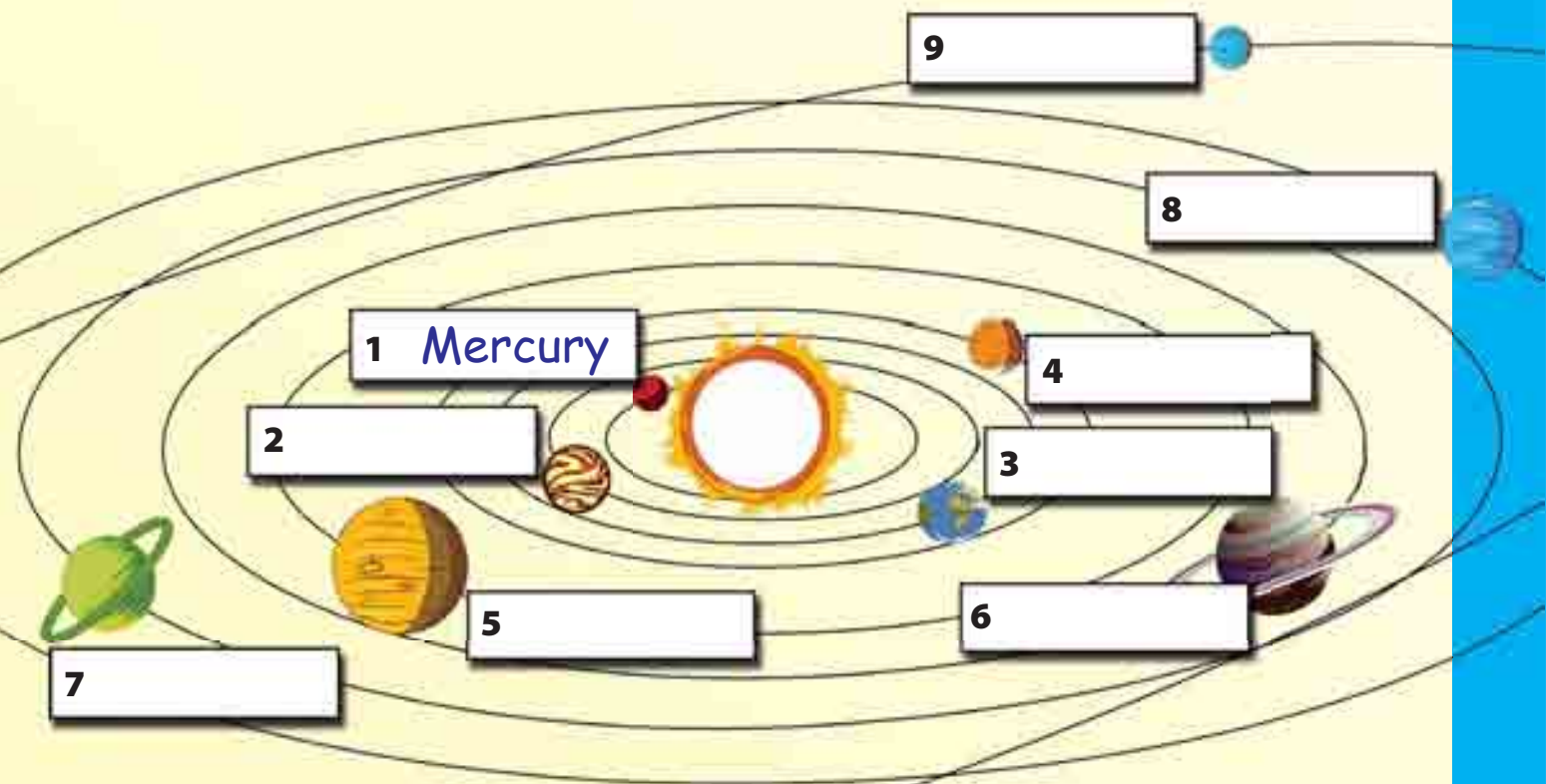
Find six pairs of words in the poem that rhyme and write them into the table.

two	new				



Let's Do

Now look at the poem and at the drawing below. See if you can fill in the names of the planets from what the poem says about where they are in relation to the sun. The poem tells you the position of each planet. We have filled in the name of the first one – you must fill in the rest. When you have finished, check your answers against the picture. (But remember – Pluto is not a planet.)



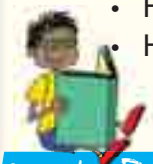


Date .....

21 The bright giant



- Have you ever woken up very, very early and seen the sun rise?
- Have you ever watched the sun set? What was it like?



Let's Read



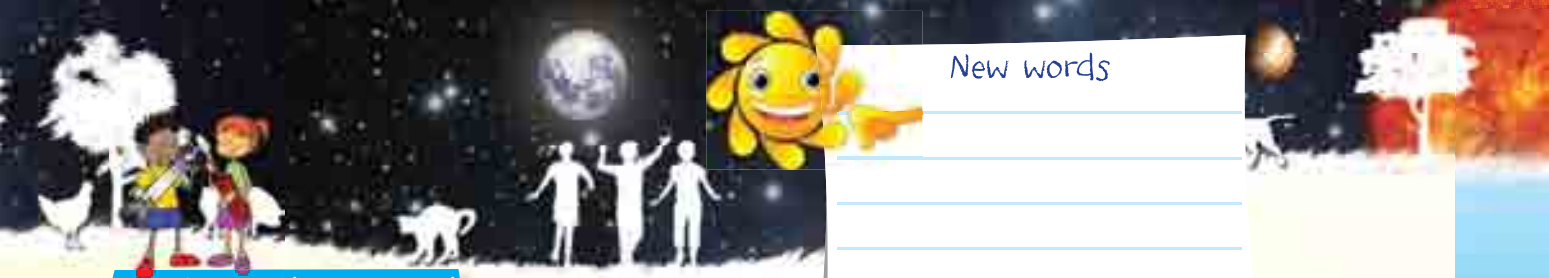
Have you ever woken up very, very early? Have you ever seen night slowly become day? If not, you should wake up very very early. Look at the sky. If you wake up early enough it will still be black. But if you watch for a long time you will see, in the east, the sky slowly turns grey and then a pink glow will spread across the eastern horizon. Suddenly you will see the tiniest tip of fiery red peeping over the edge of the land. The sun.

Slowly more and more of it will become visible as it rises into the sky. But the sun does not really rise. It just looks as if it is moving up into the sky. What is really happening is that the part of the world where we live is turning around so that more and more of it faces towards the sun.



When our half of the world is covered with light the other half is in darkness.

So, while you are waking up for school, the children halfway around the world are going to bed. When we have morning in our part of the world, it is night in the opposite part.



New words

Let's Understand

What is the passage about?
What time do you wake up for school?
What are children on the opposite side of the world doing when you wake up? Why?
What colours does the writer say you will see when the sky changes from night to day?
First
Then
Finally



Let's Write

Look at these pairs of words. The words sound the same but they have different meanings. We call them homophones.

quite	quiet	which	witch
aloud	allowed	board	bored
right	write	read	reed

Use three of these pairs of homophones and write a sentence for each word that shows that you understand its meaning. You will have to write six sentences.

We read the poem aloud.
Children are not allowed to play near the dam on their own.

Teacher

Sign:

Date:

Date

22 Where is the sun?

Let's Read



Millions of kilometres out in space there is a gigantic ball of hot, glowing gas. We call it the sun. The sun is actually a star. It is the star closest to us on earth. A long time ago it was called Sol, which is where the word "solar" comes from (it means "of the sun"). The sun is enormous but it looks small. That is because it is so far away. It is 150 million kilometres from the earth. The sun is very, very hot. That is why it is so bright. The hotter a thing is the more brightly it glows. The sun glows so fiercely we can't look straight at it.

Let's Write

If the sun is enormous, why does it look so small?

How far is the sun from earth? Write the number in numerals.

Is the sun a ball of fire?

Write down four things that you know about the sun.

New words

Word Work

Give the opposites or antonyms of each of these words.

closest		bright		day	
enormous		tightly		dark	

Where does the sun go at night?



Let's Read

I see the sun so big and bright
I wonder where it goes at night?
Does it sleep or does it hide?
Or does it shine on the other side?

Does it go behind the hills
Late at night as evening chills?
Or does it need some time to rest
From all that warming it does best?

Does it creep into the west
Or does it go away to rest?
Does it simply slip right down
Or does it move from town to town?

I think the sun goes round and round,
Spreading sun beams without a sound.
Yes, I think it must do that
After all the earth's not flat.

Let's Speak

Does this poem have a rhythm? Tap your foot to the beat.
Does the poet use rhyming words? Where are they?
Which lines of the poem rhyme?

Let's Write

What is the poem about?
What questions does the poet ask about the sun? Write down three.
Give four pairs of rhyming words used in the poem.

Date

23 Why the moon changes shape

Let's Read

Oh! Look at the moon,
She is shining up there;
Oh! mother she looks
Like a lamp in the air.
Last week she was smaller
And shaped like a bow;
But now she's grown bigger
And round as an O.

E Follen.

Let's Speak

What is the poem about?
Why does the poet call the moon "she"?
What does the poet mean when she says the moon looks like a "bow" and then looks as round as an "O"?

Which words rhyme?

Let's Speak

Did you know that the moon does not really shine, and that its light isn't its own light? The moon is like a mirror, and it reflects the light from the sun. The moon appears to change shape, from a slim bow into a round O and then back to a bow again. These changes take place as the moon goes around the earth.
We call these changes phases of the moon. What do you think happens?

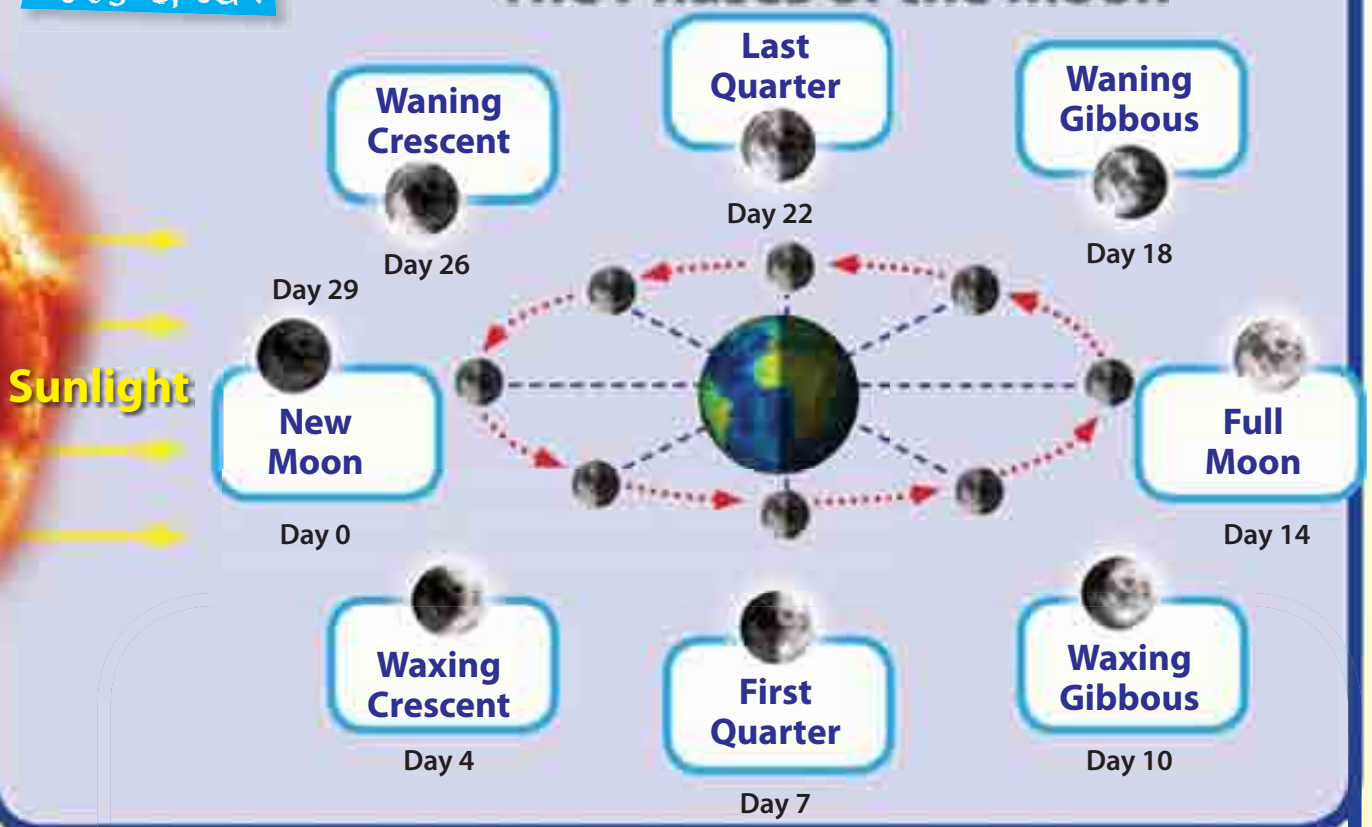


New words

Talk about what is happening in this cycle.

Let's Speak

The Phases of the Moon



What is happening in this diagram? The moon seems to change shape throughout the month. This diagram shows the "phases of the moon". The inner diagram shows how the moon circles the earth and reflects the light from the sun. The outer diagram gives the name of each phase and shows what the moon looks like to us on earth.

Let's Write

Remember, we can change the meaning of a word by adding a prefix to the beginning of the word. In the table there are some words to which we've added the prefixes un or dis. Write three sentences using the words to show you understand what they mean.

un+expected	un+known	dis+like	dis+agree
un+pleasant	un+wanted	dis+able	dis+appear
un+popular	un+happy	dis+obey	dis+locate

Teacher
Sign:
Date:

Date

24 A dialogue late at night



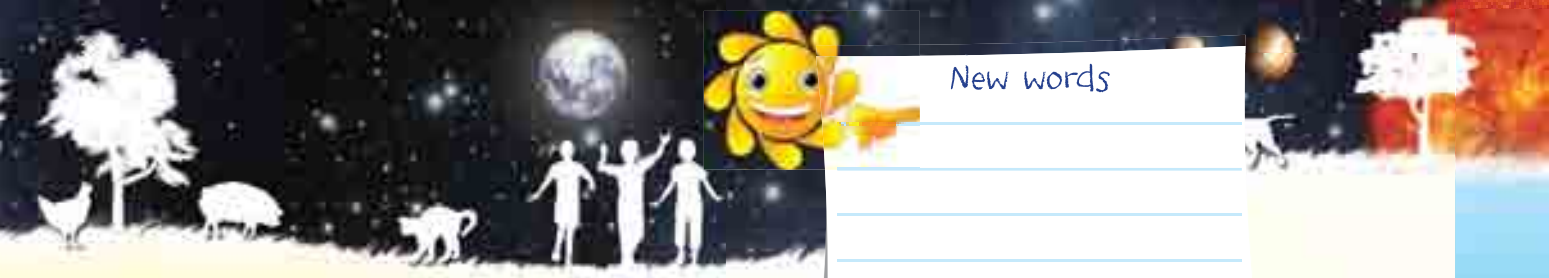
Let's Write

Some of the sentences in the middle describe the character on the right, some describe the character on the left. Draw a line from each sentence to the correct character.



His car has a flashing blue light.
He has a neat blue uniform.
His hair stands up in untidy spikes.
He looks like he needs to bath.
He has a deep voice.
He looks scared and guilty.
He looks stern.
He is Zakes, aged 11 years.

Write a paragraph in which you describe one of the characters.



New words



Let's Write

Now write down what the two characters say to one another. This is called a dialogue. A dialogue tells you only what people say. Plays are written like this. When you have completed your dialogue, act it out for the class.

Policeman: What are you doing in the street so late at night?

Zakes: _____

Policeman: _____

Zakes: _____

Policeman: _____

Zakes: _____

Policeman: _____

Now write two of your sentences as direct speech, using inverted commas.

