GAUTENG WEST: DR YUSUF DADOO PRIMARY SCHOOL

yusufdadooprimaryschool



GRADE

FIVE

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SELF DIRECTED INTERVENTION AND REINFORCEMENT BOOKLET

“WE ARE ROOTING FOR YOU TO SUCCEED!”

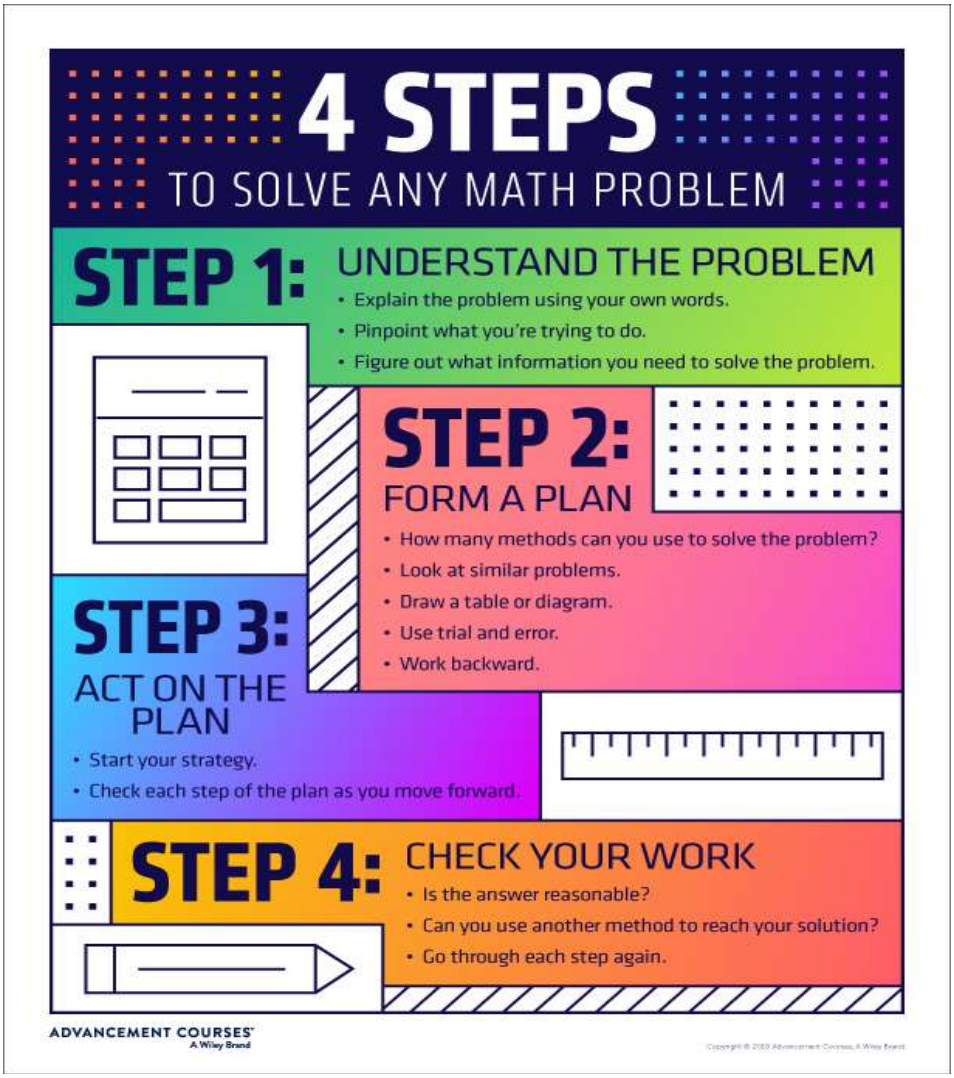
#DYDP TEAM

Since the COVID 19 lockdowns and rotational timetabling, learning gaps have increased. To address these challenges Dr Yusuf Dadoo Primary School has embarked on a school wide intervention strategy which includes the graded self-study and self-directed intervention and reinforcement booklets. THIS IS NOT HOMEWORK. This is an intervention resource that parents can use at home throughout the year to assist their child/ward with learning gaps and strengthen learning.

STUDY SMARTER… NOT HARDER: BUILDING STUDY SKILLS & HABITS

A. Mathematics Problem-Solving Techniques

- Double check that you understand the problem.
- Read the instructions till you understand the question.
- read the problem out loud.
- Write down important features of the operation/s
- Break down the problem into smaller steps.
- Try working the problem backwards.



Source: https://blog.advancementcourses.com/classroom-posters/classroom-poster-4-steps-to-solve-any-math-problem/

HOW TO STUDY MATHEMATICS

Prepare your mind to love Mathematics

If you enjoy Mathematics, Mathematics will love you. Once you open your mind and accept Mathematics...half your battle is won. Remove any thoughts that make you scared of Mathematics. The purpose of mathematics is to conquer the unknown!

Keep trying to get the solution…do not give up

Try to get the solution. Do not doubt yourself.! Keep trying as many times as possible to get to the answer. Be PERSISTENT!

Study Time-table

Create a daily study time-table to improve your Mathematics skills. Divide your time to solve different Mathematics problems one at a time. Soon, you will be able to know your weaker areas as well as your strengths.

Visual help

Ask mum and dad to look up videos, on the internet, on the Mathematics problem you are working on. There are various online tutorials that can help make mathematics interesting to learn.

The three P's

Practice, Practice and Practice! The more you practice, the better chance you have to succeed in Mathematics. Practice makes perfect. After you've finished a section in Mathematics, go back and search for any gaps. Practicing provides you new ways to solve the same problem.

Mathematics and Real-world Problems

Try to apply what you've learned to real-world challenges. Practical application might help to understand Mathematics sums in new ways. This will help increase your interest in Mathematics. It will always be enjoyable for you to solve any type of sums and problems once you have developed an interest in the section.

Make Notes when doing sums

Make it a practice to make notes when doing sums. Taking notes when completing sums will help you remember them for a longer. Your notes will also come in handy for last-minute preparation for tests. Make a list of all the formulae and equations. It will help your understanding of the sums.

Flex your Mathematics muscle

Recheck and revise all previously learned sums. The more you return to a new topic or type of problem and solve it, the more prepared you will be to face it in the future. Revision teaches you new information about the same issue in a variety of methods.

LEARN HOW TO SPELL

Look, say, cover, write, check

- Study a word in its correct spelling
- Cover it up
- Write it themselves as they remember it
- Check their spelling against the original.

Mnemonics

Mnemonics are memory aids. They might be phrases, visuals, rhymes, or anything else that helps students recall a spelling pattern.

For example:

- Because: **b**ig **e**lephants **c**an **a**lways **u**nderstand **s**maller **e**lephants
- I would like a **pie**ce of **pie**
- Rhythm: **r**hythm **h**elps **y**our **t**wo **h**ips **m**ove
- Words ending in **'-ful**' are too full for the extra 'l'

Challenge your students to come up with their own mnemonics. It doesn't matter if they're nonsensical – they'll still help with long term memory.

Mnemonics are memory aids. They might be phrases, visuals, rhymes, or anything else that helps students recall a spelling pattern.

For example:

Because: big elephants can always understand smaller elephants

I would like a piece of pie

Rhythm: rhythm helps your two hips move

Words ending in '-ful' are too full for the extra 'l'

Challenge your students to come up with their own mnemonics. It doesn't matter if they're nonsensical – they'll still help with long term memory.

Syllabification and Chunking

Chunking is the process of breaking words into individual building blocks that are easy to spell.

Encourage students to sound out the individual syllables in a word, and then have them spell those one at a time before putting them all together.

For example, ‘planting’ can be broken down into [pl] [ant] [ing].

Reading help

Method 1: Phonics (Games)

I Spy

This is a fun game to practice phonics. You can say “I spy with my little eye something beginning with…” and say a sound rather than a letter.

Sorting Activities

Younger students can sort objects into two hula hoops on the floor which are labeled with their initial consonant sounds, while older students might work on consonant blends.

Paired Reading

Students are put into pairs and provide them each with a copy of the same text. One student reads the text while the other follows closely with their own copy. The listening partner helps the reader decode difficult words when they have trouble. After a time, partner’s switch roles.

Shared Reading

Parents read with children.

Language experience approach

Children’s experience enables them to read about their own lives, in their own words. Children work with whole words and sentences rather than letters and parts of words.

This approach consists of the following four steps:

1. **Experience:** students do many activities at home and at school, usually with others.

2. **Description:** students talk about what has happened to them, to each other and/or to the teacher or the class.
3. **Transcription:** students write about the experiences they have described. Before their writing skills have developed, they can draw or try out writing, or the teacher can write down what they want to say.
4. **Reading:** students read what they have written to the whole class or to a part of the class.

What you should do before an Assessment

Study in advance
Work on understanding what you don't understand first.
Study in many one-hour sessions instead of one marathon cram session
Use Mnemonics (ne-mon-ics) devices are extremely effective. Make up a sentence (or word) with the same initial letters as the list you need to memorize. For example, "Roy G Biv" = red, orange, yellow, green, blue, indigo, violet.)
Make ***'flash cards'*** with the definition, formula, features or steps that you are trying to remember.
Draw, say things out loud, write them out, walk around while thinking. Outline, use diagrams, re-word, and summarize main ideas.
Write it down on an index card or make yourself 'flash cards' from paper or cardboard. Go over the card every chance you get – between classes, on the bus, just before bed.
Do practice exam questions from past papers. https://www.thutong.doe.gov.za/
At least once the night before a test go over all concepts, especially the concepts you struggle with the most and also scan your notes right before the test.
After a good night's sleep, you will do better in a test. Sleeping assists your brain in sorting, organizing, and storing knowledge, allowing you to remember it better! It is advisable to eat something just before the exam.

What should you do during an assessment

Before you do anything else, read and listen to all of the instructions. The Invigilator should be listened to. Before you begin, read over the whole test paper.
Follow the time limits set for each question or section. The marks will inform you how many points each question is worth and how much time you should spend on it.
Manage your time Get through the questions that you are sure of the answers of… first. Go back and review the questions you skipped or was not sure about.
Read all the QUESTIONS AGAIN before starting. While you complete the test look to see if the test gives away some answers. Most long objective tests will. Re read the question again while answering.
Answer ALL the questions to which you definitely know the answers first.
DO NOT LEAVE ANY QUESTIONS BLANK
Leave the more difficult questions until after you have gained all the points you can from what you learnt and your general knowledge.
Re-read the directions after you have finished the test to make sure you have done what was asked. Make sure you have written your name and grade.
Re-check your answers to make sure you haven't made any mistakes.
DO NOT change any answers unless you are sure that the change is correct; your first hunch is most likely to be right if you understood the question the first time.
Answer ALL the QUESTIONS!

HOW TO ANSWER MULTIPLE CHOICE QUESTIONS

- Read the whole question twice.
- Think as you read; multiple choice questions can be tricky.
- Answer the QUESTION or SOLVE the PROBLEM YOURSELF first before looking at the options given.
- Pretend that the answers are not given. Some answers will be trick answers.
- Answer all the questions you're sure you know the answer of, first.
- Be careful of words like "often," "sometimes," and "always." Select the answer that seems most correct. Even wrong answers may be partially true.
- Don't take too much time on multiple choice questions—the longer you ponder, the more possibilities you'll think of and the more confused you'll get. Usually, only two of the four or five choices are good possibilities.
- ANSWER ALL THE QUESTIONS! -- Even if you have no idea.
- Remove the obviously incorrect, and from the two best, choose the one which seems most correct.
- Your first choice will usually be the right choice, if you are in doubt. Trust it.
- Never change an answer on multiple choice unless you're sure your first answer was incorrect.

DON'T LEAVE ANY QUESTION UNANSWERED. You will always get Zero on a blank question. Even when guessing on multiple choice you have a good chance of getting it right.

HOW TO ANSWER PROBLEM-SOLVING QUESTIONS

- Before the test, study the big concepts and review formulas. Do a lot of practice problems so you know what to expect.
- During the test, identify what you know and what you don't know.
- LIST the information you need to work with that is found in the question
- WRITE DOWN what answers you are looking for.

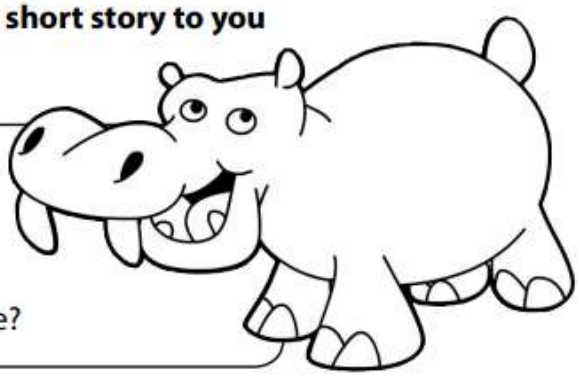
Write OUT the formula used in all your calculations.

TERM ONE Reinforcement Activities

English HL - Term 1. Week 1 - 2	Listening and Speaking
Date:	Compiled by S. Ismail

Why the hippo has no hair

Listen as your educator reads this short story to you



Before listening

Discuss with a friend:

Do you forgive others easily or do you like getting revenge?

One day, Rabbit was walking by the riverside. Hippo didn't see that Rabbit was there and she accidentally stepped on Rabbit's foot. Rabbit yelled and started screaming at Hippo, "You Hippo! Can't you see that you're stepping on my foot?"

Hippo apologised to Rabbit, "I'm so sorry, my friend. I didn't see you. Please forgive me!"

But Rabbit wouldn't listen and he shouted at Hippo, "You did that on purpose! Someday, you'll see! You're going to pay!"

Then Rabbit went to find Fire and he said, "Go and burn Hippo when she comes out of the water to eat grass. She stepped on me!"

Later, Hippo was eating grass far from the river when "whoosh!" Fire burst into flame. The flames began to burn Hippo's hair. Hippo started to cry and ran for the water. All her hair was burned in the fire. Hippo kept crying, "My hair has burned in the fire! You burned all my hair! My hair is all gone! My beautiful, beautiful hair!"

That's why the hippo never ventures far from the water for fear of getting burned by Fire. Hare was very happy when Hippo got burned, saying, "I got her back!"

This is a story written by Basilio Gimo and David Ker and it can be found on the African Storybook Project website at http://goo.gl/KaWpRa.

After listening

Answer these questions about the story in your the space provided.

1. Who are the main characters in this story and what are their names?

2. Which word tells you that Hippo didn't mean to stand on Rabbit's foot?

3. Summarise this story using the sentence starters below. Make sure all the events are in the correct sequence.
   The story is about…
   First…
   Then…
   Next…
   After that…
   Finally…

4. Why did Fire listen to Rabbit?

5. Do you think a person should do something mean just because a friend tells them to? Explain your answer.

6. Why was Hippo so sad?

7. Why does a hippo never venture far from the water?

8. Relate in not more than four sentences how Rabbit got his revenge.

_____

_____

_____

_____

9. Do you think Rabbit was justified in getting revenge? Explain your answer.

_____

_____

10. What would you have done if you were Rabbit?

_____

_____

English HL - Term 1. Week 1 - 2	Reading and Viewing
Date:	Compiled by S. Ismail

Hungry Jackal and the sour grapes



Before you read

Discuss with a friend:

a) How much do you know about jackals?

b) Read the heading and look at the pictures. Skim through this text and predict what it will be about.

Read aloud on your own

Use clear pronunciation and expression and keep to a steady pace.



Once upon a time, there was a hungry jackal. He was walking around the bush looking for food. He came upon a big orchard of fresh, ripe grapes. He spotted a bunch of grapes hanging from a high branch.

"Those look really delicious," he thought to himself. He deliberated on how he could get to the grapes. He took a few steps back so that he could make his highest jump.



The grapes were too high. Jackal fell on his back without getting to the grapes. Jackal got up and went further back from his starting spot. This time he was planning to jump higher. He almost got high enough, but he fell harder on his back.

He tried again and again, but couldn't get to the grapes. He kept falling until his back felt very tender. Finally, he gave up and walked away.

Jackal was not happy at all. He stopped, looked back at the grapes and thought, "Those grapes look really sour anyway." He carried on walking. He was hungrier than before.

This is a Creative Commons story found on the African Storybook Project website and written by Kholeka Mabeta. The original story can be found at: hhttp://goo.gl/06S2ZM

Answer these questions in the space provided on your own.

1. What was the jackal looking for?

2. What did the jackal spot high up in a tree?

3. Describe what you think the grapes looked like. Use adjectives.

4. Was there only one tree with grapes? Explain your answer.

5. Why couldn't Jackal get the grapes?

6. What happened to Jackal every time he jumped up to get the grapes?

7. Why did Jackal give up trying to get the grapes?

8. Why did Jackal say the grapes were probably sour?

9. Do you think the grapes were sour? Give a reason for your answer.

_____

_____

10. What do you think happened after this? Give your own ending to the story.

_____

_____

_____

11. Use a dictionary to write their meanings:

orchard _____

deliberated _____

tender _____

English HL - Term 1. Week 1 - 2	Writing and Presenting
Date:	Compiled by S. Ismail

Invent your own animal

Descriptive writing task

You are going to create a unique animal. First, you need to give your animal a name and describe what your animal looks like using lots of adjectives. Write two paragraphs. Each paragraph needs to have six to eight good sentences.

Ideas/points to include in paragraph 1:

- Give your animal a name.
- Explain what your animal looks like using lots of describing words (adjectives).
- Explain where your animal lives.



Ideas/points to include in paragraph 2:

- Describe what your animal eats and drinks.
- Please describe how your animal moves and what it enjoys doing.
- Describe an exceptional secret power your animal has. For example, it becomes invisible when it sees its mom.

Helpful hints:

→ You can combine two different parts of an existing animal to make your animal, or you can make one up. Be as creative as possible!

→ Your writing must begin with an introductory sentence and end with a conclusion sentence.

→ Use the same tense throughout and pay attention to your subject-verb agreement.

→ You may use your dictionary and thesaurus.

→ Remember to use good sentence openers and to draw a picture of your animal when you are finished.

→ Remember to include all the steps of the writing process.

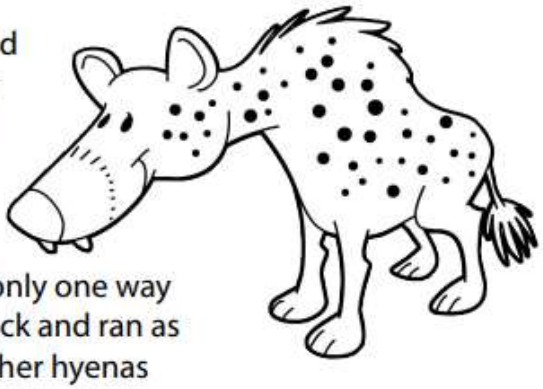
→ You must write between 120 – 140 words.

→ Remember to include a word count at the end.

English HL - Term 1. Week 1 - 2	Language Structures and Conventions
Date:	Compiled by S. Ismail

A. Punctuation

Add full stops, commas, question marks and capital letters to the paragraph below.



the big hyena sat in the doorway of the hut and the others went off in different directions they took a long time and the big hyena began to doze in front of the warm fire soon he was snoring this was mulongo's chance but how was she going to get past the hyena he was so big he filled the whole doorway there was only one way she took a flying leap right over the hyena's back and ran as fast as her legs could carry her just then the other hyenas returned and saw what had happened but it was too late

B. Proper nouns and common nouns

Read the text above and look out for the nouns. Make two lists with the headings: Proper nouns and Common nouns. Write the nouns you find in the correct list. Do not include duplicates.

Proper nouns	Common nouns

C. Synonyms

Give synonyms for the following words:
a)doorway b)long c)doze d)soon e)big f)leap g)way

D. Simple present tense

Add the correct word to these sentences to make them simple present tense sentences.

1. The jackal _____ around the bushveld looking for food. (walked, walk, walks)
2. He _____ a bunch of grapes hanging from a high branch. (spotted, spot, spots)
3. He _____ to look at the grapes. (stopped, stops, stop)
4. He _____ a few steps back so that he can jump and reach the grapes. (take, takes, took)
5. The teacher _____ a story to the class. (read, reads)

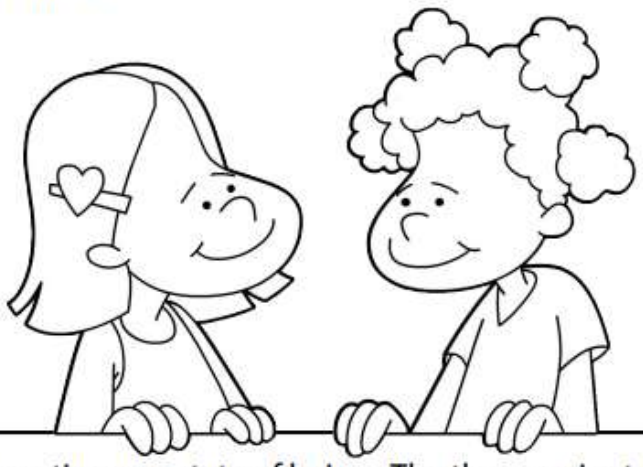
E. Prefixes

A prefix is a group of words put at the beginning of a word to make a different word. For example: bi + cycle = bicycle.

Add prefixes to these words:

a) agree b) sense c)friendly d) possible e) ground

A. Simple present tense



Verbs show an action or a state of being. The three major tenses verbs can show, are the past, present and future tense. The simple present tense is one of the 'present' tenses, meaning it is happening today. *For example: I ride my bicycle, I eat my lunch, etc.*

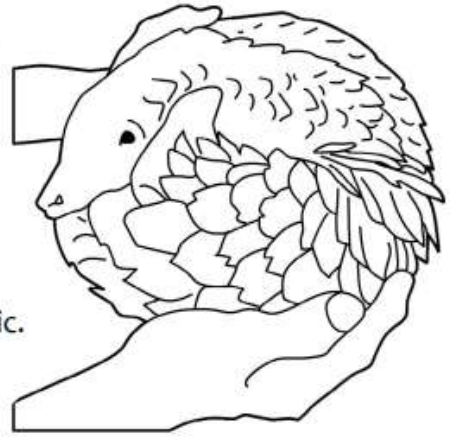
Add the correct word to these sentences to make them simple present tense sentences.

1. Sihle sits down and _____ in his workbook. (wrote, write, writes)
2. The bird _____ a shrill whistle as it flies. (gives, gave, give)
3. The boy's _____ to play on the playground in the sunshine. (longed, long, longs)
4. On the way to the waterhole, Mulongo _____ her friends. (met, meet, meets)
5. The friend's _____ and listen to Mulongo. (stops, stopped, stop)



English HL - Term 1. Week 3 – 4	Listening and Speaking
Date:	Compiled by S. Ismail

Undercover pangolin rescue ends in two-for-one surprise



For most biologists, helping with rescue missions isn't part of the job description... but after hearing about a live pangolin being sold illegally in a Mozambican village, Jen Guyton set off to help!

"There was a man in a village selling her for the price of 22,000 meticais (R5391,98)," she explains. Like rhinos, pangolins have become the victims of the misunderstanding that their scales hold medicinal magic.

The pangolin rescue plan was simple - conservation officials from Gorongosa National Park and undercover rangers would buy the pangolin, arrest the poacher and return the animal to Jen, who would find a safe place to release it.



It wasn't until the pangolin was safely in the truck with Jen that they realised just how lucky they had been - this rescue was a 'two-for-one'! When threatened, pangolins roll themselves into protective balls. When this large pangolin began to relax in Jen's lap, a second tiny body appeared, clinging to the underbelly of its mother.

An estimated 10,000 pangolins are poached every year, nearly ten times more than rhinos! Controlling wildlife crime needs effective enforcement, which in turn requires public support, something that is hard to gather for animals that most people in the world haven't even heard of.

The pangolin was released deep within Gorongosa National Park, as far from human activity as possible. Pup clinging to her back, she stood and sniffed the air, taking a few moments to become familiar with her new and safer home. Her scales clack-clacking, she ambled away on her hind feet to begin her new life.

Answer the following questions using full sentences where possible.

1. What does Jen Guyton do for a living?

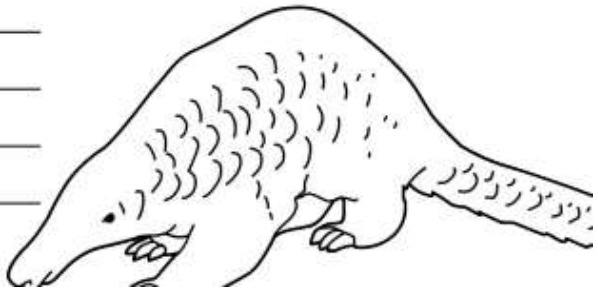
2. Why is it illegal to sell, and buy pangolins?

3. What is the currency (money) of Mozambique?

4. What makes rhinos and pangolins similar in this article?

5. Do you think that rhino horns and pangolin scales can work like medicine? Why?

6. List all the people involved in this rescue mission.



7. What does it mean that the rangers were 'undercover'? Why did they have to be undercover? Explain your answer using 1-2 detailed sentences.

8. What do pangolins do when they feel threatened?

9. Why do you think the writer of this article used the words 'two-for-one' in the title?

_____

_____

10. What do you think a biologist is or does?

_____

_____

11. How much was the pangolin being sold for? Mention both currencies (money) in your answer.

_____

12. Create a summary. State the four steps of the rescue plan.

a. Step 1: _____

_____

b. Step 2: _____

_____

c. Step 3: _____

_____

d. Step 4: _____

_____

13. Where was the pangolin and her pup released?

_____

_____

_____

14. How do you feel after reading this article? Use 1 – 2 detailed sentences in your answer.

_____

_____

_____

_____

English HL - Term 1. Week 3 – 4	Reading and Viewing
Date:	Compiled by S. Ismail

Discovering the secret life of the Knysna seahorse

Dr Louw Claassens

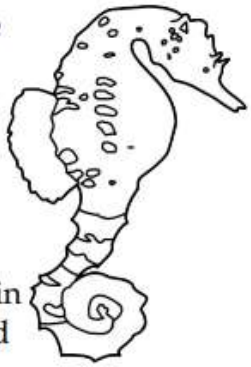
The Knysna seahorse is the most threatened seahorse in the world. Though there have been previous studies, we don't know much about its life history – how fast it grows, how far it moves, how many are there?



Getting these answers can be quite tricky, especially for animals that are small, rare and cryptic - not to mention underwater! One way to get answers is to tag the seahorses. Now how on earth do we tag a seahorse?

In the past, we used small, numbered necklaces. This worked well for studying seahorses in aquariums, it was not ideal for seahorses in the wild as tags became dirty or snagged.

Now we tag seahorses using Visible Implant Fluorescent Elastomer (VIFE). These tags are injected under the skin of a seahorse. They have no negative effects on seahorses and last a long time. This process is done underwater and takes a minute to complete.



Dave Harasti visited us in January 2018 and trained us to tag seahorses. We then tagged 78 seahorses in February 2018 and monitored them monthly, until March 2019. We counted them, mapped their movement, and recorded their growth.

We found that the Knysna seahorse grows quickly and lives in the same spot month after month. Seahorses within the area only moved about 5m during our entire study period, so if it finds a home that it likes, it will stick around.

We could better protect the areas where these seahorses are found in high densities, as they remain in the same area for long periods. Humans and seahorses share the coastal environment and for us to be better neighbours, we sometimes need to change how we use our environment to ensure that all coastal inhabitants can thrive.

adapted from: https://bit.ly/3leqNlD

Answer the following questions using full sentences where possible.

