



# ENGLISH

## First Additional Language



basic education  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA



Terms 1 & 2

Learner Book

# ENGLISH

First Additional Language

Grade 5

Learner Book | Book 1

Terms 1 and 2



basic education  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA





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## Icon Key



Group Guided  
Reading



Independent  
Reading



Summary



LSC

Language Structures  
& Conventions



CS

Comprehension  
Strategies



Vocab

Vocabulary

# **THEME**

## **Orientation**

**Term 1**

**Weeks 1 & 2 | Cycle 1**



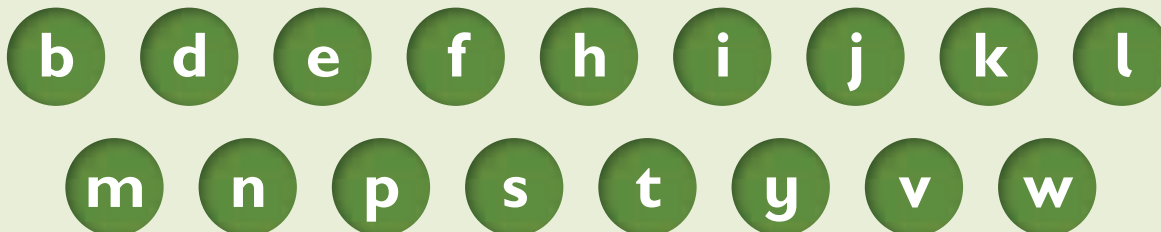
## Decoding Skills

### Phonic sounds

These letters make the same sounds in African Languages and English.

Look at each letter and say the sound it makes. Repeat this a few times.

Learn to read these sounds:



### Phonic words

Practice sounding out and reading these words:

bib lid did hit tin sin pin sip hip pit  
web bed wed hen vet set pen men test

### Word find

Blend sounds from the table to form words. Write as many words as possible in your exercise book.

|   |   |   |   |
|---|---|---|---|
| b | m | n | d |
| e | i | h | j |
| p | s | t | l |



## Difficult words or high frequency words

*These are seventy-five of the most commonly used words in English.*

*Use your phonic knowledge to sound out these words. Practice until you can read them automatically.*

|        |          |        |       |          |
|--------|----------|--------|-------|----------|
| the    | and      | a      | to    | said     |
| in     | he       | I      | of    | it       |
| you    | they     | on     | she   | is       |
| for    | at       | his    | but   | that     |
| with   | all      | we     | can   | are      |
| up     | had      | my     | her   | there    |
| out    | this     | have   | went  | be       |
| like   | some     | so     | not   | then     |
| were   | go       | little | ask   | mum      |
| one    | them     | do     | me    | down     |
| dad    | big      | when   | it's  | see      |
| looked | very     | look   | don't | come     |
| will   | into     | back   | from  | children |
| him    | Mr / Mrs | get    | just  | now      |
| came   | ill      | about  | got   | their    |

## Decoding Practice

*Use your knowledge of phonics and difficult words to read these texts.*

### Mum and dad went on a trip

Mum and dad went on a trip. They went on a little trip out there. Mum and dad just got back from their little trip. They came back from the trip just now. Mum had her pens with her on the trip. Dad had his hen with him on the trip.

'I liked the little trip,' said mum.





'I liked the little trip,' said dad.

On the little trip mum and dad looked for a big bed. They looked for a big bed for the children. They looked here and there for a big bed. When did they look for a big bed? They looked for a big bed when they went on their little trip.

Mum did not see a big bed for the children. Dad did not see a big bed for the children. They did not see a big bed on their little trip.

## My pet hen is ill

I have a pet hen. I like my pet hen. It is a little hen. My mum likes my hen.

She said, 'I like your little hen.'

I went to the vet. I went to the vet with my mum. My pet hen is ill. My little pet hen is ill. Mum said the hen is ill. All we can do is go to the vet. Mum and I and the little pet hen go to the vet.

The vet set the hen on the bed. The hen is on the vet's bed. The vet will test the hen. The vet will test my hen with a pin. He will test my little pet hen with a pin. He did the test on my hen's hip. The vet has my hen and a pin. The pin is in the hen. The hen is ill.

The vet said, 'Your little hen is ill. Here are pills in a tin for your ill hen. But the pills are not for you. The pills are not for mum. The pills are for the ill hen.'



1. Where did the vet set the hen?

*The vet set the hen...*

2. How did the vet test my hen?

*The vet tested my hen...*

3. Who are the pills for?

*The pills are for ...*

# THEME

## Sharks

Term 1

Weeks 3 & 4 | Cycle 2



10 Amazing facts You Didn't Know About Sharks: <https://youtu.be/h6rjmae8JUY>

The Importance of Shark Conservation: <https://youtu.be/dmz3My3nUi0>

- Many weird things have been found inside a shark's stomach including nails, a bottle of wine, a treasure chest, a drum, a torpedo and a suit of armour.
- More people are killed by bee stings than by sharks each year.
- The Pygmy Shark is as tiny as a human hand, whilst the Whale Shark can grow up to 10 metres long.

Interesting Facts



## Decoding Skills

### Phonic sounds

Learn to read these sounds:

**r****a**

### Phonic words

Practice sounding out and reading these words:

**ran ram rap swam ankle ant**

### Word find

Blend sounds from the table to form words. Write as many words as possible in your exercise book.

|   |   |   |
|---|---|---|
| a | r | v |
| m | d | f |
| t | m | b |

### Difficult words or high frequency words

Use your phonic knowledge to sound out these words. Practice until you can read them automatically.

**people      yours      put      could      house**  
**old      too      water      today      made**

### Theme vocabulary words

Your teacher will teach you the meanings of these words. Use your phonic knowledge to sound out these words. Practice until you can read them automatically

|                |                |                  |                |                  |
|----------------|----------------|------------------|----------------|------------------|
| <b>shark</b>   | <b>prey</b>    | <b>fin</b>       | <b>hunt</b>    | <b>afraid</b>    |
| <b>attack</b>  | <b>brave</b>   | <b>carnivore</b> | <b>ocean</b>   | <b>plankton</b>  |
| <b>safe</b>    | <b>curious</b> | <b>dangerous</b> | <b>massive</b> | <b>lifeguard</b> |
| <b>species</b> | <b>current</b> | <b>scientist</b> | <b>beach</b>   |                  |



## Decoding Practice

*Use your knowledge of phonics and difficult words to read these texts.*

### Ants on my ankle

There are little ants here. There are little ants there. There are little ants on my ankle! There are little ants down there.

The ants could go to your ankle. But the ants come to my ankle. The ants hunt my ankle!

I don't like ants. I don't like ants on my ankles! I want to hit the ants. I want to sit on the ants. I will put water on the ants. I will put water on the ants on my ankle. I will put water on the ants on my ankle today.

People don't like ants. Children don't like ants. People and children don't like ants on ankles.

I ran from the ants. I ran from the ants that hunt my ankle. I rap the ants on my ankle.



*Most people will sprain or twist an ankle at least once in their lives.*



*Ants are the longest living insects. They can live up to 30 years!*



## People swam with sharks

People went to the beach. People and children went to the beach today. People ran to the ocean. Children ran to the ocean. People and children ran into the water of the ocean. They swam in the ocean. They swam in the water of the ocean. They ran and swam!



### Vocab

**ram (verb):** to hit something very hard

People and children swam in the water with sharks. They look for sharks but they don't see the sharks. They don't see the sharks about. Then a shark rams the children! A big shark **rams** the little children! The little children swam and ran out the water. They swam and ran out the water of the ocean! They ran to the beach. They ran to their house.

The men come back into the water. They ran back into the water. The men looked for the big shark that rammed the little children. They could not see. They could not see the shark. The shark went out there in the ocean.



1. Who goes to the beach?  
*...and...go to the beach.*
2. What does the shark do?  
*The shark...*
3. Who ran back into the water?  
*...ran back into the water.*



## Independent Reading Texts

*Read and discuss these texts with your partner during group guided reading.*

### Nomsa's dream

Nomsa dreamt of going on a boat. She imagined herself on a fast boat in the ocean. Nomsa told Sihle about her dream. Sihle gave Nomsa a strange look, 'What about sharks? Aren't you afraid of sharks?'

Nomsa laughed, 'No! Sharks are big and beautiful. I would love to see a shark. Besides, I will be safe on my boat.'

Sihle shook his head, 'What if the shark jumps onto the boat?'

Nomsa laughed again, 'Don't be silly! Sharks can't jump onto a boat! What is your dream, Sihle?'

Sihle smiled, 'I want to play with lions.'

Nomsa laughed and laughed, 'You're crazy! I am afraid of lions! Sharks can't get me. I will be safe on my beautiful boat. But lions can attack and eat you if you are walking in the bush! I think lions are more dangerous than sharks!'





- 1 What does Nomsa dream of doing?  
*Nomsa dreams of...*
  - 2 What does Sihle dream of doing?  
*Sihle dreams of...*
  - 3 What inference can you make about how Sihle feels about sharks?  
*I can infer that Sihle feels...because...*
  - 4 Which would you rather experience: seeing a shark or seeing lions? Give a reason for your answer.  
*I would rather experience seeing...because...*
  - 5 Write the sentence below in the past tense:  
*What is your dream, Sihle?*
  - 6 Write the sentence below in the negative past tense:  
*I am safe on my beautiful boat.*
  - 7 Complete the comparative adjectives for these three syllable words:
    - a. *dangerous, more dangerous, ....*
    - b. *beautiful, ..., ....*
    - c. *frustrating, ..., most frustrating*
- 

## The great white shark

Great White Sharks are very common in South African oceans.

- They have grey skin and eight fins.
- Sharks use their fins and tails to swim. A shark must always keep swimming, or else it will die!
- Great White Sharks are massive and can weigh up to 300 kilograms!
- They have about 300 razor sharp teeth in their mouths.
- These sharks are carnivores. This means that they are meat eaters. They usually hunt other sea animals.
- People are very afraid of Great White Sharks, but they only attack about ten people a year. More people die from falling out of bed than from shark attacks!

However, if you see a shark, you must swim to land! Sharks can hurt you!





1. Which type of shark is very common in South Africa?  
*The ... is very common in South Africa.*
2. How do more people die than of shark attacks?  
*More people die...*
3. Write the **abbreviations** for the following words:
  - a. The abbreviation for kilogram is ...
  - b. The abbreviation for centimetre is ...
  - c. The abbreviation for millimetre is ...
4. Punctuate the sentence below to show **direct speech**:  
*I saw a shark's fin near me, so I swam as fast as I could! exclaimed Kuhle.*



LSC

**abbreviation:** a shortened way of writing a word, for example, km is the abbreviation of kilometres



LSC

**direct speech:** using speech marks ('...') to show the words that someone says

## Be safe in the ocean

When you go to the beach, you must always look for the shark flag.

The shark flag is near the lifeguard's chair.

The colour of the flag will tell you if it is safe or dangerous to go into the water.

- If the flag is **green**, it is safe to go into the water because there are no sharks.
- If the flag is **red**, it means you must not go into the water because there is a shark!
- If the flag is **white**, it means there is a shark close by.
- If the flag is **black**, it means the sky is grey and it is hard to see if there are any sharks in the ocean.







CS

**infer:** to work something out by using what you read in the text together with what you already know

1. What does it mean if the shark flag is green?  
*If the shark flag is green, it means...*
2. What can you **infer** if everyone suddenly runs out of the sea?  
*If everyone suddenly runs out of the sea, it could mean...*
3. Add the prefix 'un' to change the meaning of the word safe.  
*The opposite of safe is...*
4. Complete the sentence below:  
*When the shark flag is red...*
5. 'The sky is grey.' What is another way to say this? (choose one from the list below)
  - *It is overcast*
  - *It is overshadowed*
  - *It is cloudy*



Approximately 100 million sharks are killed each year. The main reason is shark 'finning'. Sharks are killed so that their fins can be used to make traditional medicine or soup.