Join them up. Conjunctions are words that you can use to make your writing flow. When we use a full stop it means the reader must stop and pause. If you have too many full stops, your writing will not flow so well because your reader has to pause a lot. With a joining word, you can link two sentences.

Use some of these link words to join these sentences.

and	so	because	but	although

The boy was out late at night. He was looking at the moon.

The boy was out late at night because he was looking at the moon.

The policeman was concerned _____ he took the boy home.

The policeman took the boy home _____ it was very late.

The boy's mother was not at home _____ his father was asleep.

The boy was naughty _____ his brother was naughtier.

The boy did not wear a jersey _____ it was cold.

Date

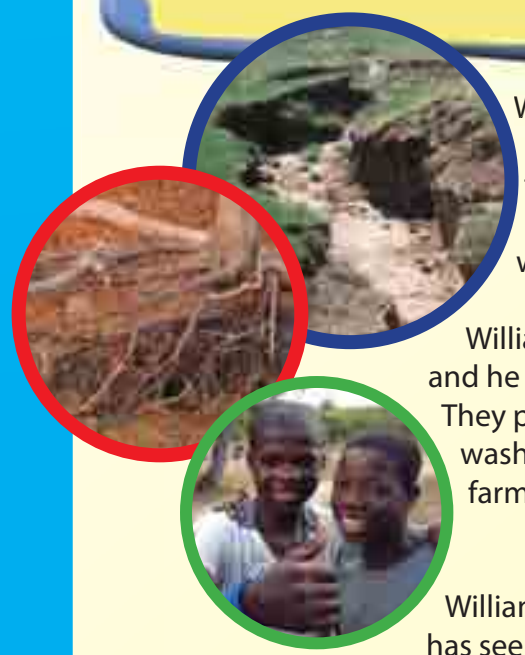
25 Our land is our heritage

Our journey into space has ended and we are back on Earth. Now it is time to look at the world around us. Let's start by looking at the land.

Let's Read

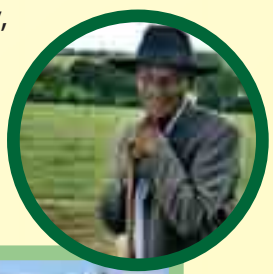
RADIO ANNOUNCEMENT

These school holidays children are invited to attend a holiday programme on "how to look after your land." It is for all Grade 6 children who live in rural areas. The course is run by the Department of Agriculture. Both girls and boys are welcome. You can apply to do the course by phoning 000-345678 before the end of March. You will learn about soil erosion, and the problems it brings for farmers. Soil belongs to all of us. Come and find out how we are losing our soil, and how we can stop this from happening. The Department of Agriculture will provide transport and accommodation.



William has always had to look after the cows and goats. His family is poor. His Dad works in town, and his Mom does the farming. But there is less and less food every year from the land, and she doesn't know why. All she knows is that when the soil is hard, the crops won't grow anymore.

William visits Hosea, his friend, who lives about 5 km away, and he sees that at their farm the crops are growing well. They plant trees and dig ditches to stop the rain from washing away the soil. Hosea's father knows a lot about farming and now he tries to help other farmers.



William thinks about what he has seen at Hosea's farm. He also thinks about an announcement he heard on the radio. That night, he talks to his Mom. He tells her what he saw at Hosea's farm, and he asks her if he can go on the course. She says yes, because she is so worried about their farm, and about the crops that are so difficult to grow.



New words



Let's Speak

Why do you think William is keen to find out more about farming methods?
Do you know why William's mother can't grow good crops anymore? Give the reasons.



Let's Write

Read the story again, and then answer the questions.
How does William find out about the farming course?

Why does William want to go on the course?

Mention three things that William thinks he will learn.

1

2

3



Let's Do

Look at the radio announcement again.
Now make a poster to advertise the farming course.

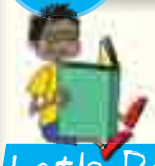
Teacher

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26 Off they go



Let's Read

William asks Hosea if he would like to go on the course with him. They find out that it is going to be held at a school in Polokwane. So, in the next school holidays, off they go to do the course. When they arrive there, all the learners are welcomed by Mrs Msimang, the Agricultural Officer. The first thing she tells everyone is that they are there to learn how to look after our soil.



Mrs Msimang tells the children a lot about the soil. She says there are two things that can steal our soil: water and wind. Rain water can wash away the soil. You can see this if your river is brown in colour. That brown colour comes from soil that is dissolved in the water. This loss of soil is called soil erosion. Land that is on a slope will lose soil as the water runs down the slope. Soon, the soil becomes too hard for the rain water to sink down into it, so it runs straight into the river, taking the soil with it. If the soil has already been ploughed, the erosion is even worse. Eventually, we end up with no water for the crops, and no water in the wells.

Mrs Msimang tells the children how to see if soil erosion has started. She says you can sometimes see tiny channels all over a field. The channels might be blocked by grass and you can see the fine soil behind the grass. If that gets washed away by the rain, the channels become deeper. These are called gullies. Next year, the rain makes the gullies even deeper. Eventually they become deep ditches, and children and animals can fall into them.

In forests there is no soil erosion, because the trees protect the soil. Thousands of years ago, three-quarters of all the land in the world was covered by trees. However, farmers who want more land so that they can grow more crops often clear the trees and the grass. Today, about 80% of the trees we once had have been cut down or killed by fires and disease. Some countries still have large areas of rain forest, but these are being destroyed every day.

She gives them a **manifesto** to read. "This is what we believe in. We want you to believe in this too."

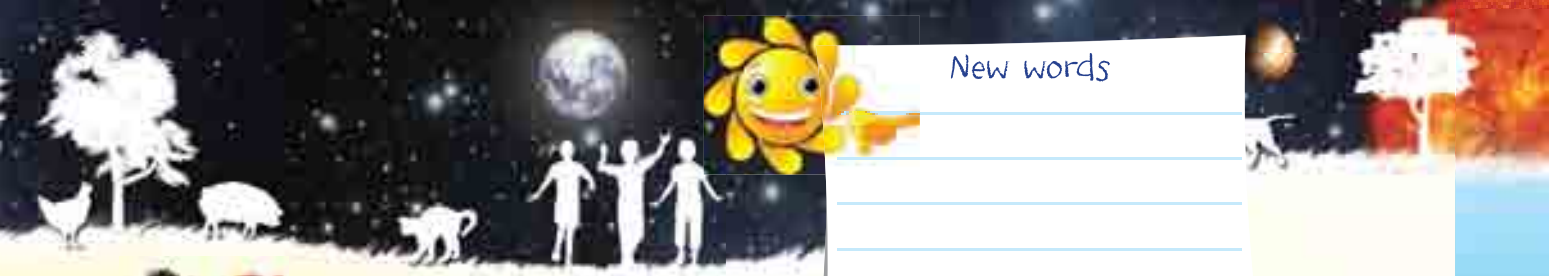
Here is the manifesto. Read it for yourselves.



Growing new soil

Soil is important. We need all the crops that farmers can grow. Our country's future depends on having good soil. So we need to know about soil erosion and how to stop it. Soil erosion is like a thief that is slowly stealing good land.

Let us take back our good soil. Nobody should go hungry. Adult and children farmers are united to join this programme. Let us get back to what our grandparents had. Let children fight for the land that will one day be theirs.



New words



Let's Speak

Look at the manifesto and then talk about the land where you live.

Do you live in an area where there is soil erosion? If you say yes, then do you agree with the manifesto? Do you live in a village or town like William's father and eldest sons? If you do, how do you feel about the manifesto?

What is a manifesto? What is Mrs Msimang's manifesto about?



Let's Write

What would you put into a manifesto? Write it down here.

What is soil erosion?

What destroys our trees?

Write down four important things that Hosea and William learned on this course. Summarise these in the space provided.

1

2

3

4

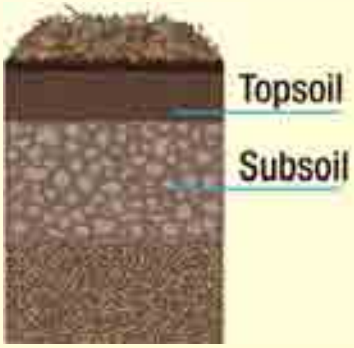
Date

27 About the soil



Let's Read

Mrs Msimang taught William, Hosea and the other children that there are two main kinds of soil: topsoil and subsoil.



(1) Topsoil is where plants grow best. Topsoil is very rich in minerals and other nutrients (things that give plants the food they need to grow well). It is difficult to replace topsoil if it is eroded.

(2) Subsoil is the soil underneath the topsoil. It is lighter in colour than topsoil, and it usually has clay or sand in it. Subsoil is much harder than topsoil. William's mother finds it difficult to grow good crops in this hard soil.



If we want plants to grow, we need to stop the topsoil from being washed away by the rain. We can do this by planting trees and not keeping too many animals on our farms.



In earlier days, when the land got tired, people just let the forest grow back and the trees were restored. But now, because there are more people, we have to use much more of the land all the time. We need land to grow crops so that people have enough to eat. But when we do clear new land, we must make sure that we cover it again with crops that will keep the topsoil in place. If we grow sorghum, sweet potatoes, peanuts and beans, these will hold the soil in place when it rains.

Farmers also need to plant some trees, not just crops. Good farmers plant grass to protect the roots of the trees as they grow. They do not sweep up all the leaves that fall from the trees, because leaves protect the topsoil, and they become food for the soil as they dry up.
If your land is on a slope, you have a bigger job to do to make sure you don't lose your topsoil. You must make ridges. You can use the stalks of maize and sorghum to make ridges, instead of burning them. If you have many stones in the soil, you can use them to make ridges.

New words



Let's Speak

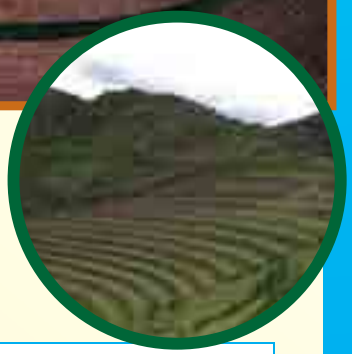
Where should you make the ridges to stop rain water from washing away the topsoil? Discuss this in your groups. Look at the picture and see why it is important to make ridges across the slope to keep the rain water in place.



Let's Write

Delete the sentences that do not support the first topic sentence.





William's mother could not grow crops on her soil.
William's mother bought a new dress.
She was trying to grow plants in the hard subsoil.
William wanted to go and visit his friend.
Topsoil is the most important layer of soil.
Topsoil contains water, minerals and many nutrients that help plants to grow properly.

Now write a paragraph using the sentences that remain.
Add one or two of your own sentences as well.

Circle the correct tense of the verbs in these sentences.

She **grow**/**grew** mielies and tomatoes.

He **dig**/**dug** the trenches for planting.

They **throw**/**threw** compost on the plants.

He **build**/**built** compost heaps to put on the crops.

He **go**/**went** to learn about the soil.

Find and circle all the things that creep around the soil.

R	O	L	F	R	O	G	R
B	L	G	T	G	X	E	L
I	I	E	N	E	B	C	E
A	C	H	A	R	E	K	T
N	H	E	M	B	E	O	D
T	E	R	M	I	T	E	R
S	N	A	I	L	L	E	Z
S	S	P	i	D	E	R	Y

gecko
beetle
gerbil
lichen
ants
spider
snail
termite
hare
frog

Teacher
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Date

28 Focus on language



Let's Read

Can you remember what homophones are? Give your partner an example. Why is it important to know the difference between two homophones?

Imagine getting a letter from a friend about her rabbit that got lost, in which she said, "I looked everywhere, but I couldn't find my hair."

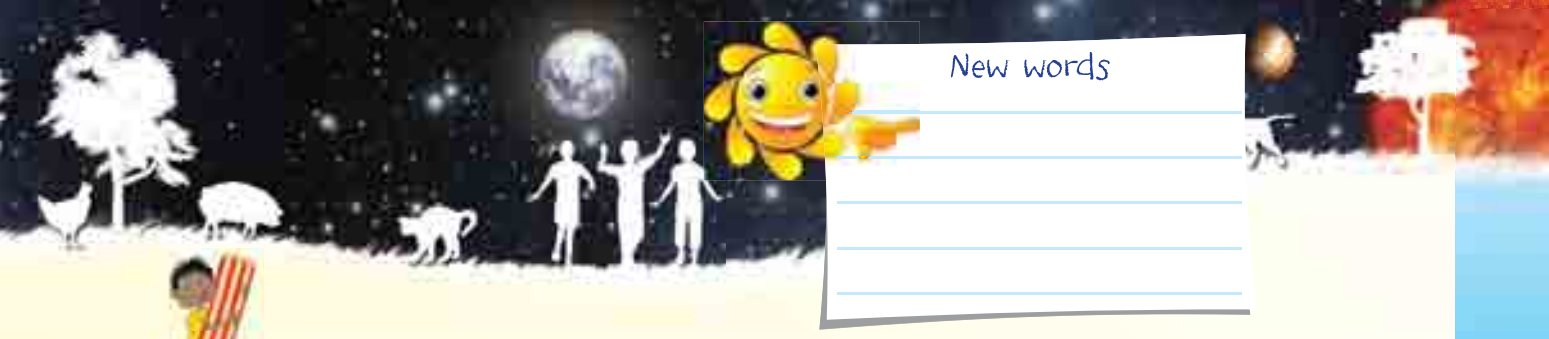


Let's Write

Here are some more examples of homophones. Write sentences in which you use these homophones. Your sentences must show that you know what the homophones mean.

its
it's
no
know
stare
stair
their
there
to
two
too

Now underline the verb or action word in these sentences.
You must apply for this course before the end of March.
The rain washed the soil away.
We will provide you with transport.



New words

Let's Write

More adverbs

When we want to say more about an action, we can use an **adverbial**. Adverbials tell us about **time** or **place** or **manner** (how an action is done).

Look at these sentences:

You can do the course in the autumn holidays.
It will be held in a rural area.
The soil is being washed away quickly.

Write the adverbials in the table, under the correct heading.

An adverbial can be a word or a phrase (a group of words).

Time	Place	Manner

In the sentences below, underline the adverb or adverbial phrase, and write "time", "place" or "manner" next to it.

1. Apply for this project <u>soon</u>.	*Time*
2. You can apply for this project by phoning.	
3. You will go back to your community.	
4. William's job at home was to look after the cows and goats.	
5. There was less and less food from the land.	
6. When the soil is hard, no crops will grow.	
7. Their farm crops are growing well.	
8. Now he tries to help other farmers.	
9. He heard the advert on the radio.	

Date .....

29 Let us grow trees

- Do you sometimes listen to radio programmes?
- Do you sometimes hear people being interviewed on the radio?
- Do you know of children who go on school camps to learn about nature?



Let's Read



Read the following.
It is a radio interview. It is written here as a dialogue, which does not describe what people are doing.
It just tells you what they said.

Radio interview

Announcer: *This morning's interview is with Hosea and William, who recently attended a course on how to prevent soil erosion.*

Interviewer: Good morning, boys. So tell us, what did you enjoy most?

Hosea: We loved going away together and not doing chores at home. (They laugh.)

William: I saw many things that I also saw on Hosea's farm.

Interviewer: What were they?

William: Well, it is very important to try to keep your topsoil, because that is where plants grow best.

Interviewer: And how do we keep our topsoil?

Hosea: On land that slopes, you make ridges across the slope. That stops the rain water from carrying the topsoil away. Trees and grass also keep the topsoil in place when it rains.

Interviewer: So I hear you will be going on a second nature camp soon. What is that about?

William: It's more about growing trees, to help with growing crops. The course is in our school holidays. This time it will be near Tzaneen. We are going there by bus.

Interviewer: Well, listeners, we have two young boys here who are learning important things about soil and farming. We wish them the best of luck!

New words

The Forest Project



And in the next school holidays, the boys go on a bus trip through the forests and through the areas where the trees have all been cut down. Soon the bus stops at the Forest Project and the children get off.