1. Which three aspects of a seahorse's life history need to be more closely studied?

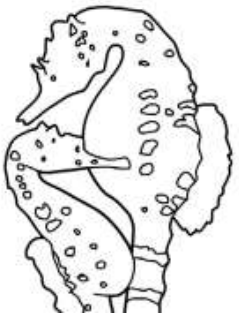
2. How were seahorses first tagged?

3. Why did this method of tagging not work well?

4. How are the VIFE tags attached to the seahorses?

5. Why do you think it is good that the seahorses can be tagged quickly and under water?

6. Who is the author of this article?



8. Name two things that the researchers discovered about the tagged seahorses.

9. What does the author mean when she writes that we have 'to be better neighbours'?

10. Do you think it is important to protect the Knysna seahorse? Write a detailed sentence to support your answer.

_____

_____

11. Look up the following words in your dictionary and write down the definitions on the lines provided.

a. Cryptic: _____

_____

b. Snag: _____

_____

c. Monitor: _____

_____

d. Densities. _____

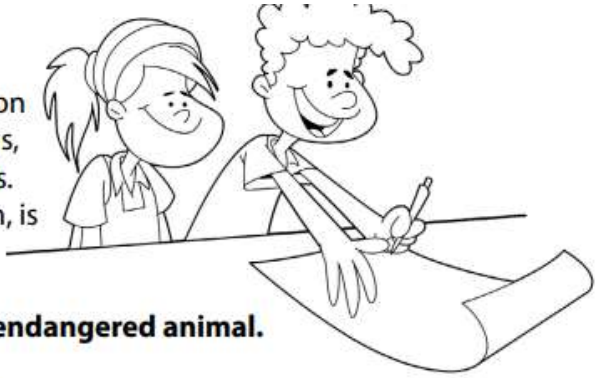
_____

e. Thrive:_____

_____

English HL - Term 1. Week 3 – 4	Writing and Presenting
Date:	Compiled by S. Ismail

Your writing task is to create and design an information text. An information text is non-fiction in nature – it is based on facts. Information texts can be written about many different things, from nature to places and even historical events. Anything that we read that gives us information, is an information text.



Your topic is to research and write about an endangered animal.

Follow these guidelines:

- ✓ Your writing must be three paragraphs long.
- ✓ Each paragraph needs to be between three and five sentences long.
- ✓ Make sure to start each sentence differently.
- ✓ Include interesting words and facts.
- ✓ Remember that each sentence should contain one idea only.
- ✓ Don't forget to pay attention to your spelling and punctuation.
- ✓ You must write using your own words – plagiarism, copying another person's words and using them as your own, is stealing – avoid this at all costs.

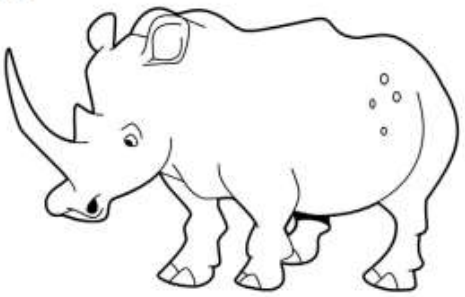
The structure of your information text:

Paragraph one: INTRODUCE TOPIC ONE – introduction and the animal.

- Write an introductory sentence that tells the reader what your writing is about.
- Introduce your animal. Include its' name, how it looks, what it eats and where it lives.

Paragraph two: INTRODUCE TOPIC TWO – the problem.

- Why is this animal endangered?
- What is this animal being used for? Why?
- Include facts – how many are left? How many are being killed?



Paragraph three: INTRODUCE TOPIC THREE – the solution.

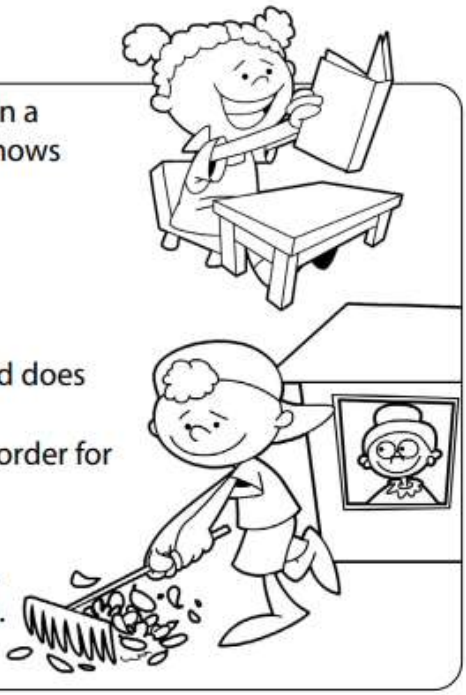
- What is being done to help or stop this?
- Who is involved?
- How can other help?
- Why is this important? (Your conclusion)

Extra information to include:

- ✓ A drawn or printed map showing where this animal is found in the world.
- ✓ Drawn or printed pictures of your animal.

English HL - Term 1. Week 3 – 4	Language Structures and Conventions
Date:	Compiled by S. Ismail

Finite and Infinite Verbs



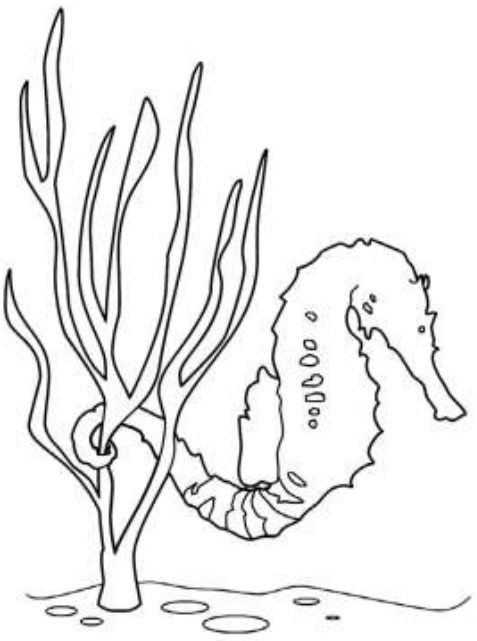
A finite verb agrees with the subject (the first noun in a sentence/who or what the sentence is about) and shows the tense of the sentence.

Example – Thandi studies.

Thandi is the **subject** and studies is the **finite verb**.
The sentence makes sense.
An infinite verb does NOT agree with the subject and does NOT show the tense of a sentence.
An infinite verb needs an auxiliary (helping) verb in order for the sentence to make sense.
Example – Sam working.
Sam is the **subject** and working is the **infinite verb**.
It does NOT make sense and needs an auxiliary verb.
Sam is working. The sentence now makes sense.

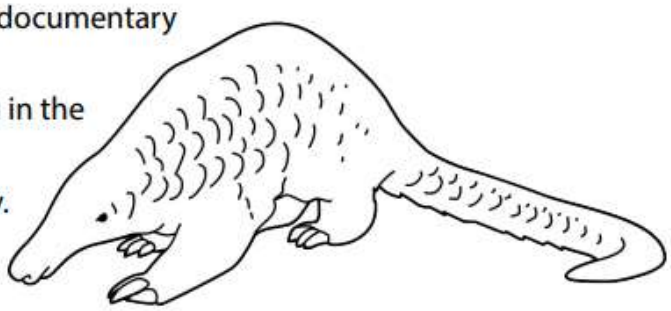
EXERCISE 1 – Underline the finite verb in each sentence. Circle the subject that links to the finite verb.

1. The ranger eats his lunch quickly.
2. They count the seahorses once a year.
3. Melissa collects the samples.
4. The biologist looks through the microscope.
5. Pangolins roll into tight balls.
6. Phila observed the diver catching seahorses.
7. We sponsor a pangolin every year.
8. The scientists study the way seahorses live.



EXERCISE 2 – Can you remember your auxiliary (helping) verbs? Underline them in the sentences below.

1. The biologist is leaving for work.
2. My family will watch a pangolin documentary together.
3. Their pants are wet from wading in the rock pools.
4. I am volunteering my time today.
5. My parents may plan a trip to the nature reserve.



EXERCISE 3 – Choose the correct auxiliary verb to match the infinite verbs in the sentences below.

will ***should*** ***am*** ***might*** ***is*** ***may***



1. She _____ working from home this week.
2. I _____enjoying the beach today.
3. Next year we _____ see the pangolin population increase.
4. I _____ know how to get there, as I have been before.
5. We _____ go to bed soon because we must get up early.



English HL - Term 1. Week 5 – 6	Listening and Speaking
Date:	Compiled by S. Ismail

Listen and respond to a newspaper article



Before listening

Discuss with a friend:

How much of this illegal crime of wild life trafficking is taking place, in your opinion?

Protect our wildlife before it is too late

Our wildlife populations are getting less every day. Why? Wildlife is being captured daily and sent illegally to other parts of the world. That's right! Around the world, commercial trade in living and dead animals and their body parts is big business. It's illegal and it's destroying our wild life populations.

Let's examine some of the statistics for our declining wildlife. Rhino poaching has increased by 10,000 percent since 2007 while the wild tiger population has declined to just 4,000 tigers worldwide. Every 15 minutes another elephant is killed for his ivory tusks. Hundreds of millions of sharks are killed each year for expensive dishes, such as shark fin soup. It is suspected that some populations of pangolin (also called a scaly anteater) will decline by at least 50 percent in the next 21 years due to heavy poaching for their scales, which are used in traditional medicines.

The illegal wildlife trade is full of horror stories. In Dubai, airport officials stopped a man carrying two leopards, two panthers, and an Asiatic black bear in his suitcases. All were cubs that were drugged and held in flat containers to keep them from moving. Millions more wild birds, reptiles, mammals, fish and other live animals and animal parts are illegally transported across national borders, hidden in suitcases, clothing, cardboard tubes, giant shipping containers, and even taped to smugglers' bodies. This is what is known as the illegal wildlife trade—the unlawful commercial sale or exchange of wild animals or wild animal parts or products.

We have to find ways to protect our wildlife before it is too late. Many individuals and organisations, such as IFAW (International Fund for Animal Welfare), are working tirelessly at putting a stop to this illegal trade. They are demanding that governments put into place

better law enforcement, and better protection for our animals.

These wildlife conservationists are actively trying to protect the future of endangered animals. Did you know that you can play a part in helping them achieve their goals? What can you do as a school student? You can write letters to your government leaders and inform them of these crimes against animals. You can also tell your friends and your parents about what is happening. We all need to work together to come up with ideas of how we can stop this cruel crime against animals before it is too late. Help us put an end to illegal wildlife trade.

This information is taken from the IFAW (International Fund for Animal Welfare) website site from a magazine for 11-12 year olds entitled 'Break the Wildlife Trade Chain Keep Wild Animals wild
http://g.ifaw.org/1VnVWou

After listening

Answer the following questions

1. What is the main message in this newspaper article?
2. Do you agree with the writer that we need to do all we can to stop this trade? Explain your answer.
3. Why do you think the writer wrote this newspaper article?
4. What do you think is meant be animal trafficking?
5. Make a list of any of the animals you can recall from this article.
6. What solutions does the writer give to the problem? Mention three.
7. Name an example of an Internet company taking a strong stand against animal trafficking.
8. Why is it important to protect wild animals? Make a list of ideas.
9. Write down some of the ways you could help.
10. Discuss the meaning of these words: illegal, implement, commercial.

English HL - Term 1. Week 5 – 6	Reading and Viewing
Date:	Compiled by S. Ismail

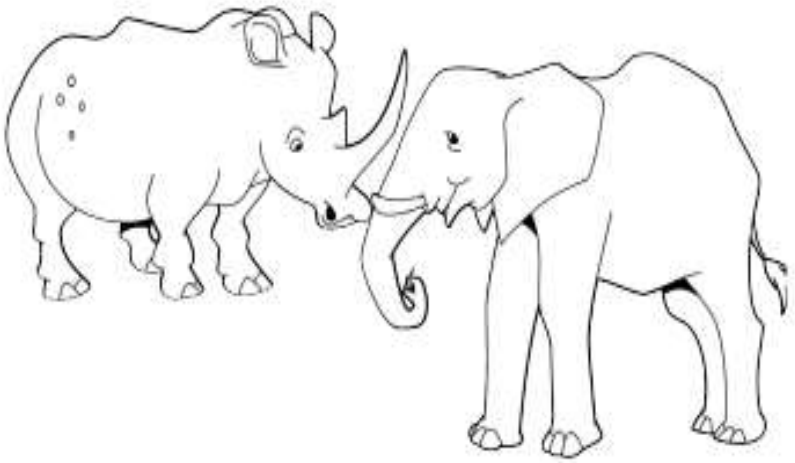
Read a newspaper article about animal protection

The Animal Times

www.teenagetimes.co.za | Cape Town's weekly newspaper for teens | Since 2006

Stop wildlife trade before it even starts!

Main focus should be to stop such trade before it starts!



Jenny Peters, Teen Reporter
Cape Town January 25th 2016

Today's wildlife trade spans the globe. We should not waste money trying to change people's long-held opinions and their desire to buy wild animals and wildlife products. Our main focus should be to stop such trade before it starts. In short, poachers must be prevented from killing and capturing wild animals in their native habitats. Poaching has changed in recent years from a small-time crime to one involving huge criminal networks. Poaching has become more frequent and poachers are taking more animals at a time. Instead of killing one or two elephants, entire herds are being wiped out. It is estimated that up to 100 elephants are killed each day across Africa. Plus, poachers are using increasingly sophisticated technology to track and capture or kill animals. This level of poaching undermines the rule of law in affected countries. It is also dangerous for the communities who live near wildlife. We should support a nation's need to keep law and order. Nations need teams of well-trained and well-equipped wildlife rangers to protect vulnerable wildlife from poachers. Local communities can be empowered to live with wildlife so that they can benefit from it. Also, poachers can be educated about their impact on wildlife. Such education programs should show the many advantages, including financial, of protecting native wildlife rather than harming it. In the meantime, to reduce wildlife suffering and death—and to prevent the extinction of highly endangered species such as tigers, rhinos, and certain elephant populations—it is important to stop poaching and prevent smuggling. The need to end poaching has never been greater. In 2013 alone, more than one thousand rhinos were poached in South Africa, a huge jump from thirteen in 2007. The time to act is now.

Answer the following questions

1. What is the main message in this newspaper article?

   _____

   _____

2. What changes have taken place with regard to poaching in recent times?

   _____

   _____

3. How many elephants are killed every day across Africa?

   _____

   _____

4. How do poachers know how to track and kill wild animals?

   _____

   _____

5. What does the writer think that the nations need?

   _____

   _____

6. How will educational programs help poachers?

   _____

   _____

7. Which three animals are facing extinction?

   _____

   _____

8. How many rhino were poached in Africa in 2013?

   _____

English HL - Term 1. Week 5 – 6	Writing and Presenting
Date:	Compiled by S. Ismail

Let's write a newspaper report

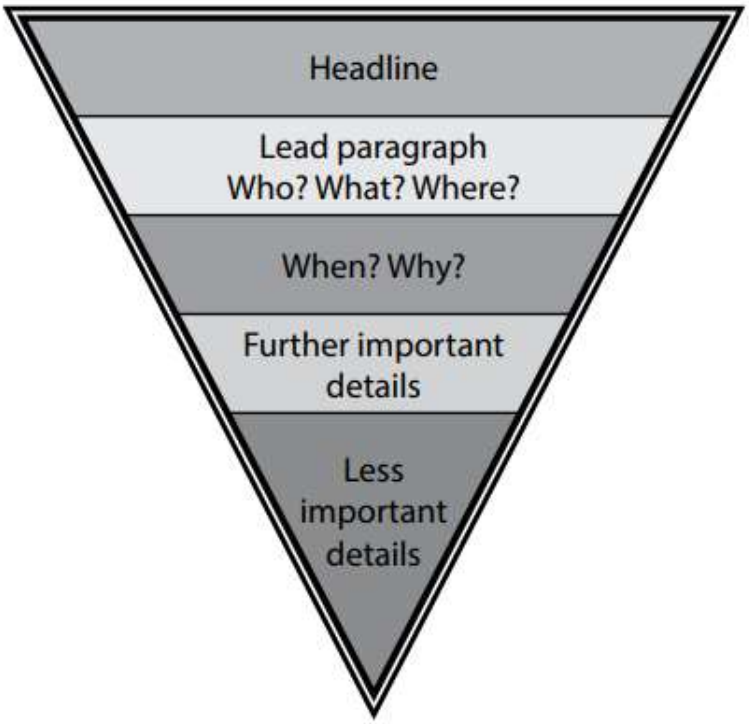
Before you write

Match the important parts of a newspaper report with their definitions

By-line:	After the lead paragraph has been written, the writer must decide what other facts or details the reader might want to know. This section can also include direct quotes.
Further important details:	Names the writer of the article.
Headline	This information is the least important. If there is no space it can be left out.
Less important details:	In your first paragraph hook your readers by giving them the answers to the questions WHO, WHAT, WHERE, WHEN AND WHY/HOW.
Lead paragraph:	A short, catchy description of an event.

This is how to write a newspaper report:

The layout of a newspaper article is often illustrated in the form of a picture of an introverted pyramid.



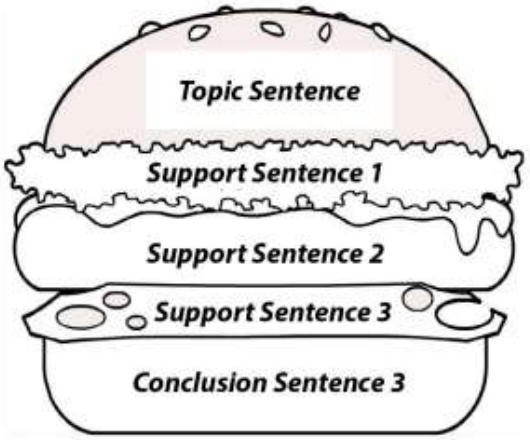
Plan your newspaper article

Work with a friend

1. Think of a South African animal that is currently being poached, hurt and killed by poachers and plan an article about it.
2. Use a mindmap to plan your article and make sure it has a beginning, a middle and an end.

Write your story

3. Now that you have the idea for your article look at the inverted triangle diagram and think about how your story can be changed into an newspaper article.
4. Start with a headline and a good lead paragraph — a sentence that grabs your reader and makes him/her want to read more.
5. Use topic sentences in your paragraphs. A topic sentence is the first sentence of your paragraph. It summarises the idea of the paragraph and the other sentences become supporting sentences. Use this hamburger idea to plan each paragraph.



6. Write your first draft and ask another pair to check your work.
7. When you are happy with the article write out your final draft neatly using the template on the next page. Hand it in to your educator.

English HL - Term 1. Week 5 – 6	Language Structures and Conventions
Date:	Compiled by S. Ismail

A preposition is a part of speech. It connects a noun or pronoun to another word in the sentence, showing us the relationship between them. For example: He walked across the field to his friend's house.



Here are some examples of prepositions:

for from in of off on through to up with between at by inside outside after towards underneath across except

A. Use the most suitable preposition from the list above to fill in the gaps in these sentences:

1. Wildlife is being cruelly trafficked _____ other parts of the world
2. _____ Dubai, airport officials stopped a man carrying animals illegally in his suitcase.
3. These cubs were drugged and squashed _____ flat containers.
4. The poachers climb _____ the electric fences.
5. The animals are taken _____ the border to another country.

B Choose five different prepositions from the list supplied and make your own sentences.

1. _____
2. _____
3. _____
4. _____
5. _____

C. Underline the prepositions in these sentences:

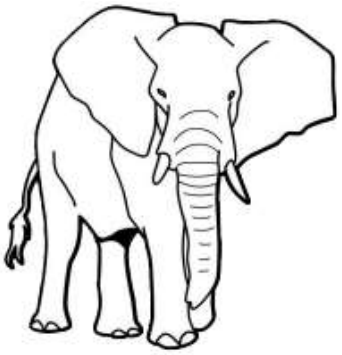
1. The poachers ran towards the animals and caught them.
2. After the man was caught smuggling bear cubs at Dubai airport, he went to jail.
3. Most dogs stay outside at night.
4. The zebras ran through the forest to get away from the poachers.
5. When the tigers saw the poachers coming, they climbed up the trees.

A. Antonyms

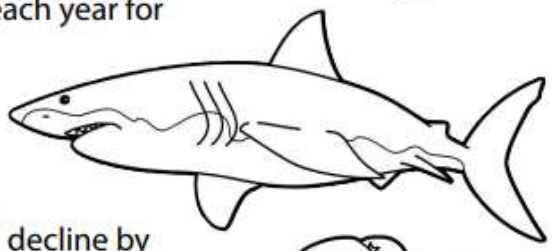


An antonym is a word that has the opposite meaning to another word. *For example: old – young (antonym)*

Choose the most suitable antonym word or phrase for each underlined word below by circling your choice:



1. Rangers <u>disable</u> traps that poachers set to catch their prey.
   a. remove c. clean
   b. enable d. help
2. Every 15 minutes another elephant is killed for his ivory tusks to make trinkets nobody needs
   a. people c. somebody
   b. children d. no-one

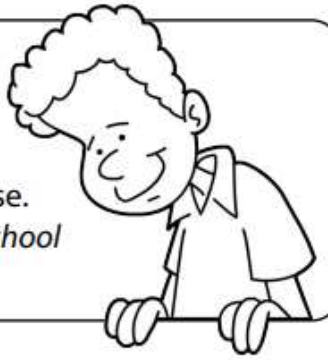


3. Hundreds of millions of sharks are killed each year for <u>expensive</u> dishes, such as shark fin soup.
   a. important c. exotic
   b. affordable d. unhealthy
4. It is <u>suspected</u> that some populations of pangolin (also called a scaly anteater) will decline by at least 50 percent in the next 21 years.
   a. believed c. reported
   b. shouted d. respected



5. The government should <u>ban</u> all illegal wildlife trade.
   a. stop c. allow
   b. prohibit d. discontinue

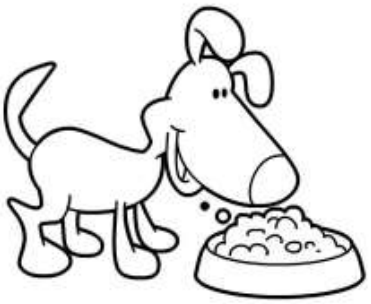
B. The future tense



- The future tense expresses an action that has not yet happened
- This tense is formed with *will* or *shall*.
- On occasion the word 'be" is included in the future tense. *For example: "I <u>walk</u> to school every day – I <u>will</u> walk to school every day.*

Rewrite the following sentences by changing them into the future tense.

1. The dogs ate all the pellets.



2. Poachers sell millions of wild animals and animal body parts.

3. People make trinkets and clothing from the animals' body parts.

4. He stole the parrot when no-one was looking.

5. Tourists ride elephants on a safari.

English HL - Term 1. Week 7 – 8	Listening and Speaking
Date:	Compiled by S. Ismail

The four dragons (Asian Folktale)

Listen to the following folktale



Once upon a time, there were no rivers on Earth, only the sea, where four dragons lived. They noticed many people praying. "Please send rain quickly, to give us rice to eat." There had been no rain for a very long time.
"They will die if it doesn't rain soon," said one dragon. Another dragon suggested, "Let's go and ask the Jade Emperor for rain."

The Jade Emperor was very powerful and was not pleased to see the dragons.
"Why are you here?" "The crops on Earth are withering and dying, Your Majesty. Please send rain down quickly!"
"All right, I'll send some rain tomorrow."
The Jade Emperor pretended to agree.



Ten days passed, and not a drop of rain came down. The dragons felt very sorry for the people and came up with an idea. "There is plenty water in the sea where we live. We should scoop it up and spray it towards the sky. The water will come down to save the people."

The dragons flew back and forth, making the sky dark until the sea water became rain, pouring down from the sky. "It's raining! The crops will be saved!" the people cried.



What do you think about this folklore? Do you think that it could be true?

Discuss these questions with a friend:

1. How would you describe the mood of this folklore?
2. Do you and your friend know any other folklores? Discuss and share this together.

Refer to the folktale you read and answer the questions that follow, using full sentences where possible.

1. Why were the people in this story praying? What had happened and what did they need?

   _____

   _____

   _____

2. What was the only source of water on Earth?

   _____

3. What are the people trying to grow to feed themselves?

   _____

4. What do we call it when it doesn't rain for a very long time?

   _____

5. What do you think the Jade Emperor is in charge of? Why do you think he was not pleased to see the dragons?

   _____

   _____

6. When did the Jade Emperor say that he was going to send rain? How long did the dragons wait until they realised that no rain was coming?

   _____

   _____

   _____

7. Why do you think that the Jade Emperor did not send the rain?

8. What idea did the dragons come up with. Quote three sentences from the story to form your answer.

9. When the dragons were flying back and forth, they made the sky dark. What does the word 'dark' mean in this sentence?

10. Who was ordered to fetch four mountains? Why did he have to do this?

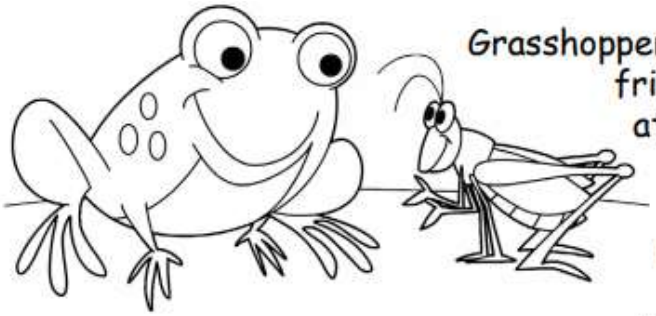
11. 'Imprisoned as they were, they never regretted their actions.' Explain using your own words, what 'imprisoned' and 'regretted' means.

12. What did the four dragons do at the end of this folklore? How do you feel about what they did? Use a detailed sentence to describe your feeling.

English HL - Term 1. Week 7 – 8	Reading and Viewing
Date:	Compiled by S. Ismail

The Grasshopper and the Toad – African Folktale

Read the following folktale and answer the questions that follow.



Grasshopper and Toad appeared to be good friends, yet they had never eaten at each other's houses. One day Toad asked Grasshopper, "Tomorrow, come and dine at my house."

The next day Grasshopper arrived at Toad's house. Before sitting down to eat, Toad washed his forelegs and invited Grasshopper to do the same. Grasshopper did so and it made a loud noise.

"Can't you leave your chirping behind? I cannot eat with such a noise," said Toad. Grasshopper tried to eat without rubbing his forelegs together, but it was impossible. Grasshopper was angry and could not eat. Finally, he said to Toad, "I invite you to my house for dinner, tomorrow."



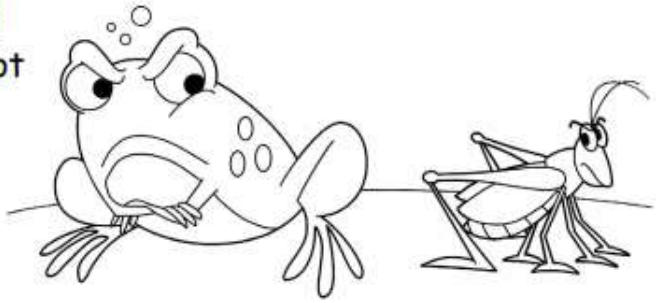


The next day, Toad arrived at Grasshopper's home. As soon as the meal was ready, Grasshopper washed his forelegs, and invited Toad to do the same. Toad did so, and then hopped toward the food.