## Visual Text

*Read and discuss this text with your partner during group guided reading.*

### Sharks in South African oceans

*Tiger Shark – 6m*



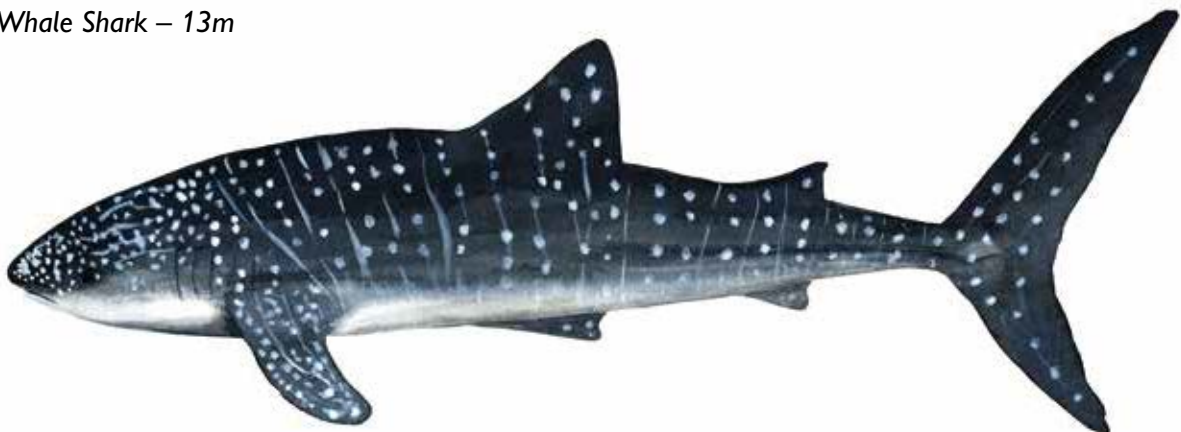
*Hammerhead Shark – 6m*



*Great White Shark – 7m*



*Whale Shark – 13m*





LSC

antonym:  
opposite

1. What is the longest a Tiger Shark can grow?  
*The longest a Tiger Shark can grow is ...*
  2. How do you think the Tiger Shark got its name?  
*I think the Tiger Shark got its name because...*
  3. Look at the poster carefully and choose shark names that will make the sentence below true:  
*The ... Shark is bigger than the ... Shark, but smaller than the ... Shark.*
  4. Use the **antonym** of tiny in the sentence below:  
*The Whale Shark is a ... shark.*
- 



### Summary:

1. Read the non-fiction text again: 'The Great White Shark'
2. Think about the text like this:
  - What do Great White sharks look like?
  - How do Great White sharks move?
  - What do Great White sharks eat?
  - Are Great White Sharks dangerous?
3. Write these main points to form your summary.
4. Set your work out like this:

### Summary: The Great White Shark

1. These sharks...
2. They use their...
3. They eat...
4. They...but...



# THEME

## Overcoming Barriers

Term 1

Weeks 5 & 6 | Cycle 3



What is Paralympic Sport:  
<https://youtu.be/eRrRf2yvAaA>

Signs that you are being Bullied:  
[https://youtu.be/8pIKfz\\_kUws](https://youtu.be/8pIKfz_kUws)

- Over a billion people globally live with some form of disability.
- 1 in 5 children between the ages of 12 and 18 has been bullied at school.
- Over 5 million South Africans don't have access to reliable drinking water.

Interesting Facts



## Decoding Skills

### Phonic sounds

Learn to read these sounds:

**C****U****X**

### Phonic words

Practice sounding out and reading these words:

**can can't unlock under box pox**

### Word find

Blend sounds from the table to form words. Write as many words as possible in your exercise book.

|   |   |   |
|---|---|---|
| c | u | o |
| n | t | x |
| a | m | p |

### Difficult words or high frequency words

Use your phonic knowledge to sound out these words. Practice until you can read them automatically.

**time**  
**does**

**why**  
**other**

**live**  
**ask**

**help**  
**want**

**has**  
**make**

**what**  
**hear**

### Theme vocabulary words

Your teacher will teach you the meanings of these words. Use your phonic knowledge to sound out these words. Practice until you can read them automatically.

|                 |                    |                  |                       |
|-----------------|--------------------|------------------|-----------------------|
| <b>barrier</b>  | <b>communicate</b> | <b>overcome</b>  | <b>confide</b>        |
| <b>struggle</b> | <b>encourage</b>   | <b>exhausted</b> | <b>realise</b>        |
| <b>narrator</b> | <b>support</b>     | <b>impatient</b> | <b>discrimination</b> |
| <b>succeed</b>  | <b>ability</b>     | <b>trapped</b>   | <b>race</b>           |
| <b>deaf</b>     | <b>gender</b>      | <b>blind</b>     | <b>challenge</b>      |



## Decoding Practice

*Use your knowledge of phonics and difficult words to read these texts.*

### Peter has a barrier

Peter lives with a barrier. He is deaf. He lives with the barrier of deafness. Peter can't hear. Why can't Peter hear? Peter is deaf so he can't hear. Peter can see. Peter is not blind.

Peter does not want people to put him in a box. He does not want people to see what he can't do. He wants people to see what he can do. Peter wants people to unlock their minds. He wants to unlock people's minds. He wants to unlock children's minds.

He wants people to see what he can overcome. He does not want people to see his barrier. He does not want children to see his barrier.

Peter asks for help at times. Peter could ask for help all of the time. But he does not ask for help all of the time. Peter will not ask for help all of the time. Peter does not ask for help all of the time. Peter's mum and dad help when he asks. They help their child when he asks.



*In South Africa, almost 10 out of every 100 babies are born with Cerebral Palsy. Cerebral involves the brain and palsy involves a weakness in the way a person moves, or positions their body.*





## Helping people with barriers

We could help people with barriers when they ask for help. We can help them when they ask. We can help them when they don't ask. We can see when they want help. We can see if blind people want help. We can see if deaf people want help. We can see if people with barriers want help.

Today look for people with barriers. Today look and see if there are people with barriers. See if the people with barriers want help. Don't just go about your day. Don't just go about your day and not help people with barriers. We can all help. We can all help people with barriers like blindness, deafness and other challenges.

There are other challenges we can see. We can see the other challenges if we look. We can look and see the other challenges, and we can help. We can help to support people with barriers. We can help to support people with other challenges.

I can unlock my mind. You can unlock your mind. We can see people's challenges. We can see people's barriers. We can see into people's lives. We can see into their lives and we can help.

1. When can we help people with barriers?

*We can help people with barriers when ...*

2. What are some barriers that people have?

*Some barriers that people have are..., ... and....*

3. Do you have a barrier? Or do you know anyone with a barrier?

*Write two sentences about this.*

*I have the barrier of...*

*It feels...*

*or*

*I know someone who has the barrier of...*

*He / She says it feels....*



## Independent Reading Texts

Read and discuss these texts with your partner during group guided reading.

### What a year!

November 2020

Dear Diary

What a year it has been! I don't think any of us will forget this school year. I must be honest, I am glad it is over. It started out like any normal school year. It was exciting to be in a new grade and my teacher, Miss Lepheane seemed like she was going to be a lot of fun.

Then the **pandemic** started! A virus called COVID-19 came and caused all sorts of trouble. We went into lock-down. At first it was fun being at home. We thought it was only going to be for three weeks but then those three weeks got longer and longer.

We had to do schoolwork at home. **My granny is a really bad Maths teacher!** I missed my friends. We had to start wearing masks and we had to stay at home. Everyone was stressed and unhappy.

Even when we went back to school, it was not the same. We could not play sport, we had to socially distance and we had to wear masks all the time. My best friend and I did not come to school on the same day. It was horrible. Miss Lepheane tried to make the days easier and she kept us safe. We learnt a lot this year.

I hope this pandemic will be over soon. I want to hug my friends and play netball again.

Lesedi



Vocab

**pandemic:**  
outbreak of a disease over a whole country or the world



CS

Can you **make an inference** about this? How does Lesedi know that her granny is a bad Maths teacher?







LSC

**antonym:**  
opposite

**Direct speech:**  
using speech  
marks ('...') to  
show the words  
that someone says

- 1 Why was Lesedi looking forward to going back to school? (Give 2 reasons)

*Lesedi was looking forward to going back to school because...*

- 2 What happened that made this school year different?

*The thing that happened was...*

- 3 Name three things that changed for Lesedi.

*Three things that changed for Lesedi were...*

- 4 Did you find the school year during the pandemic difficult? Give at least two reasons for your answer.

*I (found / did not find) the year difficult because... and...*

- 5 Find **antonyms** in the text for the words below:

- a. happy
- b. different
- c. shorter
- d. remember

- 6 Punctuate the sentence below to show **direct speech**:

*Lesedi said, my teacher is Miss Lepheane. She seems very nice.*





## I wish he would stop!

There is a big boy in my class

He hates me just for fun

He pulls my hair

He glues my chair

And trips me on the stair

I don't know what I did to him

We've never even spoken

But he disses me

Won't leave me be

Has kicked me in the knee

I really wish that he would stop

I hate to go to class

I feel so sad

That it makes him glad

When he bullies me



1. Why does the writer of the poem hate to go to class?

*The writer of the poem hates to go to class because...*

2. Name two things that the bully does to the writer of the poem.

*Two things that the bully does to the writer of the poem are...and ...*

3. What should you do if you are being bullied at school?

*If you are being bullied at school, you should ...*

4. List all the words in the poem that rhyme with:

a. *hair*

b. *me*

c. *sad*



## The Paralympic Games

The Paralympic Games is a sports competition for people who are physically disabled. People from all over the world take part in this sports competition.

Some of the people who take part have back injuries and they cannot walk. They are in a wheelchair.

Some people who take part have missing arms or legs and might use **artificial limbs**.

Some people who take part may be blind or have bad eyesight.

Some people who take part may have problems with the muscles in their bodies.

The Paralympic Games include athletics, cycling, rowing, soccer, swimming, and many other sports.

The Paralympics was started in 1948. The first people to take part were people who lost the use of their legs during World War Two.

1. What are the Paralympic Games?

*The Paralympic Games are...*

2. Name two of the disabilities the people who take part in the games might have?

*Two of the disabilities that people who take part in the games might have are...and ...*

3. Which sports do these athletes take part in? (Name three)

*Three sports that these athletes take part in are..., ... and ....*



*Natalie Du Toit is a well-known South African swimmer. In the 2004 Paralympics, she won 5 gold medals and a silver medal.*



### Vocab

**artificial:** not real, man-made

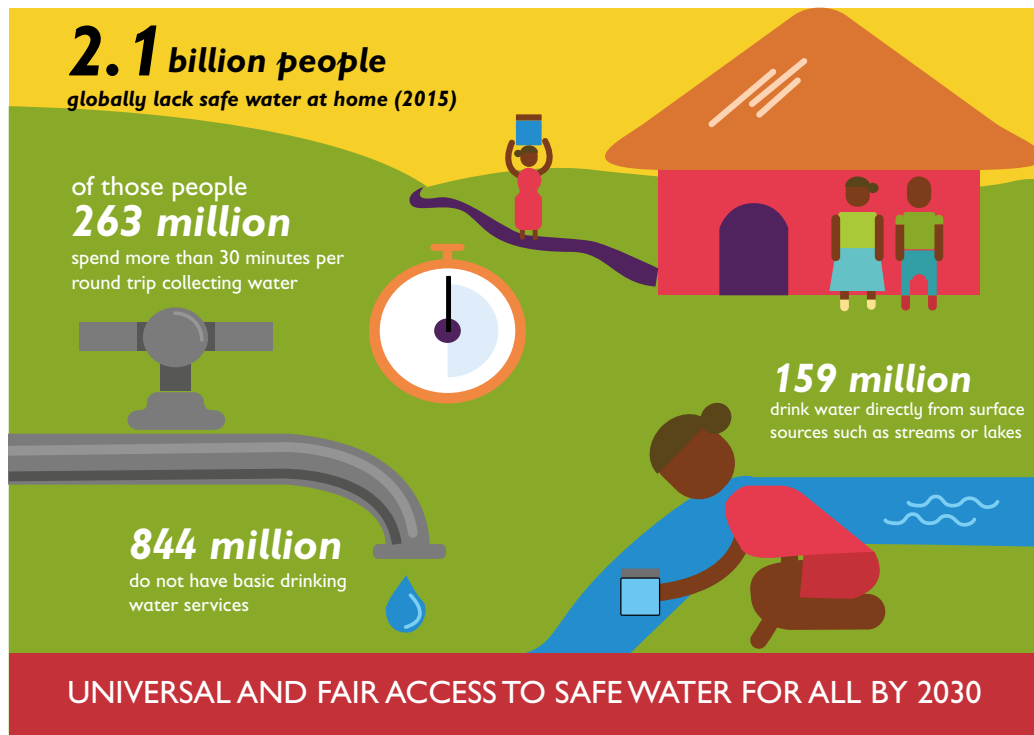
**limb:** another word for an arm or a leg



## Visual Text

Read and discuss this text with your partner during group guided reading.