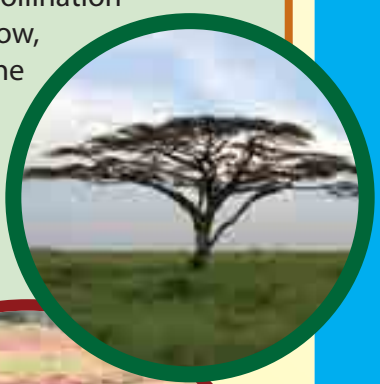
On the first day, the officer on the project, Dr Mothiba, takes the children for a walk about one kilometre from the tree nursery. They are on the top of a mountain. There are gullies that reach all the way down to the valley. The sides of the gullies are bare, and there are no plants growing there. "This comes from cutting down trees. People cut down these trees and use them for charcoal and fuel," says Dr Mothiba.

"How long did it take the rain to make the gullies?" asks Hosea.

"Do you remember seeing brown water in the rivers when you were travelling here?" asks Dr Mothiba. "Well, that is water erosion. It takes only three years for rain to cut these gullies. Soil erosion on the sides of the mountain is a very big problem."

Dr Mothiba tells everyone that on the next day he is going to show them how the Forest Project is planting new trees to replace those that were cut down.

"Deforestation, or the removal of trees, affects nature," he tells them. "This fever tree is popular among birds for nest building as the thorns add extra protection against predators such as snakes. Young branches and leaves are eaten by elephants and the leaves and pods are eaten by giraffes and vervet monkeys. Monkeys and grey louries also eat the flowers. The gum and green seeds are eaten by baboons. Insects such as bees are attracted by the yellow colour and sweet scent of the flowers and perform a pollination role. I hope you understand, now, how important it is for everyone that we grow trees."







Let's Speak

Talk about these questions in your groups.

- Why do you think the boys were interviewed on the radio?
- Which radio programmes interview children? Name a few.
- How long does it take for rain to make gullies after trees have been chopped down?
- Describe how the gullies are formed.
- Why do people cut down trees?

Teacher

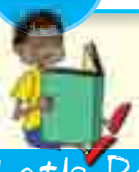
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Date

30 A visit to the nursery and the forest



Let's Read

On the second day the children all go to see a nursery where people are growing trees to replace those that have been cut down. They see thousands of very young trees. Young, small trees are called saplings. The people who work at the nursery live nearby. They know they are going to earn money at the nursery and that they are going to be able to grow crops near the trees.

In the nursery, all the seedlings have labels. The labels have the local name of the seedlings, their English name, their scientific name and the date on which they were planted. Later this week you are going to learn more about the acacia fever tree. This tree has many names: koorsboom (Afrikaans), mooka-kwena (Northern Sotho), umHlosinga (Zulu), nkelenga (Tsonga) and munzhelenga (Venda). The early Afrikaans trekkers thought that this tree gave them fever, but it was actually mosquitoes that were biting them and giving them malaria. Because the trekkers thought the fever came from the trees, they called them "koorsbome", which means fever trees. Fever trees are actually good for curing fever and they have lots of other important uses in nature.

The Forest Project nursery is important because they grow trees to replace those that are cut down. We know that trees are used as fuel wood and charcoal. We also get fruit from trees, and there are many trees that give us different kinds of medicine. It is not just traditional doctors who use plants and trees to make medicines. About 40% of the medicines we buy from pharmacies come from trees. Trees are also used to make paper, so we should use paper carefully and not waste it. Something we can do to help is to collect old or used pieces of paper so that they can be recycled.



Let's Speak

What else can you recycle?
What can you do with the leaves of vegetables that you cannot eat?
How can a farmer recycle mealie and sorghum stalks?





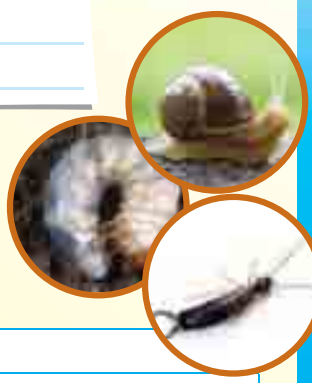
Let's Read

The terraces at the Forest Project

On the third day of the course, the children go out to look at the work on the terraces. People are working hard to plant the seedlings. Dr Mothiba explains that on a new terrace they first have to fill gullies with soil which is carried from other parts of the ridge. The workers dig holes for the trees, and fill these with good, black soil from the forest. The holes are watered for several days. The workers plant some grass to bind the soil, so that the trees can grow at their own rate. In the second year, they weed the grass and plant crops.

Next, Dr Mothiba takes the children to a real forest. He tells them that when dead leaves collect under a tree, they form what is known as "leaf litter". They lift the leaf litter very carefully, and underneath they see the little creatures that help to decompose the leaves and twigs which fall off the tree. Dr Mothiba shows them the small things that live under leaves and logs: ants and snails and worms; frogs, scorpions and beetles. "The fungi and bacteria under here have a special job," says Dr Mothiba, "because they make the log rot, and the rotting eventually turns the log into soil. Can you see what a big job it is to make soil? That's why we must try our very best to conserve soil."

New words



Let's Write

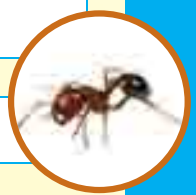
Answer these questions.
What places does Dr Mothiba take the children to see?
What does he show them at each place?

Places	What does he show them?
Place 1	
Place 2	



How did the fever tree get its name?

What uses does the tree have in nature?



What information is given on the labels of the trees in the nursery?

Why is it important to get the people from the area to work in the nurseries?

Why is it important for them to grow more trees?

Explain the steps involved in planting one new seedling tree on a terrace.

What makes trees rot and turn back into soil?

Date

31 The pine tree

Read the poem and then answer the questions.

Let's Read



The pines

Hear the rumble
Oh, hear the crash
The great trees tumble
The strong boughs smash.

Men with saws are cutting the pines
That marched like soldiers in straight lines
Seventy years have made them tall
It takes ten minutes
To make them fall.
And breaking free with never a care
The pine cones leap through the clear, bright air.

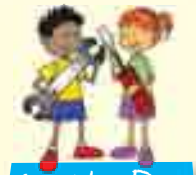
Margaret Mahy

Let's Write

Read the poem again and then answer the questions.

Give two reasons why the poet calls the trees "great".
1
2
Why do the trees smash when they fall?
Why does the poet compare the lines of trees to soldiers?
How does it make you feel when the poet says the trees take 70 years to grow but can be cut down in ten minutes?

New words



Let's Do

In 2010 the acacia fever tree was chosen as the tree people should plant in Arbor Week at the beginning of September. This tree is very good for reforestation – for planting in places where the trees have been cut down. Make a poster to promote tree growing. Your poster must have a drawing and it should give some reasons for planting trees. *Use any information you learned this week.*





Teacher

Sign:

Date:

Date

32 Language exercises



Let's Write

Change the following sentences into indirect speech.

"Sir, how long did it take the rain to cut these gullies?" asked Hosea.

"It takes only three years," answered Dr Mothiba. "Water washes away areas where there isn't any vegetation cover any more," he added.



Let's Write

Punctuate the following sentences. You will need to add capital letters, commas, full stops, apostrophes, inverted commas and so on. Add the punctuation to the text itself, here in this book.

is it true that you were cutting down the trees and didn t realise the damage you were causing asked william that s true until the reforestation project started said mr masia now that we re employed here we regard the forest as truly ours he smiled phew exclaimed the learners that s great

Number these sentences so that they are in the correct order.

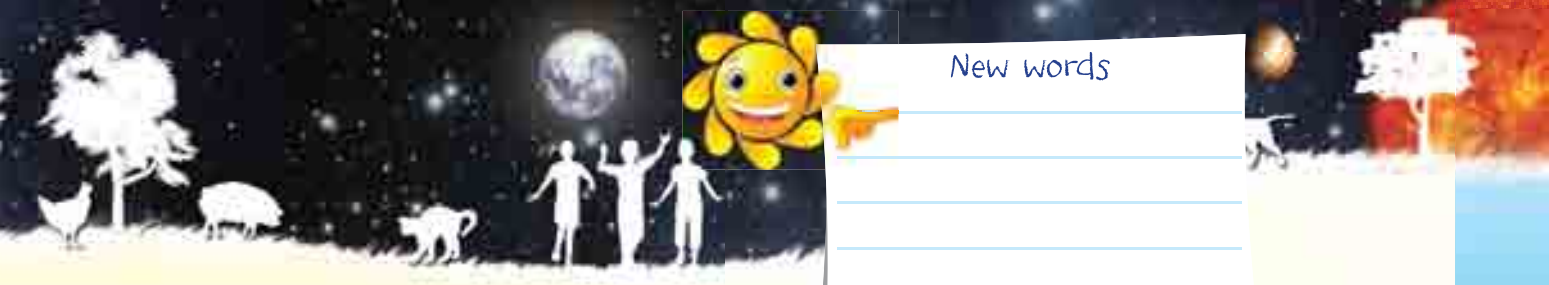
- ( ) After that, water the hole for several days before planting the sapling.
- ( ) First dig a hole that is bigger than the sapling and twice as deep.
- ( ) Finally, plant your sapling and add some grass to bind the soil.
- ( ) Then fill the bottom third of the hole with compost or rich black soil.



Let's Write

Imagine you are at the camp with Hosea and William.

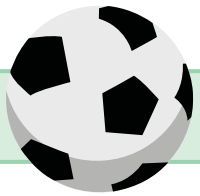
Write a letter to your family or a friend. Tell them what a good time you are having at the camp. Also tell them some interesting things you have learned.



New words

Dear _____





3



Date



33 Soccer, soccer everywhere



Let's Speak

- *What sports do you like to play or watch?*
- *Who is your favourite sports person? Why?*
- *What do you think it takes to become a sports champion?*
- *Who are South Africa's soccer, athletics, swimming and other champions?*





Let's Read

In 2010 South Africa hosted the FIFA World Cup soccer tournament. Thousands of spectators visited the ten stadiums to watch the games. Soccer teams from all over the world came here to compete for the Cup.

What facts do you know about the 2010 soccer tournament?
Read the information in the tables below, and answer the questions that follow.

Table 1: 2010 World Cup soccer stadiums

City	Stadium	Number of seats for spectators
Cape Town	Green Point	40 000
Bloemfontein	Free State	70 000
Durban	Moses Mabhida	60 000
Johannesburg	Ellis Park	95 000
Johannesburg	Soccer City	40 000
Nelspruit	Mbombela	40 000
Polokwane	Peter Mokaba	40 000
Rustenburg	Royal Bafokeng	45 000
Pretoria	Loftus Versveld	45 000
Port Elizabeth	Nelson Mandela Bay	50 000



New words

Table 2: Results of the 2010 FIFA World Cup soccer tournament				
Quarter-finals				
Date	Stadium	Country 1	Country 2	Score
02 July 2010	Nelson Mandela Bay/ Port Elizabeth	Netherlands	Brazil	2:1
02 July 2010	Johannesburg	Uruguay	Ghana	1:1
03 July 2010	Cape Town	Argentina	Germany	0:4
03 July 2010	Johannesburg	Paraguay	Spain	0:1
Semi-finals				
06 July 2010	Cape Town	Uruguay	Netherlands	2:3
07 July 2010	Durban	Germany	Spain	0:1
Finals				
11 July 2010	Johannesburg Soccer City	Netherlands	Spain	0:1

Let's Write

Use the information in Tables 1 and 2 to answer the following questions. Write your answers in the space provided.

Which is the biggest stadium?	
How many people does it hold?	
When was the final game played?	
Where was it played? In which city and at which stadium?	
Which countries played in the quarter-finals?	
When did Ghana play?	
Against which country did Ghana play?	
What was the score when Ghana played?	
Where did Ghana play?	
Which team won the finals?	
What was the score?	
Which team did you support? Why?	

Teacher

Sign:

Date:

Date

34 Interview with a soccer star



Which South African sports stars do you think are really good?
Why do you think they are so good?
What has made them successful?



Let's find out about a very successful soccer star.

Noko Alice Matlou

When people talk about soccer, the stars they mention are usually men. But one of South Africa's best footballers is a woman: Noko Alice Matlou. Matlou was named champion African Player of the Year in 2009 by the Confederation of African Football. She was the first South African person to ever win this award.

Read this interview with Matlou to find out more about her.

Where were you born, and where do you live now?
I was born in Molegie, Gaphaudi in Limpopo. That is where I still live.

When did you first become interested in sport?
I started playing soccer at primary school. I already enjoyed sport and I was always good at athletics and football. I used to do running and I was very fast, especially in the 100 metres and 200 metres. When I was at school I was a sprinter and I set some records. Then in 2000 I started playing football professionally for the Brazilian Ladies football club. In 2007 I started playing football for Banyana Banyana.

How do you keep fit?
I train twice a day. I wake up in the morning and go jogging for 30 minutes. Then at 3 o'clock I train for about three hours. That's when I do ball training.

What advice can you give other young people?
Train hard, then you'll play easily.





Let's Write

After you've read the article about Matlou and the interview with her, answer the following questions.

What are Matlou's achievements?

How often does she train?

How did her football career start?





Let's Do

Let your partner pretend to be a sports star. Then interview your partner to find out more about his or her achievements.



Let's Write

Now choose someone in your school or community that you think is talented at sport. Ask the person to let you interview them. In the interview, try to get answers to the questions below.

What was your childhood like? When did you become interested in sport?

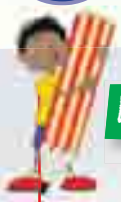
What are your main achievements?

What message do you have for other young people in South Africa?

Date

35 Getting it right





Let's Write

Add inverted commas to these sentences. Remember to use them to show the exact words spoken.

Noko! called the coach. Are you training hard for the International League? he asked. I hope so.
Yes, said Noko. I train for nearly four hours every day.
The coach smiled. Keep it up! he said. That's what I like to hear.

Look at these sentences. Underline the verb or action word in each sentence. Then circle the adverb that tells you how, where or when the action was carried out.

Matlou trained hard and won the trophy.
The athletes waited nervously for the race to start.
The coach spoke firmly to the team.
The team listened carefully to the coach.

Complete these sentences.

Banyana Banyana won the tournament as a result of
She became a soccer star because
She was given a trophy as a result of
Her friends congratulated her because

New words

Let's Read

Read this poem about a "football star".

Don't ever ask a centipede

Don't ever ask a centipede
to play a game of soccer.
Remember, he has 50 pairs
of sneakers in his locker.

He dribbles 50 soccer balls
with 50 pairs of shoes,
and kicks them all concurrently.
He doesn't often lose.

He's such a fierce competitor
that, if you ever meet,
at first you'll see his hundred legs
and then you'll see defeat.

Kenn Nesbitt



Let's Speak

Do you agree that this is a funny poem? Why?
Underline the words that rhyme in every second line. Why does the poet say the centipede is such a fierce competitor?

Let's Write

When we send an SMS we write our words differently. We make them as short as possible. It's like a different language. See if you can work out what these SMSs mean.



c u 2morrow	
r u ok?	
u r gr8	
i will b l8	
c u b4 3	

Now write an SMS that you could send to congratulate Matlou on her achievement.

Let's Do

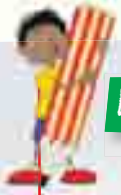
On a separate piece of paper, draw a picture to illustrate these sentences. Matlou kicks the ball at the goal with her left foot. With her right arm in the air she gives the thumbs up but the opposing goal keeper saves the goal.

Teacher
Sign:
Date:

Date

36 Describing a game





Let's Write

Start each of these sentences with although and then join the parts to form sentences that make sense.

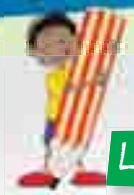
Although	Ann studies hard		he doesn't always win a race.
	the runner trains hard		I don't speak it well.
	the farmer worked hard		she sometimes gets bad marks.
	I like English classes		her crops did not grow well.

Now match and then join these sentences using but or although.

The runner carried on running		he had a map.
He was lost		she hurt her knee.
They were poor		she could share with her friend.
She left her book at home		they had enough to eat.

Now join these sentences using although or but.