"You had better go back and wash again," said Grasshopper.

"All that hopping in the dirt has made your forelegs dirty again." Toad hopped back to the water jar, washed again, then hopped back to the table. "Please don't put your dirty paws into the food, go and wash them again."

Toad was furious. "You know very well that I must use my paws and forelegs in hopping about. I cannot help it if they get a bit dirty between the water jar and the table."



Grasshopper responded, "You started it yesterday. You know I cannot rub my forelegs together without making a noise." From then on, they were no longer friends. If only they learned to accept each other's faults, as well as each other's good qualities.

www.worldoftales.com

Answer the following questions.

1. The folklore above mentions that Grasshopper and Toad appeared to be good friends. Why is the word 'appeared' used in this sentence? What do you think that it means?

2. Why did Toad wash his forelegs before sitting down to eat?

3. Toad complains about the 'chirping' that Grasshopper makes while he is washing his forelegs. Explain what the word 'chirping' means.

4. How would you describe the character of toad? What kind of personality does he have? What makes you think this?

5. How does Grasshopper feel about Toad complaining about his chirping? What could Grasshopper not get done while he was visiting Toad, because of this?

6. What did Grasshopper invite Toad to do?

7. Why did Grasshopper ask Toad to wash his forelegs again?

8. Why could Toad not keep his forelegs clean after washing?

9. Do you think that Grasshopper knew that Toad would have to wash his forelegs again before Toad arrived for dinner? Why do you say this?

10. There is a sentence is this folklore, 'If only they learned to accept each other's faults …' What do you think a 'fault' is?

11. What was Toad's fault? What was Grasshopper's fault?

12. Do you think that Toad and Grasshopper really had faults? Why do you say this?

English HL - Term 1. Week 7 – 8	Writing and Presenting
Date:	Compiled by S. Ismail

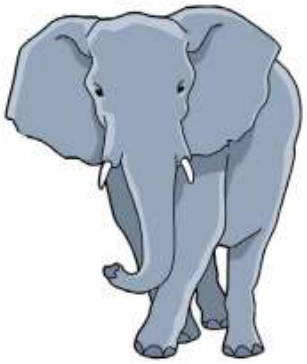
Write a folktale

- ⇨ All folklore originally began as stories told by word of mouth.
- ⇨ Folklore have a moral or teach a lesson.
- ⇨ Many old folktales (folklore stories) explain how something came to be.
- ⇨ Characters in folktales are usually animals or people.
- ⇨ Usually a character in a folktale must face an impossible test.

Your writing task is to create an African folktale about an animal. In an African folktale, the story is about how an animal came to have their physical characteristics.

Think about the following as ideas:

- Why does an elephant have a long trunk?
- Why can a cheetah run so fast?
- Why does a lion have a mane?
- Why does a zebra have black and white stripes?
- Why does a snake have no legs?



Use the following guidelines to assist with your writing:

1. Create your own character – decide on the animal that is going to be the main character in your folktale. Think about this animal's physical appearance and build your story around it.
2. Decide on the message you want to give your readers.
3. Plan your plot – an attention-grabbing beginning, a middle where the story unfolds and a problem arises, and an end that shares the solution as well as your message.
4. Use the writing process.

Step 1: Brainstorm ⇨ Step 2: Rough Draft ⇨ Step 3: Re-draft ⇨ Step 4: Neat Draft ⇨ Step 5: Extra Resources

---

- √ Your writing needs to be between 140 – 160 words long, which is approximately 4 – 6 paragraphs.
- √ Spelling and grammar are very important.
- √ Remember to write your story in the order that it happens.
- √ Use the brainstorming template on the next page to help with your brainstorming and planning.
- √ Refer to the marking rubric to make sure that you have met all the criteria.



Brainstorming Chart

Title of your folktale:

_____



Animal characters:

_____
_____
_____
_____

The setting:

_____
_____
_____
_____

The message:

_____
_____
_____
_____
_____

The beginning:

_____
_____
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The middle:

_____
_____
_____
_____

The problem/conflict:

_____
_____
_____
_____

The solution/ resolution:

_____
_____
_____

The end:

_____
_____
_____
_____

English HL - Term 1. Week 7 – 8	Language Structures and Conventions
Date:	Compiled by S. Ismail

Concord, the subject and the object

- ⇨ Concord is also known as subject-verb agreement.
- ⇨ A subject is the first noun in a sentence and who or what the sentence is about.
- ⇨ A verb is a doing or being word.
- ⇨ The object receives that action of the verb.
- ⇨ The subject and verb in a sentence have to be in agreement – it has to make sense.
- ⇨ If it is a singular (one) subject, it must have a singular verb.
- ⇨ If it is a plural (more than one) subject, it must have a plural verb.
- ⇨ For example: He (singular subject) works very hard.
  They (plural subject) work very hard.

Top tips for the correct subject verb agreement:

√ If the subject is singular (one), add 's' to the verb.

√ If the subject is plural (more than one), do not add 's' to the verb.

√ If the subject is 'I' or 'you', do not add 's' to the verb.

√ Auxiliary (helping) verbs in the singular form (was, as, is, does, am), change to were, have, are, do in the plural form.



ACTIVITY 1: Identify the subjects in the following sentences by underlining them. Remember that the subject is the first noun in the sentence and who or what the sentence is about. A subject can be a proper noun, a common noun, a pronoun. Subjects can also include pronouns, articles and adjectives associated with the noun.



1. Mrs Brink baked delicious shortbread for my birthday.
2. Michael ran ten times around the field.
3. The lazy kitten stretched while she was sleeping.
4. My brother is very good at playing chess.
5. Dad is training to run a marathon.
6. Themba has started attending cooking classes.



ACTIVITY 2: Complete the following sentences by filling in an object of your choice. Remember that the object receives the action of the verb and can also be a common noun, proper noun or pronoun. Objects can also include pronouns, articles and adjectives associated with the noun.



1. The teacher asked _____ if he had any questions.
2. My mother read _____ a bedtime story.
3. Rebecca jumped carefully over the _____.
4. Dad purchased _____ from the shop.
5. I painted my _____ purple.
6. My puppy is chasing _____ around the kitchen.



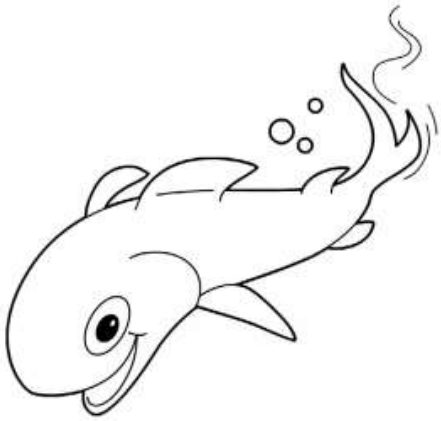
ACTIVITY 3: Underline the correct form of the verb in brackets to create a correct concord (subject verb agreement).



1. Michelle (help / helps) her father with the laundry after breakfast.
2. All the children (love / loves) swimming in the pool.
3. James (cook / cooks) dinner twice a month.
4. Granny (sing / sings) loudly in the shower.
5. The kittens (jump / jumps) when they are scared.
6. Lisa and Monica (climb / climbs) the school stairs every morning.
7. Tash's parrot (chirp / chirps) every time the phone rings.
8. The gardener (snip / snips) the dead flowers from the bush.



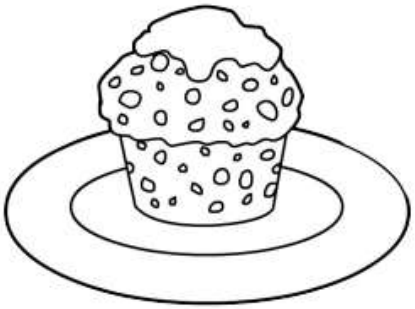
Activity 4: Circle the correct verb form under the pictures to create a concord or subject verb agreement.



1. Fish _____ in the pond. (swim / swims)



2. The children _____ for their team to win. (cheers / cheer)



3. The muffins _____ in the oven. (cook / cooks)

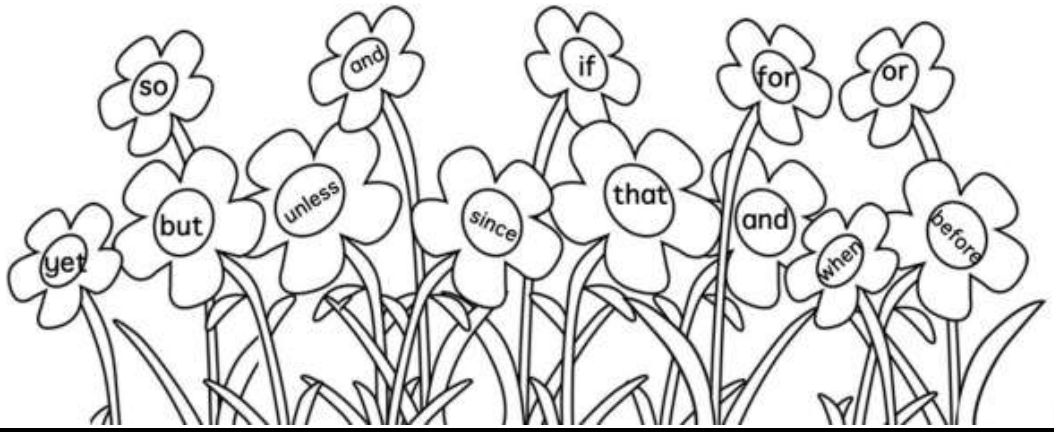


4. The dog _____ its wet fur. (shake / shakes)



Conjunctions

- ⇨ The word 'conjunction' means 'join together'.
- ⇨ A conjunction joins phrases, words, clauses and even sentences together.
- ⇨ Conjunctions are also known as 'joining words' or 'connecting words'.



EXERCISE 1 – Underline the conjunctions in the sentences below.



1. I will meet you at the park when I am finished my homework.
2. I go to hockey practice so that I can improve my game.
3. The birthday party was cancelled because it was raining.
4. Sam went to bed late last night, yet she finished her project.
5. My dad loves to bake pancakes and crispy bacon for breakfast.
6. I can help you reach that if you want me to?
7. Since only a few children attended training, we finished early.
8. My mom will go to the shops unless she has to work late.

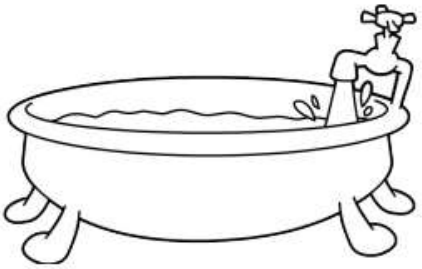


EXERCISE 2 – Join the following sentences together using the conjunction provided in brackets. Remember that remove the full stop from the first sentences and your second sentence will change from starting with a capital letter, to starting with a lowercase letter.

1. I was running my bath. The phone started ringing. (when).

   _____

   _____



2. Andile is very clever. He is also very sporty. (and)

   _____

---

3. The little boy doesn't know how to kick a bay. He will keep trying. (but)

   _____

   _____



4. Do not spend all your money. You are saving for that game. (because)

   _____

   _____

5. I find netball very easy. Hockey is quite tricky. (but)

   _____

   _____

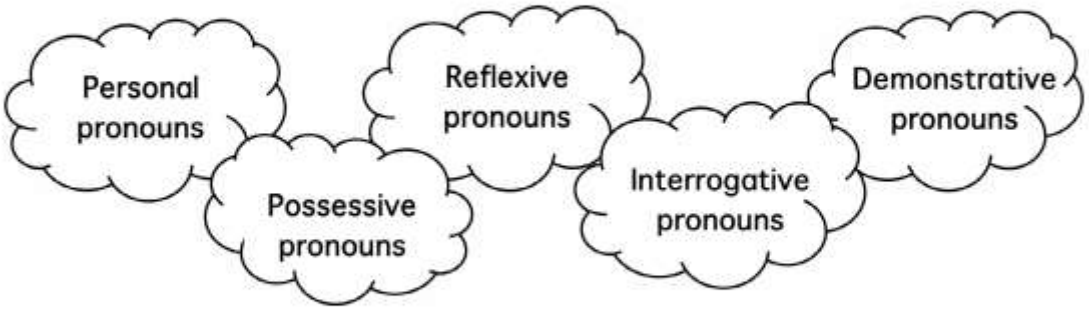
EXERCISE 3: Underline the correct conjunction in the brackets.

1. Adam loves to read his book (although / when) it is cold outside.
2. Sam missed the start of the lesson (while / because) she was late.
3. I am allowed to watch TV (and / once) my homework is complete.
4. The puppy wagged his tail (even though / rather than) he was hurt.
5. Mom must bring the washing in (after / before) it begins to rain.
6. Should we travel by bus (or / after) train?
7. Grandpa was not concentrating (and / so) he did not hear the doorbell ring.
8. The car cannot be driven (because / so) it has a flat tyre.



Pronouns

- ⇨ Pronouns replace a noun.
- ⇨ Pronouns are used to avoid repetition.
- ⇨ Pronouns can be singular or plural.
- ⇨ Pronouns help us to avoid awkward sentences.
- ⇨ There are 5 types of pronouns:

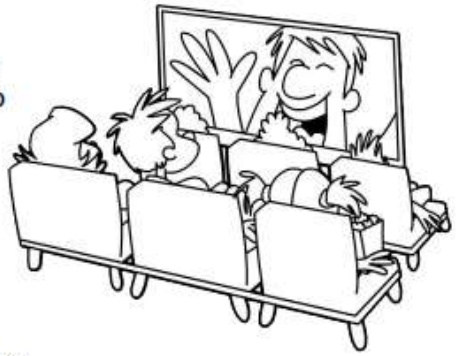


A personal pronoun is a short word we use instead of the proper name of a person.

Subject pronouns	I	you	he	she	we	they	it
Object pronouns	me	you	him	her	us	them	it

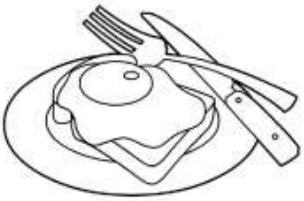
Remember:

- ⇨ The subject is the first noun in a sentence and who or what the sentence is about.
- ⇨ The object receives the action of the verb.



EXERCISE 1 – Fill in the correct personal pronouns in the sentences below. Use the personal pronoun grid above to help you.

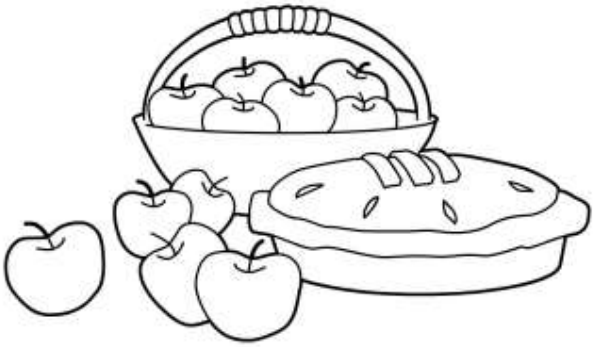
1. I am going to the movies, do _____ want come with _____?
2. Michelle was happy to put her school bag down, _____ was very heavy!
3. Mom did not have breakfast and _____ is hungry now.
4. Mr Mack is a good teacher, _____ like _____.
5. _____ can borrow _____ new book, I don't mind.
6. Andile lost _____ glasses and could not find _____ anywhere.
7. Does that cookie belong to _____ or _____?
8. _____ have an interest in birds, _____ are very interesting.





EXERCISE 2 – Choose the correctpronoun that can replace the underlined words (the subject) in the sentences below. Circle only the letter of your choice.

1. Matthew pulled on his soccer boots.
   a. she
   b. he
   c. it
2. Granny served the delicious pie.
   a. they
   b. she
   c. he



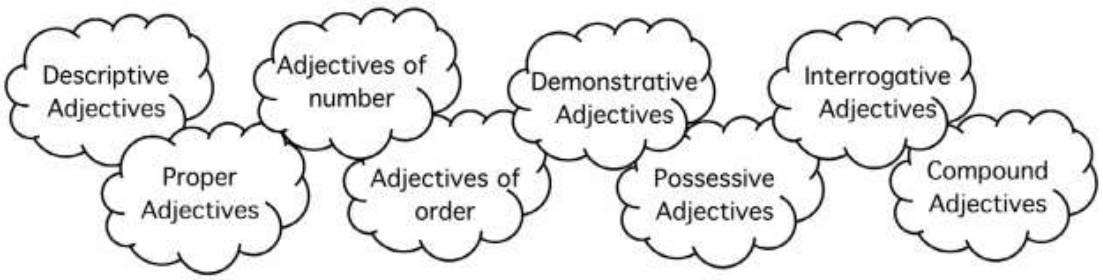
EXERCISE 3: Underline all the personal pronouns in the paragraph.

At the end of the year, my family and I are going on a very special holiday. We are all very excited and can't wait for it to begin. My brothers are saving their pocket money so that they can buy souvenirs. I, on the other hand, am working on my tan! Mom and dad have taken the car for a service. It must be in good condition so that we have a safe journey. They always put our safety first. We still have five weeks to wait but know that it will be an unforgettable experience.

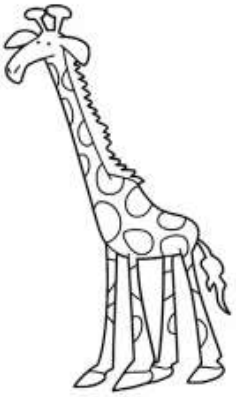


Adjectives

- √ An adjective is a word that describes a noun.
- √ Adjectives add interest and colour to sentences by describing or giving more information.
- √ There are eight types of adjectives:



EXERCISE 1 – Write down a descriptive adjective of your choice to describe the pictures in the table. Write your answer on the line provided, under the picture.

		
The _____ ball.	A _____ bee.	The _____giraffe.

		
The _____ cake.	The _____ snake.	Some _____ pizza.

EXERCISE 2 – Underline the adjectives in the sentences below. Circle the noun that they are describing. (There can be more than one adjective in each sentence).

1. The beautiful sun rose in the winter morning.

Adverbs

- √ An adjective is a word that tells us more about a verb (doing word).
- √ Adverbs usually answer questions such as how? where? when? how often? how much? and how long?
- √ Adverbs can be and often are more than one word. This is called an adver bial phrase.
- √ There are five types of adverbs:

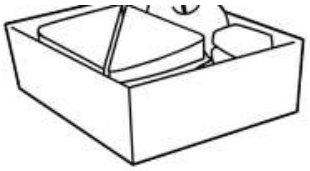


EXERCISE 1 – Choose an adverb of manner (how) to complete the sentences below. Use the word bank to help you. Each adverb in the word bank may only be used once.

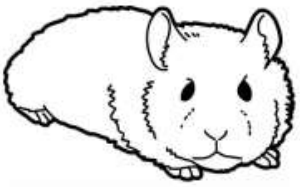
quietly ***correctly*** ***sadly*** ***suddenly*** ***neatly***

1. Jack _____ took apart his Lego creation.
2. The wind picked up and _____ it began to rain.
3. We must whisper _____ while in the library.
4. Andy _____ drew her scientific diagram.
5. Be sure to answer the test _____ .

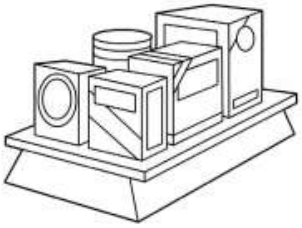




EXERCISE 2 – Complete the sentences below by adding an adverb of place (where). Remember that your adverbial phrase can be more than one word.



1. Andile and Matthew walked _____.
2. Sam ate his lunch _____.
3. I found my book _____.
4. Daniel put the hamster _____.
5. Granny put her groceries _____.

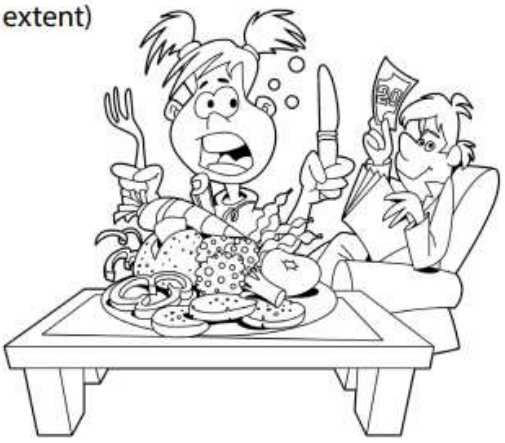


EXERCISE 3: Match the sentence in column A with an adverb of time (when) in column B. Write only the letter of your answer in the answer grid below.

1. _____ I forget to brush my teeth before bed.		a. recently
2. My family _____ travelled to Port Elizabeth.		b. sometimes
3. The girls walked to the beach _____.		c. yesterday
4. I hope my package arrives _____.		d. tomorrow
5. Matthew will see his friend _____.		e. soon

EXERCISE 4: Underline the adverbs of degree (to what extent) in the sentences below.

1. I am very scared of snakes.
2. Sam almost scored a goal during the match.
3. My dad is extremely proud of my school report.
4. Mom nearly gave the surprise away.
5. I hardly eat my vegetables, even though I know I should.

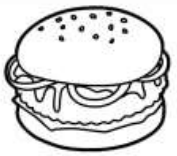


EXERCISE 5: Choose the correct adverb of frequency (how often) in brackets so that the sentence make sense.



1. Mrs Berry is on time for class, she is (always / never) late.
2. My puppy's tail constantly wags, he is (sometimes / always) happy.
3. Mom (never / usually) goes to gym after work; she enjoys exercising and keeping fit.
4. My brother (seldomly / regularly) rides his bike to school, up to three times a week.
5. John is a vegetarian, but I saw him eat a burger (never / once).





TERM TWO Reinforcement Activities

English HL - Term 2. Week 1 – 2	Listening and Speaking
Date:	Compiled by S. Ismail

How to make chocolate cake in a mug

You will need

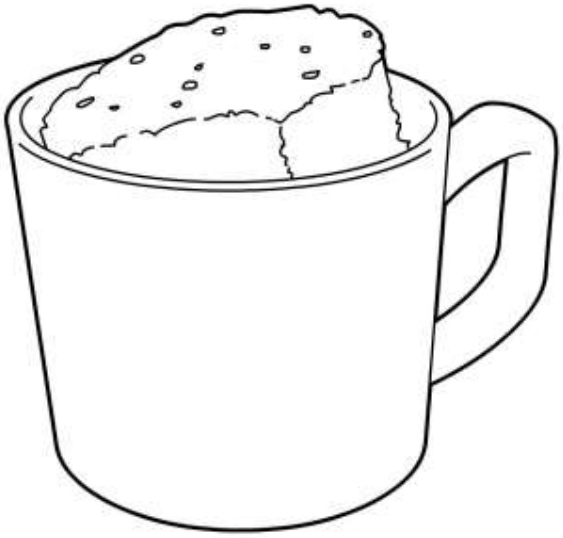
The ingredients, 2 tablespoons, a teaspoon, a large mug, a mixing bowl, microwave oven, knife, saucer.

Ingredients (serves 1)

4 tablespoons of flour
1 egg
3 tablespoons milk
a quarter of a teaspoon of vanilla
2 tablespoons sugar
2 tablespoons cocoa
3 tablespoons melted butter or oil
1 tablespoon of choc chips

Time needed

Preparation time: 10 minutes
Cooking time: 3 minutes
Ready in:13 minutes



Method:

1. First add the dry ingredients to the mug. Mix these well.
2. After that, crack an egg and add it to your mixing bowl. Be sure to mix it well to avoid any pockets of flour in the corners.
3. Then, pour the milk, oil and chocolate chips into the mixing bowl and mix this well. Add the vanilla extract. Pour everything into the mug.
4. Next, place your mug in the microwave and cook it for 3 minutes on maximum power (1000watt). Wait until the cake stops rising and sets in the mug.
5. Finally, if necessary, run a knife around the sides of the mug, and tip the still warm cake out of the mug and onto a saucer. Wait until everything cools down and enjoy eating your cake!

After you have listened discuss in a group:

What did you like about this procedural text and what didn't you like about it?

a) Did you notice the transition words at the beginning of each sentence in the method? What were they?

b) What was the main message?

c) Did you notice any categories in the instructions?

Work on your own. On a piece of paper do the following:

a) Write down as many of the ingredients that you can remember.

b) Draw quick simple pictures of the items you'll need apart from the ingredients to make this cake.

c) Can you remember the method? Use the words first, after that, then, next and finally. Write what you remember of the method.

d) Draw a picture of the cake in the mug.

Listening and speaking: Relate your own How-To to your friend

Have you ever made something to eat on your own?

- Relate to your friend how you did it
- Use the words first, after that, then, next and finally to give structure to what you say.



Work with another pair. Relate what your friend told you to the new pair.

English HL - Term 2. Week 1 – 2	Reading and Viewing.
Date:	Compiled by S. Ismail

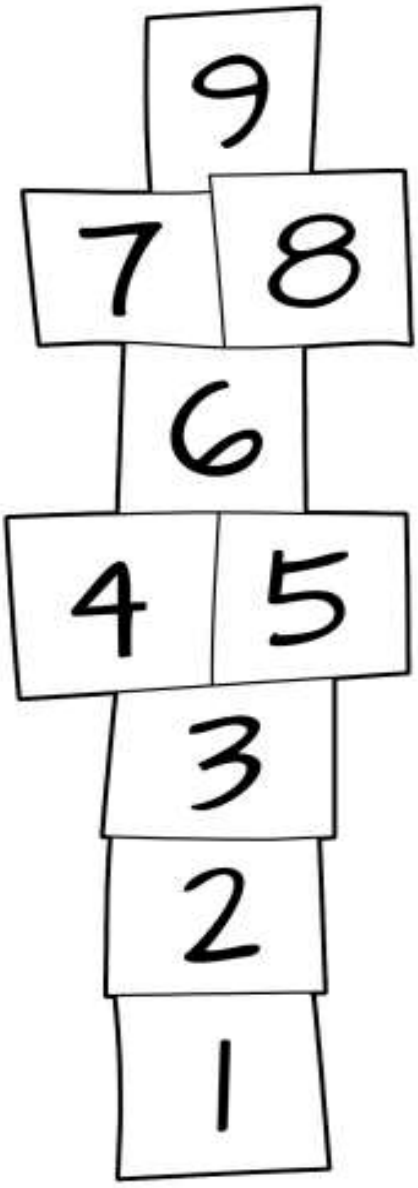
How to play hopscotch

Read

Hopscotch is a popular outdoor game enjoyed by children all over the world. If you have not yet played this game, or if you simply need a brushing-up, you can easily learn to play it by following these instructions.

You will need:

Some friends to play with, chalk, a flat surface, markers such as small stones, bottle tops or buttons.



Instructions:

1. First, using the chalk, draw a hopscotch pattern on the ground or use masking tape on the floor. Create a pattern similar to the one in the drawing.
2. Next, hand out the markers so that each player has one.
3. The first player must throw a marker so that it lands on square one. It has to land inside the square, without touching the border or bouncing out. If the player does not get it within the lines, he or she loses their turn and passes the stone to the next person. If the player does it correctly, he or she goes on to the next step.
4. Place one foot on the ground at a time, unless there are two number squares right next to each other. In that case, you can put both feet down at the same time (one in each square).
5. After that, pick up the marker on your way back. When you get to the last number, turn around (remaining on one foot) and hop your way back in reverse order.
6. Finally, while you're on the square right before the one with your marker, lean down (probably on one foot still) and pick it up. Then, skip over that square and finish up.