### Access to clean water



1. How many people **globally** do not have safe water at home?  
*The number of people globally that do not have safe water at home is ...*
2. Name two sources of surface water.  
*Two sources of **surface** water are...*
3. How much time do 263 million people spend collecting water each day?  
*Each day 263 million people spend...collecting water.*
4. Find three **common nouns** in the infographic.  
*Three common nouns are: ..., ..., .....*



**Vocab**

**globally:** across the whole world

**surface:** above the ground



**LSC**

**common noun:** naming word

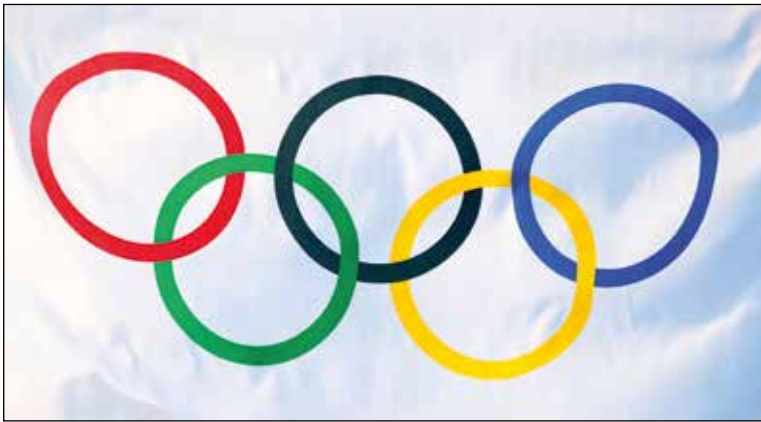


## Summary:

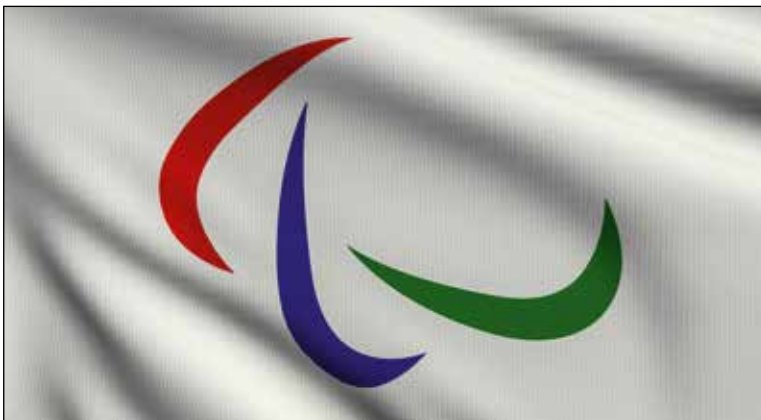
1. Read the non-fiction text again: 'The Paralympic Games'
2. Find four main points by asking yourself these four questions:
  - What is the Paralympic Games?
  - What kinds of disabilities do the people who take part have?
  - What are some of the sports they do?
  - When did the Games start?
3. Write these main points to form your summary.
4. Set your work out like this:

### Summary: The Paralympic Games

1. The Paralympic Games is ...
2. Disabilities can include...
3. Some of the sports are...
4. It started in...



Olympic Games Flag



Paralympic Games Flag

# THEME

## Growing Plants

Term 1

Weeks 7 & 8 | Cycle 4



Why the Amazon is so Important:  
<https://youtu.be/RGZtYhJJN0M>

Ocean Plants:  
<https://youtu.be/He5btoccBO4>

- The Amazon rainforest produces half of the world's oxygen supply.
- Dendrochronology is the science of calculating a tree's age by its rings.
- Apples are 25% air, that's why they float in water.
- 
- 
- 
- 

Interesting  
Facts



## Decoding Skills

### Phonic sounds

Learn to read these sounds:

---

### Phonic words

Practice sounding out and reading these words:

**kick sick moss hot wish shade**

---

### Word find

Blend sounds from the table to form words. Write as many words as possible in your exercise book.

|    |   |    |
|----|---|----|
| sh | o | ck |
| n  | k | d  |
| l  | m | p  |

---

### Difficult words or high frequency words

Use your phonic knowledge to sound out these words. Practice until you can read them automatically.

**forest trees clean here grow**  
**because should good cool how**

---

### Theme vocabulary words

Your teacher will teach you the meanings of these words. Use your phonic knowledge to sound out these words. Practice until you can read them automatically.

|                 |               |                 |                   |
|-----------------|---------------|-----------------|-------------------|
| <b>sunlight</b> | <b>protea</b> | <b>soil</b>     | <b>national</b>   |
| <b>sprout</b>   | <b>spikey</b> | <b>nutrient</b> | <b>wild</b>       |
| <b>seedling</b> | <b>scent</b>  | <b>replant</b>  | <b>natural</b>    |
| <b>compost</b>  | <b>wood</b>   | <b>manure</b>   | <b>ingredient</b> |
| <b>moist</b>    | <b>root</b>   | <b>unusual</b>  | <b>grass</b>      |





## Decoding Practice

*Use your knowledge of phonics and difficult words to read these texts.*

### **Mrs Shunga's shack**

Mrs Shunga has a house. Her house is a shack in the shade of a forest. Her house is a shack in the shade of the forest trees.

In the forest there is moss. The shade and the moss make the forest cool. The forest is not hot. The forest is cool. The forest is not hot because there is shade and moss. The shade comes from the trees. It comes from the forest trees. The moss is on the forest trees.

Mrs Shunga likes her shack in the shade of the forest. She likes to be cool, not hot. Mrs Shunga is not sick. She does not get sick in the cool forest. She does not get sick in her shack in the cool forest.

She has water. Mrs Shunga has clean water. Mrs Shunga does not get sick because she has clean water and it is not hot in the forest.



*The Congo Basin is Africa's largest forest. It is the second-largest tropical rainforest in the world.*





## Growing plants

How do we grow plants? We grow plants in the soil. The plants should have soil. The plants should have water. The plants should have sunlight. The plants should have soil, water and sunlight to grow. They should grow here if they have soil, water and sunlight.

We should not kick the plants. We should not kick the plants that grow here. Why should the plants grow here? The plants should grow here because they have soil, water and sunlight. It is good here. It is good to grow plants here by Mrs Shunga's shack in the forest. It is not too hot. It is not too cool. There is moss. There is shade. There is sunlight.

Growing plants is good. If we grow plants we will not get sick all the time. We will overcome barriers. We can overcome barriers if we grow plants.

My wish is for us all to grow plants to eat. My wish is for us not to be sick. My wish is for us all to have water, shade and plants. We should all grow plants to eat.



*Plants need soil, water and sunlight to grow.*

1. What should plants have to grow?

*Plants should have..., ...and.... to grow.*

2. What does the writer wish? List three things.

*The writer wishes that we all have..., ...and....*



## Independent Reading Texts

*Read and discuss these texts with your partner during group guided reading.*

### Kamo's gift

Last week it was Kamo's 12<sup>th</sup> birthday. Kamo's best friend, Maria, gave him an unusual present. Maria bought Kamo a protea for his birthday present.

Kamo loved his protea so much, he decided to find out more about it. He found out that the protea is South Africa's national flower. He also found out that different species of proteas are found in South Africa, South America and Australia. Then, later that night, Kamo's mom told him that the proper name for his protea is a 'King Pink'.

Kamo loved his protea very much. Kamo also loved South Africa very much. He felt proud to have South Africa's national flower.

He loved the way its spikey leaves looked, and he loved the colour of the bright pink flower.

Kamo put his King Pink Protea in a bottle of water next to his bed. He named his beautiful flower Maria. In the mornings, Kamo said, 'Good morning King Pink! I'm happy to see you!'





LSC

**imperative verb:** a verb that orders or commands you to do something

- 1 What is South Africa's national flower?  
*South Africa's national flower is...*
  - 2 What are two things Kamo liked about his flower?  
*Kamo liked...*
  - 3 Why do you think Kamo named his protea Maria?  
*I think Kamo named his protea Maria because...*
  - 4 Write an instruction on keeping your plant healthy using the **imperative verb**: water. (Start with the verb.)  
*... your plant...*
  - 5 Rewrite the following sentence filling the missing apostrophes:  
*Kamos plant looked beautiful and he always watered it to make sure it didnt die.*
- 

## Boitumelo's dream





One night, Boitumelo had an amazing dream about a special garden. At school the next day, Boitumelo ran to her friends and told them about her dream!

The first thing that Boitumelo saw in her dream was a large field, covered in thick, green grass. The field was **enormous**! Boitumelo ran into the middle of the field and danced until her feet hurt. She loved being in such a wide space where there were no other humans, and no loud noise!

Next Boitumelo saw a patch of beautiful and **fragrant** pink flowers. Their scent was fresh and sweet, like perfume.

Lastly, Boitumelo saw a very large, **wise**, old tree. The tree looked about 5 000 years old! Boitumelo touched the rough bark of the tree and thought about all the things the tree had seen.

Boitumelo wished she and her friends could really go to the special garden.

1. What was the first thing Boitumelo saw in her dream?

*The first thing Boitumelo saw was...*

2. Why do you think the writer called the tree wise?

*I think the writer called the tree wise because...*

3. Write two sentences that show you understand the meaning of the **homophones**, flour and flower.

a. Flour:

b. Flower:

4. Change the following commands into negative commands.

a. Touch the trees and plants.

b. Pick the flowers.

c. Lie on the grass.



#### Vocab

**enormous:**  
very big

**fragrant:** a  
pleasant, sweet  
smell

**wise:** having a lot  
of experience and  
knowledge



#### LSC

**homophones:**  
words that sound  
the same but are  
spelled differently  
and have different  
meanings



## Amazing facts about plants

There are many amazing and interesting facts about plants!

- Have you ever smelled perfume? Did you know that many of the smells in perfume come from natural ingredients, like flowers, grass and even wood?
- Did you know that 85% of all plants are found in the ocean?
- Another interesting fact is that about 70 000 different types of plants are used for medicine! A sour fig plant can help with a stomach-ache. An African wild potato can heal a cut or sore.
- Trees are also interesting. They are the longest living things on Earth. Some trees live up to 5 000 years!



Scientists say plants don't like the noise that humans make. Remember to be quiet around your plants.

- 
1. Where are most plants found?

*Most plants are found ...*

2. What can we do with the African wild potato?

*We can ...*



3. Rewrite the sentence below into three sentences using the verbs in the imperative form. (Start with the verbs)

Remember to be quiet around your plants and to make sure they are in the correct environment and always water them.

- a. ... around your plants.
- b. ... they are in the correct environment.
- c. ... them.

4. 'Take time to smell the flowers' – this is an idiom that means 'slow down and appreciate the good things in life.'

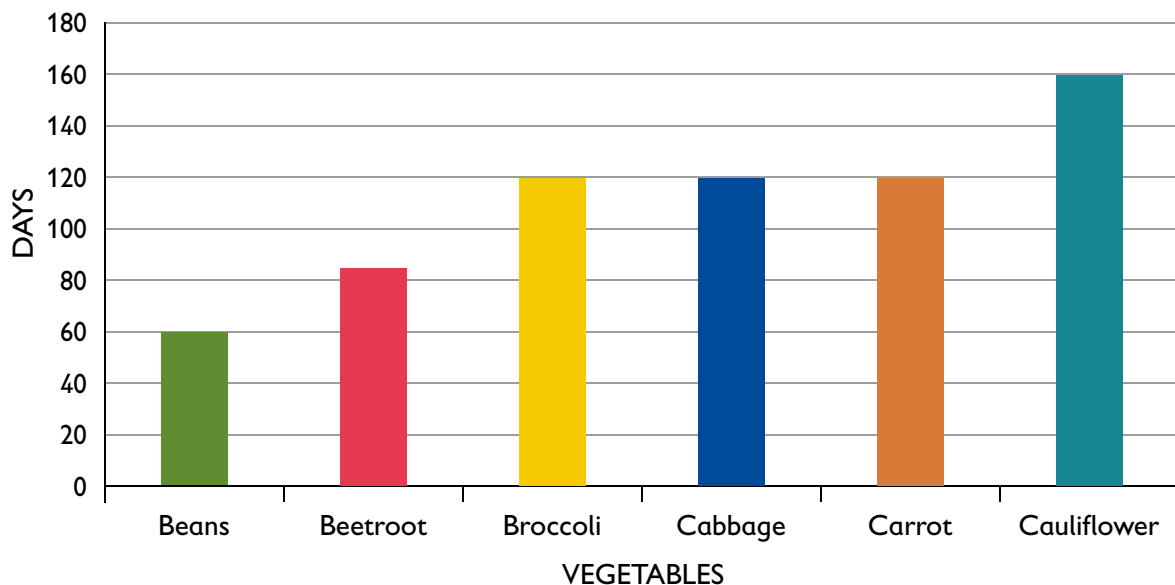
Match the following idioms with their correct meanings:

- |                              |                                     |
|------------------------------|-------------------------------------|
| a. Needle in a haystack      | Completely misunderstood something  |
| b. Barking up the wrong tree | Heard it from gossip/other people   |
| c. Extending an olive branch | Almost impossible to find something |
| d. Through the grapevine     | To try and make peace               |

## Visual Text

Read and discuss this text with your partner during group guided reading.

### How long it takes vegetables to grow







1. Which vegetables all take the same number of days to grow?  
*The vegetables that take the same number of days to grow are...*
2. How many days do beans take to grow?  
*Beans take ...*
3. Write two sentences to show that you understand the meanings of the homophones, 'been' and 'bean'.
  - a. Been:
  - b. Bean:
4. Use the information on the graph to complete the sentence below:  
*The .... take longer to grow than the...., but the .... takes the longest to grow.*



## Summary:

1. Read the fiction text again: 'Boitumelo's dream'
2. Find the three things that Boitumelo saw in the garden.
3. Write these main points to form your summary.
4. Set your work out like this:

### Summary: Boitumelo's Dream

1. First Boitumelo saw ...
2. Next Boitumelo saw ...
3. Lastly Boitumelo saw ...



*The Walter Sisulu National Botanical Garden is in Roodepoort, Gauteng. This beautiful garden is home to a waterfall and over 240 species of birds.*



# THEME

## Amazing Elephants

Term 1

Weeks 9 & 10 | Cycle 5



25 Cool and Extraordinary facts about Elephants:  
<https://youtu.be/ieMyVKXSd7k>

What is poaching:  
<https://youtu.be/na20IfKxJQU>

- An African elephant is pregnant for 22 months. That is almost 2 years!
- When elephants know they are going to die, they seem to take themselves to a place where their ancestors died. It is known as an elephant graveyard.
- An African savannah elephant can weigh 6 000kg.