The vegetables grew well		there was only a little rain.
The teacher was nice		she was strict.
I want to buy a bike		I have not got much money.
We want to go on a school tour		we haven't got enough money.



Let's Write

Write a letter to a friend describing a sports game you watched or played in. What was the sport? When was the game? Who won? Give a description of the game. Make it as interesting and exciting as you can.



Write your address here .....

.....

.....

.....

Write the date here .....

Dear .....

.....

.....

.....

.....

.....

.....

.....

Write your ending here

.....

Write your name here

Now address an envelope to your friend.



Name .....

Address .....

.....

.....

Code .....

Date

37 Out in the cold





Let's Speak

- **In this week's worksheets we will look at the coldest place on earth.**
- **What is the coldest temperature you have ever experienced?**
- **How do you keep warm when it is very cold?**



Let's Read



In praise of penguins

These funny birds in fancy clothes may waddle in the snow,
but when they reach the icy sea
Just watch how fast they go!
Their song sounds like a donkey's bray, they cannot soar or fly,
yet penguins manage very well, and let me tell you why...
Their feathers keep out water, their blubber keeps out cold,
their wings make perfect paddles because they do not fold!
Their tails are good for steering, they brake with both their feet,
So tell me now, from all you've heard... Aren't penguins very sweet?

Adapted~Robin Bernard



Guardian Newspaper 16 June 2010

Cold and rain kills 600 penguins in South Africa

Around 600 African penguins died in a sudden cold snap on a South African island. The birds died in cold and wet weather over the past two days at Algoa Bay in Eastern Cape province, the South African National Parks said today.
A spokeswoman for South African National Parks said that "it is always cold in June, but this year we had cold and rain. This caused a wind chill. This had a deadly effect on the penguins on Bird Island." The spokeswoman said that the chicks were only a few weeks old and they were still very small and weak. "They do not have proper feathers," she explained. "They only have soft down feathers and so with the cold weather about 600 penguins died."

The African penguin is an endangered species because of its declining population.

The poet uses special kinds of words to describe penguins.

- He says the penguins' feathers are "fancy clothes". We call this comparison a **metaphor.**
- Later, he says they sound **"like"** a donkey. This is a **simile.**

Make up some similes

She runs like .....

He sleeps like .....

She sings like .....



DID YOU KNOW? International Penguin Day is on 26 September. It was declared a special day by a South African group that cares for penguins.



Let's Write

Next to each of these words, write another word that sounds the same.

huddle		donkey		blubber	



Read the poem and then discuss the questions that follow.

- What kind of clothes do the penguins' feathers look like?
- What do their noises sound like? Demonstrate this kind of noise.
- The poet says they "waddle" when they walk. What does this mean?
- Do you think the poet likes penguins? Why?
- Do you think penguins can survive in cold conditions?
- How do penguins keep warm?



Now read the newspaper article and answer these questions.

What caused the penguins to die?

Let's Write

In what season did they die?

What keeps penguins warm? What keeps penguins dry? Look at the poem.

How are penguin chicks different from full-grown penguins?

How old were the chicks?

Why was the rain and cold so deadly for the penguins?

Why are penguins an "endangered species"?

Teacher

Sign:

Date:

Date



38 The coldest place on earth

Let's Read

Two parts of the earth are very cold all year round. These places are at the "top" and the "bottom" of the earth. We call these the North Pole and the South Pole.

The land around the South Pole is called Antarctica. It is the coldest place on earth. Antarctica is totally covered with ice.



If you look at a globe you will see where Antarctica is. It is right at the bottom of the globe. It takes up one-tenth of the earth's surface and is covered with a blanket of ice that is between 1 500 and 1 600 metres thick. The South Pole is right in the middle of Antarctica. It is the coldest and the windiest part. Very few people live there all year round. Scientists stay there for short periods and live in special buildings.

Summer in Antarctica is between October and March. During this time it never gets dark.

In winter, which is from April to September, the opposite happens. It is dark for six months. You and I can't imagine how cold it is in Antarctica, even in the summer. The average temperature for January, in the middle of summer, is minus 28 degrees Celsius. (We write it like this: -28°C.) Freezing point is 0°C, so that is 28° colder than freezing point!

South Africa has a team of scientists who live at a research station in the Antarctic throughout the year. In winter the average temperature at the South Pole can go all the way down to -89°C. The scientists need to live in a building that is specially designed to keep them warm in those low temperatures. Inside the building they have a special kitchen, bedrooms, lounge and a doctor's room in case they get sick.

ANTARCTICA

New words

Penguins in Antarctica

There are more penguins than any other bird in Antarctica. They can't fly but they use their short wings as swimming flippers. They are superb swimmers. On land they waddle upright or they move in short hops. How do penguins stay warm? Penguins have a thick layer of fat (or blubber) around their bodies, and they have many feathers that overlap with each other. The feathers and the blubber together keep out the cold air, the wind and water. For extra warmth, the penguins huddle together in groups.

Adapted from PIRLS (Sample Passages, Questions and Scoring Guides)
Antarctica: Land of Ice



Let's Speak

- **What is the article about?**
- **What does the writer want to tell us about?**
- **Why do you think the North and South Poles are so cold?**
- **Look at the writer's description of the penguins. Is it the same as the descriptions in the poem and the newspaper article about penguins? What is the same? What is different?**



Let's Write

Now answer these questions based on what you have read.

Where can you find Antarctica on the globe?

What is the coldest part of Antarctica?

Think about what the article says about Antarctica. Now give two reasons why people do not like to go there between April and September.

Write down three things that help penguins stay warm in Antarctica.

1

2

3



Date

39 South Africans in Antarctica



Let's Speak



Let's Read

The South African Antarctica Team

The South African National Antarctic Programme (SANAP) does scientific research and looks after the South African Antarctic base throughout the year. Each year a team arrives in Antarctica in December and stays for the whole year. Throughout the dark and cold winter, the small group live there alone until they go back to South Africa in February of the following year. It is not easy to spend such a long time away from home, especially in such severe conditions and with only a few other people for company.

Did you know that many South Africans live and work in Antarctica? Would you like to stay in a place that is so different from anywhere else?



ANTARCTICA



Marlon Manko – diesel mechanic

I'm Marlon Manko, one of the diesel mechanics for the SANAP 2010 team. Antarctica is amazing.

I never really understood what people meant when they said "the world will never be the same again". Now I understand. Going to Antarctica was a once-in-a-lifetime opportunity. My message to young people is this: The footprints you leave behind are not always to show people where you are going, but to remind yourself where you came from.



Saziso Nginda – electrical engineer

I am Saziso. I come from eZagwityi in Butterworth. I went to a local junior school and then I went to Kentane High School (Macibe). Finally I studied Electrical Engineering. At the base in Antarctica I am responsible for power and water generation. We need this to do our work and to live under those extreme conditions. I enjoy watching movies, listening to music, reading and travelling. Living here is a life-enriching experience. One thing I miss a lot is going to church on Sundays with my family.



Daleen Koch – scientist/engineer

I am Daleen. I come from Bronkhorstspruit in Gauteng. I went to school in Pretoria and then studied at the University of Johannesburg to be an Engineer. In my spare time I like watching movies, swimming, diving, hockey, outdoor life and chatting to my friends. You can't do this at the base camp. My job here is to measure the changes in the earth's magnetic field. For this I use very sensitive equipment. I love my work and am very privileged to live and work here.

New words



Let's Write

Do you think these South Africans enjoy living and working in Antarctica? Say why.

Would you like to go to Antarctica? Why?

Write a detailed paragraph about Antarctica using what you have learned about the place. Say where it is and describe its weather, or write about the penguins that live there. You could also write about the South Africans who work there.



Teacher

Sign:

Date:

Date

40 Language



Let's Write

Let's look at describing words again. We'll start with adjectives. Remember, an adjective describes a noun, so it tells us more about a person, a thing, a feeling, and so on.

Match the following nouns with the adjectives. Then select four pairs and write a sentence for each pair.

nouns

penguin	sun	snow	flower	engineer	car	book	mountain	drink	sky

adjectives

cold	icy	pretty	fast	interesting	high	hot	blue	clever	funny

Now let's look at adverbs. An adverb modifies a verb, so it tells us more about actions. Match the following verbs with the adverbs. Then select four pairs and write a sentence for each pair.

verbs

shone	eat	drank	ran	jump	shout	walked	sit	laugh	sleep

adverbs

fast	hungrily	soundly	slowly	brightly	happily	loudly	high	comfortably	thirstily

New words



Let's Write

Use the following table to help you write four sentences in the negative form.

I You We They	**do**	not	like snow. cross the road when the robot is red. play soccer. get angry easily. eat lots of sweets. rain in winter. watch television every day. snow in South Africa.
He She It	**does**		

It does not rain in winter.

Now write the short form for these negatives.

do not	does not	should not	will not	cannot

Look at the negative sentences you wrote. Now turn the sentences into questions starting with do or does.

Does it rain in winter?

Finally, select and circle the correct word in each sentence.

Do/does cows eat grass?

He do/does not cross the road when the robot is red.

Penguins do/does not fly. They swim.

Where do/does you live?

Do/does you like living in Antarctica?

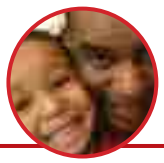
Date

41 It all depends on the weather



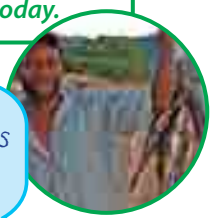
Let's Speak

- What weather do you like best? Why?
- Why is it important for us to know what the weather is going to be like tomorrow or next week?
- Do you ever listen to the weather forecast? Why?
- What kind of weather is it today?
- Describe what the weather is like during the different seasons where you live.
- Would you move to a place that is very hot or very cold? Give reasons for your answer.



The wind is blowing your homework away! Run and catch it, quickly!

If it's windy, we won't be able to go out and fish today.



There will be high wind storms along the west coast.

Oh, no! I wanted to go to the beach.



There will be scattered thunder showers along the coast.



I'll go climbing tomorrow. I don't want to get lost in the mountains.



It will be warm and sunny in Polokwane with a high of 30°C.



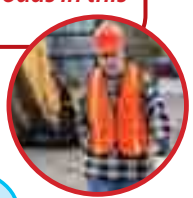
Let's go and swim in the dam!

There will be fog in the Drakensburg.

If the fog gets too thick we'll have to stop driving because we won't be able to see.

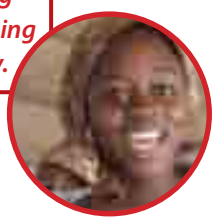


Another hot day! It's hard work building roads in this heat.



It will be cloudy with rain in Gauteng.

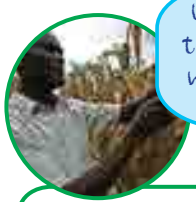
What am I going to do? My washing won't dry today.





Great! I've just planted new seedlings.

Upington will continue to be very hot and dry with a maximum temperature of 34°C.



If we don't get rain soon we will lose our entire crop this year.

No problem, we can postpone the football until later in the day.





New words



Let's Speak

Who is happy about the weather forecast?
Who is not happy with the weather and why?
What kind of weather do you usually prefer?





Let's Read

Read the poem about weather and then answer the questions.

Come out sunshine,
Come out sunshine,
I know you, you are hot.
Yesterday you made me go and swim.

Rain, rain, where are you?
I want to plant my vegetables.
Trees are dry because you are not here
Rain, rain, where are you?

Wind, wind, wind!
You blew my washing off the line.
Wind, wind, wind!
Yesterday you blew away my house!
Wind you are not kind to me.

Thunderstorm, thunderstorm,
When you shout with your loud voice
I switch off my radio
I switch off my TV.

Sunshine, rain, thunderstorm and wind,
You come at certain times.



Let's Write

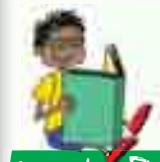
Each time the poet mentions a weather condition, she says how it affects her. Mention two weather conditions and then write a sentence for each saying how the weather affects her.

Write a paragraph about a day when you were not prepared for the weather. For example, perhaps you did not take a jersey with you to school, and it suddenly got very cold. Or perhaps you did not have an umbrella and the rain poured down.

Teacher
Sign:
Date:

Date

42 Reading weather charts



Let's Read

Look at the weather map and complete the table below.





Let's Write

Write down the weather conditions and the temperatures for the following cities.

City	Minimum temperature	Maximum temperature	Describe the weather conditions
Polokwane			
Johannesburg			
Bloemfontein			
Durban			
Upington			
Umtata			
George			

Write down the answers to these questions.

What are the two hottest places in South Africa? Give their names and the temperatures.

In which town is it raining?

Which city has a cold front?

Name one town or city that is cloudy. _____

Where is the lowest temperature, and what is it? _____

What is the wind speed and wind direction? _____

Where would you expect a thunderstorm? _____

Which city is partly cloudy? _____

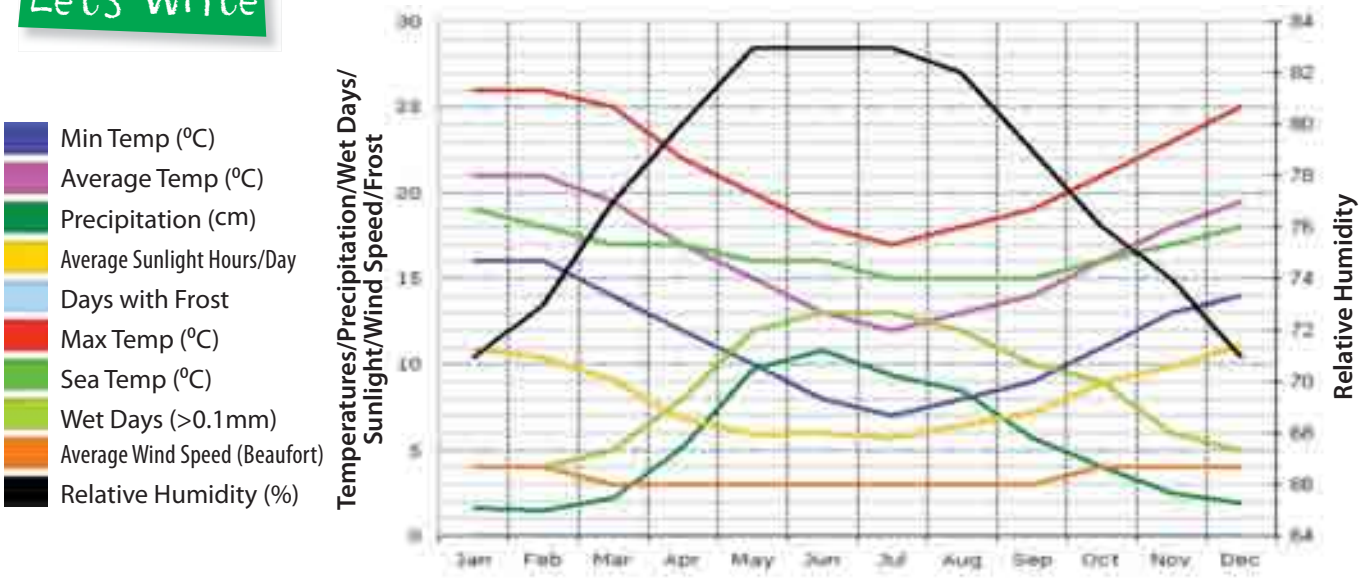
New words



Look at the picture below. This kind of picture is called a line graph. Notice that each line is a different colour. What do the lines tell us? You will find the answer on the left of the graph.

Let's Write

Cape Town, South Africa Climate Graph (Altitude: 42m)



In the table, write down the colours of the lines that show the following:

Average temperature		The sea temperature	
Average number of hours of sunlight each day		The humidity	
Number of days with frost		The wind speed	

Work with a friend. Look at the chart again and answer the following questions.

What was the minimum temperature at the end of September?

What was the average number of sunlight hours at the end of February?

In which month was the humidity highest?

In which month was the sea temperature the coldest?

Which month had the highest maximum temperature?

In which months did it rain most?