Answer the questions in you class workbook:

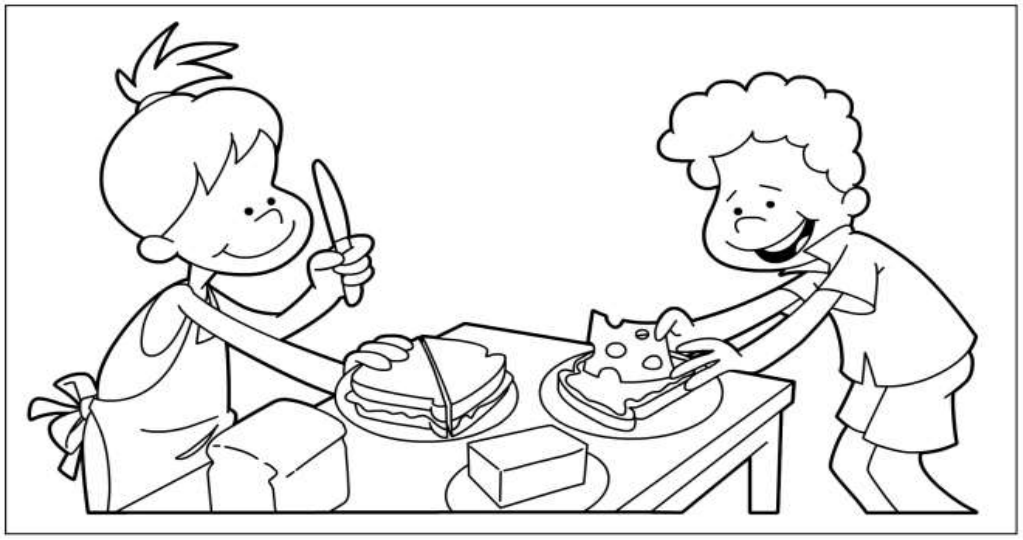
1. Is this the way you play hopscotch?
2. Tell a friend how to play hopscotch in your own words.
3. Did you notice the transition words in the instructions? What are they?
4. Try playing hopscotch with a group.
5. Use the template on the next page to summarise in five steps what you learned by reading 'How to play hopscotch' without looking at the original instructions. Remember to use the following transition words for the instructions: first, next, after that, then and finally.

English HL - Term 2. Week 1 – 2	Writing and Presenting.
Date:	Compiled by S. Ismail

Create your own procedural text

Write a set of instructions on how to make a healthy sandwich.

- Use the command verbs to start each sentence. Example: cut, use, put, etc.
- Remember to use a title that starts with 'How to'.
- Make a list of the items required for the task.
- Add your instructions as a step-by-step description of what the reader needs to do to achieve the goal.
- Every detail possible should be included in the right sequence so that the reader knows exactly what to do.
- Use full sentences.



Use the writing process.

- Plan carefully what you would like to say
- Make a rough draft of your ideas
- Let a friend check your rough draft while you check theirs
- Edit your work and make any recommended changes
- Ask a different person to proof read your work while you read theirs

English HL - Term 2. Week 1 – 2	Language Structures and Conventions
Date:	Compiled by S. Ismail

Adverbs

Adverbs give us information about the action verbs in a sentence. There are different kinds of adverbs – they answer the question when (adverb of time), *how*?(adverb of manner), *where?* (adverb of place) and to *what?* extent (adverb of degree).

1. Underline the verbs and fill in the missing adverbs of time in the blank spaces in the sentences below.

Example: He visited us yesterday.

recently sometimes yesterday tomorrow soon

a) My granny knitted me a blue jersey _____.

b) _____ my friend and I each made a cake in a mug.

c) I will be visiting the dentist at 2pm _____.

d) It will be John's birthday _____.

e) _____ I visit my granny in Durban.

2. Underline the verbs in the sentences below. For each verb write an adverb of manner that could explain more about how the action is done. Example: He walked slowly.

a) He peeled the skin off the banana _____.

b) She read the knitting instructions _____.

c) He looked at the sky_____.

d) She smiled _____ at the new girl.

e) He raced _____ down the road on his bike.

3. Work with a friend. The adverbs in the sentences below have been underlined. Which type of adverb has been used?

a) Sipho anxiously waited for his parents to read his school report.

b) He left his raincoat there.

c) She bought a new pair of knitting needles yesterday.

d) Mandy moved slowly towards the frightened kitten.

e) He is running very fast.

f) He was completely exhausted after the race.

g) My friend's house is nearby.

h) Please bring that book here.



1. Pick out the adjectives

Adjectives are words that describe and tell us more about a noun (a naming word).
Example: The old man. Underline the adjectives in the sentences below.

a) He likes eating boiled eggs in the morning.

b) The teacher left the room for a few minutes.

c) The cupboard had only a little food in it.

d) Granny bought John an expensive cricket bat for his birthday.

e) She likes to listen to lively music.

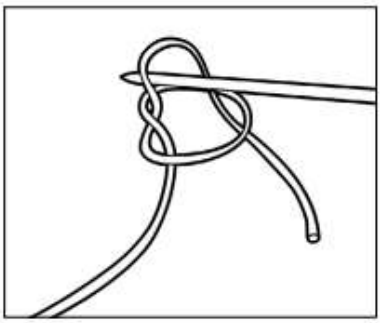
2. Prepositions

Prepositions show the relationship of one thing to another.
Example. The book was on the floor.

Fill in the correct prepositions in this paragraph, using the correct word listed below.

behind through around into

John, when you make a starter knot in knitting, you have to pull the wool _____ the loop to the other side. Place one of your needles _____the new top loop created. After that pull the wool tightly _____ the needle. When you start casting on, place your right needle _____ the left needle.



3. Simple sentences and complex sentences

A simple sentence has one subject and one verb.

A complex sentence is made up of two or more verbs.

Decide whether these sentences are simple or complex sentences.

a) Apples grow well in Grabouw in the Western Cape. _____

b) The sports car collided with the truck. _____

c) I switched on the light and opened the fridge door. _____

d) My friend lives in Johannesburg. _____

It's time for revision

1. In the sentences below, the adverbs have been underlined. Say what type of adverb each one is.

a) After a long day at work, we headed homewards.

b) You are walking too slowly.

c) Close the door when you go out.

d) Please be sure to answer the question correctly.

e) We are going to Cape Town tomorrow.

2. Work with a friend and relate a procedural text to him or her using the following five transition words: *first, next, after that, then and finally.* Choose your own topic or select from these ideas:

- How to eat a banana
- How to brush your teeth
- How to swim across a pool.



3. Now write out your instructions using the following format:

- Title: How to _____
- You will need:
- Instructions:

4. Look up the following words in your dictionary and write their meanings in your class workbook:

abbreviation	*acronym*	*preposition*
procedural writing	*adverb*	*adjective*
instructions	*complex sentence*	*simple sentence*

5. Decide whether these sentences are simple sentences or complex sentences.

a) John likes playing board games. _____

b) Mary likes making a board game first and then playing the board game.

_____

c) Rashaad made a delicious, healthy sandwich. _____

d) John runs very fast. _____

English HL - Term 2. Week 3 - 4	Listening and Speaking
Date:	Compiled by S. Ismail

Listen to a report on the problem of waste

1. Before listening discuss this with a friend:

a) What do you do with your rubbish (waste) at home?

b) Do you know what happens to your rubbish when it leaves your house?

c) How much rubbish does your family throw out every week?

d) What do you know about landfills?

e) Think about five questions that you have about the problem of waste.

2. Listen as your educator reads the following report to you.



We all throw away rubbish every day. This rubbish is called 'waste'. If waste is recycled or taken away to a municipal landfill where it is dealt with correctly, it doesn't become a problem. However, if waste is treated as litter and thrown carelessly on the ground, it soon makes its way to the nearest river or ocean, and it becomes pollution. Pollution is killing our world!

Here are three significant problems relating to waste.

The first problem is that litter is everywhere. If people are careless about getting rid of their waste, we soon find litter everywhere. Many people throw their garbage on to the ground, at the side of the road, and along pavements in the cities and the countryside. When there is a river or wetland nearby, these become blocked with litter. These places start to smell terrible, and creatures like rats begin to breed there.

Many people also dump their rubbish at illegal dumping sites. All of this leads to sickness and disease.

The second problem is the use of plastic. Global production of plastic has increased rapidly, year by year. One problem that results from this is the misuse of plastic shopping bags and straws. Plastic shopping bags and straws are very convenient to use, but they have created major environmental issues worldwide. Plastic is not biodegradable, and it remains around for hundreds of years. Many plastic shopping bags and straws end up in rivers and eventually in the oceans, where they cause severe harm to marine life.

The third problem is human behaviour. Some people do not care about the impact littering has on the environment.

How can we solve these problems? Are there any solutions? Here are three ideas.

First, we should encourage the use of landfills. If people throw litter in their bins and put the bins out for collection in municipal areas, their rubbish will be taken to an adequately handled landfill. Landfills are an excellent option for the problems we have mentioned.

A second solution is to encourage recycling. There is so much that has to be done in the fight against pollution caused by waste. Recycling is a good option. In recycling, you can either reuse the rubbish in something or recycle it so that something new can be made from it.



If a person is fortunate enough to have a garden, they can start a compost heap to eliminate wasted food. This action enriches the soil, helping it retain moisture and reduces plant diseases and pests.

The third solution is to find ways to change human mindsets. We should encourage awareness campaigns. We need to see how trash travels when we throw it away carelessly. Somehow we need to persuade people that we need a clean environment to maintain our country as an attractive tourist destination. We each need to be an example so that the next generation has the opportunity to grow up in a clean and beautiful country. Beach and town clean-ups should become a regular event in our daily lives. School teachers have an excellent opportunity to teach children about recycling.

Our biggest challenge is to change human mindsets about waste. The best way to start is with oneself. We all have to play our part. Be mindful of what YOU can do to make our environment a place to be proud of every day.

3. After you have listened, discuss these questions with a friend.

1. Is there a litter problem in your community? Good examples.
2. What is the main message that came across in this report?
3. Which of the three problems mentioned do you think is the worst one?
4. What do you think is the best way to change human behaviour so that people don't want to litter anymore?
5. What can you do to change and make you and then made a better place

4. Answer these questions in the space provided.

1. What is your definition of a landfill?

_____

_____

2. What do you think happens to the waste at a landfill?

_____

_____

3. What are three problems that you can see that plastic causes in the environment?

_____

_____

_____

4. Describe the journey of a piece of litter that is thrown carelessly on the ground.

_____

_____

5. What do you understand about the process of recycling?

_____

_____

_____

English HL - Term 2. Week 3 - 4	Reading and Viewing
Date:	Compiled by S. Ismail

A City known as Garbage City

Before you read, work with a friend:

a) Skim through the text and find the main idea in each paragraph.

b) Write a heading for each paragraph.

c) Interpret the visuals – what do they tell you?



Creative Commons: Cairo - Garbage city as seen from Coptic district by Sergej Marsnjak
http://goo.gl/uMGZy6

As you know Egypt is a world famous destination. Have you ever wanted to visit Egypt? Would you like to visit the pyramids? Did you know that in Cairo, there is a place that tourists do not want to see. It is commonly known as 'Garbage City'. This city is a slum area found on the outskirts of Cairo in Egypt and is inhabited by the Coptic Christians. The people who live in this city known as 'Zabaleen', which is a word that means 'garbage people'.

The whole city of Cairo dumps its rubbish in Garbage City. The people live among the garbage and spend their days sorting it into piles and recycling all the garbage.



http://virtualglobetrotting.com/map/mokattam-city-of-garbage/view/google/

If you walk through the dirty streets, you will smell rotten food and decomposition everywhere. You will see stagnant water and huge bags of garbage everywhere. Animals such as cows, goats, and dogs live inside the buildings and on the streets eating edible waste. Many children have been born in garbage city and have lived

there all their lives. Children play in the garbage. The economy of Garbage City is to make money from trash by recycling the rubbish. The men, women and children go through the trash sorting it out as sellable or unsellable. They use donkeys to carry the garbage for them. Sometimes the men and women spend 12 hours each day separating the garbage into 16 categories. After putting them in the 16 main piles, the sorting of the piles takes place. For example, paper will be sorted into white paper, yellow paper, thin paper, newspaper, thick paper and so forth.



Cc: Wikipedia http://en.wikipedia.org/wiki/Zabbaleen

The people shred plastic bags and they recycle cans and plastic bottles to resell as raw materials. These materials are then sold to factories and middle men for a small profit. The Zabaleen people use pigs as a way of getting rid of organic waste. Pigs are an important part of the recycling and sorting business.

Unfortunately, and as to be expected, this community suffers from low health and high rates of disease.

After you read:

Answer the following questions in your class workbook:

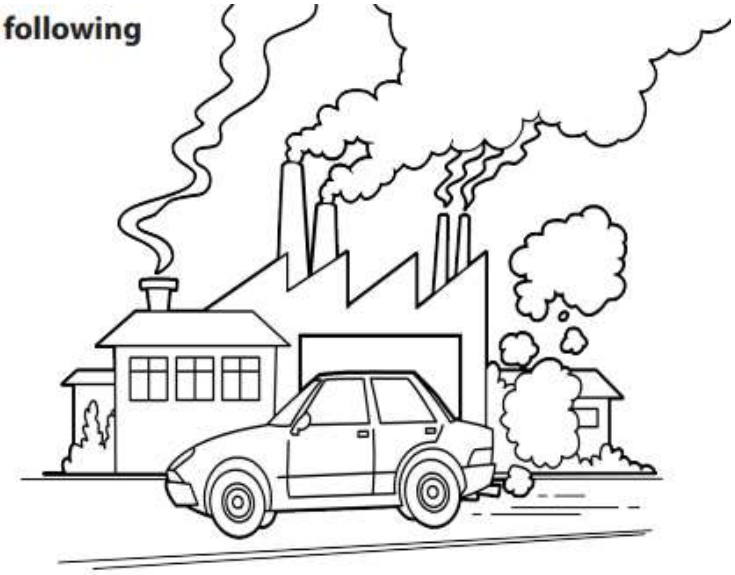
1. Why is this city called Garbage City?
2. Which group of people live in this city?
3. Why are the people of this city called Zabaleen?
4. Why do you think tourists don't like to visit this city?
5. If a tourist walked around in this city, name five interesting things they would come across?
6. Give three reasons why you would or would not like to visit this city.
7. Describe a typical day in Garbage City
8. What sort of activities do you think the children do during the day?
9. Describe how the people recycle.
10. Why do they like to keep pigs?
11. Why do you think people get ill and die in this city?
12. Create a mind map to summarise this report. Use three main headings

English HL - Term 2. Week 3 - 4	Writing and Presenting
Date:	Compiled by S. Ismail

Write a report

Write a report on one of the following pollution topics:

- Acid rain
- The ozone layer
- Rain forests
- Recycling
- Vanishing wild life
- Air pollution
- Greenhouse effect



Before you write:

1. Find as much information as you can on your chosen topic – for example, books, the Internet, magazines.
2. Ask the questions who, what, when and where as you research.
3. Read up about the structure of a report as you were shown in a previously.
   - Main heading
   - First sub-heading – beginning paragraph
   - Second sub-heading – middle paragraph
   - Third sub-heading – the final paragraph or conclusion
   - A supporting visual such as a graph
   - The report must answer the questions what, when, where and who

Follow the writing process as you write:

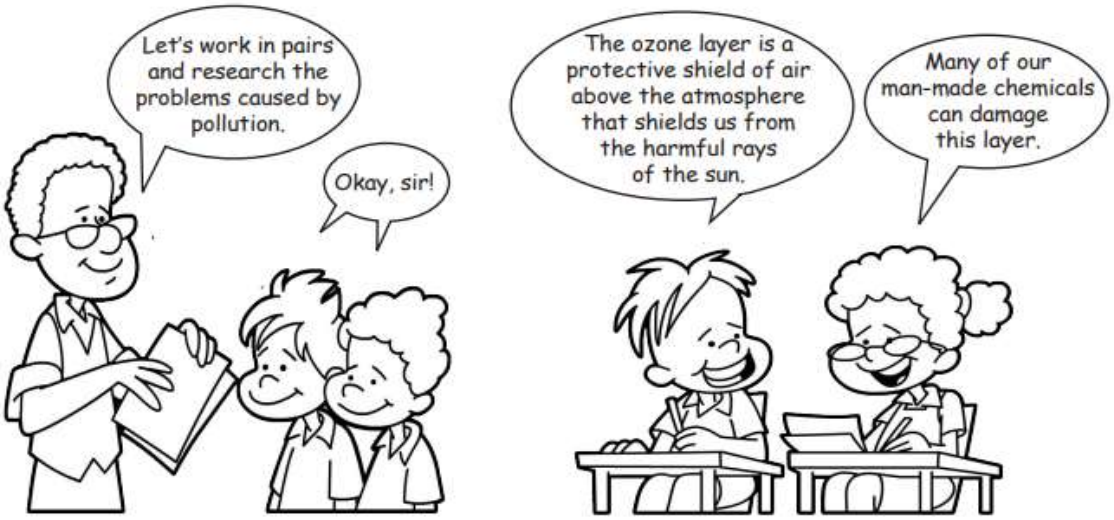
- Gather your information
- Plan what you are going to say
- Write your first draft
- Ask a friend to check your first draft to make sure it follows the report structure
- Make corrections to your report
- Hand in your final report to your teacher

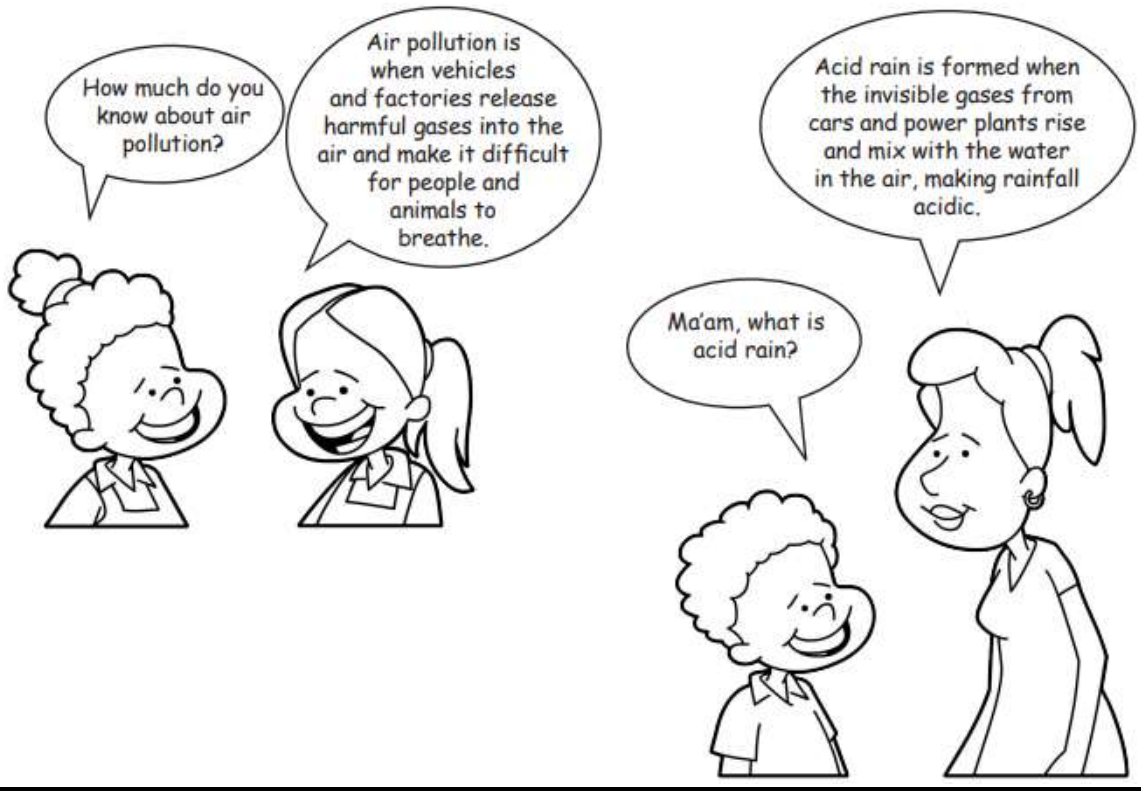
English HL - Term 2. Week 3 - 4	Language Structures and Conventions
Date:	Compiled by S. Ismail

Direct and Indirect Speech

1. Direct speech

There are two ways of writing speech. Read the story below which is written in direct speech using speech bubbles. Choose a character iand read with a friend.







2. Reported speech

This is a way of reporting what was said in the direct speech. A few changes take place:

- The verbs often change to the past tense.
- Reporting words are used and these are sometimes followed by *that*.

replied ***answered*** ***asked*** ***suggested*** ***added*** ***said***

questioned ***shouted*** ***responded*** ***enquired*** ***called out***

- A few extra words are added so that the sentence makes sense.
- Pronouns often change.

Example:

Direct Speech: The teacher said, "We are learning about ways of saving the planet."
Reported speech: The teacher said that they were learning about ways of saving the planet.

Write out all the words in the speech bubbles in reported speech. Work with a friend. Use as many of the different reporting words as you can.

Continuous Tense

The *past tense* shows that an action happened in the past. The *past continuous* tense shows that the action was long and uninterrupted in the past. The verb is usually followed by a past participle (-ing). The words *was* and *were* are frequently used with the verb.



Change these sentences to the past continuous tense.

Change these sentences to the past continuous tense.

1. We _____ (set off) for the landfill when the phone rang.

   _____

2. I _____ (watch) the trucks bring the rubbish to the landfill when I noticed the fire in the tree.

   _____

3. They _____ (ride) their bicycles when the large trucks passed them.

   _____

The *future continuous* tense is used to express a continued or an ongoing action in the future. The verb is followed by the past participal (usually ends with an –ing). The words *will be* are frequently used with the verb.

Change these sentences to the future continuous tense.



1. We are visiting a landfill.

   _____

2. I am riding my bicycle.

   _____

3. Linda and Sipho baked a cake.

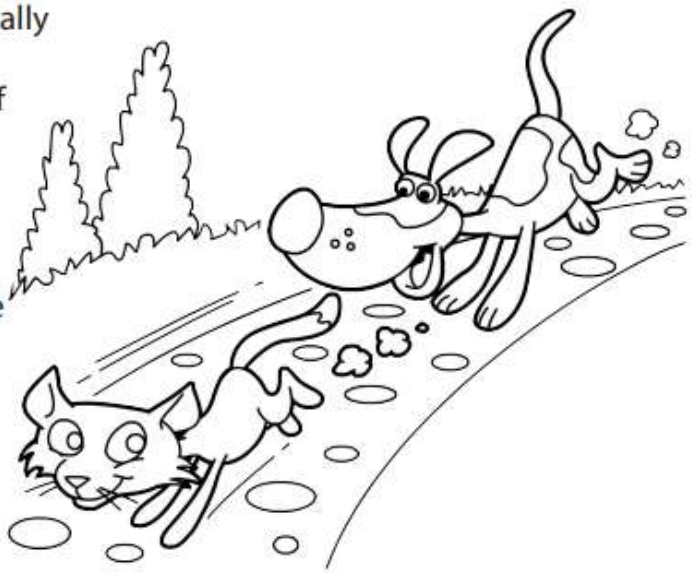
   _____

4. I play with my friend.

   _____

Active and Passive Voice

In the active voice, this is how we usually speak. The subject of the sentence carries out the action on the object of the sentence.
For example: The dog (subject) chased (verb) the cat (object). In the passive voice, the object starts off and carries out the verb action on the subject of the sentence.
For example: The cat (object) was chased (verb) by the dog (subject).



1. State whether these sentences are written in the active or passive voice.

a) The dog ate the bone. _____

b) The bone was eaten by the dog. _____

c) The sausages were eaten by us for lunch. _____

d) We ate sausages for lunch. _____

e) The trucks brought the rubbish to the landfill. _____

f) The rubbish was brought by the trucks to the landfill. _____

2. Change these sentences to the passive voice.

a) The girl made breakfast for the family.

_____



b) The girl ate a banana for breakfast.

_____

c) The girl wrote a sentence in her book.

_____

d) The librarian took the book to the library.

_____

e) The boy picked up the litter.

_____

English HL - Term 2. Week 5 – 6	Listening and Speaking
Date:	Compiled by S. Ismail

A man's best friend

Before listening discuss this with a friend.

Why are dogs called a man's best friend?
Do you think dogs would also call man their best friends?
Do you think dogs can understand what we say?

Listen as your teacher reads the following poems to you.



A dog

A dog knows no languages,
Yet understands them all.
He's always will to obey you,
And be at your beck and call.

He asks for nothing in return,
Except your loving care.
He'll be there when you're sick or well
With plenty of love to spare.

He'll love to walk around with you,
Exploring as he goes,
Every nook and cranny that he sees,
Is fair game for his nose.

He's patient when you go to work,
Awaiting your return.
And when he sees you coming home,
For your caress he yearns.



His tail a wagging, eyes so bright,
He jumps around with glee.
He's so happy to be with you
It's so obvious to see.

And when at night the day is done,
A sleep you'll find him near,
A wonderful pal for anyone,
Who'll give you love and cheer.

by George J Carrol

Answer the following questions

1. What was the main message that came across in this poem?

2. Which characteristics of a dog can you recall after listening to the poem?
3. What mood was created by this poem: happy, sad, mournful or something else?
4. Did you notice any rhythm and rhyme in the poem? Explain
5. Do you agree with the poet's description 'A wonderful pal for anyone'?
6. The next poem you listen to is 'A dog's life'. Predict what the content of the poem will be about.

English HL - Term 2. Week 5 – 6	Reading and Viewing
Date:	Compiled by S. Ismail

A poem that tells a story

Before you read, work on your own

1. Skim through the poem and find the main idea .
2. Read the title and name some of the characters.



The Owl and the Pussy-Cat

by Edward Lear



The Owl and the Pussy-Cat went to sea
In a beautiful pea-green boat;
They took some honey, and plenty of money
Wrapped up in a five-pound note.
The Owl looked up to the moon above,
And sang to a small guitar,
"O lovely Pussy! O Pussy, my love!
What a beautiful Pussy you are,—
You are,
What a beautiful Pussy you are!"
Pussy said to the Owl, "You elegant fowl!
How wonderful sweet you sing!
Oh, let us be married,—too long we have tarried,—
But what shall we do for a ring?"
They sailed away for a year and a day
To the land where the Bong-tree grows,

And there in a wood a piggy-wig stood
With a ring in the end of his nose,—
His nose,
With a ring in the end of his nose.