Interesting Facts



## Decoding Skills

### Phonic sounds

Learn to read these sounds:

**bl****ar**

### Phonic words

Practice sounding out and reading these words:

**bleed blood blade sharp market farm**

### Word find

Blend sounds from the table to form words. Write as many words as possible in your exercise book.

|    |    |    |
|----|----|----|
| bl | ar | sh |
| c  | ck | o  |
| a  | m  | d  |

### Difficult words or high frequency words

Use your phonic knowledge to sound out these words. Practice until you can read them automatically.

**work going where need elephant**  
**money die game off know**

### Theme vocabulary words

Your teacher will teach you the meanings of these words. Use your phonic knowledge to sound out these words. Practice until you can read them automatically.

|                  |                   |               |                 |
|------------------|-------------------|---------------|-----------------|
| <b>trunk</b>     | <b>ivory</b>      | <b>tusk</b>   | <b>poacher</b>  |
| <b>terribly</b>  | <b>endangered</b> | <b>flap</b>   | <b>stressed</b> |
| <b>enormous</b>  | <b>illegal</b>    | <b>mammal</b> | <b>wrinkly</b>  |
| <b>herd</b>      | <b>simile</b>     | <b>ivory</b>  | <b>calf</b>     |
| <b>herbivore</b> | <b>bull</b>       | <b>human</b>  | <b>Asian</b>    |



## Decoding Practice

*Use your knowledge of phonics and difficult words to read these texts.*

### People need to work

People need to work. Why do people need to work? They need to work for money. When do people need to work? People need to work today. People need to work today for money. People need money to live. People need to work so they have money to live.

People work on farms. Some people cut plants with a sharp blade on the farm. People work at the market. Some people cut plants with a sharp blade at the market. Some people grow plants on the farm. Some people grow plants for the market. Some people clean the farm. Some people clean the market.

Where do some people work? Some people work on farms or at the market. Why do people need to work? People need to work for money to live. We all need money to live. We need to get work to go about our lives. It is good to have work.





## We need to help the elephants

We need to help. Yes, we all need to help. Elephants need us! All of us people need to help.

Our game farms need help. Poachers go onto game farms with sharp blades. The poachers want the elephants' tusks. The poachers want elephant tusks made of ivory. They want the elephant tusks to take to the market. Tusks are cut off the elephants. Tusks are cut off the elephants with a sharp blade.

The poachers will cut off the big tusks with their sharp blades. They sharpen the blades and then they cut the tusks off. There is blood. When the tusks are cut off, the elephants bleed and there is blood. The elephant bleed and die. The elephants bleed and die for their ivory tusks.

The poachers go onto the game farms for the ivory tusks. They want the tusks to send to markets. They send the tusks to markets for money. They need money to live. We must keep the poachers off our game farms. We must help the elephants on the game farms. We must not let the elephants bleed and die.

1. Why do the elephants need our help?

*The elephants need our help because...*

2. Why do poachers want the elephants' tusks?

*Poachers want the elephants' tusks for...*

3. How do you think we can help the elephants?

*I think we can help the elephants by ...*



*Ivory has been valued since ancient times. Ivory can be carved into artworks or jewellery. In years gone by, ivory was even used to make false teeth!*



## Independent Reading Texts

Read and discuss these texts with your partner during group guided reading.

### Non-fiction text, information: Facts about elephants

1. Elephants are the largest mammals on land.
2. There are three species of elephants, the Asian elephant, the African forest elephant, and the African savannah elephant.
3. Elephants are highly intelligent, and they have feelings like people.
4. Female elephants live in groups called herds. The leader of the herd is usually the oldest female elephant.
5. Male elephants are called bulls. Only young bulls live with the herd. When bulls are fully grown, they go and live alone in the wild.
6. Elephants usually live for 50–70 years.
7. Elephants are herbivores, which means they only eat plants. Elephants eat mainly grass, bushes and leaves, and they drink 200 litres of water per day.
8. Both male and female African elephants grow tusks.



1 Name two species of elephants.

*Two species of elephants are...*

2 Who is usually the leader of the herd?

*The leader of the herd is usually...*

3 How do you think the bulls feel when they have to leave the herd?

*I think the bulls feel.... when they leave the herd.*





LSC

**gender forms:** some nouns have gender forms, for example, male elephants are called bulls, and female elephants are called cows



LSC

**simile:** comparing two things by using the words 'like' or 'as'

4

Some nouns have different gender forms. Male elephants are called bulls. Female elephants are called cows. Complete the table below in your exercise book to show the correct **gender forms**:

|   | <b>Male</b> | <b>Female</b> |
|---|-------------|---------------|
| a | king        |               |
| b |             | hen           |
| c | uncle       |               |
| d | lion        |               |
| e |             | grandmother   |

5

Complete the sentence below using a **simile**:

When I see an elephant, it looks as big as a ...

## Meeting an elephant

Last year my family visited the Pilanesberg National Park. We drove through the park in my mother's car. I was sitting in the front seat and my little brothers were in the back seat.

Suddenly, we saw a large elephant in the road! I couldn't believe how big it was – much bigger than our car! The elephant swung its trunk and flapped its ears.



My mom slowly **reversed** the car, until we were about 40 metres away. Then we saw what was going on! The large elephant was a mother trying to get to her calf on the other side of the road. We waited until the elephant and her calf walked into the bush. Then, we carefully drove away! How exciting for my brothers and me!

Later, the game ranger told us that my mom had done the right thing when she had reversed. The ranger told us that elephants can be dangerous if they are worried or stressed!



Vocab

**reverse:** to go backwards



1. Try to visualise the stressed elephant. What was she doing?  
*The stressed elephant was...*
2. If you see a stressed elephant, do you think it is better to move away or just stay very quiet? Why would you make that choice?  
*I think it is better to...because...*
3. Complete the sentence below using an **adverb** to tell us how the elephant moved:  
*The mother elephant... moved past the car with her calf.*
4. Complete the sentences below by replacing the underlined word.  
Example: We saw a very large animal. We saw a very small animal.  
a. My mother drove slowly.  
b. The trip was interesting.



LSC

**adverb:** adverbs tell us more about the way something is done, they often end in -ly, like 'slowly' or 'carefully'

## Elephant poaching

Elephant poachers are people who kill elephants for their tusks.

- Elephant tusks are made from ivory. Ivory is worth a lot of money.
- In China, people will pay 2 000 US dollars for one tusk.
- Ivory can be used to make medicine or to make jewellery.
- It is illegal to kill elephants, but more than 100 elephants are killed every day!
- Because of this, elephants are endangered. This means that they are close to **extinction** – there are not many of them left in the world.
- Botswana has the most elephants in the world, with over 130 000 elephants.
- Many people believe elephant tusk will grow back if it is cut off, but it will not.



Vocab

**extinction:** when a species disappears from earth





1. What is an elephant poacher?

*An elephant poacher is somebody who...*

2. How does it make you feel that more than 100 elephants are killed every day?

*It makes me feel...*

3. What do you think is a suitable (correct) punishment for an elephant poacher?

*I think a suitable punishment for an elephant poacher is...*

4. Choose from these prefixes to give the words below the opposite meaning:  
dis – / im – / non – / un – / mis-

- a. behave
- b. sense
- c. comfortable
- d. agree
- e. possible

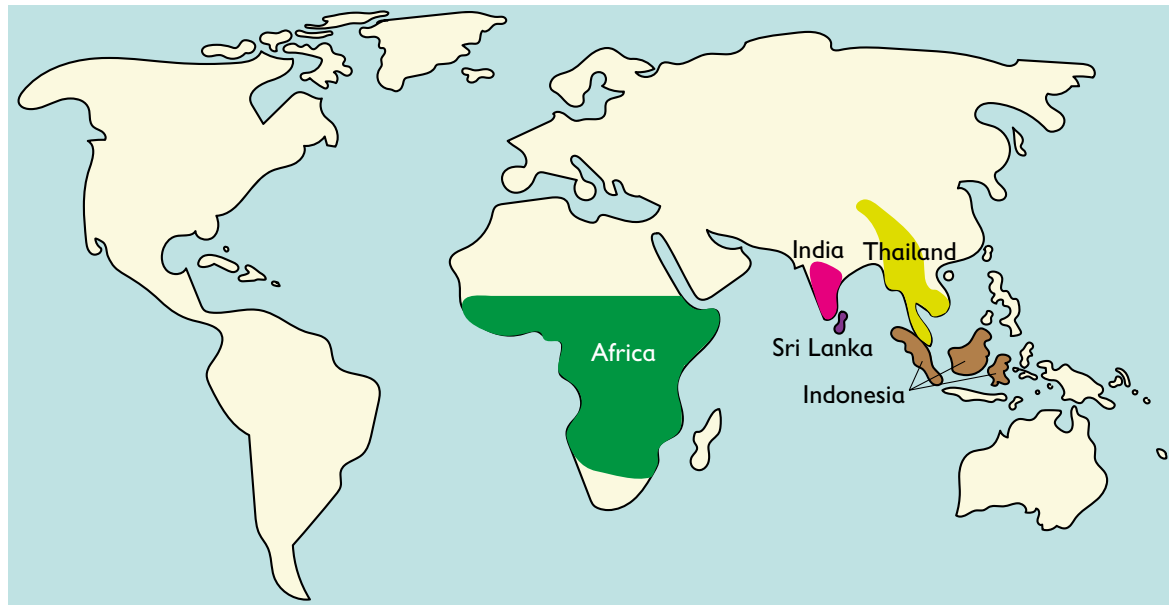




## Visual Text

Read and discuss this text with your partner during group guided reading.

### Map showing where elephants live



Key:

|                                       |                   |                                       |                 |
|---------------------------------------|-------------------|---------------------------------------|-----------------|
| <span style="color: green;">■</span>  | 415 000 elephants | <span style="color: yellow;">■</span> | 3 500 elephants |
| <span style="color: pink;">■</span>   | 27 000 elephants  | <span style="color: brown;">■</span>  | 2 500 elephants |
| <span style="color: purple;">■</span> | 7 500 elephants   |                                       |                 |

1. Name all the places where elephants can be found.  
*The places where elephants can be found are ...*
2. a. How many elephants are there in Africa? ...  
b. How many elephants are there in Asia? ...
3. a. Which place has the most elephants?...  
b. Which place has the least elephants?...
4. Complete the sentence below with the correct adjective. Look at this example:  
Elephants from Africa are African elephants.  
a. *Tigers from India are ... tigers.*  
b. *Bears from America are ... bears.*



## Summary:

1. Read the account again: 'Meeting an Elephant'
2. Think about this text like this:
  - What happened first?
  - What happened then?
  - What happened after that?
  - What happened last?
3. Write these main points to form your summary.
4. Set your work out like this:

### Summary: Meeting an elephant

1. First,
2. Then,
3. Next,
4. Lastly,

# THEME

## People Who Changed History

Term 2

Weeks 1 & 2 | Cycle 1



Who is Elon Musk:  
<https://youtu.be/i7nZBJVI26A>

The Genius of Marie Curie:  
[https://youtu.be/w6JFRi0Qm\\_s](https://youtu.be/w6JFRi0Qm_s)

- Edward Jenner is considered the founder of vaccines in the West after he inoculated a boy against smallpox in 1796.
- Google was founded in September 1998 by Larry Page and Sergey Brin while they were PhD students at Stanford University in California.
- 

Interesting  
Facts



## Decoding Skills

### Phonic sounds

Learn to read these sounds:

ch

ai

### Phonic words

Practice sounding out and reading these words:

challenge chop chain jail maid pail

### Word find

Blend sounds from the table to form words. Write as many words as possible in your exercise book.

|    |    |   |
|----|----|---|
| ch | ai | p |
| j  | i  | o |
| n  | m  | l |

### Difficult words or high frequency words

Use your phonic knowledge to sound out these words. Practice until you can read them automatically.

took      didn't      called      would      always  
father      vaccine      inject      cause      island

### Theme vocabulary words

Your teacher will teach you the meanings of these words. Use your phonic knowledge to sound out these words. Practice until you can read them automatically.

|            |                |             |           |             |
|------------|----------------|-------------|-----------|-------------|
| banned     | climate change | blog        | disease   | inspired    |
| suffered   | infuriate      | humiliation | famous    | prevent     |
| humiliate  | solar power    | defeat      | infection | opponent    |
| starvation | generation     | Jewish      | suffer    | ally/allies |



## Decoding Practice

*Use your knowledge of phonics and difficult words to read these texts.*

### Edward Jenner – the father of vaccines

Vaccines help all people. Vaccines help all people not to get sick. The father of vaccines was a man called Edward Jenner.

He saw that milk maids did not get sick and die. He saw that milk maids did not get sick with smallpox and die. He saw that the milk maids were always with the cows. He saw that the milk maids got cow pox and they got a little sick. But they did not die of smallpox.

Edward Jenner took some cowpox and injected it into a boy. He made the boy a little sick. The boy had cow pox. He was sick but he did not get smallpox and die.

Edward Jenner did not know if the boy would get sick. He did not know if the boy would die. This was a challenge. It was a challenge for Edward Jenner. The challenge was he did not know. He did not know if the boy would get smallpox and die. He could go to jail if the boy got smallpox and died. The boy did not die.

Edward Jenner made the first vaccine. He was the father of vaccines.







## A man who suffered

A man was put in jail. He was put in jail for a very long time. They said he did bad things. They said he caused pain.