Date

43 The water cycle

- **Why is water important for life?**
- **What do you think will happen if we don't have water?**
- **We know that we get water from rain, but how does this happen?**



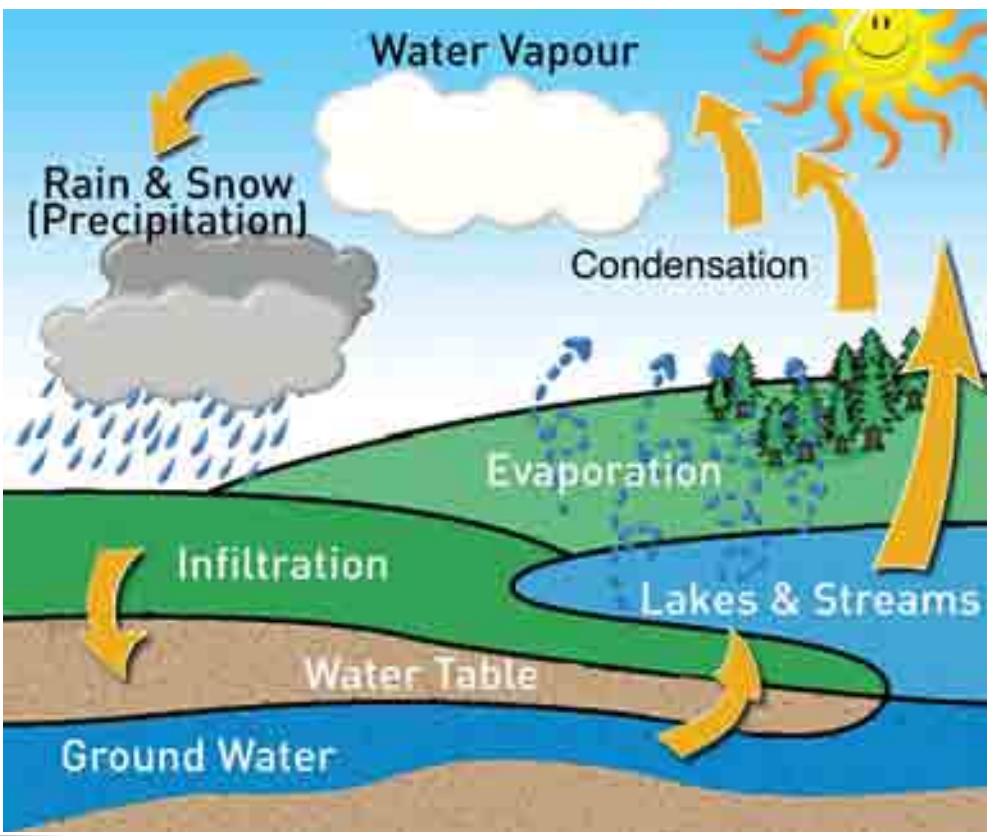
Let's Read

All life on earth depends on water. Apart from the air we breathe, water is the most important substance for all living things. Without it, living things cannot stay alive. If we do not have enough water in our bodies, waste products cannot be removed. This would affect many parts of our bodies and would cause illnesses.

We need to understand the water cycle to understand where water comes from. The water cycle is the never-ending movement of water between the sea, land and air.

The picture below explains and shows you what happens in the water cycle.

1. **Evaporation**
   The sun heats up the water in rivers or oceans and turns it into water vapour.
2. **Condensation**
   When the water vapour in the air gets cold it condenses and turns into clouds.
3. **Precipitation**
   When a lot of water has condensed, the air cannot hold it any more. The clouds get heavy and the water falls back to the earth in the form of
   - Hail
   - Snow
   - Sleet
   - Rain
4. When the water ends up on the land it will go into the earth and become ground water which plants and animals use. It could also go into rivers, lakes and oceans, and then the cycle starts again.



New words



Let's Speak

Look at the picture of the water cycle again. Explain to one another how the water cycle works. In your explanation use the following words: **evaporation, condensation, precipitation.**

- **The picture shows a cycle (things that happen in a set order).**
- **Try to work out what this cycle shows us.**
- **How many different types of water can you identify in the picture?**

Now write a sentence to describe what happens in each phase of the cycle.

- **Phase 1:**
- **Phase 2:**
- **Phase 3:**



Let's Write

You have explained how the water cycle works. Now write four steps to explain how another process works. It could be the process of boiling water, or milking a cow, or fixing a puncture. Start off with a heading and then give four or five good instructions. Then ask your friend to read the instructions to see if they are clear.

Instructions or _f_____

Teacher

Sign:

Date:

Date

44 Saving water

Let's Read

Look at these water posters. They were drawn by children living in America who are the same age as you.



Malia Moore, Grade 5.

When you're living in a drought, every drop counts.



Eric Wang, Grade 6.

Water is very important. Save me.



Victoria Ouyang. Grade 6

All lives depend on water. Please save it.

Let's do

Now make your own water poster. Draw a picture and mention two ways of saving water.

When do you use its, and when do you use it's? You use its when you want to say something belongs to it. For example, "The cat licked its paws." You use it's when you mean "it is". It's is a contraction or shortened form of it is. An example of how to use it is: "It's hot today."

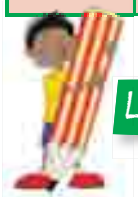




Let's Write

Fill in the correct pronouns in each of these sentences. Don't forget to use a capital letter at the beginning of a sentence.

I	my	_____save water in _____ house.
our	we	_____ have a borehole at _____ home.
you	your	Do _____ have _____ book with you?
his	he	_____ has _____ book but not his pen.
she	her	_____ has left _____ book at home.
it	its	_____ hurt _____ paw when it fell.
mine	my	This is _____ book. The book is _____.
their	theirs	They took _____ car to the garage. That bike is also _____.



Let's Write

Fill in its or it's to complete these sentences.

_____important to save water.

The cat licked _____ paws.

_____ going to be cold tonight.

The bird flew to _____ nest to feed _____ chicks.

_____not nice to be caught in a storm.

I am going to work in the garden while _____ still light.

It's is short for it is.

Now see if you can fill in the correct words in the sentences below.
Use the words in the box to help you.

by	to	outside	down	under

Ben goes to school _____ bus.

We go _____ school from Monday _____ Friday.

When you play with a ball you must play _____ and not inside the house.

She sat _____ and read her book _____ the tree.

Date

45 People and places

- **Look at the two pictures and talk about what is in the first picture that is not in the second picture.**
- **What are the advantages of living in a rural area?**
- **What are the advantages of living in an urban area?**
- **What are the disadvantages of living in either of these areas?**
- **What kind of work do people in these areas do?**

rural



urban





Let's Read



I am Khetiwe. I am 12 years old. I live with my aunt in Mabopane in Gauteng. My mother and my father work in Durban, and my brother works in a factory in East London. I travel a lot to visit my family during the holidays. I am lucky that I am able to speak a lot of languages. I speak Setswana at school, but I speak Zulu to my aunt and my mother. My father speaks Xhosa. He grew up in Bizana in the Eastern Cape. When I go to the shops in Tshwane I speak Afrikaans, and when I visit my cousins in Johannesburg I speak English. At home, in the neighbourhood, when I play with my friends, we switch languages all the time. I have five good friends. They speak Tsonga, Sepedi, Sesotho, Setswana and English. I am very lucky that I can understand most of the South African languages.



I am Bongani. I am almost 13. I live in a village near Eshowe in KwaZulu-Natal. I live with my family, my parents and my grandparents. Our village is in a rural area and we have cattle and some sheep. At home and at school I speak Zulu. At school we learn English but I don't have many opportunities to speak English. I can understand Swati and Xhosa because they are similar to Zulu. All the people where I live speak Zulu. I seldom hear the other South African languages. Last year

New words



I went away with the school soccer team. We played in Gauteng. We all spoke English because not everybody understood Sepedi.

I am Belinda. I will be 13 in December. I live in Durban. I go to school with children who speak Zulu and English. I can speak Zulu. I like to speak Zulu whenever I can. When I speak to my friends we mix Zulu and English. We have some children in our school from other countries, and they all speak English. I live with my mother and grandmother. I have one younger brother. He is in Grade 3. We sometimes speak Afrikaans when we visit our father. He lives near Cape Town.



Find out from five people which languages they speak in different situations.

	Write their names in these spaces and then say what languages they use.			
at home				
in class				
in the playground				
with friends				
at the shops				
in the neighbourhood				

Now write five sentences comparing where Khetiwe and Bongani live. Use the words in the left-hand column to help you. (Do this activity in your exericise book.)

	Where Khetiwe lives	Where Bongani lives
Shops		
Roads		
Transport		
Jobs		
Languages		

Teacher

Sign:

Date:

Date

46 All our languages



Let's Speak

- **Why do people in towns need to speak more languages than people in rural areas?**
- **Would you like to learn another language? Which one?**



Let's Read

Look at the chart and then answer the questions that follow.

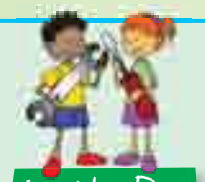




Let's Write

Which is the language most people speak in South Africa?	
Which is the language spoken by the fewest people?	
According to this chart, are there any languages that are spoken by the same number of people?	
Which is your home language?	
What percentage of South Africans speak your home language?	

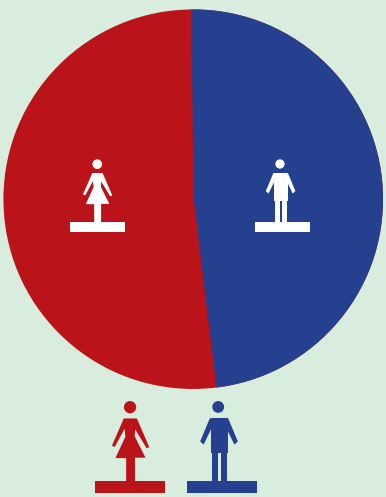
New words



Let's Do

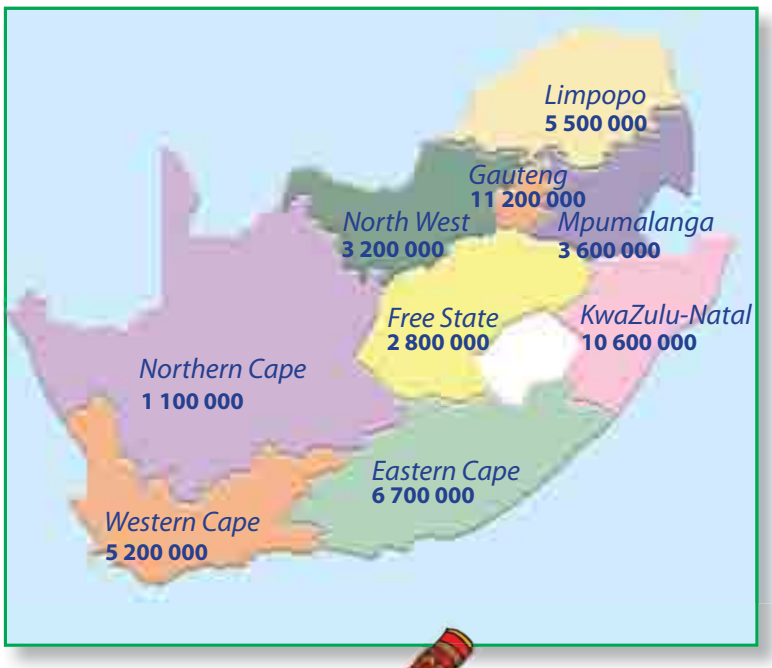
Look at the next chart. This type of chart is called a pie chart. It shows how many South Africans are men and how many are women.

The chart shows us that there are more women in South Africa than men.





Now look at this map and see where people live in South Africa.



Answer these questions after you have studied the map.

Which province has the most people?	
Which province has the fewest people?	
Which two provinces have the same number of people?	
Which province do you live in?	

Date

47 City or village

- **Where were you born – in a village, on a farm, in a town or in a city?**
- **What would you miss if you had to move away from where you live now?**
- **Where would you rather live – a city or a village? Say why.**

Let's Read

Country mouse and city mouse





Mathilda Mouse lives on a small farm with her mother, far, far away from the city. They live happily there because it is easy to get food on the farm. They have a neat little house in the hole under the garden shed. Mathilda mouse and her mother always have enough to eat because the farmer usually drops lots of healthy grain and mealies when he works.

One day Mathilda heard that her cousin Missy, a mouse from the city, was coming to visit them. Mathilda mouse and her mother were excited about this visit. They prepared the most delicious meal for their cousin. They collected the grain and even found some old cheese that the farmer had dropped. "What a splendid meal," thought Mathilda Mouse. "This food is fit for a princess."

Mathilda gave her cousin a hearty welcome and offered her the grain and the mealies and the cheese, but Missy turned up her nose and said: "I cannot understand, Cousin Mathilda, how you can eat such boring food. Come with me and I will show you how to live. When you have been in the city for one week you will wonder how you could ever have lived here."

The two mice set off for the city. They jumped off the taxi at the main taxi rank. "Look!" said Missy. "That is the Happy Hamburger stand and that is the shopping mall." It was noisy and there were lots of people. Mathilda was afraid of the big cars and the loud city noise. Eventually they arrived at Missy's home in the city. "You must be dying of thirst," said Missy. "Let's have something to eat." She took Mathilda mouse into a very grand dining room.



There they found the remains of a fine dinner and soon the two mice were eating jelly and cake and sweets and chocolate. Suddenly they heard a meow! "What is that?" asked Mathilda Mouse.

"Oh, just one of the cats of the house," answered Missy.

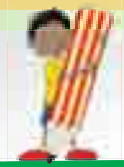
"Only!" said Mathilda. "I do not like that music at my dinner."



At that moment a huge, hungry cat pounced on Mathilda Mouse. She had the

New words

fright of her life. She managed to pull herself loose from the cat's heavy paw, and she started to run. She did not stop. "Good bye, Missy," she called as she ran out into the street. "I will eat grain for the rest of my life. At least I am safe ... I live without fear!" she panted. She ran all the way back to her village. She ran to her house. As she jumped into the hole under the garden shed, she said to herself, "There is no place like home!"

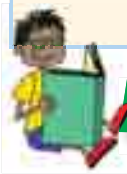


Let's Write

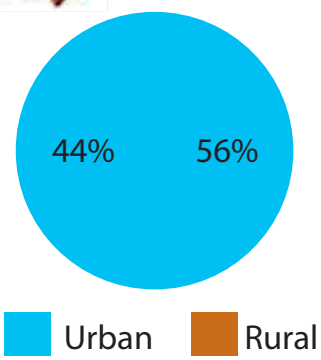
Write a paragraph about the lifestyle of each mouse. Describe how they lived and what they ate. We have started each paragraph for you.

Mathilda, the country mouse, lives in a mouse hole on the farm.

Missy, the city mouse, lives in a mouse hole in a big house in the middle of a busy city.



Let's Read



What kind of chart is this?

What colours are used to show the rural and urban numbers?

Look at this chart and say what percentage (%) of South Africans live in rural and urban areas.

Do you think that these numbers will change? Why do you think this?

Teacher
Sign:
Date:

Date

48 Language urban and rural



Let's Write

Fill in although or but to join these sentences. Then explain to your partner how the two sentences differ in their meaning.

I would like to go and live in town _____ I don't like the city noise.

I would like to live in town _____ I don't like the city noise.

Now prepare to write four or five paragraphs about whether you prefer to live in an urban or a rural area. Fill in the reasons for your choice in the mind map.