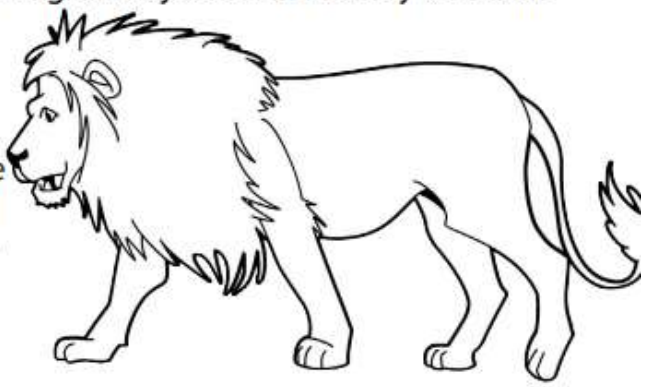


"Dear Pig, are you willing to sell for one shilling
Your ring?" Said the piggy, "I will,"
So they took it away, and were married next day
By the turkey who lives on the hill.
They dined upon mince and slices of quince,
Which they ate with a runcible spoon,
And hand in hand on the edge of the sand
They danced by the light of the moon,—
The moon,
They danced by the light of the moon



After you read

- **Alliteration:** the repetition of consonant sounds at the beginning of words close to each other.
  For example: Connie's clever cat caught a cute rat.
- **Assonance:** Assonance is also called 'vowel rhyme'. Assonance is the repetition of vowel sounds.
  For example: Go and mow the lawn.
- **Repetition or consonance:** is the simple repeating of a word or sound, within a sentence or a poetical line, with no particular placement of the words, in order to secure emphasis.
  Example: A horse is a horse, of course, of course.
- **Irony:** irony refers to a difference between the way something appears and what is actually true.
- **Metaphor:** comparison between two things or objects that are very different from each other but have some characteristics common between them.
- **Simile:** a figure of speech involving the comparison of one thing with another thing of a different kind. *(e.g., as brave as a lion, crazy like a fox).*



Analyse the poem:

1. Since this is a story poem name the characters, the plot and the setting.

2. Sequence the story of the poem in five sentences.

3. What is the main idea or theme of the poem?

4. Is there any personification in this poem? Explain your answer.

5. Do you notice any examples of assonance in this poem?

6. Do you notice any examples of alliteration in this poem?

7. Do you notice any examples of repetition in this poem?

8. Is there any irony in this poem?

9. What is the mood of the poem?

10. What do you notice about the rhyme pattern in this poem?

11. Did the owl and the pussycat actually get married in the poem?

12. What is your opinion of this poem?

English HL - Term 2. Week 5 – 6	Writing and Presenting
Date:	Compiled by S. Ismail

Write a poem

1. Write your own story poem about your favourite home animal.

2. Brainstorm ideas about a short story that you will turn into a poem.

   - think about a humorous incident with your favourite home animal.
   - think about something that happened to your home animal.
   - think about something that happened to you and your home animal.

All you need is a beginning a middle and an end and some characters.

3. Once you have your idea write down words, sounds and descriptive language. Include alliteration, consonance, assonance, metaphor and simile which you have learned about in this poetry unit.

4. Decide on a rhyming pattern to use. One of the most common rhyming pattern for poems is the quatrain. It has 4 lines with a rhyming pattern of **aabb, abab, aaaa, or abcd**. Here is a quatrain where the rhyming pattern is aabb.

The Dog

by Oliver Herford

Here is the dog. Since time began,
The dog has been the friend of man,
The dog loves man because he shears
His coat and clips his tail and ears.

Man loves the dog because he'll stay
And listen to his talk all day,
And wag his tail and show delight
At all his jokes, however trite.
His bark is far worse than his bite,
So people say. They may be right;
Yet if to make a choice I had,
I'd choose his bark, however bad.

http://goo.gl/scPxfM



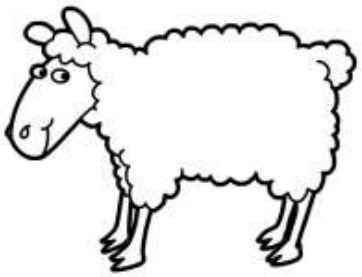
5. Follow the writing process. Draft your poem. Let your friend read it and give you some feedback. Write it out neatly and let your partner check it for mistakes. Read it out loud to make sure the rhyme and rhythm is correct. Write out your poem neatly and include a picture.

English HL - Term 2. Week 5 – 6	Language Structures and Conventions
Date:	Compiled by S. Ismail

1. Collective nouns

Here are six collective nouns: flock, bouquet, fleet, set, collection, flight.
Place them in the correct sentence:

a) a _____ of flowers.
b) a _____ of steps.
c) a _____ of sheep.
d) a _____ of tools.
e) a _____ of stamps.



2. Abstract nouns

Underline the abstract nouns in these sentences.

a) He looked at the pile of money with greed in his eyes.
b) The puppy's eyes were full of hope as she looked at her new owner.
c) The teacher asked the class to think about the importance of friendship.
d) He was given an award for his courage.

3. The present continuous tense

Change these sentences to the present continuous tense.

a) I play computer games in my bedroom.
b) Mother bakes cakes in the kitchen.
c) They look through the window.
d) The dog runs and catches the ball.
e) The cats climb the tree.



4. Match these poetic devices with their right endings

Alliteration	A comparison between two things or objects that are very different from each other but have some characteristics common between them.
Assonance	This is the simple repeating of a word or sound, within a sentence or a poetical line for emphasis.
Consonance	The repetition of vowel sounds .
Metaphor	A figure of speech involving the comparison of one thing with another thing of a different kind.
Simile	the repetition of consonant sounds at the beginning of words close to each other.

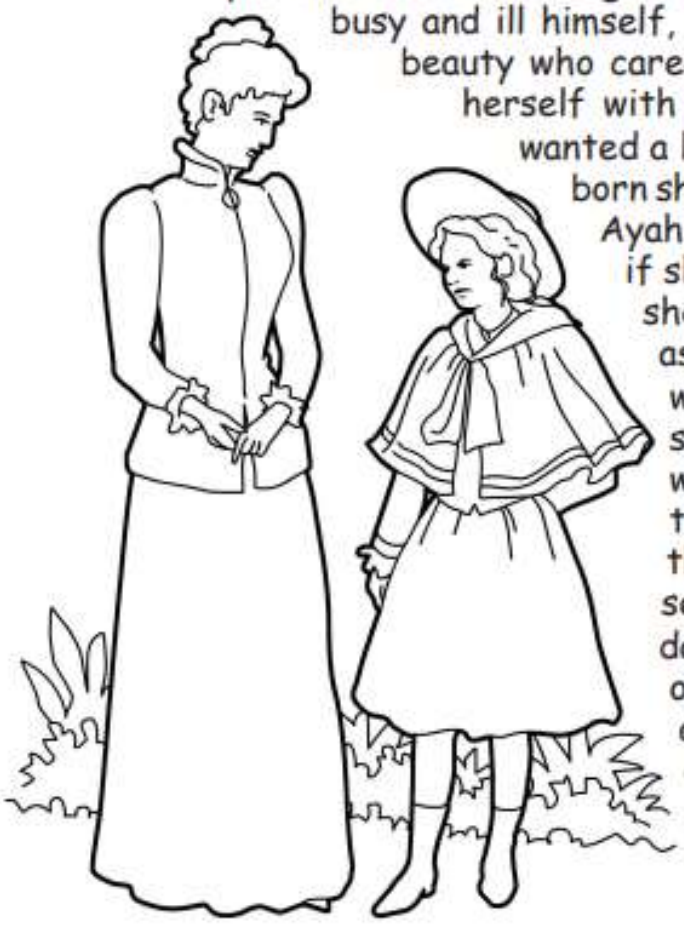
TERM THREE Reinforcement Activities

English HL – Term 3. Week 1 – 2	Listening and Speaking
Date:	Compiled by S. Ismail

Extract from the secret garden

Mary is sent to her uncle in England

When Mary Lennox was sent to Misselthwaite Manor to live with her uncle because her family in India have all died of Cholera, everybody said she was the most disagreeable-looking child ever seen. It was true, too. She had a little thin face and a little thin body, thin light hair and a sour expression. Her hair was yellow, and her face was yellow because she had been born in India and had always been ill in one way or another. Her father had held a position under the English Government and had always been busy and ill himself, and her mother had been a great beauty who cared only to go to parties and amuse herself with high society people. She had not wanted a little girl at all, and when Mary was born she handed her over to the care of an Ayah, who was made to understand that if she wished to please the Mem Sahib she must keep the child out of sight as much as possible. So when she was a sickly, fretful, ugly little baby she was kept out of the way, and when she became a sickly, fretful, toddling thing she was kept out of the way also. She never remembered seeing familiarly anything but the dark faces of her Ayah and the other native servants, and as they always obeyed her and gave her her own way in everything, because the Mem Sahib would be angry if she was disturbed by her crying, by the time she was six years old she was as tyrannical and selfish a little pig



as ever lived. The young English governess who came to teach her to read and write disliked her so much that she gave up her place in three months, and when other governesses came to try to fill it they always went away in a shorter time than the first one. So if Mary had not chosen to really want to know how to read books she would never have learned her letters at all.

Now she had made the trip to England with a chaperon. At Thwaite station they were met by a carriage which would take them to the Manor. Mary asked no questions but waited in the darkness of her corner, keeping her eyes on the window. The carriage lamps cast rays of light a little distance ahead of them and she caught glimpses of the things they passed. After they had left the station they had driven through a tiny village and she had seen whitewashed cottages and the lights of a public house. Then they had passed a church and a vicarage and a little shop-window or so in a cottage with toys and sweets and odd things set out for sale. Then they were on the highroad and she saw hedges and trees. After that there seemed nothing different for a long time--or at least it seemed a long time to her. The horses were climbing up a hilly piece of road when she caught sight of a light. They were approaching the Manor.

A. After you have listened, answer these questions in the space provided as your educator reads them to you:

1. Why was Mary sent to live with her uncle in England?

2. What do you think is meant by a 'Mem Sahib' and an 'Ayah'?

3. Why do you think Mary's hair was yellow and her face yellow?

4. What does the extract tell us about Mary's mother?

5. What does the extract tell us about Mary's father?

6. What was the result of this lack of affection on Mary's character?

7. Do you feel sorry for Mary? Give a reason for your answer.

8. How do you know from the transport that this story took place a long time ago?

9. Can you describe three of the things Mary sees out of the window as she travels to the Manor from the station?

10. Who accompanied Mary to England?

11. What is the main message of this extract?

B. Which of these adjectives do you think describe Mary?

friendly *sour* *caring* *unselfish* *impudent* *sickly*
loving *neglected* *happy* *excited* *harsh*

C. Work with a friend and describe events from your life.

Just as this extract has shown an interesting sequence of events in Mary's life, talk about a time in your life when there was an unusual sequence of events. Describe them and discuss how you felt at the time.

English HL – Term 3. Week 1 – 2	Reading and Viewing
Date:	Compiled by S. Ismail

Mary makes a new friend

Before you read

This extract comes from the novel, The Secret Garden by Frances Hodgson Burnett, written in 1911. It is a famous novel for children that is now free to read on the Internet at http://goo.gl/K9l1yW. Take a look at the picture in the extract below as well as the title and predict what you think the storyline is about. Scan the text stopping every now and then to read a few words. Does this reading strategy give any indication of what the storyline is about?

Read aloud with a friend



After Martha, the housemaid, had taken her outside and then left to get on with her work, Mary turned down the walk which led to the door in the shrubbery. She could not help thinking about the garden that Martha had told her about which no one had been into for ten years. She wondered what it would look like and whether there were any flowers still alive in it. When she had passed through the shrubbery gate she found herself in great gardens, with wide lawns and winding walks with clipped borders. There were trees, and flower-beds, and evergreens clipped into strange shapes, and a large pool with an old gray fountain in its midst. But the flower-beds were bare and wintry and the fountain was not playing. This was not the garden which was shut up. How could a garden be shut up? You could always walk into a garden.

She started to search for the garden. She saw that, at the end of the path she was following, there seemed to be a long wall, with ivy growing over it. She was not familiar enough with England to know that she was coming upon the kitchen-gardens where the vegetables and fruit were growing. She went toward the wall and found that there was a green door in the ivy, and that it stood open. This was not the closed garden, evidently, and she could go into it.

She went through the door and found that it was a garden with walls all round it and that it was only one of several walled gardens which seemed to open into one another. She saw another open green door, revealing bushes and pathways between beds containing winter vegetables. Fruit-trees were trained flat against the wall, and over some of the beds there were glass frames. The place was bare and ugly enough, Mary thought, as she stood and stared about her. It might be nicer in summer when things were green, but there was nothing pretty about it now. She went down the path and through yet another green door. There, she found more walls and winter vegetables and glass frames, but in the second wall there was another green door and it was not open. Perhaps it led into the garden which no one had seen for ten years. As she was not at all a timid child and always did what she wanted to do, Mary went to the green door and turned the handle. She hoped the door would not open because she wanted to be sure she had found the mysterious garden–but it did open quite easily and she walked through it and found herself in an orchard. There were walls all round it also and trees trained against them, and there were bare fruit-trees growing in the winter-browned grass–but there was no green door to be seen anywhere. Mary looked for it, and yet when she had entered the upper end of the garden





she had noticed that the wall did not seem to end with the orchard but to extend beyond it as if it enclosed a place at the other side. She could see the tops of trees above the wall, and when she stood still she saw a bird with a bright red breast sitting on the topmost branch of one of them, and suddenly he burst into his winter song–almost as if he had caught sight of her and was calling to her. She stopped and listened to him and somehow his cheerful, friendly little whistle gave her a pleased feeling.

She told the sour-faced, old gardener, Ben Weatherstaff, nearby that the robin had called out to her. To her surprise the surly old weather-beaten face actually changed its expression. A slow smile spread over it and the gardener looked quite different. It made her think that it was curious how much nicer a person looked when he smiled. She had not thought of it before. The robin seemed to be perched on a tree-top in a part of the garden that had no entrance. "Where is the green door you mentioned? There must be a door somewhere," she asked Ben. "There was ten years ago, but there isn't now," he said and walked off. "The robin lives in there. How I wish I could see what it is like!" Mary said to herself. She searched and searched but could find no entrance at all.

After you read answer these questions in the space provided:

1. What interesting fact had Martha, the house maid, told Mary about that she couldn't stop thinking about?

   _____

2. As Mary started exploring the different gardens on the Manor describe six things she came across.

   _____

3. How many green doors did Mary come across in this extract?

   _____

4. Which sentence tells us that Mary was not a fearful child?

   _____

5. Describe the bird that Mary came across.

   _____

6. How do you know that the gardener liked the robin?

   _____

7. Where do you think the secret garden is? Give a reason for your answer.

   _____

8. Does this story relate to our life in any way? Have you met people who are similar in character to those in this extract?

_____

9. Use your dictionary. Write out the meaning of the following words:

diary: _____

biography: _____

story: _____

shrubbery: _____

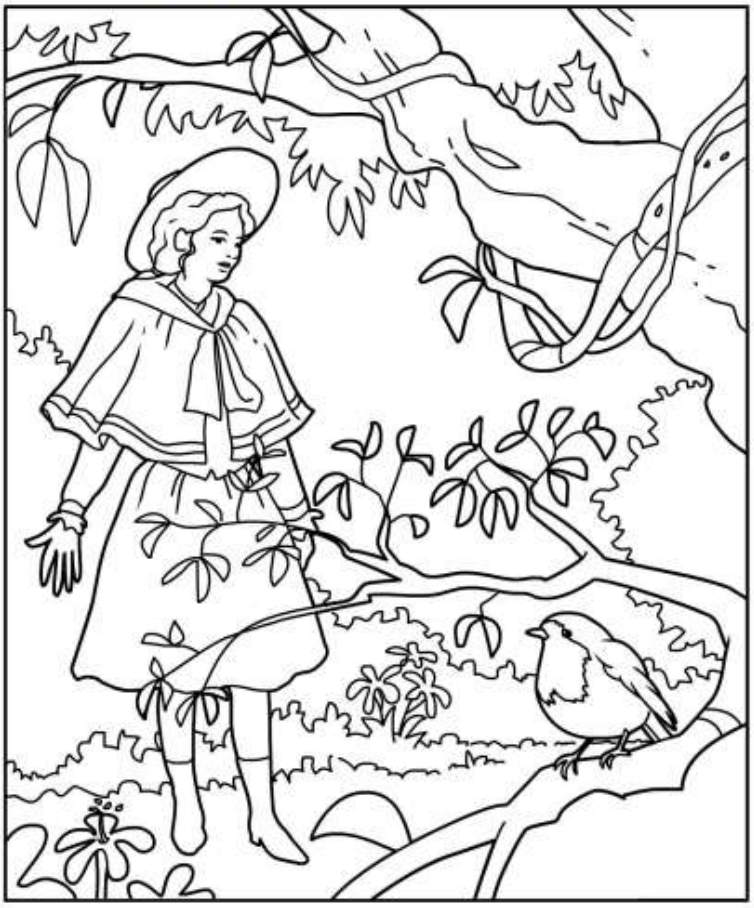
surly: _____

sour-faced: _____

English HL – Term 3. Week 1 – 2	Writing and Presenting
Date:	Compiled by S. Ismail

Write a book review of a novel you read recently

Before writing, read this book review on The Secret Garden.



The Secret Garden by Frances Hodgson Burnett is a classic children's tale that I think adults will enjoy too. It was written in 1911, yet 100 years later it is still a children's favourite with its gripping story, colourful characters, interesting events and its positive message. The main character is a nine year old girl called Mary Lennox who is orphaned, spoiled, sickly and miserable. And who could blame her? She's constantly sick, her parents have died of Cholera (not that they were very nice to her anyway), she's been uprooted from her home in India and she has come to live with her uncle in England, who is not the slight bit interested in her.

What secrets lie behind the doors of her Uncle's home, Misselthwaite Manor? Death, disability, friendship, secrets and gardening give a few relevant clues. Mary's life takes an unexpected twist when she hears about a secret garden (okay, so it's not all that unexpected in a book titled **The Secret Garden**) that used to belong to her Uncle's wife, who died during childbirth. One could say, without giving away too much of the plot, that the book is a story about change, friendship, nature and the consequences of people's actions, with plenty of gardening thrown in! The part I liked the most is watching how Mary blooms from a spoilt, lonely, unfriendly child into a girl who is kind, thoughtful and considerate of her friends and her surroundings. Many exciting events take place in this refreshing, timeless story. It is a must to read. I give it a rating of five stars.

How to write a book review

Here are some important pointers when writing a book review:

a) In a catchy introduction a question is often asked to get the reader interested and a quote from the book is sometimes given.

b) The summary of the plot is told in a few sentences without giving away important details or the ending.

c) Thoughts and opinions about the story are mentioned in the first person (i.e. as the reviewer's opinions).

d) The reviewer mentions whether or not the book is worth reading and gives a recommendation in stars or a relevant comment.

e) A book review is written in the present tense.

Book reviews often follow a certain format.

How to write a book review
Title and author are mentioned
A catchy introduction which could include the setting of the story
A summary of the plot with mention of the main characters
Main themes of the novel
Your thoughts about the book
Your recommendation

Discuss with a friend

Does the book review on the Secret Garden follow this book review frame?

Write your review

Write a book review of around 150 – 200 words on a novel you have read in your independent reading. Remember to use a dictionary to check your spelling. Use the six stages of the writing process for this task:

a) Plan: Work with a friend and reflect on the book you want to review. Tell the story and give your opinions.

b) Draft: Follow the frame provided and write your draft keeping to the correct formats.

c) Revise: Let a partner check your review. Correct any errors

d) Edit: Make the corrections needed. Also illustrate your book review with a picture you have drawn.

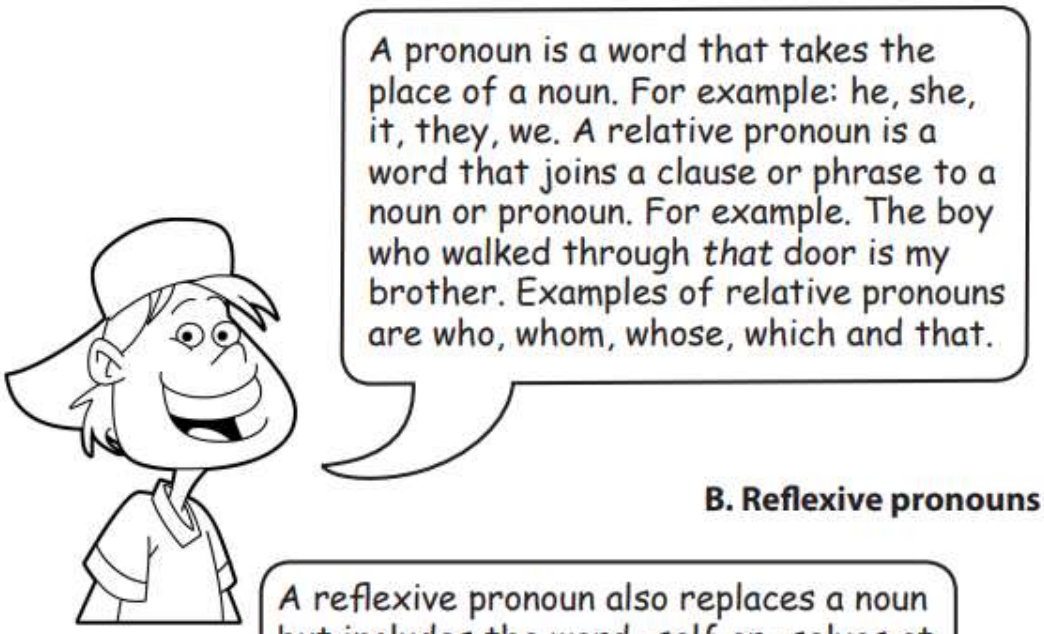
e) Proofread: Ask a different person to proofread your work and comment on your illustration.

f) Present: Hand in the final draft to your teacher.

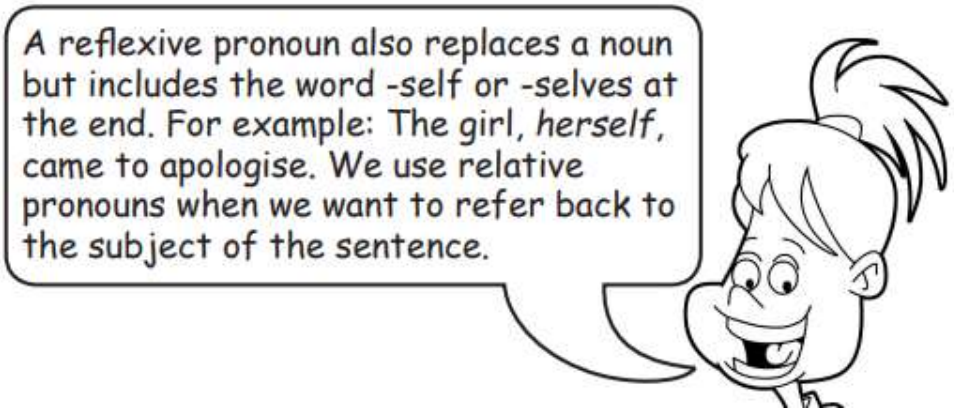
English HL – Term 3. Week 1 – 2	Language Structures and Conventions
Date:	Compiled by S. Ismail

Relative and Reflexive Pronouns

A. Relative pronouns



B. Reflexive pronouns



1. Underline the relative pronoun that introduces the clause and circle that noun that it refers to.

a) The book that I got from the library is due tomorrow.

b) My teacher, whom I respect, congratulated me on a job well done.

c) Her first book, which was published last year, was about her trip to India.

d) The reckless driver who crashed into the wall didn't have a license.

e) Mrs Johnson, whose son teaches Grade 5, also teaches at the school.

2. Use a relative pronoun to join these sentences.

a) We walked past the church. I got married in that church.

_____

b) That hit song has been playing all day. The composer won an award.

_____

c) The singer is very talented. She won the talent show competition.

_____



d) Spiders build beautiful, intricate webs. They catch insects to eat in their webs.

_____

e) I ride that bicyle to school. It is very old and needs a new saddle.

_____

3. Write down the missing reflexive pronouns.

a) I saw _____ in the mirror and I got a fright.

b) He sent _____ a copy of my photo.

c) The President _____ visited thisa city last year.

d) They recommended the book to us although they _____ had never read it.

e) We'll do it _____ if they are not able to do it for us.

1. Concord: Subject - Verb Agreement

In the sentences below circle the subject in the sentence and underline the correct verb so that it is in agreement with the subject.



a) The Earth (move, moves) around the Sun.

b) People throughout history (has, have) been fascinated by the moon.

c) A famous author of children's novels (is, are) Frances Hodgson Burnett.

d) All of them (is, are) going to see the movie.

e) The cat (meow, meows) when he is hungry.

2. Proverbs: Explain the meaning of these well-known proverbs

a) Birds of a feather flock together.

b) A picture is worth a thousand words.

c) The early bird catches the worm.

d) Actions speak louder than words.

e) Practise makes perfect.

3. Match the following idioms and then write sentences to bring out the meaning of the idioms

Be glad to see the back of	You can't judge something primarily by its appearance.
Best of both worlds	Something good that isn't recognised at first.
Best thing since sliced bread	All the advantages are there.
It's a blessing in disguise	Be happy when the problem is resolved or the person leaves.
Can't judge a book by its cover	A really good idea or plan.

4. Rewrite the passage below in the simple present tense

She started to search for the garden. She saw that, at the end of the path she was following, there seemed to be a long wall, with ivy growing over it. She was not familiar enough with England to know that she was coming upon the kitchen-gardens where the vegetables and fruit were growing. She went toward the wall and found that there was a green door in the ivy, and that it stood open. This was not the closed garden, evidently, and she could go into it.

English HL – Term 3. Week 3 – 4	Listening and Speaking
Date:	Compiled by S. Ismail

The Miller, his son and their Donkey

Before listening

Discuss with a friend:

a) Judging from the title, what do you think this play is about?

b) Do you recall how a play differs from a story ? A play is acted out on a stage, while a story is read or told.

c) How is a play similar to a story? Both tell a story, have a plot, have characters and follow a sequence of events.

d) What is the purpose of the words in brackets in the play? These are stage directions. They give the actors information about how to move on stage.

The Miller, his Son, and their Donkey

TIME: this morning

SETTING: a bridge, near a town and not far from a fair

CHARACTERS:

THE MILLER, HIS SON AND THEIR DONKEY

FIRST MAID
SECOND MAID
FIRST LADY
SECOND LADY

THE MAYOR
HIS FIRST CLERK
HIS SECOND CLERK

[The MILLER and his SON are driving their donkey across the bridge. They are going to the fair. The son is riding on the donkey]

SON: Do you expect to get a good price for our donkey, father?

MILLER: *(nodding)* Yes, the fair is the place to sell our donkey.

[TWO MAIDS enter the bridge. They are going to the fair.]

FIRST MAID: *(pointing to the Miller and his Son)* Look there! Look at that lazy boy riding on the donkey while his father has to walk!

SECOND MAID: What a lazy boy! His father should ride the donkey instead.

[The Maids pass on.]

MILLER: Get down off the donkey son. It will look better if I ride the donkey while you walk.

[The Miller mounts the donkey.]

[Enter TWO LADIES; they are going to the fair.]

FIRST LADY: *(indignantly, pointing to the Miller and his Son) Look, look! Did you ever see anything like it?*

SECOND LADY: *(to the Miller) You lazy old fellow! How can you ride while your own child walks in the dust? You should both ride on the donkey!*

[The Ladies pass on, shaking their heads and their canes indignantly.]

MILLER: Come, son, get up behind me.

SON: Why, father, I'm not tired!

MILLER: I know, but we must try to please them. Come.