But he didn't. He didn't do bad things. He didn't cause pain. He had a challenge. He had a challenge to help the people of South Africa. He had a challenge to help the children of South Africa. He was a good man.

But he was banned. He was banned and put in jail. Where did they put him? They put him in a jail. They put him in chains in a jail. The jail was far away, over the water. It was a jail on a rocky island. He had to chop rocks all day. Chop rocks day after day. Chop and chip rocks and put them in a pail.

The good man was made to suffer. The good man suffered for the people of South Africa. He got very old in that jail. He did not see his children. Sometimes he got mail from his children.

He was in that island jail for a very long time. He was in that island jail for 27 years. The good man was called Nelson Mandela.



1. Who was in the island jail?  
*.... was in the island jail.*
2. What did he have to do all day in that jail?  
*He had to...*
3. Describe where the jail was?  
*The jail was ...*





## Independent Reading Texts

*Read and discuss these texts with your partner during group guided reading.*

### How Stephen got his name

The Grade 5 class was given a homework assignment. The assignment was to find out why their parents had decided to give them the names that they did. That evening during dinner, Stephen asked his father, 'Dad, why did you name me Stephen?'

Stephen's father smiled at his son, 'Well Stephen, you were named after an important South African who helped to change history.'

'Who, dad?' asked Stephen.

'You were named after Stephen Bantu Biko. Steve Biko was an important leader during the Apartheid years,' said Stephen's father.

'What did he do, dad?' asked Stephen.

'He believed that we black South Africans needed to solve our own problems in our own way. He started an organization and raised money to end Apartheid,' explained Stephen's father.

'What happened to him?' asked Stephen.

'Many of us thought he would be the next great leader after President Mandela. But he was arrested, and he was killed in prison. He was a great man.'

Stephen felt very proud to be named after such an important person in South African history.





- 1 What did the Grade 5 class have to do for homework?  
*For homework, the Grade 5 class had to...*
- 2 Who was Stephen named after?  
*Stephen was named after...*
- 3 What can you infer about how the Apartheid government treated black prisoners?  
*I can infer that...*
- 4 If Steve Biko was alive today, what you ask him or say to him?  
*If Steve Biko was alive today, I would ask/say...*
- 5 Use the conditional to complete the sentence below:  
*If you believe in yourself then...*

## Florence Nightingale

Lesedi was feeling sick, so she went to see Nurse Busi. As Nurse Busi was checking Lesedi's temperature, Lesedi chatted with her. 'Nurse Busi, what made you decide to become a nurse?' asked Lesedi.

'I read a story about a young **British** nurse who lived long ago. Her name was Florence Nightingale,' answered Nurse Busi.

'What did Florence Nightingale do?' asked Lesedi.

'More than 150 years ago, Florence heard that British soldiers were dying in a war in **Crimea** because they were not cared for.



Nurse Florence Nightingale was born in 1820.



### Vocab

**British:** from Britain, Britain is made up of England, Scotland, Wales and Ireland



### Vocab

**Crimea:** Crimea was a country where Russia now is



She trained a group of nurses and went to Crimea,' explained Nurse Busi. 'There she discovered that many soldiers and other people were dying from disease, infection and starvation. Florence helped to start a proper hospital. It was kept clean, and the patients were looked after. Florence proved that nurses are very important,' concluded Nurse Busi.

'She sounds so brave,' said Lesedi.

Nurse Busi nodded her head, 'She was brave, and not just because she went to Crimea. In those days, men were in charge of everything, and had all the power. I also think she was brave because she stood up to the men and made them listen to her,' said Nurse Busi.

Lesedi thought that she also wanted to become a nurse, just like Nurse Busi and Florence Nightingale.

1. Why did Nurse Busi think Florence Nightingale was brave?

*Nurse Busi thought Florence Nightingale was brave because...*

2. What can you infer Nurse Busi feels about her job?

*I can infer that Nurse Busi...*

3. Change the sentence below into the past tense:

*Nurses are very important, and their work saves lives.*

4. Choose the correct word to complete the **idiom** below:

*Lesedi was feeling under the clouds / weather / blanket.*



**LSC**

**idiom:** the words written on the page have an extra, hidden meaning

## Bad times in history

Not all people who change history are good. Sometimes, bad people change history in a terrible way.

For example, in Germany, a man called Adolf Hitler changed history in a very bad way.

Adolf Hitler was the leader of the **Nazi Party** in Germany from 1933 – 1945. At that time, Germany was a poor country, with many problems. Hitler decided to blame all of these problems on the Jewish people. He said that if Germany killed all the Jewish people, their problems would go away. He said Germany would be a much better place without the Jews.



**Vocab**

**Nazi Party:** a political party that ran Germany, just like the ANC is a political party that runs South Africa



### Vocab

**kidnapped:**  
to take people  
against their will

Hitler and the Nazi Party built a very strong army. The Nazis **kidnapped** many Jewish people and put them into large camps called concentration camps. Jews were sent to be killed in these concentration camps. Over 6 million Jewish men, women, children and babies were killed in Nazi concentration camps.



*Adolf Hitler, the leader of the Nazi Party*



### Vocab

**fought:** past  
tense of fight

Many other countries **fought** to stop Hitler. These countries were called the Allies. The main Allies were Britain, America and France. South Africa also sent soldiers to fight with the Allies. Many history books only talk about white South African soldiers. But there were also many black South African soldiers who fought against Hitler.

1. What party was Hitler the leader of?  
*Hitler was the leader of the...*
2. Did you know South African soldiers fought against Hitler? How do you feel about this?  
*I know/did not know that South Africans fought against Hitler. This makes me feel ... because...*
3. Choose one of these connectors to join the two sentences below into one sentence: therefore / however / then  
*Hitler had great power. He had a huge influence on his country.*
4. WW2 is an abbreviation for World War 2. What does WW1 stand for?  
*WW1 is an abbreviation for ...*
5. **Ask your great grandparents or grandparents** what they know or remember about World War 2.



### CS

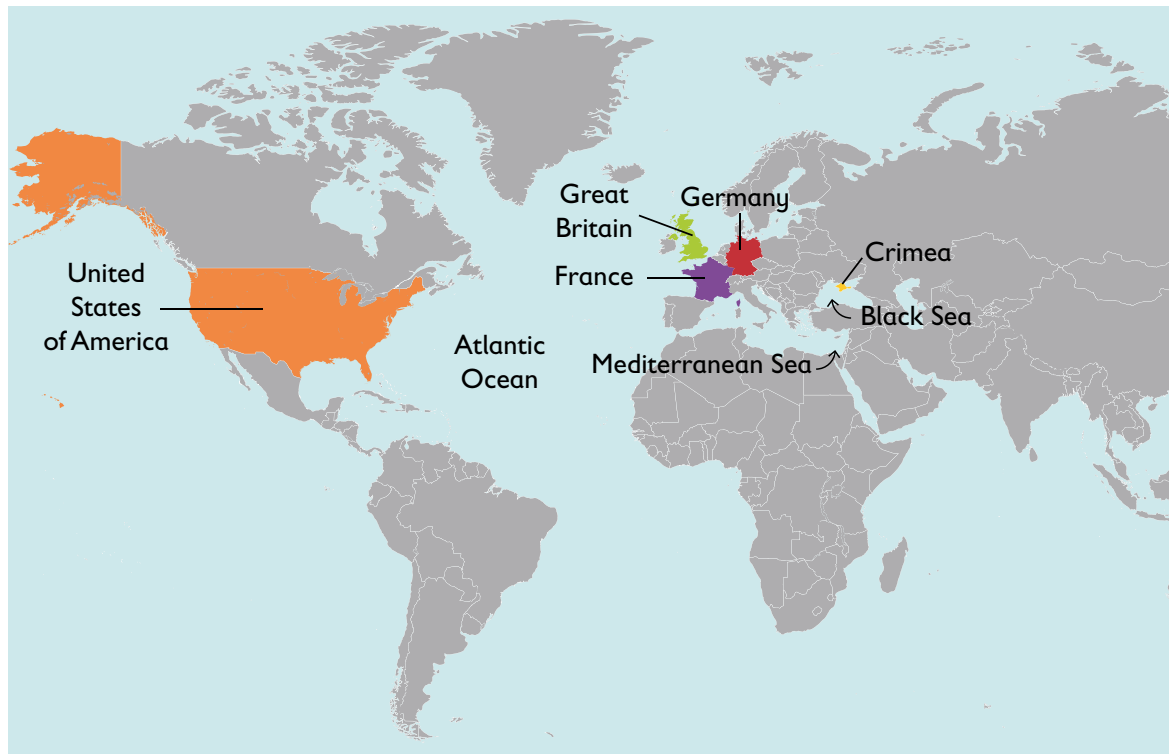
**oral history:**  
learning about  
what happened  
in the past by  
listening to the  
oral recounts of  
older people



## Visual Text

Read and discuss this text with your partner during group guided reading.

### Map of the World



1. Look at the journey Florence Nightingale took from Britain to Crimea. Which oceans or seas did she have to cross?

*Florence Nightingale had to cross...*

2. The Allies were the USA, France and Britain. Look at where they are situated on the map. They fought against Germany, in France and in Germany. Who had to travel the furthest to fight Germany?

*The Ally that had to travel the furthest to fight Germany was...*

3. Would you rather have been Florence Nightingale or an Allied soldier? Give a reason for your answer.

*I would rather have been Florence Nightingale / an Allied soldier because...*

4. Choose the correct word to make the sentence below true:

*Long ago people used a compass / thermometer / telescope to find their way; today we use GPS.*





## Summary, non-fiction text, information: Bad times in history

1. Read the non-fiction text again: 'Bad times in History'.
2. Use the sentence starters below to make a summary.

### Summary: Bad times in History

1. Adolf Hitler was the leader of the ...
2. He told the German people that all of their problems were because of ...
3. The Nazi Party kidnapped and killed over...Jewish people.
4. The Nazi Party was stopped by the...
5. South Africa...



The fence around a concentration camp



Jewish people had to identify themselves by wearing a star on their clothing



Prisoners in a concentration camp



The Nazi flag

# THEME

## Spiders

Term 2

Weeks 3 & 4 | Cycle 2



Spider in the Bath:  
[https://youtu.be/LD\\_WvcLi95I](https://youtu.be/LD_WvcLi95I)

Most Amazing Spiders in the World:  
[https://youtu.be/z7kHhPkF6\\_o](https://youtu.be/z7kHhPkF6_o)

- Spiders are not insects but are arachnids.
- Other arachnids include scorpions, ticks, and mites.
- Abandoned spider webs are called cobwebs.
- A fear of spiders is called 'arachnophobia'.

Interesting  
Facts





## Decoding Skills

### Phonic sounds

Learn to read these sounds:

tr

ir

### Phonic words

Practice sounding out and reading these words:

trap trick tree dirt third birthday

### Word find

Blend sounds from the table to form words. Write as many words as possible in your exercise book.

|    |    |    |
|----|----|----|
| tr | ir | ai |
| a  | b  | p  |
| n  | m  | d  |

### Difficult words or high frequency words

Use your phonic knowledge to sound out these words. Practice until you can read them automatically.

home

can't

again

girl

eat

bear

injection

hide

bite

many

### Theme vocabulary words

Your teacher will teach you the meanings of these words. Use your phonic knowledge to sound out these words. Practice until you can read them automatically.

|              |        |        |         |         |
|--------------|--------|--------|---------|---------|
| deadly       | rare   | cramp  | common  | symptom |
| itchy        | rushed | sore   | survive | liquid  |
| poisonous    | thread | prey   | pounce  | capture |
| self-defence | spit   | defend | web     | attack  |



## Decoding Practice

*Use your knowledge of phonics and difficult words to read these texts.*

### A bad birthday

It is the girl's birthday. It is the girl's third birthday. The girl will go to the forest for her birthday. She will take a trip to the forest for her third birthday. Her mum and dad take the girl to the forest for her birthday.

The children go to the forest for the girl's birthday. They will eat and play in the forest. They will sit under the trees in the forest. They will sit in the shade of the trees in the forest and have a good time. They will have a very good time in the forest. They will have a very good time for the girl's third birthday.

But there is a spider! There is a deadly spider in the tree! The spider has its web in the tree. The mum and dad do not see the spider. The girl does not see the spider. The children do not see the spider.

The deadly spider attacks the girl. The spider attacks the girl on her third birthday. It is a bad birthday. The girl needs an injection. The little girl has an injection on her third birthday.





**homonyms:**  
words that are  
spelled the same,  
but have different  
meanings

**bear:** a big  
animal

**bear:** to carry a  
problem

## A spider in our house

I do not like spiders. **I can't bear spiders.** My mum can't bear spiders.  
We do not want to see spiders in our house.

But there is a spider in our house. The spider is in the dirt in our house,  
but we can't see it. We can't see the little spider. The little spiders attacks  
me! The little spider attacks mum! It tricks me. It tricks mum. We do not  
see the tricky spider! It tricks and attacks us!

The little spider hides in the dirt in our home. Then the little spider  
attacks us! It spits at us. It bites us. It spites and bites again and again.

But the spider can help us. It can trap many insects in its web. It can  
trap and eat many insects that we do not like. It traps the insects in the  
threads of its web. The threads of the spider web trap the insects.