New words

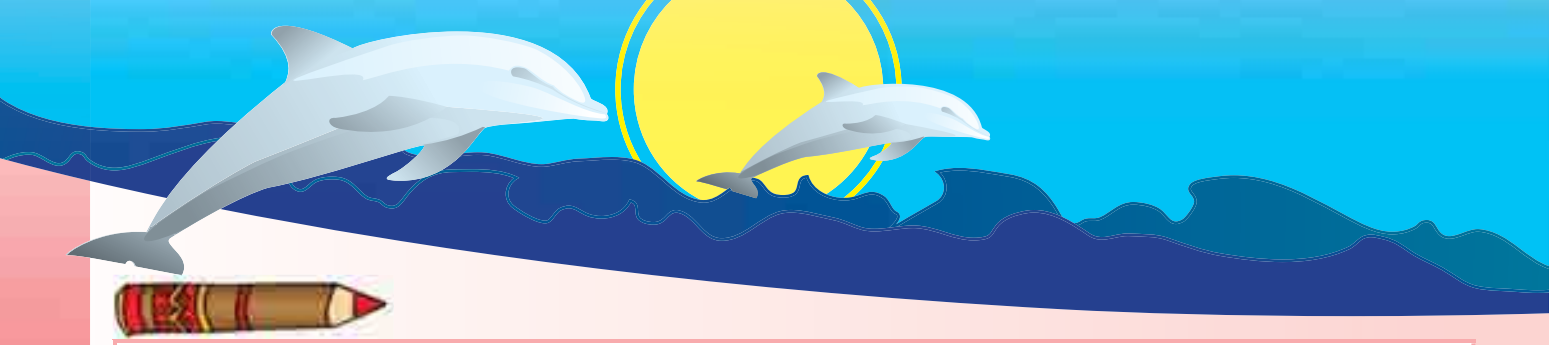


Let's Write

Now use the mind map to help you write your paragraphs about where you prefer to live. Number the legs of the mind map and use these to help you to write good paragraphs using a main topic sentence and other supporting sentences.







4



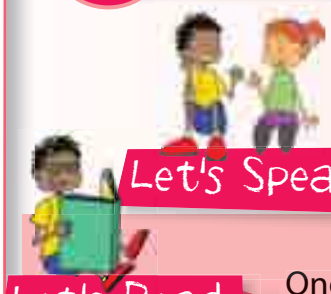






Date

49 An unbelievable night



Let's Speak

- **Have you ever had a nightmare?**
- **What did you dream?**
- **Have you ever dreamed about a book you were reading?**



Let's Read



One night Lindiwe lay in bed and read about crocodiles in her favourite magazine, "National Animal Magazine". Before she went to sleep she put the magazine on the bookshelf, just outside the bathroom door.



Later that night, as she was on her way to the bathroom, she heard a hissing from the bookshelf. She was half asleep so she didn't really pay attention to it. But then the pile of newspapers and magazines on the bookshelf began to move. The pile toppled over and suddenly there were magazines and newspapers all over the floor, and the hissing got louder.

Lindiwe could not believe her eyes: a grunting, snorting crocodile was coming out from under the bookshelf. She was frozen to the spot. She watched the crocodile crawl and slowly look around the room. It seemed to have just come out of the water. Its whole body was dripping wet and it left a pool of water on the floor. The crocodile made a hissing sound and swung its head and tail back and forth. It opened its mouth, and Lindiwe swallowed hard when she saw its long row of teeth.

The "National Animal Magazine" was lying on the floor next to the crocodile. Something about it wasn't quite right. Lindiwe stared at it, and then she saw that the picture on the cover was different. Instead of a big crocodile on a river bank, now there was just a river bank! She picked up the magazine. At that moment the crocodile whipped his tail so hard that he broke her mother's favourite vase and the glass shattered everywhere. Lindiwe ran to her bedroom and slammed the door. She sat on her bed, feeling relieved. "Maybe the best way to get rid of it would be to give it something to eat," she thought. She looked at the "National Animal Magazine" and said to herself, "If

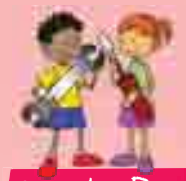
New words



the croc could crawl out of the picture then perhaps other animals could too."
She paged through and found a picture of some flamingos. "They'd be a good meal for the croc," she thought. A loud crack made her jump, and she saw the tip of the crocodile's tail crashing through the splintered door. She pushed the flamingo picture through the hole in the door to show the crocodile its meal.
Suddenly there were dozens of screeching flamingos wildly flapping their wings and running around on their long skinny legs outside her door. Then a flamingo disappeared into the crocodile's mouth and then another and another and another. Exhausted, he lay down and closed his eyes and no longer moved.



Lindiwe quietly opened her door and placed the magazine in front of the crocodile's nose. "Please," she whispered, "please go back home." She crept back into the room and looked through the hole in the door. The crocodile and the flamingos were disappearing back into the magazine.
In the morning her parents wanted to know how the floor got wet, how her door got broken and how her mother's favourite vase came to be smashed into small pieces lying all over the floor. Lindiwe didn't know.



Let's Do

These sentences are about what happened in Lindiwe's story. They are in the wrong sequence. Number them so that you have the correct sequence. We have numbered a few to help you.

	Later she went to the bathroom.
	She saw a crocodile hissing and swinging his head and tail.
2	She went to sleep.
	She locked herself inside the bedroom.
	She found a picture of flamingos.
	The crocodile ate the flamingos.
9	The crocodile went to sleep.
	The flamingos jumped out of the picture.
1	Lindiwe read the "National Animal Magazine" and put it on the bookshelf.



Teacher
Sign:
Date:

Date

50 More about the crocodile



Let's Write

Reread the story, "An unbelievable night", and then answer these questions.

What was the first sign that something unusual was happening?

a)	The pile of newspapers began to move.
b)	Lindiwe saw that the picture on the magazine cover was empty.
c)	The door to her room was broken.
d)	Lindiwe heard a hissing sound.

Where did the crocodile come from?

a)	The bathroom
b)	A magazine cover
c)	Under the bed
d)	A nearby river

Which words tell us that Lindiwe was frightened?

a)	Frozen to the spot
b)	Could not believe her eyes
c)	Was relieved
d)	Heard a hissing sound

Why did Lindiwe think the crocodile was going to attack?

a)	It showed its teeth.
b)	It let out a loud hissing sound.
c)	It started grunting and snorting.
d)	It swung its tail backwards and forwards.

How did the bedroom door get broken?

a)	The crocodile's tail crashed through it.
b)	Her mother's vase cracked against it.
c)	The flamingo's sharp beak hit against the door.
d)	Lindiwe slammed the door so hard it broke.

New words



Why did Lindiwe call the flamingos from the magazine?

Mention two ways in which the magazine helped Lindiwe.

Do you think the crocodile story was part of Lindiwe's dream?
Give one piece of evidence to show it was a dream.

Now give one piece of evidence that it was not a dream.

At the end of the story, how did she feel about the flamingos?

a)	Grateful
b)	Guilty
c)	Cautious
d)	Annoyed



Date

51 The next day



Let's Do

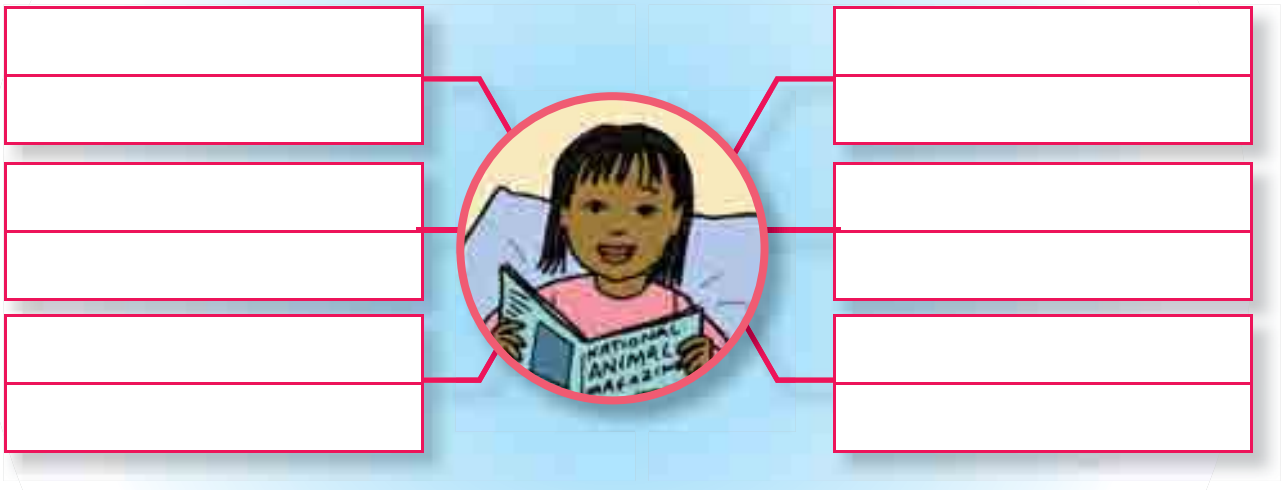
Role play

- **Make up a role play in which you show Lindiwe telling her parents what happened.**
- **Do you think her parents will believe the story?**
- **Show how Lindiwe convinces her parents to believe what she says about how the floor became wet, how her mother's vase was shattered and how her bedroom door got a hole in it. Make up an ending for your play.**



Let's Write

Look at the story again. Focus on Lindiwe's character. Think about all the things she did to save herself from the crocodile. Fill in some adjectives to describe her character.



Now use the adjectives to write a character sketch of Lindiwe.

New words



Let's Write

Plan to write a description of a dream or a nightmare that you had. Use the mind map for your planning.

Your topic is: **"Last night I dreamed that ..."** . Fill in your main ideas on the mind map. Say what you did before you went to sleep, what happened in your dream and how it ended. Mention how you felt during the dream. Were you afraid? After you have done this, write three or four paragraphs about your dream. Write your description on rough paper. Ask your friend to check it for you. Tomorrow you will copy your work neatly into the next worksheet.

What I did before I slept.

When I woke up.

Last night I dreamed...

How the dream started.

How the dream ended.

How I felt during the dream.

Teacher

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52 Writing my story

Rewrite your rough essay in the space provided.

Last night I dreamed that ...



New words

Date

53 How the spider got such thin legs



Let's Read

Today we are going to read the story of a legendary African spider called Anansi.



Once upon a time, a long time ago, there lived a spider named Anansi. Although Anansi was a very good cook he was a bit lazy, so he preferred to eat the food that others in the village made for themselves and for their families.

One day, he stopped off at Rabbit's house. Rabbit was his good friend.

"There are greens in your pot," cried Anansi excitedly. Anansi loved greens.

"They are not quite ready yet," said Rabbit. "But they will be ready soon. Stay and eat with me."

"I would love to, Rabbit, but I have some things to do," Anansi said hurriedly.

He thought that if he waited at Rabbit's house, Rabbit would certainly give him some jobs to do. He did not want to end up washing dishes.

"Tell you what," said Anansi. "I'll spin a web. I'll tie one end around my leg and one end to your pot. When the greens are done, tug on the web, and I'll come running!"

Rabbit thought that was a great idea. And so it was done.

"I smell beans," Anansi sniffed excitedly as he ambled along. "Delicious beans, cooking in a pot."

"Come eat our beans with us," cried the monkeys. "They are almost done."





"I'd love to, Father Monkey," said Anansi. He again suggested that he spin a web, with one end tied around his leg, and one end tied to the big bean pot.

Father Monkey thought that was a great idea. All his children thought so, too. And so it was done.

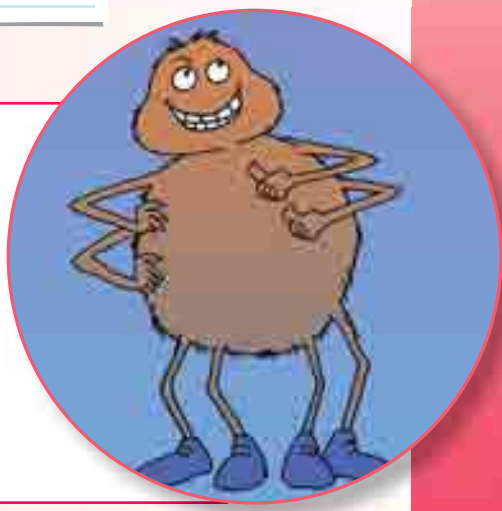
"I smell sweet potatoes," Anansi sniffed happily as he ambled along. "Sweet potatoes and honey. How delicious!"

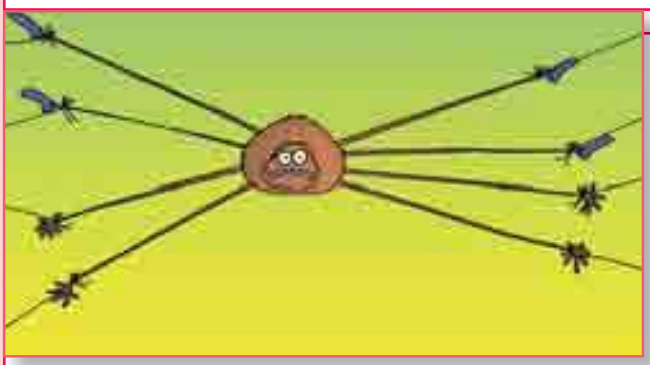
"Anansi," called his friend Pig. "My pot is full of sweet potatoes and honey! Come share my food with me."

"I'd love to," said Anansi. And again, he suggested he spin a web,

New words

with one end tied around his leg, and one end tied to the sweet potato pot.
His friend Pig thought that was a great idea. And so it was done. By the time Anansi arrived at the river, he had one web tied to each of his eight legs.
"This was a wonderful idea," Anansi told himself proudly. "I wonder whose pot will be ready first? I will be able to eat eight meals today. Lucky me."





Just then, Anansi felt a tug at his leg. "Ah," said Anansi. "That's the web string tied to Rabbit's greens." He felt another. And another. Anansi was pulled three ways at once.
"Oh dear," said Anansi, as he felt the fourth web string pull.
Just then, he felt the fifth web string tug. And the sixth. And the seventh. And the eighth!
Anansi was pulled this way and that way, as everyone pulled on the web strings at once. His legs were pulled thinner and thinner. Anansi rolled quickly into the river. Eventually, when all the webs had washed away, Anansi pulled himself painfully out of the river.
"Oh my, oh my," sighed Anansi. "Perhaps that was not such a good idea after all."
To this day, Anansi the spider has eight very thin legs. And he never got any food that day at all.



Let's Speak

Why did Anansi decide not to wait at Rabbit's house until the greens were cooked?

How did he end up with eight thin legs?

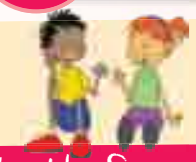
How did Anansi save himself from being pulled into pieces?

What is the moral of the story? How do we know that this is not a true story?

Teacher
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54 Spiders



Let's Speak

- How do you feel about spiders?
- Can you name any harmful or harmless ones?
- In what ways are harmless spiders useful to us?
- How does a spider differ from an insect?



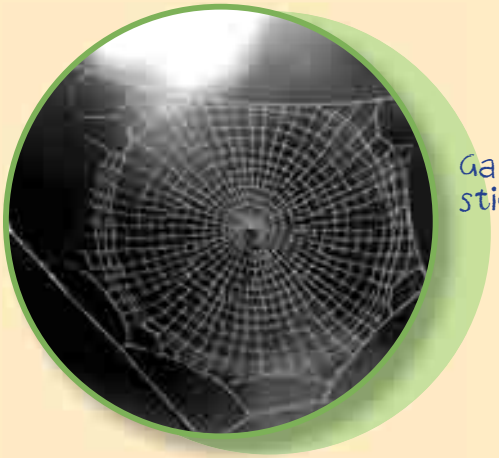


Let's Read

Six legs or eight legs

Did you know that spiders are quite useful to human beings? One way in which they help us is by eating insects that are harmful to us.

How do spiders catch insects? Some spiders trap insects in webs of silk. The spider has tiny holes in its body, and when it wants to make a web, a liquid comes out of these holes. When the air touches the liquid, it turns into a strong, thin, silky thread, and that's what the spider uses to make its web. Different spiders make different kinds of webs.



Garden spiders make sticky webs.

Black widow spiders make tangled webs.



Grass spiders make webs like little sheets.





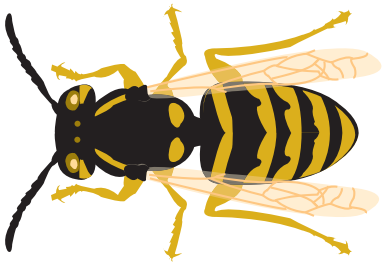
Some spiders are fishers. They sit near a river or pond and catch insects that swim past.