[The lad mounts, sitting behind his father. Enter the MAYOR and his ASSISTANTS. They go to the fair.]

MAYOR: *(turning to his assistants; pointing to the Miller and his Son)* Look at that! Both a father and a son are on the donkey! They are such a heavy load for the poor donkey to carry! Say you not so, my assistants?

FIRST ASSISTANT: *(bowing) Just so, my Lord Mayor.*

SECOND ASSISTANT: *(bowing) Even so, my Lord Mayor.*

THE MAYOR: *(to the Miller and his Son)* Why, you two fellows are better able to carry the poor donkey than he can carry you!

MILLER: Come, my son, to please them, we'll carry the donkey.

[They dismount and try to lift the donkey. This frightens the poor beast. The donkey tries to get away, and falls over the bridge into the deep river.]

MILLER: *(weeping)* My donkey is gone! He got frightened and jumped over the bridge! I tried to please everyone! I have pleased no one!

SON: *(weeping)* We have lost our donkey!

This play is adapted from 'The Miller, his Son and their Donkey' from Project Gutenberg under a Public Domain license. http://goo.gl/E6z9SO

Discuss with a friend and then write the answers to these questions on your own in the space provided .

1. How many characters are in this play?

2. Name the two main characters in the play.

3. What is the purpose of the words in brackets?

4. What is the setting of the play?

5. What is the moral of this play?

6. Why were the Miller and his son taking their donkey to the fair?

7. Why did the Miller and his son try to carry the donkey?

8. What happened to the donkey when the Miller and his son tried to lift the donkey?

9. List a difference between a play and a story.

English HL – Term 3. Week 3 – 4	Reading and Viewing
Date:	Compiled by S. Ismail

The Travelers and the Axe

Before reading

Discuss with a friend

a) Look at the pictures and the title and predict what the play is about.

b) Skim the text to see if there are words you do not understand and discuss them. Look up their meanings in a dictionary.

The Travellers and the Axe

TIME: Noon

SETTING: A high road

CHARACTERS
FIRST TRAVELLER
SEOND TRAVELLER
THE CARPENTER



[The TWO TRAVELLERS journey along the road. An axe lies in the dust at one side.]

FIRST TRAVELLER: *(seeing the axe, picking it up)* Look what I have found!

SECOND TRAVELLER: Do not say I, but rather, what we have found.

FIRST TRAVELLER: Nonsense! I saw it first and I picked it up first.

SECOND TRAVELLER: Well, then, you can claim the axe, since that is plainly your wish.

[Enter the CARPENTER.]

CARPENTER: *(to First Traveller)* Aha, thief! Now I have caught you!

[He seizes the First Traveller.]

FIRST TRAVELLER: I am not a thief!

CARPENTER: My own axe is in your hand, sir. Come along to the judge, sir!

FIRST TRAVELLER: *(to Second Traveller) We are in trouble!*

SECOND TRAVELLER: Do not say we. You are in trouble, not me. You would not allow me to share the prize; you cannot expect me to share the danger. I bid you good day, sir.

This play is adapted from 'The travellers and the axe 'from Project Gutenberg under a Public Domain license. http://goo.gl/L3wrzJ

Answer these questions on your own in the space provided.

1. Summarise the plot of this play in three sentences.

   _____

   _____

2. Name three characters in the play.

   _____

   _____

3. What is the purpose of the words in brackets?

   _____

4. What is the setting of the play?

   _____

5. What is the moral of this play?

   _____

   _____

6. Name a difference between a play and a story.

   _____

7. List four similarities between a play and a story.

_____

_____

8. What did the second traveller say when the first traveller found the axe?

_____

_____

9. What did the second traveller say when the first traveller got into trouble with the carpenter?

_____

_____

English HL – Term 3. Week 3 – 4	Writing and Presenting
Date:	Compiled by S. Ismail

Write an adaptation of a play using a dialogue format

Before you write

Read the story below from Aesop's fable.

- Think about the characters, setting, conflict that happens, and the resolution.
- Think about the structure of a play. A play has a title, list of characters, setting, time, dialogue and stage directions in brackets.
- Remember how dialogue is written. It doesn't use inverted commas and is set out in a specific way, as you have seen in the previous plays.

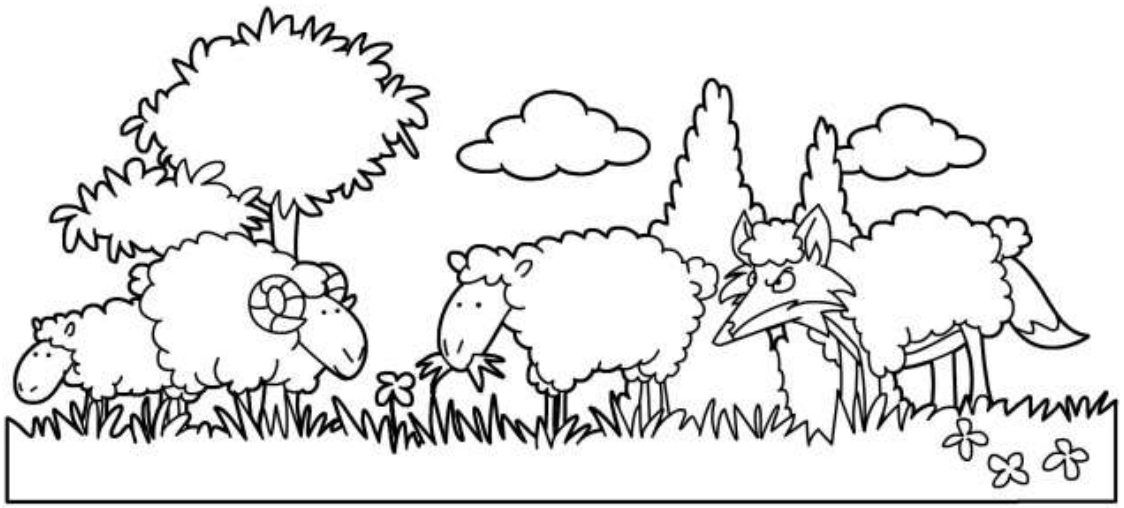


A wolf in sheep's clothing

by Aesop

There was a wolf who dreamt of eating a nice woolly sheep for his supper, but he just couldn't catch one. He spent his time spying on the sheep and thinking of ways to catch one.

One day when he was visiting his aunt, he noticed a large sheep skin rug on the floor. He thought, 'I will borrow this sheep skin rug and disguise myself as a sheep, then I can easily get into the farmer's sheep pen; and once I'm in there I will catch one!'



He dressed himself up with the sheepskin rug and then he set off to the farmer's field to join the sheep.

The wolf managed to join the flock and he nibbled some grass just like the sheep did. So far his plan was working; the sheep didn't seem to notice him, even though he was larger than they were; they all just kept nibbling the grass.

When sunset came, the farmer and his dog herded the sheep into their pen and in the wolf went in as well. His disguise had worked. Then one of the lambs said, 'Mummy, that sheep smells a bit funny!' 'Don't be rude,' said the lamb's mother.

The wolf was just about to pounce on the sheep when the farmer appeared. The farmer also wanted to cook a sheep for dinner. The farmer looked at the herd carefully until he spotted the biggest, juiciest looking sheep and then he hooked it with his shepherd's hook. It was Mr Wolf.

Wolf wriggled and freed himself from the farmer's hook and he ran away as fast as his legs could go.

Plan

Write your own adaptation of a play as a draft. Use previous examples to guide you in the way the play is set out:

- Using the structure of a play, change the story into a play. Give it a title, list the characters, setting, time, and change the story into a dialogue. Add stage directions in brackets.
- Decide if you want more than one scene. Each scene will require its own setting.
- Set out the dialogue as you have seen in the previous plays.
- Write a draft and ask a friend to read your draft. Correct any errors your friend notices.

Write your final play

Write neatly!

English HL – Term 3. Week 3 – 4	Language Structures and Conventions
Date:	Compiled by S. Ismail

1. Simple sentences and compound sentences



A simple sentence has a subject and only one verb: For example: The dog ran after the cat.
A compound sentence is formed when you join two main clauses with a co-ordinating conjunction (FANBOYS). *For example: I like running and my brother likes swimming.*

For
And
Nor
But
Or
Yet
So

State whether the following sentences are simple sentences or compound sentences.



1. My grandmother baked a cake. _____
2. I like pizza and I like hamburgers. _____
3. The dog barked at the mailman. _____
4. John played the piano. _____
5. Our team played a soccer match, and our teachers came to support us. _____
6. Nomsa rode her bicycle. _____



7. I like birds, yet I don't like ostriches. _____
8. Nancy reads books as a hobby and browses online news websites to read about current affairs. _____
9. Sam painted a picture. _____
10. I wanted to buy new shoes, but I didn't have enough money. _____

Gerunds, oxymoron, statements, questions and commands

A Gerund is often called a verbal noun because it sometimes acts as a noun and it sometimes acts like a verb. It is often derived from a verb but functions as a noun.

- Gerunds are sometimes called –ing words.
  Gerund = the simple form of the verb + -ing
  For example: I like going to the beach.
- Gerunds can be the subject of a sentence.
  For example: Playing netball is fun.
- Gerunds often come after prepositions.
  For example: She is good at speaking English.



Oxymoron is a figure of speech in which two opposite ideas with contrasting meanings are joined e.g. "cruel kindness"

A statement is a declarative sentence that tells us something. A statement ends with a full stop. For example: My birthday is in May.

A question asks about something. It ends with a question mark. For example: What is the time?

A command tells us to do something. It is often followed by an exclamation mark. For example: Tie your shoelaces!

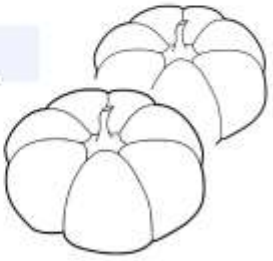
A. Statements, questions, commands

Read the sentences below and write next to them whether they are questions, statements and commands.

1. Where do you live? _____
2. Sit down. _____
3. My favourite food is spaghetti. _____
4. Be quiet. _____
5. Tom went to the train station. _____
6. My birthday is in June. _____
7. When is your birthday? _____
8. Listen to the teacher. _____
9. How old are you? _____
10. My neighbour grows pumpkins in his garden. _____







B. Oxymoron

Underline the oxymoron in these sentences.

1. They have a love hate relationship.
2. The comedian was seriously funny.
3. A small crowd gathered outside the stadium.
4. The black duckling was pretty ugly.



C. Gerunds

Rewrite these sentences adding the gerunds.

1. Vusi enjoys _____ (watch) cartoons on the TV.
2. _____ (avoid) traffic jams in the morning is difficult.
3. I love _____ (eat) pizza and _____ (drink) coke.
4. I hope you won't mind _____ (wait) for me after school?
5. We went _____ (shop) this afternoon.





Direct and indirect speech

Direct speech repeats, or quotes, the exact words spoken. When we use direct speech in writing, we place the words spoken between quotation marks (inverted commas) (“ ”).

For example:

Brother: What time will you be home?

The brother asks, “What time will you be home?”

Reported or indirect speech is usually used to talk about the past, so we normally change the tense of the words spoken. We use reporting verbs like ‘said’, ‘told’, ‘asked’, and we may use the word ‘that’ to introduce the reported words. Inverted commas are not used.



For example:

She said, “I saw him.” (direct speech)

*She said **that she had seen him**. (indirect speech)*

A. Change the following sentences into Indirect Speech.

1. Tom said, “I felt sick yesterday”.

   _____

2. Ben said, “I am going to play soccer here tomorrow.”

   _____

3. Jabu said, “I have a lot of homework today.”

   _____

4. Tim said, “I am going to Mark’s birthday party this Saturday.”

   _____

5. Paul said, “I will visit my grandmother this weekend.”

   _____

B. Change the following sentences from indirect to direct speech

1. Vusi says that he does not feel well.

   _____

2. Sipho says that he wants to be a doctor when he grows up.

   _____

3. The lion asks the mouse why he should save his life and not eat him?

   _____

4. The teacher said that if they all worked hard, they would pass.

   _____

5. Matt said that he had gone to Greece the previous year.

   _____



English HL – Term 3. Week 5 - 6	Listening and Speaking
Date:	Compiled by S. Ismail

Listen to a legend

Before listening

There are many different versions of the Flying Dutchman legend. It seems, in several seafaring legends, that the Flying Dutchman is a ghost ship that can never reach the shore. It was supposed to be a sign of bad luck, particularly for sailors to catch a glimpse of the ship. In most versions of this legend, the ship appeared off the Cape of Good Hope which is the southern tip of Africa.

The legend was inspired by the story of a Dutch sea captain by the name of Vanderdecken (in some versions his name was quoted as van Straaten) in the 1800s who boasted that he could complete the journey around the Cape of Good Hope during a fierce storm. He said that he would do this and if he failed he would keep trying forever to do this. As punishment for his foolishness, the legend says, he was condemned to sail around the Cape of Storms until the end of time. The Cape of Storms is an early name for the Cape of Good Hope. Many crews returning to the Netherlands after a long journey, it is said, would say that they had seen Vanderdecken's mysterious craft and fled from it in terror. This story is found in Dutch, German, and other folklore.

A similar version of the legend involves another sea captain who was forced to sail across the ocean forever because he had sold his soul to the devil.

During the nineteenth century, there were many reliable reports of sightings of the Flying Dutchman. Here are two reports. An English ship's log of 1835 stated that the captain and ship's crew saw the vessel bearing down on them "with all sails set" during a heavy gale. Another famous entry was made in 1881. One of the ships sailing as part of a special squadron was the HMS Bacchante. In the log it was reported that the Flying Dutchman crossed their bows at 4am, glowing with a strange red light before suddenly disappearing into a clear, calm night. The report said, '. . . a strange red light, as of a phantom ship, all aglow, in the midst of which light the mast, spars and sail of a brig 200 yards distant stood out in strong relief as she came up.' Thirteen persons saw the phantom vessel that night, and two other ships in the vicinity reported seeing a strange red light. These sightings made the legend of the Flying Dutchman seem even more real.

In 1843, the composer Richard Wagner wrote an opera based on the tale of the Flying Dutchman, which spread the story's popularity.

What do you think about this legend? Do you think it could be true?

This article was put together after reading Wikipedia https://goo.gl/a4w9yl, The Legend of the Flying Dutchman at http://skeptoid.com/episodes/4427 and The Legend of the Flying Duchman at http://goo.gl/TxYI3D

Answer these questions in the space provided, as your educator reads them to you.

1. What is the central idea of this legend?

2. What two versions of the legend are quoted in this extract?

3. Would you say the Flying Dutchman is a realistic story? Give a reason for your answer.

4. Give another name for the Cape of Good Hope.

5. How many ship reports about seeing this vessel in the 1800s are mentioned in the text?

6. What strange thing did they notice about the ship?

7. Why do you think the composer Richard Wagner wrote an opera about the Flying Duchman?

8. What's your opinion about this legend? Is it realistic or unrealistic? Give reasons for your answers.

9. Discuss other myths or legends that you know about?

English HL – Term 3. Week 5 - 6	Reading and Viewing
Date:	Compiled by S. Ismail

Read a Myth

Before you read

What is a myth? A myth is a usually a traditional, made-up story that explains the existence of a natural phenomenon such as how the sun and moon were formed or how thunder started and so on. Often myths include gods and goddesses or other supernatural beings who have the power to make extraordinary things happen. There are many myths about how the sun and the moon were created. Here is a Korean Myth called 'The Sun and the moon.' There are many versions of this story and here is one of them called 'The Sun & the Moon – A Korean myth'.

Read a Myth

Read aloud with a friend

THE SUN AND THE MOON

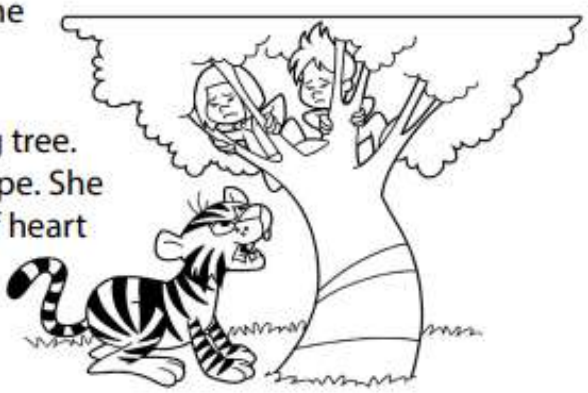


This took place at a time when only the stars existed, a time before the dawning of the Sun and the Moon. At that time there was a hard-working family. Their father had died and the mother had to find ways to feed her two children. She did this by making rice cakes and selling them to the inhabitants of the villages around her.

The woman's son was a wise and responsible boy and her daughter had an innocent and loving heart. The mother loved them very much.

The family lived in a valley and the woman had to walk to one of the surrounding villages every day to sell her rice cakes. One day as she was walking home she found a tiger in her path. She was very frightened and offered him a rice cake if he would spare her life, because she had two children to feed. The tiger grabbed it and ran off. The next day the tiger was there again and this time he demanded two rice cakes, which the woman gave him. Once again he spared her life. This happened every day with the tiger demanding more and more rice cakes. Soon there was no way to make money and everyone in the family was very hungry. The woman had mentioned that her children lived in the valley and one day the tiger followed her to see where her house was. The next day he went to their house. The door was

locked. He pretended to be the mother and the children opened the door.



The tiger chased them and they climbed a big tree. The girl prayed to the heavens, asking for a rope. She asked that if she and her brother were pure of heart and meant to be saved, the rope would be strong enough to rescue them. A long, strong rope was sent down from above and the two children started climbing until they reach the heavens. In heaven, the girl became the sun and the boy became the moon.

After you read answer these questions

1. Which country is the setting for this story? How do you know?

2. Why would you say this story is a myth?

3. What is the main idea in this story?

4. How does the writer of the story describe the setting of the story?

5. Why did the woman give the tiger the rice cakes?

6. Why did the two children open the door to the tiger?

7. Describe two events that show this is an unrealistic story. (4)

8. Describe the characters of the woman, the son and the daughter.

_____

_____

_____

_____

9. Which of these statements is true?

a) The story teaches us not to be frightened of tigers. _____

b) The story teaches us about how the sun and moon were created. _____

c) The story is a true story. _____

Use your dictionaries and write down the meaning of these words:

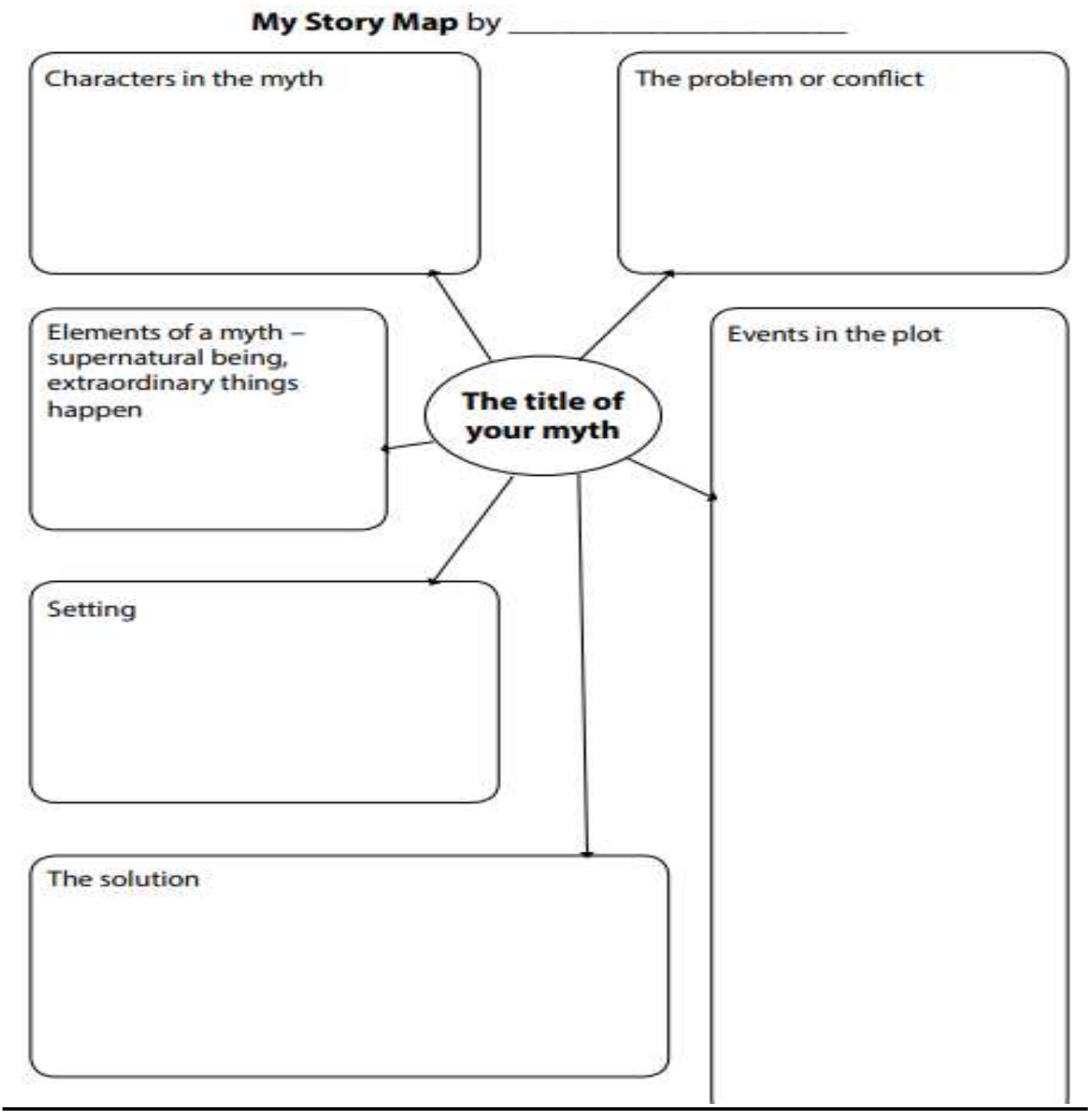
responsible: _____

supernatural: _____

traditional: _____

spared: _____

English HL – Term 3. Week 5 - 6	Writing and Presenting
Date:	Compiled by S. Ismail

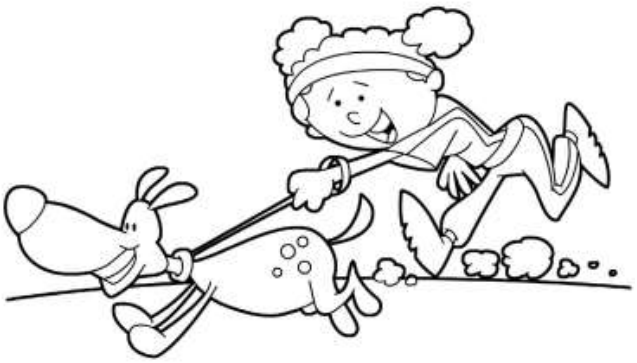


English HL – Term 3. Week 5 - 6	Language Structures and Conventions
Date:	Compiled by S. Ismail

Infinitives

An infinitive is a phrase consisting of the word 'to' and the basic form of a verb. When we use the word 'to' before a verb in a sentence, we are using the infinitive verb form. *For example: She put out her hand to catch the ball.*

A. Underline the infinitive and the verb in each sentence below.



1. My dog wants to run with me.
2. I am training my new puppy to sit.
3. My cat loves to play with my sister and brother.
4. John's dream is to be a famous singer one day.
5. Sipho hopes to win the long distance race.
6. Mom said she couldn't afford to buy the dress.
7. We decided not to go out in the rain.
8. We would like to thank you for the lovely gifts.
9. When something is difficult, the most important thing is not to give up.
10. We are all ready to go.

B. Complete these sentences using the infinitive.



1. Ayanda likes _____.
2. Ben hopes _____.
3. The girls struggled _____.
4. His father advised him _____.
5. Cindy was asked _____.

Colons (:)



A colon is a stronger form of punctuation than a comma. We use a colon in the following ways:

a) It introduces a quotation.
For example: Nelson Mandela said: "Education is the most powerful weapon which you can use to change the world."

b) It shows that a list will follow.
For example: Mother asked me to buy the following items: cheese, bread, sausages and butter.

c) It is used in dialogue in script writing. For example:
John: It was a mistake, Mr Smith.
Mr Smith: Mistakes can be expensive, John.

Complete the exercises below

A. Add colons to the following:

1. Bring these things with you on the trip a towel, a swimming costume, a lunch pack and a drink.
2. Albert Einstein said "Anyone who has never made a mistake has never tried anything new."
3. I bought the following a big bag of juicy apples two lemons and a grapefruit.

English HL – Term 3. Week 7 – 8	Listening and Speaking
Date:	Compiled by S. Ismail

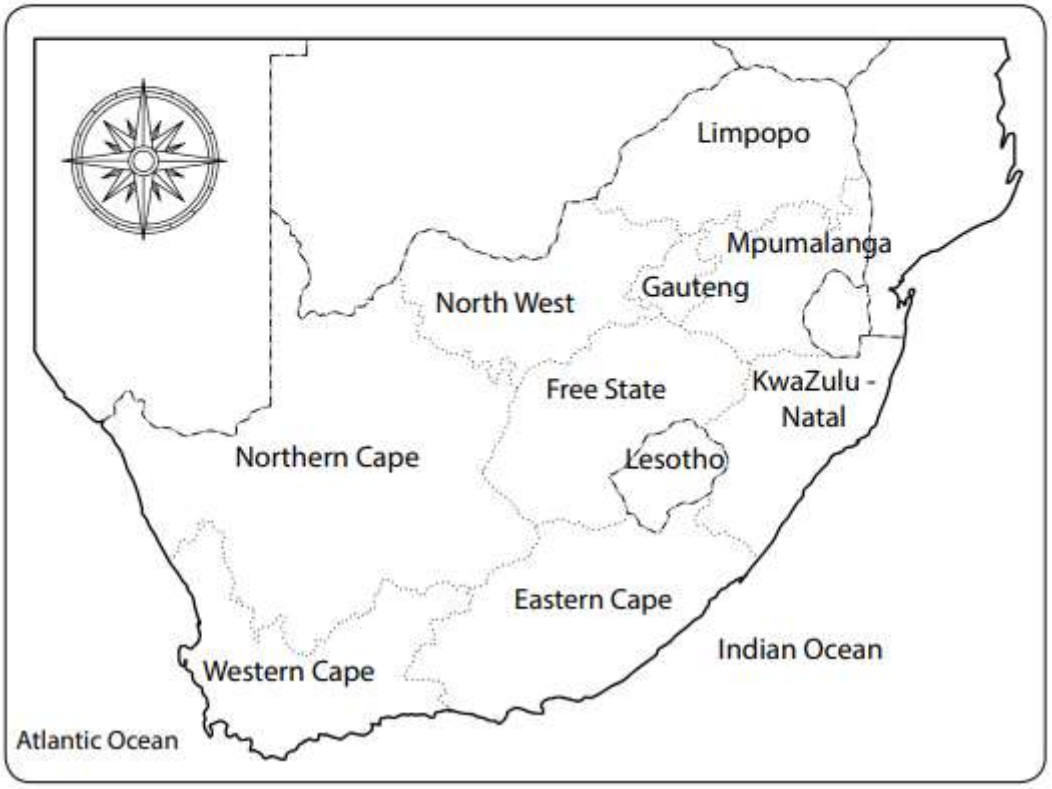
Listen to a weather report

Before you listen

Discuss with a friend:

- Where can you find weather forecasts to listen to?
- What information do you expect to hear in a weather forecast?