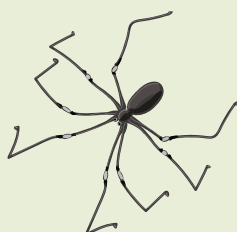
The tricky little spider eats the insects we do not like. Would you eat an  
insect? Could you eat an insect? Could you bear an insect or a spider?  
Could you bear an insect or a spider in your home?

1. Where is the spider?  
*The spider...*
2. How can the spider help us?  
*The spider can...*
3. What does the spider eat?  
*The spider eats...*

## Spiders VS Mosquitoes

Spiders very seldom bite humans.

Mosquitoes often bite humans.



Who would you rather live with?



## Independent Reading Texts

*Read and discuss these texts with your partner during group guided reading.*

### Spider bites

It is very **rare** that spiders bite humans. Most of the time, when people think they have a spider bite, it is probably a mosquito or another bug bite.

Spiders do not bite humans for their blood. Spiders only bite humans in self-defence. This means that spiders only bite if they think the human is trying to attack them. Spiders are more scared of humans than we are of them.

If you are bitten by a spider, it is important to stay calm. Most spiders are not poisonous, and the bite will not harm you. The only thing that might happen is that your skin will feel itchy and sore.

If you are bitten by a spider, and your skin feels itchy and sore, there are three simple steps you should follow to feel better.

1. Firstly, you must wash the bite with cold water.
2. Then, you must put an antiseptic, like Dettol or Savlon, onto the bite.
3. Lastly, rub the bite with some ice. The itchiness and pain should go away soon.

If you are bitten by a poisonous spider, you will feel ill and you will be in pain. If this happens, you must go to the hospital **immediately**.



*The Sac Spider is considered to be the most dangerous spider in South Africa.*



#### Vocab

**rare:** does not happen a lot / often



#### Vocab

**immediately:** straight away.



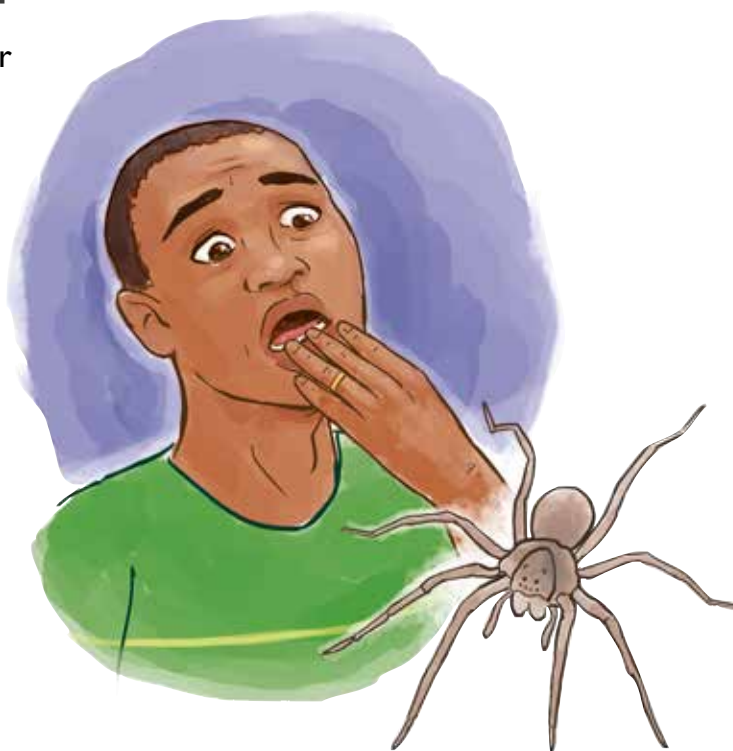
LSC

**preposition of direction:** show movement of where someone or something goes

- 1 If you are bitten by a spider, what may happen to your skin?  
*If you are bitten by a spider, your skin may...*
- 2 If you are bitten by a poisonous spider, what should you do?  
*If you are bitten by a poisonous spider, you should...*
- 3 Why do spiders bite humans?  
*Spiders only bite humans in...*
- 4 Why do you think you should stay calm if you are bitten by a spider?  
*I think you should stay calm if you are bitten by a spider because...*
- 5 Underline the three **prepositions of direction** in the sentence below:  
*The spider crawled around the corner, along the wall and through the window.*
- 6 Use one of these **prepositions of direction** to complete the sentence below:  
down / up / above  
*When my cousin saw a spider he jumped..... in the air.*

## Dad's fear of spiders

Themba and mother were waiting for Themba's father to get home from soccer practice. When father walked through the kitchen door, mother and Themba smiled.





Father sat down at the table. 'Sorry I'm late. I was scoring so many goals and I didn't want to leave,' he said.

Themba smiled proudly.

Just as father started eating, he screamed loudly. 'Spider!' he yelled. 'There is a spider! Get it away from me!'

Themba started laughing, 'You're scared of spiders, dad! That's so funny!'

Father looked scared and begged mother to chase the spider away. Mother chased the spider into the garden.

Themba's father sat back down and looked at Themba seriously, 'Son, it's not nice to laugh at other people's fears. What if I laughed at you because you are afraid of snakes? How would you feel?'

Themba **looked down and answered quietly**, 'But dad, I thought boys **weren't allowed** to feel scared of things,' he said.

Father shook his head and patted Themba's shoulder, 'Of course boys are allowed to feel scared, and sad, and happy. Themba, boys are allowed to feel lots of things. There are no rules about what boys can and can't feel, okay?'

Themba nodded his head, and looked relieved. 'Okay dad, sorry I laughed at you,' he said.

1. What was Themba's father scared of?

*Themba's father was scared of...*

2. What important lesson did Themba learn about boys' feelings?

*Themba learnt that...*

3. What are you scared of and why?

*I am scared of... because...*

4. Complete the sentence below with a preposition of direction:

*Themba's father walked... the door with a smile.*



CS

**infer:** to see what else you can work out from the text, together with what you already know

What can you infer from the way Themba answers?



Vocab

**weren't allowed:** are not supposed to, should not feel this way





## Interesting facts about spiders



There are many interesting facts about spiders.

Did you know that spiders make webs to catch their **prey**? Spiders make their webs by using a liquid that they store inside of their stomachs. When they release the liquid from their bodies, it becomes a thin line like a piece of cotton or thread. Spiders use this thread to make their webs. It takes a spider about one hour to make a web.

However, not all spiders use a web to catch their prey, some spiders **pounce** on their prey!

Many people are afraid of spiders, but most spiders are not dangerous to humans. Most houses have about 30 spiders in them. That means there are probably many spiders in your house right now!

Spiders have short hairs on the bottom of their feet. These hairs help spiders to walk on walls and on ceilings. Can you imagine being able to walk on the ceiling?

- 
1. What do many spiders use to catch their prey?

*Many spiders use...*

2. Why do you think some humans are afraid of spiders when most are not dangerous?

*I think some humans are afraid of spiders because...*



### Vocab

**prey:** an animal that is hunted and killed by another for food

**pounce:** jump on prey suddenly



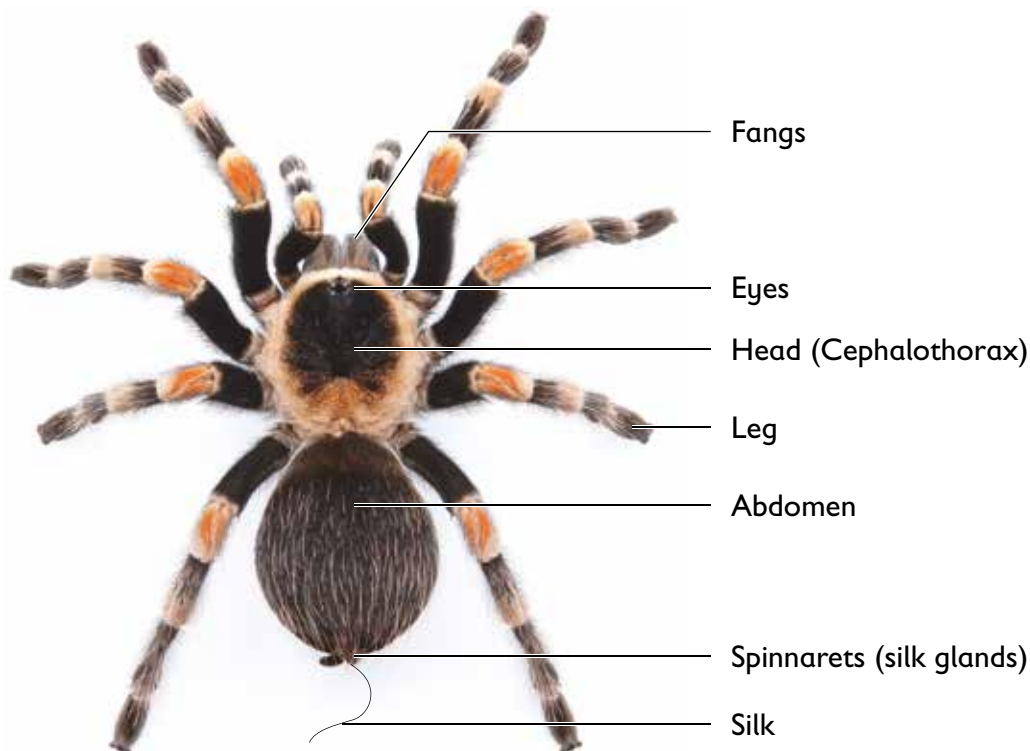
**alliteration:**  
when words  
following each  
other start  
with the same  
sound, like 'the  
cat catches  
cockroaches'

3. Write a sentence about spiders or snakes using **alliteration**.  
Snakes...  
or  
Spiders...
4. What do you think it means if someone has spidery handwriting?  
Choose the best meaning from those below:
- *The handwriting was done by a spider.*
  - *The handwriting is messy and difficult to read.*
  - *The handwriting was written by someone afraid of spiders.*

## Visual Text

Read and discuss this text with your partner during group guided reading.

### Diagram of a spider





1. To which part of the body are the spider's legs attached?  
*The spider's legs are attached to the...*
  2. Fill the missing words into the sentence below to make it true:  
*A spider is different to an insect because a spider has ... legs and an insect has ... legs.*
  3. What does the spider use to make silk?  
*The spider uses its... to make silk.*
  4. A spider has fangs. Name another creature that has fangs.  
*Another creature that has fangs is a ...*
- 



### Summary:

1. Read the non-fiction text again: 'Interesting Facts about Spiders'
2. Complete the summary using the sentence starters and frame below:

#### Summary: Interesting Facts about Spiders

1. Spiders make...
2. Spiders use...
3. Most spiders are not...
4. Most homes have...
5. Spiders have... to help them...

# THEME

## Leadership

Term 2

Weeks 5 & 6 | Cycle 3



How to be a Great Leader:  
<https://youtu.be/2lEp4TVpxgA>

Nelson Mandela. Speech that changed  
the world:  
<https://youtu.be/x0w7EnExt5U>

- Queen Elizabeth II is a trained truck mechanic and driver.
- Former US President Barack Obama was the first president to set up a Twitter account.
- The Prime Minister of the Netherlands rides to work on a bicycle every day.
- 

Interesting  
Facts



## Decoding Skills

### Phonic sounds

Learn to read these sounds:

**th****ay**

### Phonic words

Practice sounding out and reading these words:

**thief theft Thursday stay way may**

### Word find

Blend sounds from the table to form words. Write as many words as possible in your exercise book.

|    |    |    |
|----|----|----|
| th | ay | p  |
| tr | i  | u  |
| n  | s  | ck |

### Difficult words or high frequency words

Use your phonic knowledge to sound out these words. Practice until you can read them automatically.

**things**      **everyone**      **school**      **think**      **leader**  
**sure**      **safe**      **night**      **away**      **before**

### Theme vocabulary words

Your teacher will teach you the meanings of these words. Use your phonic knowledge to sound out these words. Practice until you can read them automatically.

|                   |                       |                  |                 |                   |
|-------------------|-----------------------|------------------|-----------------|-------------------|
| <b>tackle</b>     | <b>qualities</b>      | <b>captain</b>   | <b>honesty</b>  | <b>announce</b>   |
| <b>strength</b>   | <b>competitive</b>    | <b>encourage</b> | <b>badge</b>    | <b>admit</b>      |
| <b>nominate</b>   | <b>responsibility</b> | <b>elect</b>     | <b>bravery</b>  | <b>vote</b>       |
| <b>successful</b> | <b>distribute</b>     | <b>duty</b>      | <b>jealousy</b> | <b>obligation</b> |



## Decoding Practice

Use your knowledge of phonics and difficult words to read these texts.

### A brave and responsible leader

On Thursday my school went on a trip. We went on a trip to the beach and ocean. We went to stay at the beach. We went to play and swim in the ocean.

Our leader was Mrs Dube. Mrs Dube was our leader. She was a responsible leader. She looked at all the school children. She made sure that everyone was safe. She made sure that all the school children were safe. Mrs Dube was a responsible and good leader. She wanted our stay to be good. She wanted our stay to be safe.



*These police officers are investigating a theft. They will try to catch the thief.*

On Thursday night there was a **thief**. A thief came to do a **theft**. The thief wanted our things. Mrs Dube saw the thief. She saw the thief on Thursday. Mrs Dube called the thief away. She called the thief away from us. She was brave. She was brave and responsible. Mrs Dube was a brave and responsible leader. She made sure we were safe. She made sure the thief got away. She made sure the thief got away from us on Thursday.