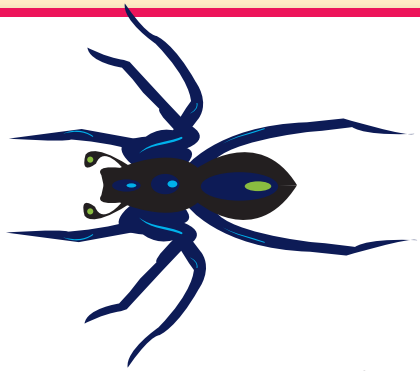
Let's Speak

Spiders are not insects. They are very different from insects. Take a look at the table below.



Insects

Insects have feelers and only six legs, and most of them have two pairs of wings.



Spiders

Spiders have eight legs and no wings or feelers. They have claws on their feet and jaws that look like little legs. A spider's skin is covered with hair.



Let's Write

Look at the two pictures and tell your partner how an insect differs from a spider.

Mention three ways in which spiders are different from insects.

Look at the legs.

Look at their body parts.

Look at their body covering.

How do spiders trap the insects they eat?

How do spiders make their webs?

Mention three different kinds of webs that spiders make.

Date

55 What has six legs?



- **We know that Anansi had eight legs.**
- **What has six legs?**
- **How many insects can you name?**



Let's Read

Creatures with six legs

Have you ever had an insect walk on your arm and tickle you with its feet? Was it a fly or an ant or a bee, a grasshopper or a beetle, a cricket or a butterfly?

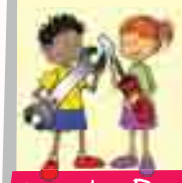
No matter where you live, some of these little six-legged creatures are sure to be near you. There are billions of different kinds of insects.

What do insects look like?

All insects have six legs and two feelers on their heads. Some have two wings and some have four wings. Insects have bodies made up of three parts – a head, a chest and a stomach.



Insects are not like people. If you want to taste something, you lick it with your tongue. If a fly wants to taste something, it walks on it! When you want to smell something, you use your nose. But a fly has no nose. It smells with the two feelers on its head. Insects don't see as we do. Their eyes are made up of hundreds of tiny eyes. Each tiny eye sees a piece of what you see.



Let's Do

Reread the description of an insect, and then try to draw an insect. Start off with the three parts of its body. Label all the parts that you draw.



New words

Let's Write

Go back to the description of insects. Look for information that tells you how insects are different from people. Write down these differences in the table.

	Humans	Insects
Smell	We smell with our noses.	Some insects smell with their feet.
Taste		
See		
Walk		

Complete this paragraph.

I felt a tickling feeling going up my arm. Then I felt a sharp bite. I yelled and

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56 Linking language

Using conjunctions
You will remember that we use certain **connecting** words to show causes and results. "Because" is a link word, and we use it like this: **"Because it was raining the game was postponed."**
Here is another example, using different link words: **"He studied hard for his test and as a result he got high marks."**



Let's Write

Now complete the following to make full sentences. They all use link words to show causes and results.

The bus broke down and as a result they
Because she hurt her leg while she was training, she
The cyclist was not very fit, and as a result he
Because their transport arrived late, they were
Because of the drought

What does the apostrophe do in expressions like "the spider's web" or "the ant's feelers"? It shows possession – the web belongs to the spider, and the feelers belong to the ant. Where do we put the apostrophe? If it is just one owner, we put the apostrophe after the singular noun (the spider's web). If it is more than one owner, we put the apostrophe after the plural noun (the spiders' web).



Let's Write

Add an apostrophe to these words.
We tell you whether it is singular or plural.

1. The spiders legs (one spider)
2. Anansis clever idea (one Anansi)
3. The insects eyes (more than one insect)
4. The spiders favourite food (one spider)
5. The rabbits home in the forest (more than one rabbit)



We use synonyms or words with the same meaning when we do not want to sound boring. Which sentence sounds better?

1) He was very cross because he lost his book. Losing his book really made him cross.
2) He was very cross because he lost his book. Losing his book really made him angry.

The second example is better because the writer has used a synonym, "angry", which has a similar meaning to "cross". That makes the sentence more interesting.



Let's Write

Now write three pairs of sentences. Use the word and its synonym (which are given) in each pair of sentences.

happy	
cheerful	
clever	
smart	
silly	
foolish	

Why do people write?

- People write to entertain you and make you laugh.
- They also write to persuade you to believe in something.
- Sometimes people write to inform or teach you about something.

If a piece of writing has more fact than opinion, it is more likely to be **informative.** It informs you.
If a piece of writing has more opinions in it than facts, or if it tells a made-up story, it is usually an **entertaining** piece of writing.
If a piece of writing tries to get you to do something, it is a **persuasive** piece of writing. It persuades you.



Let's Speak

What kind of writing is the story of Anansi?
What kind of writing is the description of the spider?
What kind of writing is the story of Lindiwe's dream?

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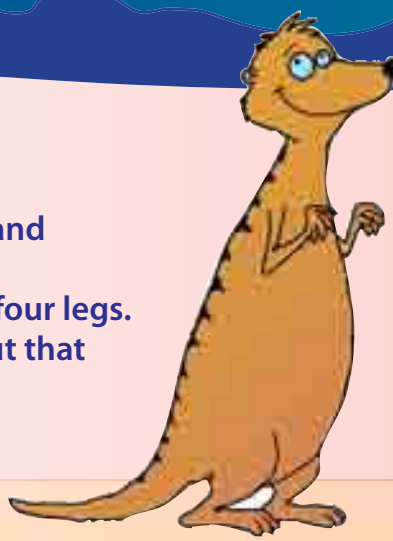
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57 The meerkat family



Let's Speak

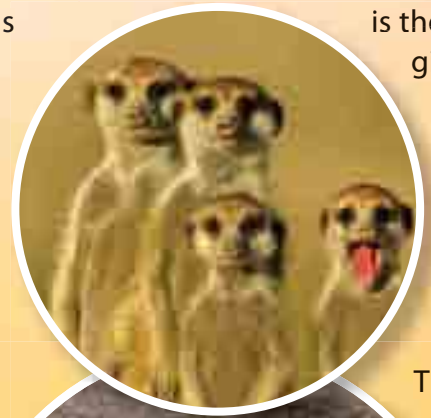
- You have just learned about six and eight-legged creatures.
- Let's now look at creatures with four legs.
- What animals do you know about that live in groups?
- Have you ever seen a meerkat?





Let's Read

Some animals are social animals. They like to live in groups, and to move around and feed together, and help each other. Meerkats live together in social groups, called colonies, that are made up of between five and twenty-five members. The colony is usually made up of two to three families.





What does a meerkat look like? An adult meerkat weighs about 1 kg, and its tail is about 20 cm long. Its tail helps it to stand up. It has long, strong claws for digging with. It also uses its claws to climb trees. The meerkat colony digs a system of tunnels under the ground. This is where they live and sleep. They can also run and hide in these tunnels. These tunnels are called burrows.

Where and how do meerkats live? They live in the desert, in places where the ground is dry and the plants are small bushes and long grass. This is their habitat. An animal's habitat gives them food, water and shelter. Meerkats live in the Northern Cape as well as in Namibia and Botswana.

A family of meerkats lives together in a burrow. The families don't sleep in the same part of the burrow every night. They each have their own section. Meerkats sleep at night, and in the morning they come out and warm themselves in the sun. When they stand upright, the sun warms their bare stomachs, after the cold night of the desert. It can get very hot during the day in the desert, and then the meerkats go back into the burrows to keep cool.

Both mothers and father help with caring for their young. Meerkats love their babies. When the babies are three weeks old, the whole colony will come and watch them as they come out of the burrow for the first time.

When the meerkats get hungry, they go out to find food. They look on the ground for termites,



spiders or centipedes. They also eat birds and fruit, rats, lizards and eggs. In addition they dig for their prey. So the meerkats are predators. That means they hunt and eat other animals. The animals they hunt are called their prey.



When they hunt they make chattering noises to each other all the time. They make sure that none of them goes too far from the family. Whenever they look for food, one of the meerkats has another job to do.

This meerkat must stand upright in a place where it can see everything, and it watches for danger. The watcher meerkat is called the sentry (another word for guard). If there is danger, the sentry makes a loud barking noise and then all the meerkats run to hide in holes or bushes. The young ones run to their mothers. What danger does the sentry look for, do you think? After the danger is past, the sentry will be the first to come out of the burrow, and look around.



Let's Write

Read the story and then answer these questions.

What is a social animal? How do social animals live?
How do you think meerkats make their burrows?
What is the habitat of the meerkat?
What is the prey of the meerkat? Give examples.
The writer says that one meerkat does not hunt but does the work of a sentry. What does this mean?

Teacher

Sign:

Date:

Date

58 More about meerkats



Let's Speak

- **You now know that meerkats are predators and that they hunt for small animals.**
- **What animals hunt meerkats? What are their predators?**
- **Why is it easy for an eagle to catch a meerkat when the meerkat is looking for food?**



Let's Read

Meerkats need to protect themselves

Meerkats defend themselves in a group from predators such as jackals. They "mob" the predator. They group together, and then they arch their backs and raise their fur. This makes them look bigger than they really are. They will growl and hiss and spit to frighten the enemy, and they will also kick up dust.

But they cannot do this if the predator is coming from above, the way an eagle would. Why do you think this is so? When an eagle flies down to catch a meerkat, they run into their burrows or into thorny bushes. However, if an eagle comes down suddenly, then the adult meerkats will protect their babies by covering them with their own bodies. The predator might then pick up the mother and fly away with her.





Let's Write

Write a paragraph to say how a meerkat protects itself from predators. We have started with the topic sentence.

Meerkats are able to protect themselves from their predators.

New words



Let's Write

Fill in the inverted commas in the sentences below. We have done the first one for you.

"Look, there is a jackal!" called the sentry meerkat.
Can we go and look at meerkats? asked Johan.
Meerkats sleep in their burrows, explained the teacher.
The eagle has picked up the mother meerkat! shouted Jabu.
You have to take turns on the swing, said the teacher.
I saw a meerkat and an eagle at the zoo, said Thabo.

Cause and effect
We have already looked at cause and effect. A cause is the reason why things happen. An effect is the thing that happens.
For example: If you switch the kettle on, then the water will boil.
You can see that the "if" part tells us the cause, and the "then" part tells us the effect.

Let's Write

Match these sentences to show the cause and effect.

If animals live together,		**then** it can warn the group when there is danger.
If the animal has long, strong claws,		**then** none of them will go too far away.
If they stand up on their back legs in the morning,		**then** it can dig under the ground.
If the family chatters all the time,		**then** the sun will warm them.
If the sentry meerkat stands and watches,		**then** they can help each other.

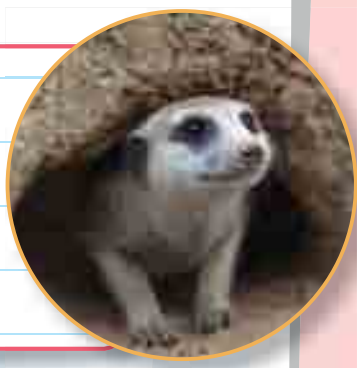
Date

59 I am a meerkat



Let's Speak

Pretend you are a meerkat. Yesterday you got up in the morning with the other meerkats. Now tell a story about what happened. Say what food you ate and how you escaped being eaten yourself. Remember that this happened in the past.
Work in pairs to complete this mind map and then write out your story in your own words.



My day as a meerkat

In the burrow

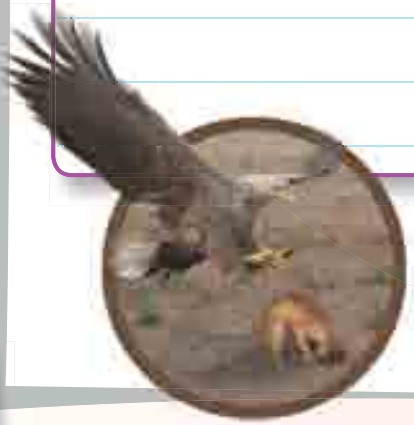
In the morning

Hunting for prey

Protecting ourselves

Hiding from an eagle

Enjoying our meal together



New words

Let's Write

Use the main points in the mind map for your paragraphs.
Write out your work in rough and let your friend check it.
Then write up your story neatly.



Teacher

Sign:

Date:

Date

60 A poster of a meerkat family



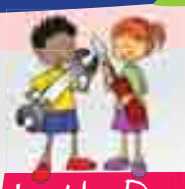


Let's Do

Draw a poster to persuade people to protect the meerkat. On your poster give information about

- **why we call meerkats social animals**
- **how and where they live**
- **how they get their food**
- **how they protect each other**

New words



Let's Do

So far this year you have read a wide variety of stories and articles. What is the purpose of these pieces of writing? Why was each piece written?

Put a cross next to the purpose of each of the following pieces of writing.

	Entertain	Inform	Persuade
How meerkats live			
How the spider got such thin legs			
New smoking laws protect children			
The soil manifesto: Growing good soil			
An unbelievable night			



Let's Write

Subjects and verbs work together. In a correct sentence, the subject and verb agrees in terms of number. This means that if you have a singular subject, the verb must also be singular, and if the subject is plural, the verb must also be plural. Look at these examples.
1. The meerkat digs a hole. (one meerkat)
2. The meerkats dig a hole. (more than one meerkat)

Make each subject agree with its verb. Underline the subject and then select the correct verb to "match" the subject.

1 Meerkats **live**/**lives** in the Northern Cape, Botswana and Namibia.
2. The girl **play**/**plays** netball for the first team.
3. The two boys **drive**/**drives** each others' toy cars.
4. Two eagles **hunt**/**hunts** the young meerkat.
5. The meerkats **chatter**/**chatters** to each other.
6. The team **competes**/**compete** well in interschool athletics.

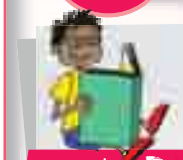


Let's Do

Draw this description.
An eagle flying in the blue sky looks down and sees a mother meerkat protecting her young among the thorny bush. It swoops down to snatch a meerkat with its big claws but the meerkats escape to their burrows.
There are three parts to this description. Draw a picture for each part in the spaces below.

Date

61 Are the old stories of dolphins true?



Let's Read

Have you heard stories about how dolphins have helped people?

Five thousand years ago a story was written about a dolphin and a poor boy. The poor young boy makes friends with a dolphin which lives in the sea near him. Every day the boy calls "Simo" and Simo comes to be with him. The boy and the dolphin become good friends, and Simo even takes the boy on his back to school in the next village. But the story has a sad ending. The boy dies and Simo misses his friend so much that he dies of sadness. The villagers find Simo dead on the beach.





Let's Speak

Do you think the story of Simo is true? Do dolphins really do things like this or is this just an old story?



Let's Read

Here is a real story from New Zealand about a dolphin. It is also a very old story.

The New Zealand Times **March 1956**

Dolphin to the rescue

A reader has sent in this story about a dolphin called Opo who lives at the Opononi beach. The person Opo loves most is Sarah Ross, but she is also very friendly with everyone who swims in the sea there. Opo comes when Sarah calls her name and then stays and plays with the other swimmers. She comes right up to people and lets them stroke her. She loves to play and show off. She can bounce and catch a rubber beach ball while she is swimming around and around. Sometimes she dives down and comes up again with a beer bottle on her nose. Everybody laughs and she thinks she has made a good joke. She loves it when people clap for her. Sarah is very happy to have such a special friend.

New words



The next dolphin story is about something that happened more recently.

The Ocean City Maryland News **4 April 2010**

Famous Dolphin Spotted in Ocean City Waters

On the afternoon of Sunday, 4 April, some people were fishing in the West Ocean City Waters. A few of them, high school boys, decided to go back to port and started the engine of their boat.
Suddenly they saw a dolphin swimming towards the boat. They did not want to hurt him so they stopped the engine. The dolphin swam right up to the boat and then stood up in the water and smiled at the teenagers. The boys quickly took out their cell phones and took photographs of him.
The family of one of the boys were in a boat nearby and they stopped to watch what was happening. They stopped their boat about 100 metres from the boys' boat.