Look at the map of South Africa below to refresh your memory of the different provinces that will be referred to in the forecast.



Listen and view

Watch and listen to a weather report. You can find your own or you can listen to one called 'Today's weather forecast, 29 August 2013. from the television channel SABC Digital News at this YouTube link: http://bit.ly/1MjfGpF Look at the map above as you listen to get an idea of the distribution of weather in the country.



After you have listened, discuss in a group.

1. This report starts off with a story? What has been happening?
2. What did you understand in this forecast and what didn't you understand?
3. Did the forecast hold your attention? Give reasons for your answer.
4. What was the main message that came across?
5. Is there any prior knowledge you need to have before you listen to a weather report?
6. At what speed does the forecaster convey the message?
7. Did you notice any categories in the forecast? Make a list of them to use in your own weather report.
8. How do the weather presenters emphasise their points– verbally and physically?
9. If you gave a weather forecast, what tips would you take from this report?
10. Match the weather words below to their definitions:

temperature	Rain, snow, sleet, or hail that falls to or condenses on the ground.
humidity	The rate at which air is moving horizontally past a given point. It may be a two-minute average speed (reported as wind speed) or an instantaneous speed (reported as a peak wind speed, or gust).
wind speeds	The sky is covered by a total cloud amount of less than six eighths. The cloud layer is thin enough to let plenty of sunshine to penetrate.
cloudy	The rain-bearing cloud amount is small and isolated, resulting in showers occurring only in small parts of the territory at a time.
cold front	The whole sky is covered completely by a continuous, thick and opaque cloud layer.
precipitation	The rain-bearing clouds do not stay together and are distributed spatially, resulting in showers occurring in parts of the territory.
fine	The amount of water vapour in the atmosphere
isolated showers	The sky is covered with a total cloud amount of between six eighths and eight eighths.
overcast	The boundary line between an advancing cold air mass and a warm air mass.
scattered showers	A measure of the warmth or coldness of the air.

English HL – Term 3. Week 7 – 8	Reading and Viewing
Date:	Compiled by S. Ismail

Reading and Weather Map

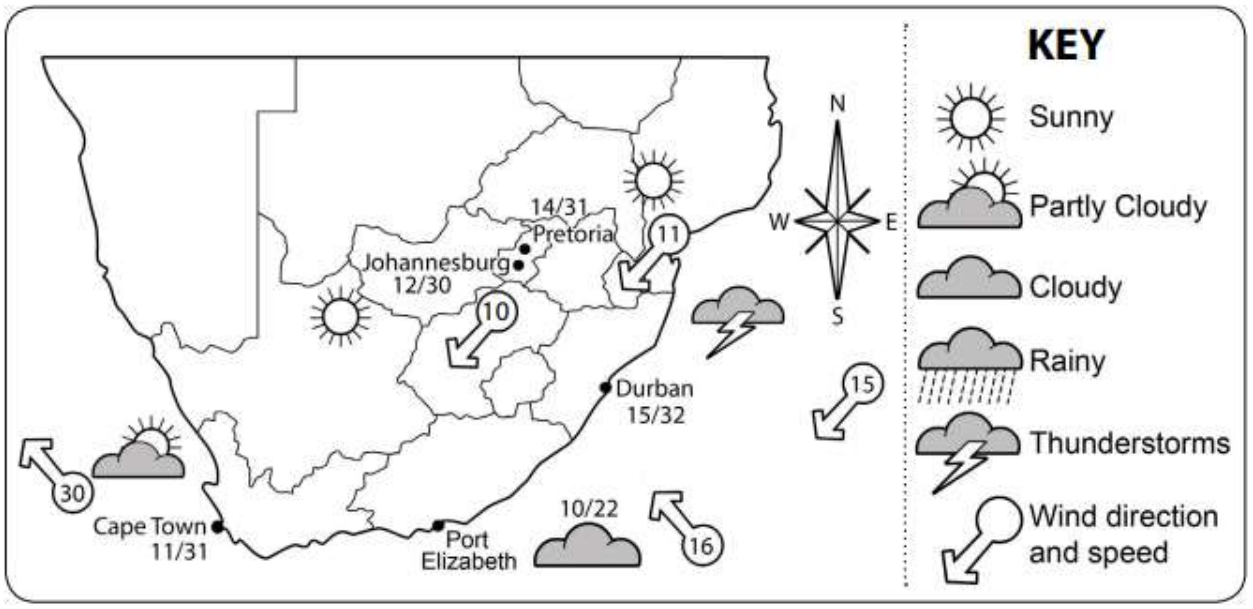
Weather reports often show maps with numbers and symbols. These give the overview of weather in an area, mentioning the main points in the form of symbols and numbers. At the side of the map you will find a key that explains these numbers and symbols. There will also be a compass so that you can interpret the direction of wind.

- The temperatures are usually written in Celsius (C) for South African temperatures.
- The minimum temperature is written before the maximum temperature.
- The windspeed is shown with an arrow pointing to the direction of the wind. Windspeed is verbalised with North or South, followed by West or East and the speed. e.g. NW16

Before reading

- Skim through the map to get the general idea. Is this a winter or a summer day?
- Scan the map for specific details. Are all the main cities mentioned?
- Identify the way the text is organised.

March 12th 2015



Answer the questions:

1. Give this map a title.

2. Explain the similarities and difference between Cape Town and Pretoria using a table as shown.

	Similarities	Differences
Wind speed		
Wind direction		
Temperatures		
Weather		

3. On which day of the week was this forecast made?

4. Which is the hottest city?

5. Which city has the coldest evening?

6. Which are the two windiest cities?

7. Which wind directions are similar?

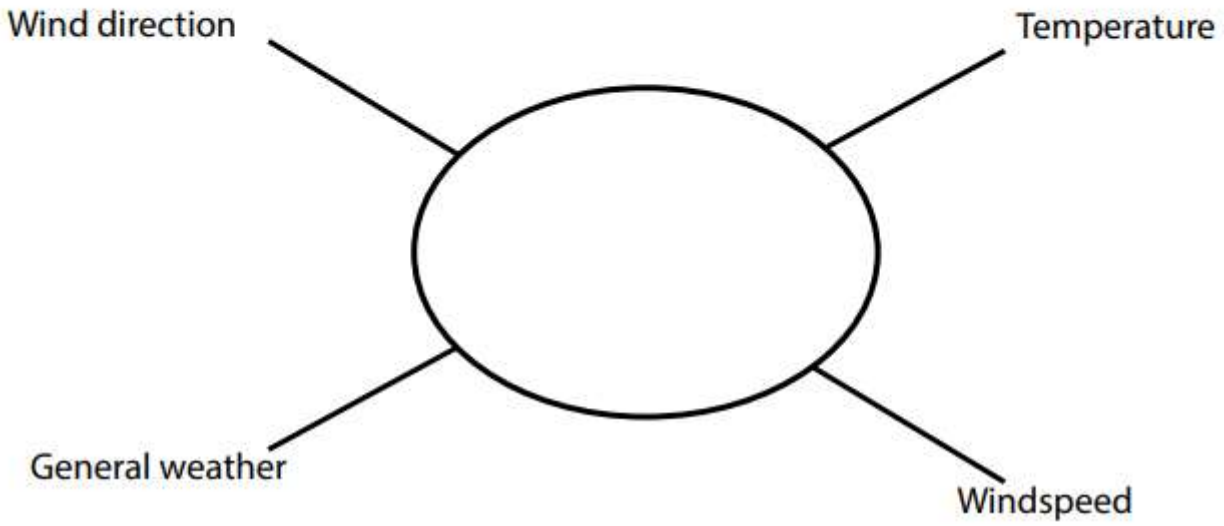
8. Was there a thunderstorm on this day?

9. Is rain predicted on March 12th?

10. In which city would you like to be on this day and why?

11. Choose three of the cities.

- Draw a mindmap for each one with branches showing the weather detail headings (as shown below) plus the relevant information.
- After that write the information for the three cities as words.



English HL – Term 3. Week 7 – 8	Writing and Presenting
Date:	Compiled by S. Ismail

Write and Weather Report

Work with a friend

You have joined a weather forecasting team as meteorologists. Your task as meteorologists is to prepare a written report for today's weather as well as a chart showing a five-day weather forecast for your hometown.

Follow the instructions below:

A. A written report

Prepare a written weather report for today's weather.

1. Give your weather channel a name:
   For example: The Night Air News Channel
2. What is the main message you want to get across?
3. In your weather report talk about the following:
   cold front, precipitation, maximum and minimum temperatures, wind direction and wind speed.
4. What will you start with?
5. Suggest outdoor activities to do for this weather.
6. Add a touch of humour to the report.
7. How will you end off your report?



Use the writing process once you have completed your report – ask another pair to check your draft, revise your draft and write a final draft.

Present your report to the rest of the class.

B. Create a five-day weather forecast

1. Create your own icons to show the following:

Sunny
Cloudy
Partly cloudy
Raining
Thunderstorms
Wind direction and speed

2. Use the diagram below as an example of how to create your five-day forecast.

Monday	Tuesday	Wednesday	Thursday	Friday
Icons and their description				
Use these headings: High: Low: Rel. hum. Precip. Wind.				

TERM FOUR Reinforcement Activities

English HL – Term 4. Week 1 – 2	Listening and Speaking
Date:	Compiled by S. Ismail

Discuss advertisements

In this unit we are focusing on advertisements and particularly the way that advertisers create their adverts. The goal of all advertisers is to construct their advert in such a way that it will persuade the readers to buy their product.



Art-Poster-Advertisement-Lead-Paint-pre-Dutchboy

www.vintage.com http://bit.ly/1Ks1F8f

Let's discuss advertisements in our groups.

a) What is the advert shown here advertising? How do you feel about it?

b) What sort of adverts do you like?

c) What is your favourite advert?

d) Make a list of all the places that you find adverts. For example: radio, television…

e) How do adverts persuade us to buy the product?

f) What do you think of this advert on the left? Is it persuasive?

g) When do you listen to radio adverts?

h) What do all adverts have in common? Make a list to share with the rest of the class

English HL – Term 4. Week 1 – 2	Reading and Viewing
Date:	Compiled by S. Ismail

Before you read

When advertisers create print media adverts they rely on visual effects in addition to the content to sell their products. These include careful use of colour, choice of lettering, text size, easy-to-read text and layout. Discuss this with your partner:

a. What do you think the requirements would be for each of those visual effects mentioned?

b. Skim through this text and predict what it will be about.

Read aloud with a friend

Print adverts have a number of key features. As you read these look at the advertisement shown above to see if the key elements can be seen.



CC license: https://goo.gl/EvWkB1

a. **Headline:** This is the title of the advert or the phrase that catches our eye.

b. **Copy:** This is the information on the advert which you would read if you were interested in the product. The smaller details written on the advert include the features, where to get the product, the slogan etc.

c. **Logo:** This is a common picture or text associated with the product or company.

d. **The target audience:** This could be written in words or referred to in the visual.

e. **The Propaganda Technique:** This is the tactic used to persuade the readers to buy the product.

f. **Use of visual media:** colours, choice of lettering, text size, easy-to-read text and layout.

Read, discuss and analyse these adverts according to the key elements mentioned above. These adverts are vintage adverts – they were created used a long time ago and are now public domain images. For each advert comment on the success of the feature in a table such as the one below.

Features	Comments
Headline	
Copy	
Logo	
Target audience	
Propaganda technique	
Visual media - graphical techniques such as colour, lettering, layout etc.	

a.



b.



c.



public-domain-stock-graphics-vintage-advertisements-ephemera-0028

d.



public-domain-stock-graphics-vintage-advertisements-ephemera-0021

e.



public-domain-stock-graphics-vintage-advertisements-ephemera-0020

f.



public-domain-stock-graphics-vintage-advertisements-ephemera-0010

English HL – Term 4. Week 3 - 4	Listening and Speaking
Date:	Compiled by S. Ismail

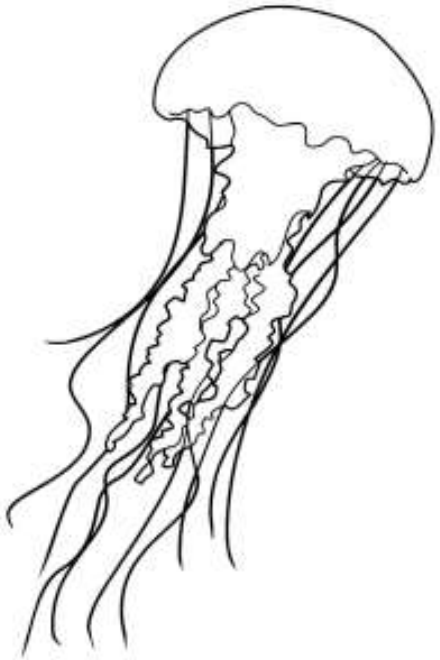
Are Jellyfish taking over our oceans?

Before you listen

Discuss with a friend:

- How much do you know about jellyfish?
- Do you think jellyfish are causing problems in our oceans?

According to many scientists, the world's population of jelly fish is increasing in huge numbers. This is a big problem. Jellyfish, in many parts of the world, are forcing out other fish populations from their normal habitats because of their enormous numbers. Jellyfish tear nets and harm fish. They are causing problems for humans as well.



What is a jellyfish?

The word jellyfish is a common term used to describe sea creatures that are made up of jelly like material. A jellyfish consists of a top and a bottom. They are symmetrical around a certain central axis that runs the length of their bodies. Jellyfish have no bones, no brains, no eyes, no hearts and no blood. The transparent jellyfish are composed of more than 90% water.

What are some of the problems caused by jellyfish?

1. In 1982 the fishing industry in the Black Sea was destroyed when jellyfish were introduced to the region.
2. In 2007 jellyfish around Northern Ireland caused a decline in salmon. Many people lost their jobs as a result.
3. In 2009 the tourist industry ran into problems because of holiday makers were often unable to enjoy beautiful beaches in places like Australia due to the large population of deadly

box jellyfish. This jelly is can seriously harm or even kill a human because of their poisonous Sting.

4. In 2011, both reactors at the Torness nuclear power plant in Scotland were shut down after an invasion of jellyfish started blocking the cooling filters.
5. In some areas of the world millions of jellyfish swim together in blooms and cause problems for fisheries and tourism.

What has caused the sudden growth of the jellyfish population?

The reason for this sudden growth in the jellyfish populations in recent years is not entirely understood. Humans are partly to blame for this problem for overfishing salmon. Sea turtles are the natural enemies of jellyfish and their populations are becoming dangerously low because they accidently get caught on fishing hooks.

This has allowed the jellyfish population to grow unusually large sizes.

Interesting facts about jellyfish

1. The largest jellyfish species, the lion's mane jellyfish, have tentacles that extend longer than a blue whale which the largest mammal on earth. The longest known tentacles are 36.5 m in length.
2. A large group of jellyfish is called a bloom.
3. Jellyfish use their tentacles to sting. Most are harmless to humans but stings from species such as the box jellyfish can be very painful and sometimes kill.
4. Most jellyfish live less than 1 year.

The main information in this article is taken from a DreamReader.net article entitled 'Jellyfish' http://goo.gl/O5rQ6s which is licensed under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License.

After you have listened to this report answer these questions:

1. What is the name given to a group of jellyfish?

   _____

   _____

2. How long do jellyfish live?

   _____

   _____

3. What is the main idea that this report wants you to be left with?

   _____

   _____

4. Describe a jellyfish in three sentences.

   _____

   _____

   _____

   _____

   _____

5. What is the box jellyfish?

6. This text mentions several problems that jellyfish are causing in our oceans. Can you recall three of these problems?

7. What do salmon and sea turtle populations have to do with the sudden growth in the numbers of jellyfish?

8. Have you ever come across a jellyfish on the beach or seen something interesting about a jellyfish in a book or film? Write a sentence about it.

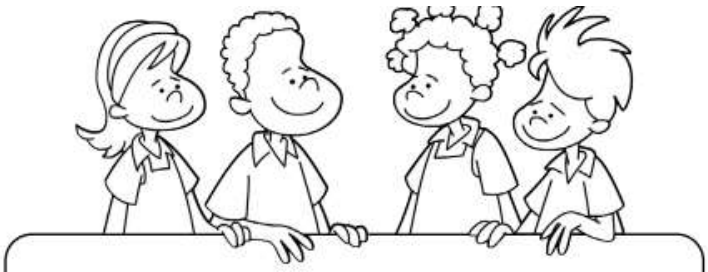
9. Can you ask a question about jellyfish that wasn't answered in this text?

10. Can you mention an interesting fact from this text.

11. What would your answer be to the question in this title 'Are jellyfish taking over our oceans?' Express and justify your own opinion.

English HL – Term 4. Week 3 - 4	Reading and Viewing
Date:	Compiled by S. Ismail

The delights of eating sushi



Before reading

- Have a discussion with a friend about Sushi. Have you ever eaten it? What does it taste like?
- Skim and scan the text looking at the images, and try to predict what this report is about.

Read on your own

Sushi is a popular Japanese cuisine made from cooked seasoned rice dressed in vinegar. It is shaped into bite-sized pieces and is often topped with raw fish. The bite-sized roll is shaped inside a thin sheet of seaweed, and placed in a row with fish, egg or vegetables. Sushi is not only eaten in Japan - it is becoming popular all over the world.



The history of sushi

Sushi comes from a Japanese word meaning "sour rice," It seems that sushi was first developed in China as a way of preserving food. People used to put salt on fish to keep it from decaying. The salted fish was placed on rice in a container, and allowed to ferment, which allowed an individual to keep the fish edible for some time. The rice was thrown away and the fish was eaten when needed or wanted.

Later in the Edo period, (the period between 1603 and 1868 in the history of Japan) Japanese people took this further. They preferred to eat rice with the raw fish. They started cooking special rice for sushi by combining the rice with vinegar and vegetables.

Sushi was originally made in Tokyo when it came to Japan. As Japanese chefs left Tokyo for other parts of the

country, sushi became a very popular Japanese dish all over the country.

Modern sushi

Nowadays sushi is made with a short friend sweet white rice mixed with a vinegar dressing made of rice vinegar sugar salt combo in sick. It is called to body temperature before being used. Sushi rice is chewing and sticky to the touch.

Sushi can be eaten with the fingers with chopsticks.

The fish used in sushi

The fish that is eaten raw is it is with you she must be fresher and higher quality then cooked fish. It must be free from harmful parasites. The sushi cheese cheese is usually trained to recognise good fish that is only ocean fish such as tuna, yellowtail, macro, seven and red snapper.



The most expensive sushi dish is made from bluefin tuna which was once very



difficult to catch because it was so strong, but fishermen have find ways to catch it since then. Bluefin tuna fish sushi is regarded as a delicacy.

We have to be careful when eating raw fish because fish oxidises once it's been cut at exposed to air. Fish should be eaten very shortly after preparation. We should try not to freeze sushi as it doesn't feel well and it loses its flavour in the freezer.

If you have never eaten sushi before, why not try it sometime? You too will enter into the delights of eating sushi.

Interesting facts about sushi

a) Nowadays bluefin tuna is one of the most expensive sushi delicacies. Fishermen once avoided the bluefin because it was such a strong swimmer that it could easily tear through a fishing net. That changed in the '50s when stronger nylon netting made catching them much more practical. Unfortunately, this has led to dangerous overfishing.

b) Fish oxidizes once it's been cut and exposed to air, which is why it should be eaten very shortly after preparation. Every second it sits in the freezer case it's losing flavour.

A. Answer the questions:

1. What does sushi consist of?

2. In which continent did sushi originate?

3. Is the fish in sushi raw or cooked? Give a reason for your answer.

4. What was the Edo period?

5. Who made sushi popular all over Japan?

6. What rice is used for making sushi?

7. Which are the popular sushi fish?

8. Why is the Bluefin tuna being used for sushi when once it wasn't used as much?

9. What is a danger with fish used for sushi?

10. How will you know if it is safe to eat sushi?

11. Do you think you can just freeze your unfinished sushi? Explain your answer.

12. What is the main idea in this report?

_____

_____

13. Write out your own interesting question about sushi that might not have an obvious answer?

_____

_____

_____

Write definitions for these words. Use your dictionary.

cuisine _____

tradition _____

decaying _____

parasite _____

delicacy _____

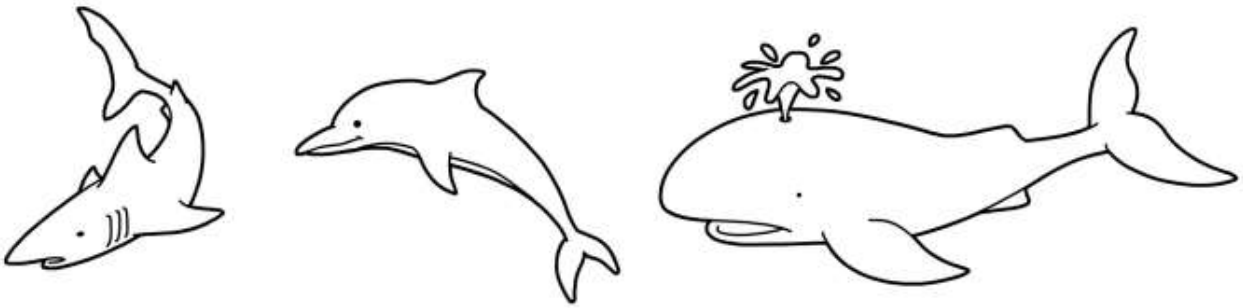
B. Create a mindmap of this report. Use the main headings for the branches and list the supporting ideas under each branch.

English HL – Term 4. Week 3 - 4	Writing and Presenting
Date:	Compiled by S. Ismail

Write a report

A. Write a report

Select any endangered sea creature that you are interested in. Write a report about it following the structure for a report shown below.



Before you write

1. Find as much information as you can on one of these topics – for example, books, the Internet, magazines.
2. Ask the questions who, what, when and where as you research
3. Read up about the structure of a report as you were shown in the activity on the Atlantic Bluefin Tuna.
   - Main heading for the report
   - Subheadings for each of the paragraphs
   - A supporting visual such as an image, graph, diagram or mindmap
   - The report must answer the questions what, when, where and who

---

Follow the writing process as you write

Gather your information

Plan what you are going to say.

Write your first draft.

Ask a partner to check your first draft to make sure it follows the report structure.

Make corrections to your report.

Hand in your final report to your teacher

English HL – Term 4. Week 5 - 6	Listening and Speaking
Date:	Compiled by S. Ismail

Benefits and Dangers of the Internet



Before you listen

Discuss with a friend:

- How much time do you spend on the Internet?
- Do you think the Internet is a good place or a bad place?

Listen as your teacher reads

The World Wide Web is undoubtedly the greatest invention since the printing press. Nothing else has so radically shaped culture, media, commerce, entertainment, and communication. There are a number of very important benefits that come with Internet access. The Internet and the use of technology has the potential to be a huge force for good for children. In schools that have access to computers and the Internet, children can have instant access to information and they can learn how to navigate the online world with caution. The Internet can bridge the 'digital divide' so that all children, whether rich or poor, can access the same information and learn what to do with it. They can collaborate with other students in other countries on projects and learn about different cultures by participating in Mystery Skypes. Wonderful classic stories for children that are now out of print in bookshops can be read on the Internet. Yes, there's no doubt that the Internet can uplift the lives of many.

But with these benefits come great dangers to look out for. We will mention a few.

Cyberbullying – The mean way kids treat each other online

Bullies aren't found mainly on the playground anymore. They can also be found online. One of the dangers of the Internet is that people feel there are no laws governing what they do and don't do. Hurtful words are posted online, rumours start easily and spread quickly, and people can feel very hurt emotionally. Some may pretend to be another person online. Some put up incriminating or embarrassing photos of someone else online for the whole world to see. If you are being bullied online ignore the bully and tell your parents or a teacher so that something can be done about it.

Be careful of online predators

The Internet is an amazing tool for one to connect with people all over the world. But not everyone we meet online is safe. Internet predators are common and one should be on the lookout for them. It is best not to talk to anyone online that you don't know personally unless it is a school project that your teacher has arranged. Never give your address or phone number – nor even your surname – over the Internet.

Gaming applications can run risks

We all love games. Online games are very popular. Many of them are fun, educational and interactive. However some have content, such as foul language and violence, and that is not okay. They could lead to children like yourselves interacting with strangers who are not trustworthy. Read game ratings and understand what they mean. It is best to keep your parents informed of all the Internet games you play

YouTube's broadcast yourself opportunity can be misused

YouTube is the world's largest video sharing website and it contains some fantastic content. People can easily upload short video clips online to share with friends, family, or anyone online. YouTube is great but sometimes anything goes. The danger lies in the fact that anyone can upload anything to YouTube and they often break all the YouTube rules and guidelines. Be careful not to view anything that is unsavoury on YouTube, and also never post anything unsavoury on YouTube.

We are all cyber citizens and should therefore be aware of the tremendous good the Internet can bring as well as be aware of the dangers. Find creative ways to use the Internet for good. Join worthy causes and take advantage of all the good the Internet has to offer. Choose to populate the Internet with content that will build up others and make our world a better place.

Answer the following questions

1. Can you list four examples given in this listening skill that show that the Internet has opportunities for good?
2. Can you list the four examples given of how the Internet can be a dangerous place?
3. What is cyberbullying and why is it dangerous?
4. What should you do if you are being bullied online?
5. Why do YOU think that online predators could be a problem?
6. How can you keep yourself safe from them?
7. What are your favourite online games and why do you like them?
8. What are the dangers of online gaming?
9. What do you watch on YouTube?
10. In what way can YouTube be dangerous for children?
11. What final advice did the text give for making the most of the Internet?
12. What is a question you would like to ask about the Internet after listening to this Listening skill?
13. Can you give an example of cause and effect from the listening skill? Cause and effect requires identifying something and naming its effect.

English HL – Term 4. Week 5 - 6	Reading and Viewing
Date:	Compiled by S. Ismail

Read the following visual text

Before reading

An infographic is a visual image such as a chart or diagram used to represent information or data. It is a graphic way of presenting a report. Skim and scan the infographic looking at the images, and try to predict what this report is about.



Read on your own



1. What title would you give this infographic?

2. Give your own descriptions of each of these topics in the infographic

3. What do you think is meant by the size of the blocks?

4. Which of these ten things would you say is the least dangerous? Explain.

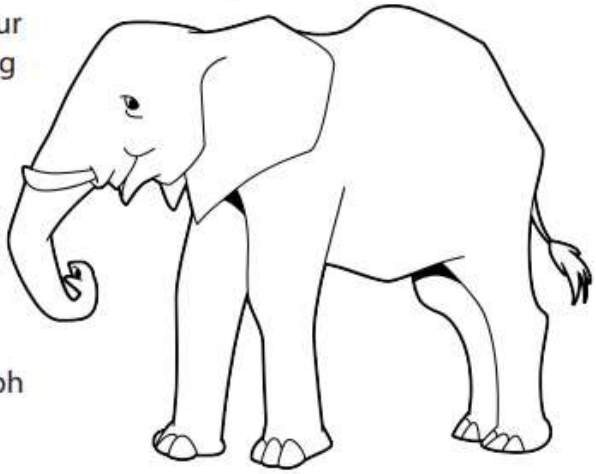
English HL – Term 4. Week 5 - 6	Writing and Presenting
Date:	Compiled by S. Ismail

Write information text

In this activity, you will write three to four paragraphs of information text.