## We elect our captain

On Thursday we will elect a captain. We will elect a captain for our school. When will we elect a captain for our school? We will elect a captain for our school on Thursday. On Thursday we may stay and elect a captain for our school.

We must think. We must think about things before we elect a captain. We must think about things before Thursday. We must think about things that make a good captain. We must think about these things before we vote. We must think about these things at night.

What will make a good captain? A good captain can't be a thief. A good captain must be responsible. A good captain must be brave. I think I could be a good captain. I think I would be a good captain.

I will say, 'I will be a good captain. I will be kind. I will be responsible. I will be brave. Make me your captain. Make me the captain of our school. Make me the captain of everyone. I will make sure you are safe. I will be a good captain. Vote for me. Elect me as your captain.'

1. On which day of the week must we choose a captain?

*We must choose a captain on...*

2. What must a good captain be? *List three things.*

*A good captain must be..., ...and....*

3. When must we think about the captain?

*We must think about the captain...*



## Independent Reading Texts

Read and discuss these texts with your partner during group guided reading.

### What makes a good leader?

Good leaders are very important: in schools, in communities and in the country. Leaders influence people and to be a leader is a great responsibility. There are many different **qualities** that make a good leader.

Here are some important points to think about. To be a good leader you should:

- **Be honest.** Make sure that people can trust and believe in you.
- **Listen to others.** Don't just say what you think. Listen to other people's ideas. If they are good ideas, use them!
- **Use other people's strengths.** Think about what everyone is good at. Try to give people jobs that they will be good at.
- **Make people feel good about themselves.** Tell people what you like about them. Thank people for helping you. Tell people when they do a good job. We all like to feel good about ourselves.
- **Admit it when you are wrong.** If you do something wrong, or make a bad decision, admit it. Apologise to others and try to do better next time.
- **Do not act only for yourself.** A leader must work for everyone and not do things because you want something, or because you can **benefit** from something.



Vocab

**qualities:**  
characteristics



Vocab

**admit:** own up

**benefit:** to  
gain from



- 1 Which of the above points do you think is the most important?  
Give a reason for your answer.  
*I think the most important point is...because...*
- 2 Do you ever want to be a leader? Give a reason for your answer.  
*Yes, I want to be a leader because...*  
*or*  
*No, I don't want to be a leader because...*
- 3 Which of the above points do you think is your strongest?  
*I think my strongest point is...*
- 4 Which of the above points do you think you need to work on to become a good leader?  
*I think the point I need to work on is...*
- 5 Some verbs show that something must happen. We call these verbs of obligation. Rewrite the sentences below and underline the verbs of obligation:
  - a. A good leader must think of everyone and not only of herself.
  - b. A good leader should be honest and trustworthy.
- 6 Put the words below into the correct order to form a proper sentence:  
*leader, hard, a, has, good, to, work*

## Stopping the bullies

Nelly was a smart girl who got good marks. Nelly was also a very good netball player. A few of the other Grade 5 girls felt jealous of Nelly, and so they bullied her.

Every day, Nelly's lunch was stolen. Sometimes, books were taken from her schoolbag and thrown on the floor. Most learners knew this was going on, but they were not brave enough to stand up to the bullies.

But Sindiswa, another Grade 5 learner, was **sick** of the bullies! She decided to do something about it! Sindiswa felt brave enough to stand up to the bullies! Sindiswa wrote a long letter to the school principal. In the letter, Sindiswa explained what was happening to Nelly.



### Vocab

**sick:** when you are sick OF something, it means you have had enough and are now angry



She told the principal that most of the children in Grade 5 were sick of the bullies. Then, Sindiswa got many of the Grade 5 learners to sign the letter. The school principal read Sindiswa's letter. The principal immediately made sure that all the bullying in the school stopped. The principal told Sindiswa that she was a very good leader. Nelly was **grateful** for Sindiswa's bravery and leadership.



## Vocab

**grateful:** thankful

1. Why were the bullies jealous of Nelly?  
*The bullies were jealous of Nelly because...*
2. Who decided that it was time to stand up to the bullies?  
*... decided that it was time to stand up to the bullies.*
3. Why do you think the principal told Sindiswa that she was a good leader?  
*I think the principal told Sindiswa that she was a good leader because...*
4. Complete the sentence below with your own reason:  
*If you see someone being treated badly, you should...*



### Vocab

**democratically:**  
voted for by the  
people

## South Africa's 5th president

President Cyril Ramaphosa is the leader of South Africa. He is the 5<sup>th</sup> **democratically** elected president of South Africa.

- The president was born in Soweto on the 17<sup>th</sup> of November 1952.
- His father was a policeman for the Apartheid government.
- President Ramaphosa was a freedom fighter who fought against Apartheid. He was jailed twice in the 1970s for fighting Apartheid.
- The president's wife, Dr Tshepo Motsepe, is a medical doctor. They have four children.
- He is a very successful businessman, and one of the richest people in South Africa. In 2011, President Ramaphosa brought MacDonalds to South Africa.
- He is also a cattle farmer and has written a book about cattle.
- President Ramaphosa is a polyglot, which means he can speak many languages. He often uses several of South Africa's official languages in his work.



*President Cyril Ramaphosa, South Africa's 5th democratically elected president.*

1. Who is the 5<sup>th</sup> democratically elected president of South Africa?  
*The 5th democratically elected president of South Africa...*
2. Why do you think it is important for the leader of South Africa to be able to speak many languages?  
*I think it's important because...*



- Choose the correct form of the verb to complete the sentence below. Choose from: have / had / has

*Every day, the president ... to make difficult decisions to help the people.*

- The prefixes 'poly' and 'multi' both mean many. What do you think the word 'multicoloured' means?

*I think multicoured means...*

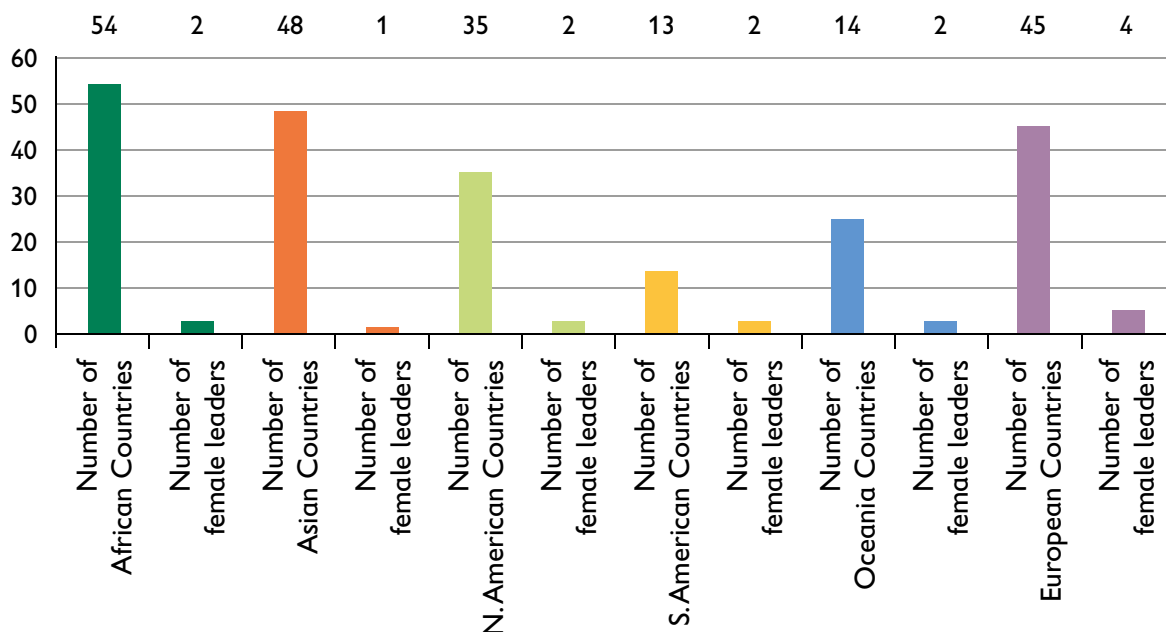
- What do you think it means to be 'democratically elected'?

*I think it means that...*

## Visual Text

*Read and discuss this text with your partner during group guided reading.*

### Number of female leaders in the World by continent



- Which continent has the highest number of female leaders?

*The continent with the highest number of female leaders is...*

- How many female leaders are there on the African continent?

*There are ... leaders on the African continent.*

- Which continent has the lowest number of female leaders?

*The continent with the lowest number of female leaders is...*





4. There are many different kinds of leadership positions. Match the leaders' titles to their jobs:

- |              |                             |
|--------------|-----------------------------|
| a. Principal | head of a ship              |
| b. Boss/CEO  | has people working for them |
| c. Captain   | head of a military unit     |
| d. President | head of a school            |
| e. Employer  | head of a country           |
| f. Commander | head of a company           |
- 



### Summary:

1. Read the non-fiction text again: 'South Africa's 5<sup>th</sup> President'
2. Make a summary using the sentence starters provided.
3. Set your work out using these headings:

#### Summary: South Africa's 5<sup>th</sup> president

1. The 5th president of South Africa is...
2. He was born...
3. During Apartheid, he...
4. He is married to... and they have...
5. He is a successful...
6. He is also...



President Nelson Mandela was the leader of South Africa from 1994 – 1999. He is one of the most famous leaders the world has ever known.

# THEME

## Breaking Things Down

Term 2

Weeks 7 & 8 | Cycle 4



Scientifically Proven Best Ways to Study:  
<https://youtu.be/VJbKXmujl00>

5 Minute Meditation to Improve  
Concentration:  
<https://youtu.be/QpNmkbpxryM>

- Learning to play chess has been shown to improve your concentration and your academic success.
- Learning a foreign language has been shown to grow your brain.
- Three clay tablets, dated back to 1700 BC, may be the oldest cookery 'books' in the world.

Interesting  
Facts



## Decoding Skills

### Phonic sounds

Learn to read these sounds:

**br****ng**

### Phonic words

Practice sounding out and reading these words:

**break breakfast bring thing cooking trying**

### Word find

Blend sounds from the table to form words. Write as many words as possible in your exercise book.

|    |    |    |    |
|----|----|----|----|
| br | th | ng | oo |
| k  | ea | f  | a  |
| st | i  | e  | p  |

### Difficult words or high frequency words

Use your phonic knowledge to sound out these words. Practice until you can read them automatically.

**solve problem clever find food**  
**because cupboard again build follow**

### Theme vocabulary words

Your teacher will teach you the meanings of these words. Use your phonic knowledge to sound out these words. Practice until you can read them automatically.

|                   |                            |                    |                 |                     |
|-------------------|----------------------------|--------------------|-----------------|---------------------|
| <b>robot</b>      | <b>contrast</b>            | <b>clear</b>       | <b>reason</b>   | <b>specific</b>     |
| <b>turn</b>       | <b>computer programmer</b> |                    | <b>straight</b> | <b>step-by-step</b> |
| <b>recipe</b>     | <b>intersection</b>        | <b>spicy</b>       | <b>corner</b>   | <b>soak</b>         |
| <b>directions</b> | <b>concentrate</b>         | <b>as a result</b> | <b>chilli</b>   | <b>block</b>        |
| <b>pepper</b>     |                            |                    |                 |                     |



## Decoding Practice

Use your knowledge of phonics and difficult words to read these texts.

### Cooking breakfast

The children want to cook breakfast. The girl wants to cook breakfast. The boy wants to cook breakfast. They say to mum, 'Mum, we are trying. We are trying to cook breakfast. We are cooking breakfast for you, mum.'

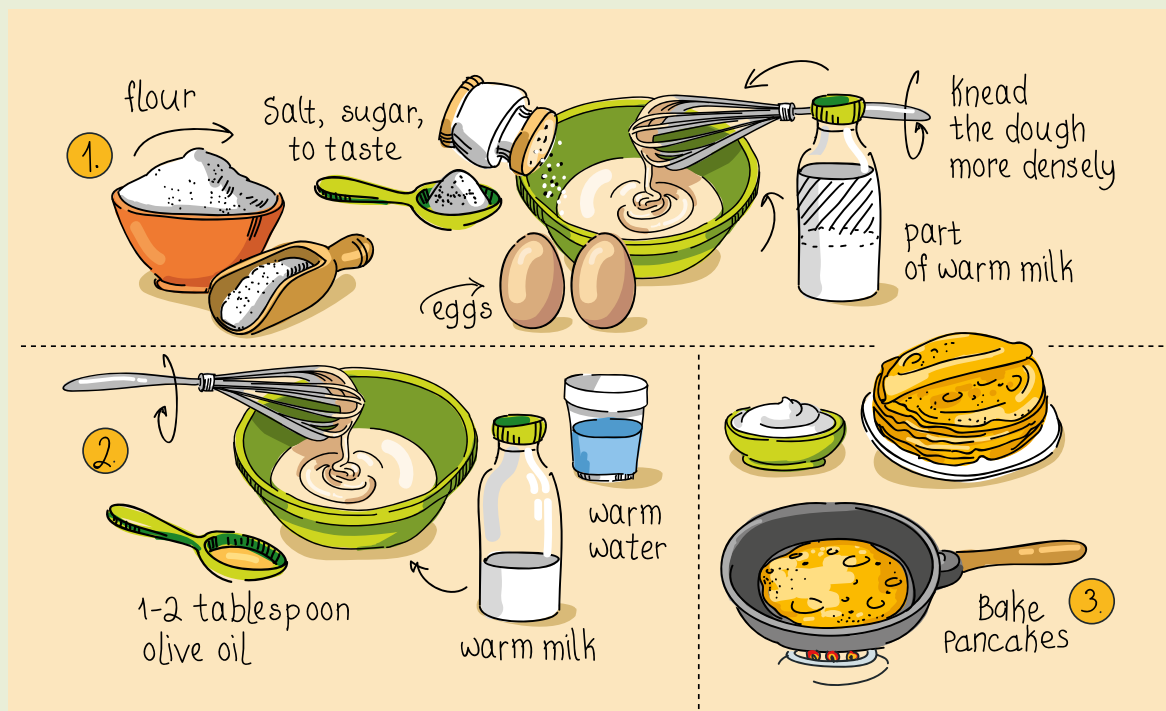
Mum says, 'I am happy that you are cooking breakfast!'