The friendly dolphin swam over to the second boat and jumped out of the water so that he could greet the newcomers. He looked as if he wanted to rest his head on the boat. One man touched him. Then the dolphin swam back to the first boat.
The boys found out later that this was Dolphin 56, a very famous dolphin that scientists were studying. They had attached the number 56 to the fin above his back so that they could follow him for their research. He had been swimming in that part of the sea for about 30 years. Sometimes he would jump up and down and ask for a reward. The reward he wanted was fish to eat.



Let's Write

After reading the three articles about dolphins, how would you summarise their personalities?

Do we know why dolphins like people so much? How could we find out?

Dolphins like to be stroked. What other animals like to be stroked?

Teacher
Sign:
Date:

Date

62 More about dolphins and whales



Let's Read

As you know, dolphins and whales are mammals and not fish. What do you know about whales?



Dolphins and whales swim in the sea, but they are very special because they are not fish, they are mammals. Dolphins are much smaller than whales, so we know much more about dolphins than we do about whales. Whales are very big. The biggest type of whale is 34 metres long and weighs 140 tons. It is the largest animal in the world. The smallest kind of whale is 3 metres long.

Both whales and dolphins like to make noises. Dolphins communicate with each other by whistling, clicking or whining. They also use body language. Humpback whales make a range of social sounds to communicate: grunts, groans, snorts, barks and a "thwop" sound.

When a baby dolphin is first born a mother dolphin will whistle to it all the time, imprinting her sound on the baby so that it will recognise her. People who study dolphins think that each dolphin has its own individual signature whistle, just like a name, which it develops while it is still a baby.

Whales make songs under the sea; these songs can be heard hundreds of kilometres away, because water carries sound better than air does. They change their songs, but we do not know why. The whale will repeat the same song, which may last up to 30 or so minutes, over and over again for hours or even days. One pod (group) of whales will sing the same song for a few weeks, and then they will change it, little by little. This is different from birds, who can only sing the same song all the time.

Dolphins are known to help swimmers and fishermen. They have also been seen protecting swimmers from sharks by swimming in circles around the swimmers or rushing at the sharks to make them go away. There is a place on the coast of Brazil where dolphins drive fish towards fishermen waiting along the shore and "tell" the men to cast their nets. The dolphins' reward is the fish that escape the nets of the fishermen. The dolphins eat those fish.



Let's Do

In your pairs, pretend one of you is a fisher, and the other a dolphin. The fisher is interviewing the dolphin. The fisher asks the dolphin questions about how she lives and what she does. The fisher must ask at least six questions, and the dolphin must get the answers from these worksheets.

With your partner write up the questions and answers, first on rough paper, and then copy them neatly onto the next page. You must have at least six questions and answers.

New words

Let's Write

My Interview with a Dolphin

Date

63 Dolphin language

More about adjectives

You have often practised using adjectives. You will remember that an adjective is a word that describes a noun or a pronoun. Adjectives tell you what a person, place or thing is like. For example, "dog" is a noun, but what kind of dog? The "big, brown, furry dog" tells us more about that particular dog.

Adjectives can also tell us about number.
"There are seventeen learners in our class."
"Seventeen" is an adjective.

Adjectives also answer the question: "Which one(s)?" For example:

- **How do these fish live?**
- **What is that dolphin doing?**
- **Where did those wild dolphins come from?**

Some adjectives describe something by telling us who owns it. The words "my", "your", "his", "her" and "their" are possessive adjectives. These words look like pronouns. Examples are:
"my sister", "his dog", "your flippers".
Nouns can also take the form of adjectives in the same way that possessive pronouns do. Look at these: "Mohapi's car", "Ms Smith's class".



Let's Write

Cross out the word in each group that is not an adjective.

big	fast	paper	crunchy
skinny	slow	shiny	delicious
red	run	soft	spoon
quickly	new	warm	green



New words



Let's Write



Now underline the adjective(s) in each sentence.

There will be blue and red seats in the new stadium.
There were soft pillows and warm blankets on the old bed.
A famous artist painted those beautiful pictures in your book.
I am going to Dudu's house to see her new red bicycle.
He baked a delicious chocolate cake.
It is a tiny, brown, loud bird.
Dolphins are much smaller than whales.
The small, quiet, grey cat is scratching the big table.

Now sort out the adjectives you have underlined onto these cards.

Number	Colour	Taste or smell

Type	Size	Sound

Teacher

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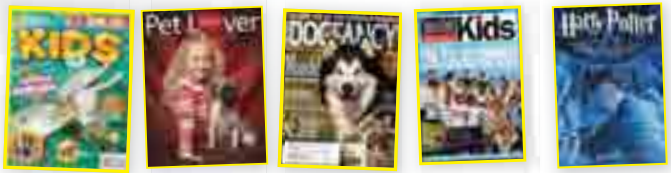
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64 A book review

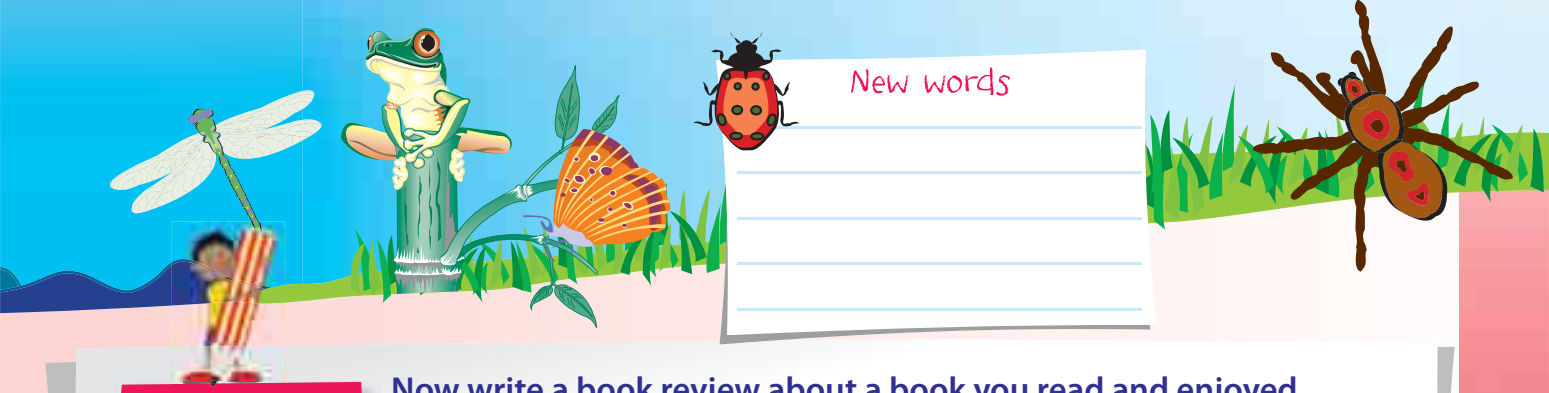


You have read a number of different stories and informative texts in this book. What kinds of texts did you like reading most?



What kind of reading do you enjoy most? Did you enjoy	√	X
The article on Meerkats?		
The story about Anansi the spider?		
Reading information about health and our bodies?		
Poetry and fun rhymes?		
Information about the weather?		
The story of the "Man who bought shade"?		
Information about the languages we speak in different provinces?		
The story of Hare, Whale and Elephant?		
Information about the planets?		
A story like the one about the crocodile in "An unbelievable night"?		
Information about other places such as the Antarctica?		
The report on the schoolgirl who rescued a drowning boy?		
Count up your ticks.		

If you have more ticks on pink it means you prefer reading for information.
If you have more ticks on green it means you prefer reading for pleasure.

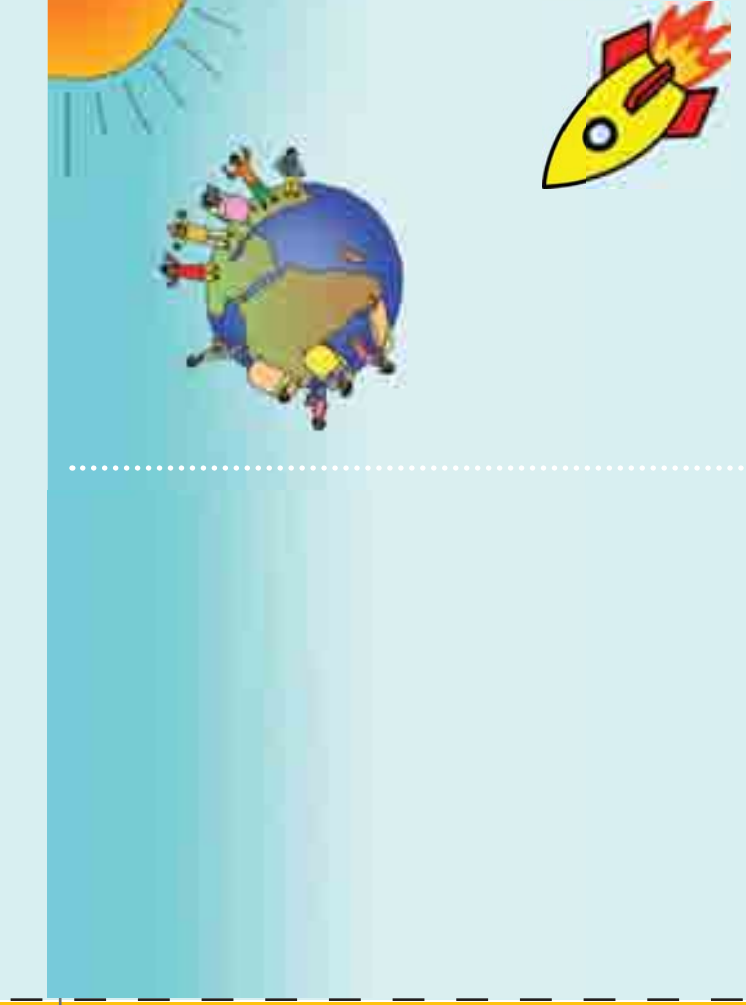


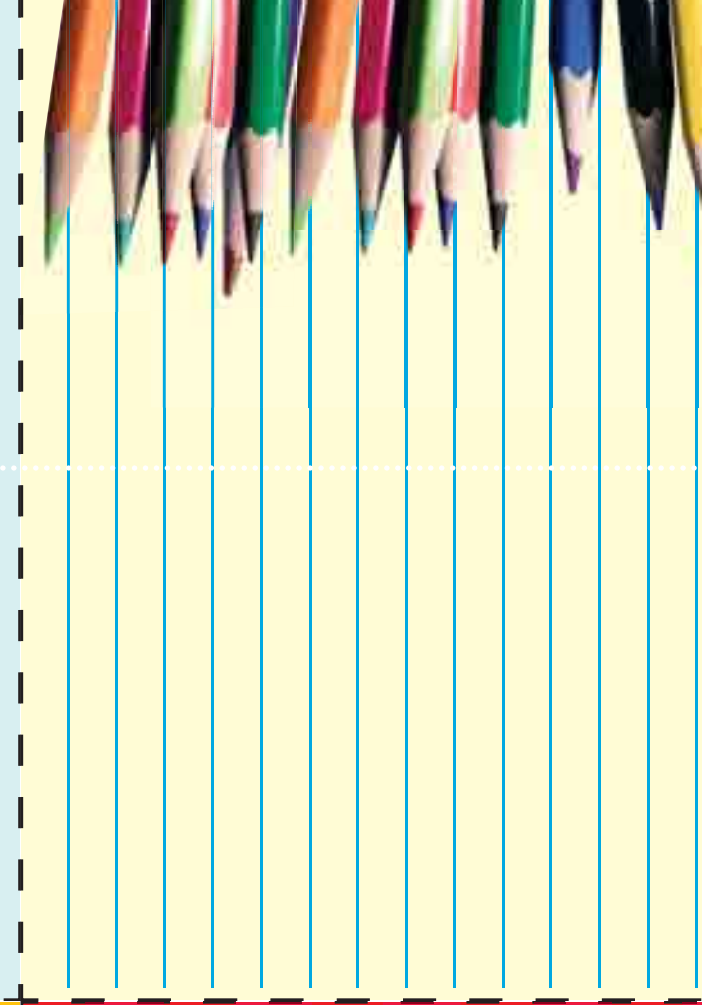
Let's Write

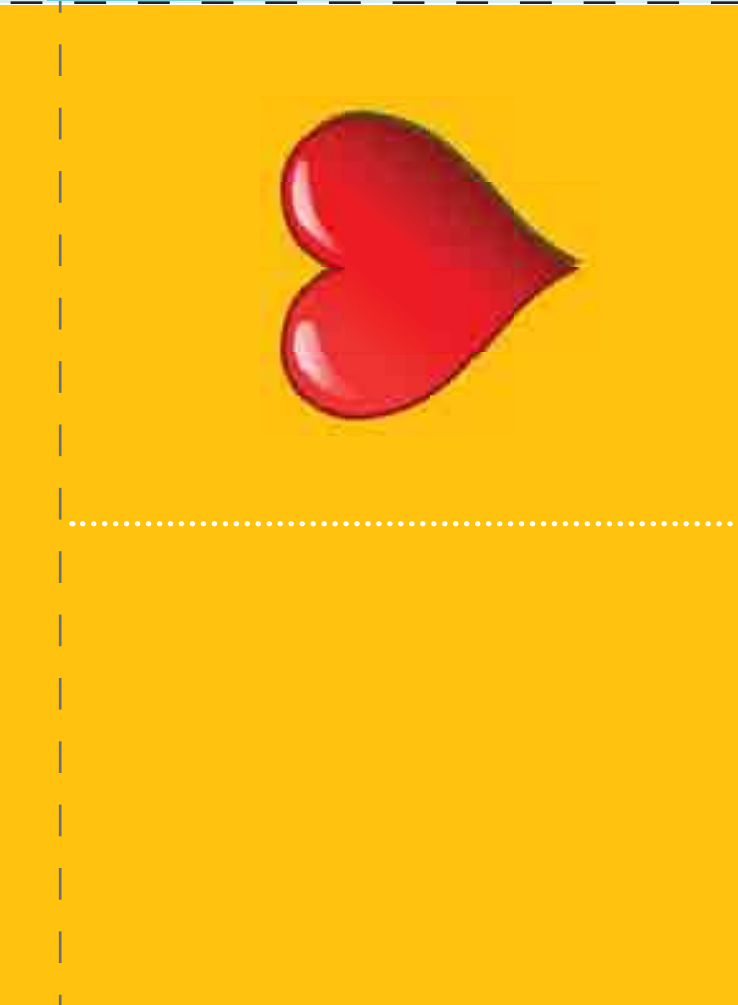
Now write a book review about a book you read and enjoyed. Fill in the following information.

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













BLACK

BLUE

2

5

GREEN

BROWN

6

MAYBE

NO WAY

THAT'S IT

NO

1

CAN BE

CORRECT

FALSE

YES

3

4

ORANGE

RED

8

7

YELLOW

PURPLE

Instructions:

1. Cut off the instructions.

2. Fold the paper in half and in half again.

3. Unfold it and place it printed side down.

4. Fold up all 4 corners so that the points meet in the middle.
5. It should now look like this.

6. Flip it over.
7. Fold up all 4 corners so that the points meet in the middle.

8. It should now look like this.

9. Fold it in half.

10. Work your fingers into the corners so that the creases form the four points.

How to use the Fun Finger Fortune:

1. Have a friend ask a "Yes or No" question. (like "am I pretty?" or "Does Sam like me?")
2. Ask them to pick a color. Spell out the color "R" - "E" - "D" while opening and closing the Fun Finger Fortune Teller in opposite directions with each letter.
3. Then ask them to pick a number from where the Fortune Teller was left open after the last letter.
4. Now open and close the Fortune Teller in opposite direction that number of times.
5. Now have them pick one of the numbers showing. Pull up the flap with that number on it...
   and your answer will be revealed.