They start cooking breakfast. The children are clever. They are clever because they make a plan. The clever girl finds a recipe. The clever boy reads the directions. Then, they find the food. They find all the food that they need. They find all the food that they need to cook breakfast.

The recipe is clear. The recipe is very clear. It says they need milk, eggs and butter. The boy gets the milk, eggs and butter. He gets the milk, eggs and butter from the fridge.

The clear recipe says they need bread and salt. The girl gets the bread and salt. She gets it from the cupboard. She gets the bread and salt from the cupboard.

Now the children the directions. They read the directions for the recipe again. They read the directions again and again. The children are cooking a good breakfast for their mum!





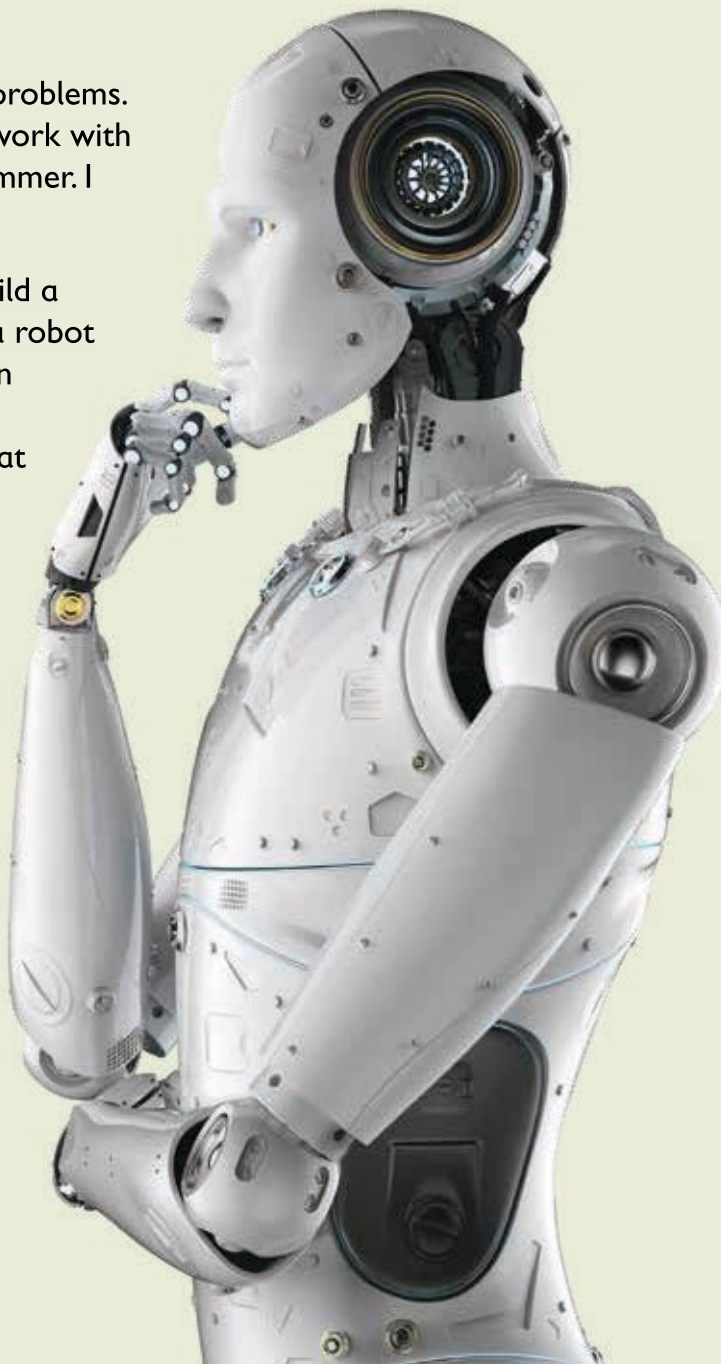
## Building a robot

I am clever and I work hard. I solve problems. I solve problems on the computer. I work with computers. I am a computer programmer. I programme computers.

The problem I want to solve is to build a robot. I am building a robot. I want a robot that can sing. I want a robot that can bring me things. The robot must be clever. It must bring me the things that I want. I am trying to build a very clever robot.

I think about the robot. I think about the robot all the time. I think of what I must do step-by-step to build the robot. I must work on my computer. I must make a computer programme for my robot. I must programme the robot. I must programme the robot step-by-step. The robot must follow directions step-by-step. The directions for the robot must be clear.

This is my problem. This is my problem to solve. I must solve the problem of building a robot. I am trying to build a clever robot. I want my robot to follow directions and to work!



1. What is this person's job?  
*This person's job is a....*
2. What problem does this person want to solve?  
*This person wants to...*
3. What must the robot do? (List 3 things)  
*The robot must..., ...and....*



## Independent Reading Texts

Read and discuss these texts with your partner during group guided reading.

### Not concentrating



Mrs Bunu decided to make a delicious pot of soup for her family. The weather was cold outside, so she thought a hot bowl of soup would warm the family up!

Mrs Bunu took out her favourite recipe book and found a recipe for tomato soup. Next, she got out all the **ingredients** that she needed. Mrs Bunu put the radio on and listened to music as she cooked.

While Mrs Bunu was cooking, her twin daughters ran around the kitchen, laughing and playing. Mrs Bunu found it hard to **concentrate** because her daughters were making a noise. Mrs Bunu watched her



#### Vocab

**ingredients:** the different foods you need for a recipe

**concentrate:**  
To pay attention to what you are doing





daughters as they played, and laughed at them. Finally, Mrs Bunu finished cooking the soup. She had a small taste, to see what it was like.

‘That is so spicy!’ screamed Mrs Bunu as she waved her arms in the air! Her mouth was on fire! She looked at the recipe book and saw that she had made a mistake! She did not follow the recipe properly.

Instead of using red peppers, Mrs Bunu had used red chillies! Mrs Bunu saw that it is always important to follow directions carefully. Her soup was no good. She had to start again.

- 
- 1 Why did Mrs Bunu think it was a good idea to make soup?  
*She thought it was a good idea to make soup because...*
  - 2 Why was Mrs Bunu’s mouth on fire after she tasted the soup?  
*Her mouth was on fire because...*
  - 3 How do you think Mrs Bunu felt when she saw she had made a mistake?  
Can you make a connection to this?  
*I think Mrs Bunu felt ....*  
*I can make a connection because...*
  - 4 What can you learn from this story?  
*I can learn that...*
  - 5 Rewrite the sentences below and underline the connectors:
    - a. *The weather was cold outside, so she thought hot soup was a good idea.*
    - b. *Mrs Bunu took out her favourite recipe book and found a recipe for tomato soup.*
    - c. *Because she was concentrating, Mrs Bunu ruined the soup.*
  - 6 Rewrite the sentences below using the adjective that you think matches the information in the story:
    - a. *The weather was freezing/boiling.*
    - b. *Mrs Bunu was an uncaring/loving mother.*
    - c. *The twins were energetic/tired that afternoon.*
    - d. *The soup was too spicy/mild for Mrs Bunu.*



## Getting ready for the party!

It was Yamkela's birthday next month and she decided to have a party. She was excited and couldn't wait for the big day, but her mother said there was lots of planning and organising to do.

First, Yamkela had to decide whom she wanted to invite and what kind of party it was going to be. Then, she had to think about the food she wanted to have. Yamkela thought very hard about what her friends enjoyed. They loved singing and dancing, therefore she decided to have a 'Talent Show' party. Everyone had to prepare a song or a dance and they would all **perform** for each other.

Because most of her friends like hot dogs, Yamkela's mother said she would make **hot dogs** for everyone. She also said she would buy ice-cream for dessert.

Yamkela sent out the invitations and she was **delighted** when all her friends said they could come.

Finally, the day arrived. Yamkela cleaned the house and set everything up for her 'Talent Show' party. All her friends loved the party, and they had a great time singing and performing for each other. They all said it was the best party ever.



### Vocab

**perform:** sing or dance for each other

**hot dogs:** bread rolls with sausages, like a wows roll

**delighted:** to be very happy

1. What kind of party did Yamkela decide to have and why?  
*Yamkela decided to have a ...party, because...*
2. Do you think Yamkela made a good decision about her party? Give a reason for your answer.  
*I think she made a .... decision.... because ...*
3. What is the main idea of paragraph 3?  
*The main idea of paragraph 3 is...*



4. Rewrite the sentences below using one of these connectors: however / so / because. The meaning of the sentences must NOT change.
- She was very excited, but her mother said there was lots of planning to be done first.*
  - They loved singing and dancing, therefore she decided to have a 'Talent Show' party.*
- 

## Preparing for exams

Exams are important and you will write exams every year.





For many learners, exams can be very stressful. Therefore, you should get used to exams and make sure you are prepared, so that you can achieve success.

### Follow these 5 guidelines to prepare for exams:

1. Give yourself enough time to study. Prepare a timetable that starts a few weeks before your exams. Give yourself enough time to revise all of your subjects.
2. Pay attention in class. Ask your teachers how your exam will be **structured**. Make sure your notes are up to date and that you have all of the information. If there is something you don't know, ask and be sure you understand the explanation.
3. Organise a study group with friends. Ask each other questions and explain your answers to each other.
4. Make sure you have a quiet place to study. When you are studying, take breaks every 40 minutes or so. Do not get distracted by your phone or the TV. Eat healthy food and drink enough water. Make sure you get enough sleep.
5. Plan for the day of your exams. You don't want to be late. Make sure you have all the things you need. Be organized.

1. Why must you be prepared for exams?  
*You must be prepared for exams so that...*
2. There are 5 points listed to help you prepare for exams. Which point do you think is the most important in preparing for exams? Give a reason for your answer.  
*I think the most important point is...because....*
3. Choose from the following connectors to join the sentences below: but / although / so / and / because (You may only use each connector once.)
  - a. *I wanted to study. I was too lazy.*
  - b. *She was really upset. She failed the exam.*
  - c. *He didn't do very well. He thought he had done enough work.*
4. Find **synonyms** in the text for the words listed below:
  - a. *worrying*
  - b. *schedule*
  - c. *peaceful*
  - d. *unfocused*
  - e. *nourishing*



#### Vocab

**structured:** how your exam will be set up – the marks for each section



#### LSC

**synonyms:** words with similar meanings





## Visual Text

Read and discuss this text with your partner during group guided reading.

### What is recycling?

# WHAT IS RECYCLING?

*Recycling* means taking the materials from products you have used and using them to make new products. We should all try to recycle because it uses up fewer resources, saves money, uses less energy and it results in less pollution.

There are *many* things you can recycle such as paper, glass, plastics, certain metals, and polystyrene.

Paper products can include magazines, newspaper, milk and juice boxes.

Glass and plastic products can come from containers, jars and bottles.

Other types of *recyclable waste* comes from building, household and garden refuse.

What else can you do to help?

Use *recycling bins* and spread the word by telling everyone to stop littering. *Sell recyclables* to reward yourself and give back to your community and the environment by running *clean-up campaigns*.

Always try to clean up your community to help save the environment!

Reduce • Reuse • Recycle • Recover

Are you making a difference?

Section 24 of the South African Constitution states:  
"Everyone has the right to an environment that is not harmful to their health or well-being."



1. What is recycling?  
*Recycling is....*
2. Do you think that recycling can really make a difference and help the environment? Give a reason for your answer.  
*I think that recycling can make a difference because...*  
*or*  
*I don't think that recycling can make a difference because...*
3. At the end of the poster, there is a question: 'Are you making a difference?' Answer this question truthfully in the present continuous tense.  
*I am...*  
*or*  
*I am not...*
4. Write sentences to show that you understand both meanings of the word 'refuse'.
  - a. As a verb:
  - b. As a noun:



## Summary:

1. Read at the fiction text again: 'Not concentrating'.
2. Use the sentence starters below to complete your summary.
3. Set your work out like this:

### Summary: Not concentrating

1. Mrs Bunu decided to...
2. She got all the...and followed the...
3. But then she watched...
4. When she tasted the soup, it...
5. She used...instead of...
6. Mrs Bunu learnt that...





### Other titles in this series