Imagine that you have always wanted to visit a famous game reserve. When you search for "Famous game reserves" on the Internet, you discover that the Kruger National Park in South Africa is famous and home to the 'Big Five' wild animals.

Write an information text consisting of four paragraphs about two of the following 'Big Five' animals: lions, buffalo, leopards, and elephants.



Paragraph 1: Introduce the Kruger National Park

Paragraph 2: Write about Animal 1

Paragraph 3: Write about Animal 2

Paragraph 4: Write a concluding paragraph

Before you write

1. Find as much information as you can about Kruger National Park and the 'Big Five' animals.
2. Ask the questions who, what, when and where, as you research
3. Remember the structure of information text
   - Main heading or title for the information text
   - Subheadings for each of the paragraphs
   - Paragraphs should have a topic sentence and four or five supporting sentences.
   - Use supporting visuals such as an image, graph, diagram or chart

A reminder about paragraphs and topic sentences

- A paragraph should have at least five sentences.
- In the information text, your paragraphs have headings. Start each paragraph with a topic sentence.
- A topic sentence is the first sentence in a paragraph, and it expresses the main idea of the paragraph in which it occurs.
- The sentences in a paragraph are named a topic sentence, the supporting sentences, and a concluding sentence.

English HL – Term 4. Week 7 - 8	Listening and Speaking
Date:	Compiled by S. Ismail

How to make a brochure?

Before listening discuss this with a partner:

- Have you ever made a brochure? How do you think you would do it?
- Make sure you have an A4 piece of paper and a pencil in your hand so that you can do what is asked.

Listen as your teacher reads the following information to you.

I am going to tell you how to make a brochure and I want you to follow along and make a brochure. A *brochure* is a paper document that is often used for providing information or advertising something. It is usually folded into sections so that different information can be written on each section. We are going to make a tri-fold brochure that is folded into three sections. You can ask me questions as we go along if you don't understand fully.

First, I am going to tell you what you need. You will need a pencil, a piece of A4 blank paper, a ruler, an eraser, and some crayons to decorate your brochure.

Now I am going to tell you how to fold your brochure. Do each instruction carefully.

Step 1: Put your piece of A4 paper into landscape mode. That means that it must be sideways.

Step 2: Use your ruler to make a little mark for every 10 cm at the top and the bottom of the page. Your paper should be around 30cm wide. We need to fold your page into three sections.

Step 3: Fold your paper along those lines. You can draw the lines lightly first if you want to.

Step 4: Count your pages. Your paper has been folded into 3 but in fact you have six sides.

Step 5: Find page 1. Show your partner your page 1 – is it the same as theirs?

Step 6: Write a heading in pencil on each page as follows:

1. Looking after my dog
2. Feeding my dog.
3. Walking my dog.
4. Playing with my dog.
5. Brushing and bathing my dog.
6. Making a place for my dog to sleep

Step 7: Fill in the information about looking after a dog and illustrate each page.

After listening

1. After you have listened and made your brochure, discuss the following questions with a partner.
   - Were the instructions given clearly?
   - What helped you to follow the directions?
   - Did you notice the command words that started off each step? Put, use, fold, count, and so forth?
2. Take turns telling each other how to make a brochure.

English HL – Term 4. Week 7 - 8	Reading and Viewing
Date:	Compiled by S. Ismail

Before reading

You are going to read and compare two sets of instructions, and then answer questions about them.

Read

How to make a booklet (1)

Did you know that you can make a cute little six-page booklet from just one piece of A4 paper. I am going to give you the instructions now. Listening carefully and try to follow along with your own piece of A4 paper.

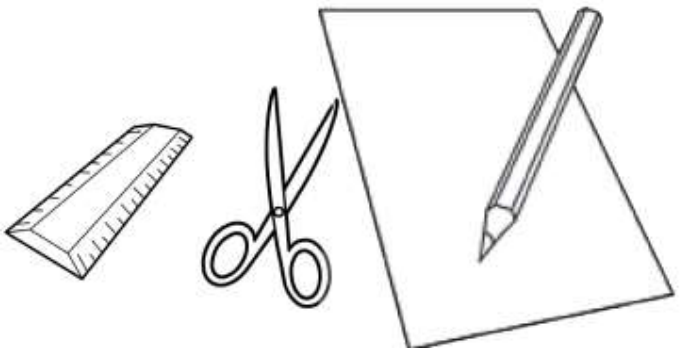
It is very easy to make this book. Use a piece of A4 paper which is around 30cm X 21 cm. Make sure you put it in the landscape mode or these instructions won't work. Fold the paper in half lengthwise and fold it again till your page consists of four blocks. Fold your page in half again till you have a very small folded sheet of paper. Open it out and see if you can count 8 blocks. Are you with me? Let's keep going. Now fold your paper in half in the middle and make a mark with your pencil in the centre of the folded sheet. Take your scissors and cut **from the folded edge to the centre dot**. Stop cutting at the dot! Did you hear…from the folded edge. You could ruin your little book at this point. Then unfold your sheet of paper and you'll notice there is an open slit in the middle. Fold your paper in half length-wise again and push the folded edges towards centre allowing the slit to open into a diamond shape. Keep pushing the edges together until the diamond becomes a slit again, perpendicular to folded edges. Your paper will now almost look like a cross. Does yours look like that? We're nearly there. Hold tight! Fold one edge toward slit and the opposite slit toward folded edge. Got it? Now you have a small six-page book! Well done! You did it! Make sure you press over the creases to make them sharp. Good work! You are ready to write a little story in your little book.

How to make a booklet (2)

You are going to make a cute little six-page booklet from just one piece of A4 paper. Try to follow along with your own piece of A4 paper.

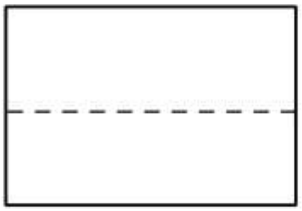
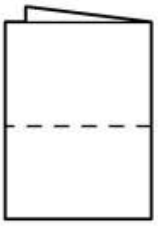
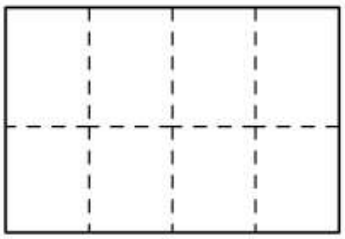
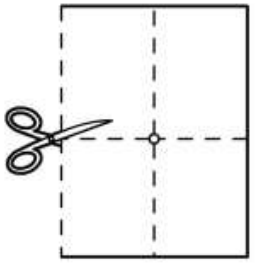
You will need:

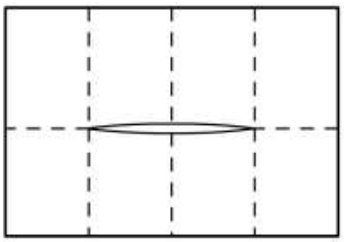
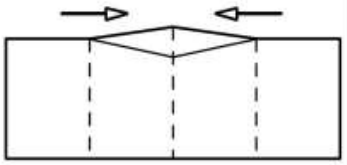
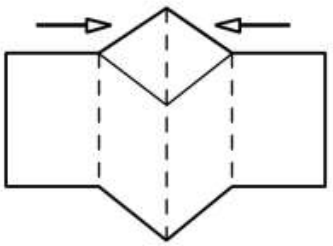
An A4 piece of paper, a pencil, a ruler, scissors.

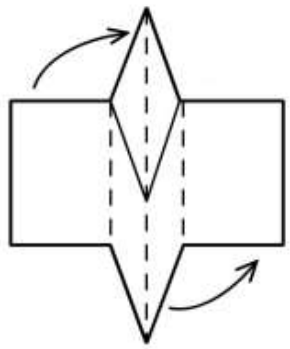
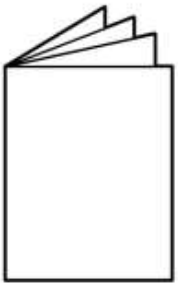


Method:

This is what you must do.

		
1. Use a piece of A4 paper. This is usually 30cm X 21cm. Make sure it is in the landscape mode.	2. Fold the paper in half lengthwise.	3. Fold it in half again. Your page will now be folded in four blocks.
		

4. Fold in half again. Now you have a very small folded sheet of paper.	5. Open out your piece of paper. Can you count 8 blocks?	6. Fold in half in the middle. Make a mark with your pencil in the centre of the folded sheet. Take your scissors and cut **from the folded edge to the centre dot**. Stop cutting at the dot!
		
7. Unfold your sheet of paper. It should look like this with an open slit in the middle.	8. Fold your paper in half length-wise again. Push folded edges towards centre allowing the slit to open into a diamond shape.	9. Keep pushing the edges together until the diamond becomes a slit again, perpendicular to folded edges. Your paper will now almost look like a cross.

		
10. Press over the creases to make them sharp. Now you have a small six-page book!	11. Count your pages. You are ready to write a little story in your little book.	12. Fold one edge toward slit and the opposite slit toward folded edge.

After you read

Work with a partner and discuss the following:

1. Describe the features of the two versions describing how to make a little book from an A4 piece of paper.
2. Which version of the instructions did you find easier to follow? What made it easier to follow?
3. Look at the verbs that start each instruction in the second version. Which of them are written in the command form? Did this make it easier to follow?
4. In your opinion how should a procedural text be written and what headings would you use?

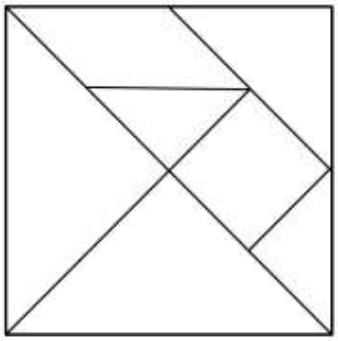
English HL – Term 4. Week 7 - 8	Writing and Present
Date:	Compiled by S. Ismail

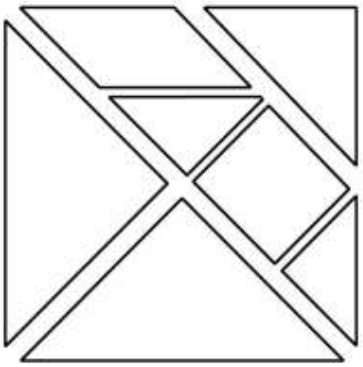
Write an instructional text

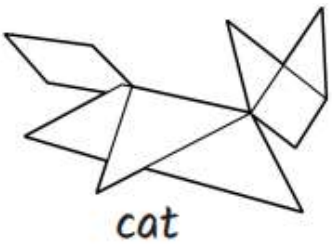
Imagine that you are going to give the rest of the class written instructions on how to make a tangram and use it. You need to give precise and clear instructions on how to do this. Use headings, images, and command words in your instructional text.

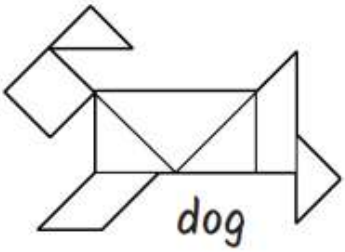
Here is some information about tangrams to help you.

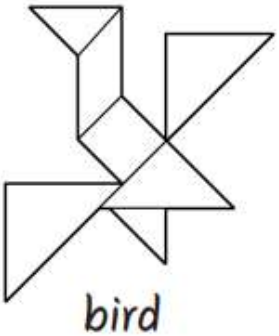
A tangram is a Chinese geometrical puzzle consisting of a square cut into seven pieces which can be arranged to make various other shapes.

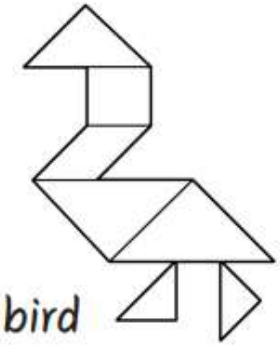












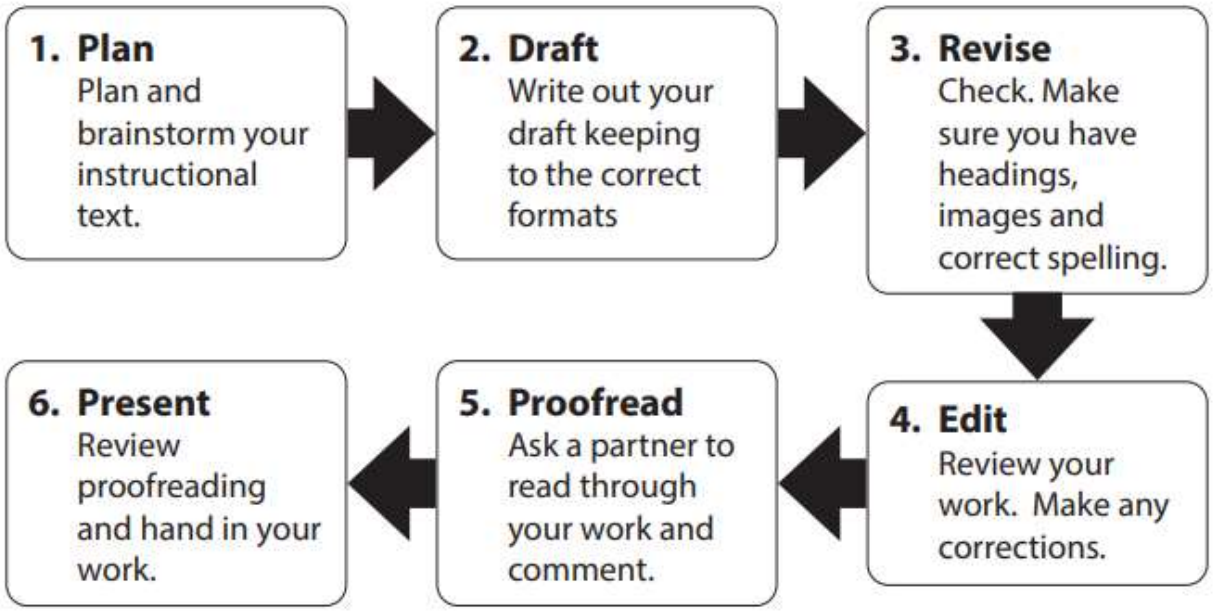
Before writing

Review the format of instructional text:

- Give your instructional text a title
- Start off with the instruction telling what will be made.
- Use headings such as Materials needed; Instructions etc.
- Start each instruction with a command verb.
- Make sure the instructions follow in a logical order.
- Use relevant images to make your instruction easy to follow.

Write

1. Create your instructional text. Take note of all the instructions provided above.
2. Let's use the six stages writing process for this task.



TERM ONE

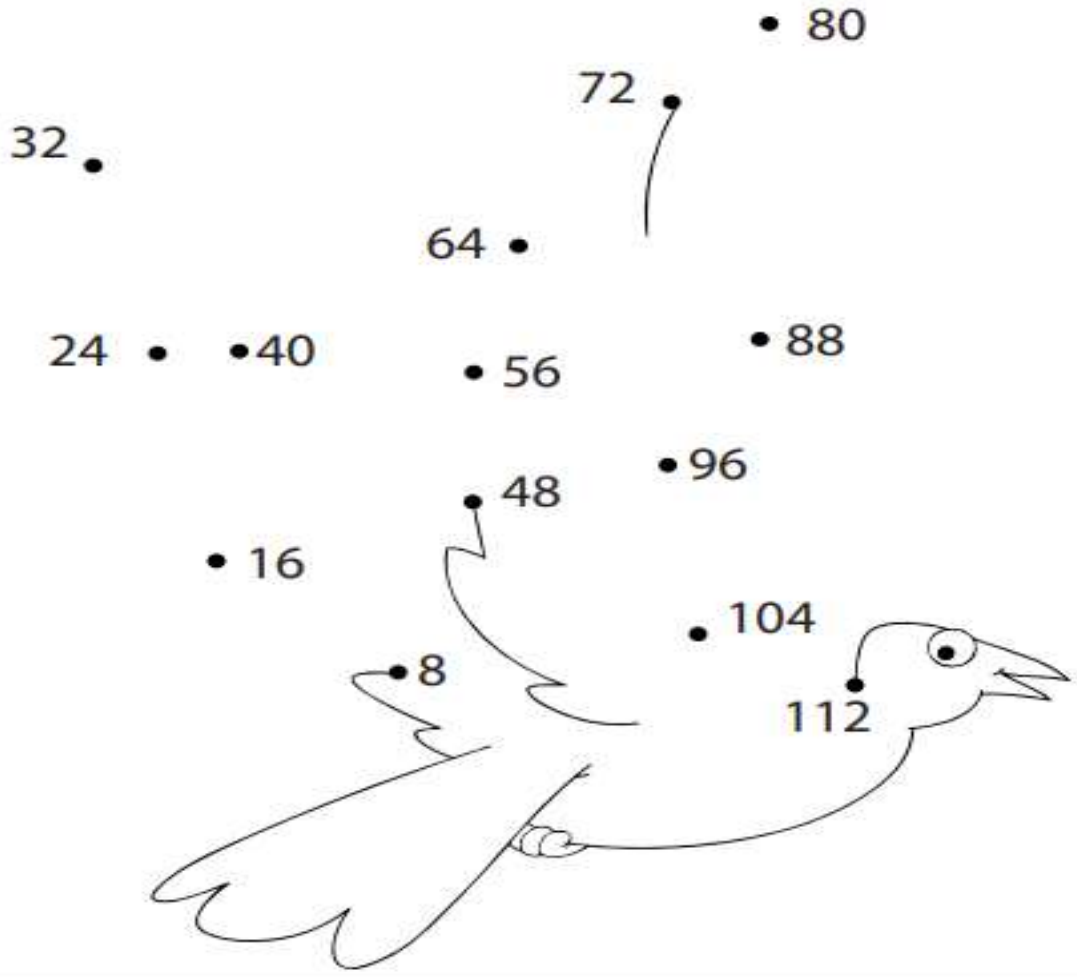
Mathematics

Reinforcement Activities

Counting

Name:

Start at 8 and count forwards in eights to connect the dots.

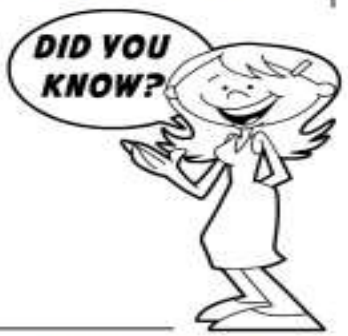


1. These white-winged doves can fly 40 or more kilometres to find water. If they fly this distance every day for a week, how far have they flown?

   _____

2. When migrating to nesting sites they can travel in groups of up to 4 000 birds. If only half this number of birds migrate to a nesting site, how many will be travelling?

   _____



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Maths

Counting

Week 2 - Worksheet 1



20

Question 1:

Full in the missing numbers.

1. 111; _____; 117; 120; (1)
2. _____; 8741; _____; 8691; 8666 (1)
3. 4015; _____; 4019; 4021; _____ (1)
4. 3125; _____; 3135 ; 3140 ; _____ (1)
5. _____; 27501; _____; 25501; 24501 (1)

Question 2:

Use the given interval value to continue counting on five places.

1. Forwards by 10 (2)

   35241; _____

2. Backwards by 3 (2)

   802; _____

3. Backwards by 25 (2)

   5350; _____

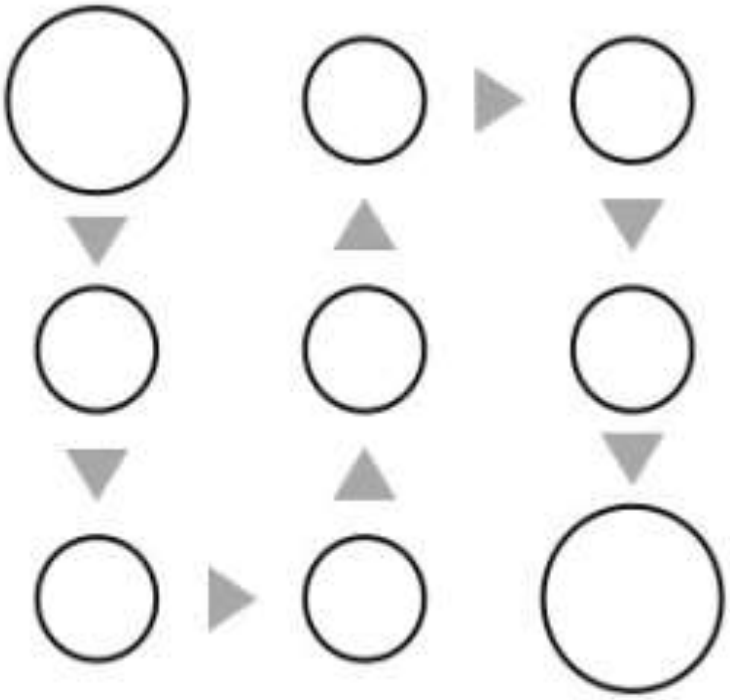
4. Forwards by 1000 (2)

   64203; _____

5. Backwards by 5 (2)

   78742; _____

Question 3:
Identify and continue the counting on the diagram below. (2)



Question 4:
The number 3243 is a starting number. Underline all the numbers that one would be included if counting forwards in intervals of 3. (2)

3282; 3223; 3343; 3046; 3252; 3315; 3305; 3033; 3249

Question 5:
Represent the counting interval of 2 on a number line, starting at 56341 and counting on. (1)





Maths

Ordering & Comparing Numbers
Week 2 - Worksheet 2



20

Question 1:
Say if the following numbers are arranged in ascending or descending order.

1. 4532; 9834; 11345; 12532; 25432; 64765; 66456 (1)

_____

2. 44565; 44576; 44747; 44757; 44777; 44987 (1)

_____

3. 65454; 65343; 65232; 64321; 63123; 62434 (1)

_____

Question 2:
Arrange the following number in ascending order. (2)

405; 314; 997; 1193; 9198; 9000; 271; 87; 385; 8506;

_____

Question 3:
Arrange the following number in descending order. (2)

6; 32; 744; 999; 1002; 245; 3; 564; 8730; 23; 14

_____

Question 4:

Use the signs > < = to compare the numbers below. (5)

4.1) 314 ☐ 413

4.2) 3778 ☐ 3299

4.3) 1320 ☐ 1302

4.4) 99823 ☐ 98923

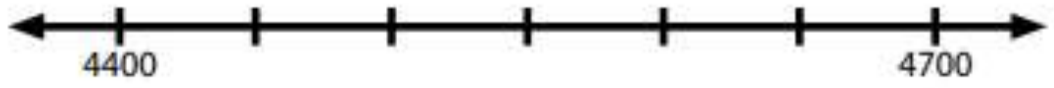
4.5) 55655 ☐ 55655



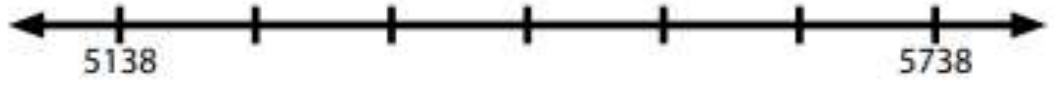
Question 5:

Place each number on the number line.

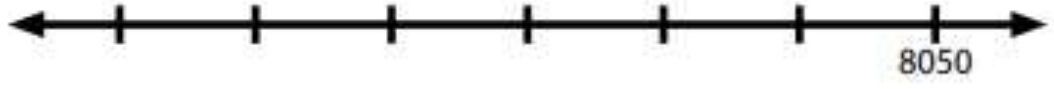
5.1) 4650 (1)



5.2) 5338 (1)



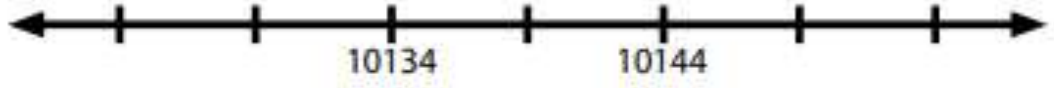
5.3) 8045 and 8025 (2)



5.4) 60989 and 58989 (2)



5.5) 10124 and 10154 (2)



Maths

Place value

Week 3 - Worksheet 1



20

Question 1:
Give the place value for each digit in the table below. (3)

63 279	
6	
3	
9	

Question 2:
In the number 782 583, explain the difference between the two eights. (2)

7<u>8</u>2 5<u>8</u>3

_____ _____

Question 3:
Give the place value and number value of the underlined digits below. (10)

3.1 23 8<u>7</u>3 Place Value: _____

Number Value: _____

3.2 1<u>8</u>2 550 Place Value: _____

Number Value: _____

3.3 64 91<u>1</u> Place Value: _____

Number Value: _____

3.4 <u>8</u>01 386 Place Value: _____

Number Value: _____

3.5 61<u>7</u> 730 Place Value: _____

Number Value: _____

Question 4:

Answer the questions below: (5)

4.1 How many digits are there in a thousand?

_____

4.2 In the number 49 273, how many digits are there?

_____

4.3 If there are two zeros in the number one hundred, how many zeros are there in the number two hundred thousand?

_____

4.4 Which place value column is used to determine if a number is odd or even?

_____

4.5 How many digits are in the number seven hundred and fifty thousand, two hundred and thirty-four?

_____



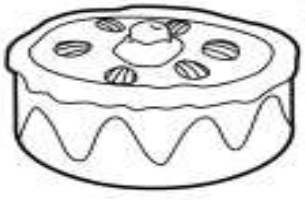
Place value

Name:

1. What is the value of the underlined digit? 31<u>4</u> 149 _____
2. Write in the missing numbers. 696 079 =
   _____ hundred thousands
   _____ ten thousands
   _____ thousands
   _____ hundreds
   _____ tens
   _____ ones
3. For the number 12 768, what does the <u>2</u> represent? _____.
4. For the number 29 053, what does the <u>0</u> represent? _____ .
5. For the number 29 053, what does the <u>9</u> represent? _____ .
6. In 56 840, what digit is in the ten-thousand place? _____.
7. What is the value of the underlined digit? <u>3</u>32 657 _____.
8. For the number 12 768, what does the <u>2</u> represent? _____.
9. Find the sum of the numbers 10 000 + 6 000 + 300 +50+ 4 _____.
10. Write 804 506 in word form.

    _____
11. Which number is missing?

    33 413 = 30 000 + _____ + 3 + 400 + 10



Cutting a cake into 8 pieces is possible with just 3 slices, can you work out how?

_____

_____



Maths

Rounding Off

Week 3 - Worksheet 2



32

Question 1:

Round off the following numbers in the table below: (15)

	To the nearest 5	To the nearest 10	To the nearest 100
3 456			
29 111			
43 876			
1 324			
26 738			

Question 2:

Round off the following numbers to the nearest 10. (5)

2.1) 85 293 ≈ _____

2.2) 1 461 ≈ _____

2.3) 33 728 ≈ _____

2.4) 914 055 ≈ _____

2.5) 261 624 ≈ _____



Question 3:

Round off the following numbers to the nearest 100. (5)

3.1) 21 613 ≈ _____

3.2) 938 177 ≈ _____

3.3) 45 243 ≈ _____

3.4) 10 949 ≈ _____

3.5) 68 474 ≈ _____



Question 4:

Say if the following numbers are odd or even. (5)

4.1) 29 945 _____

4.2) 310 348 _____

4.3) 972 311 _____

4.4) 800 000 _____

4.5) 121 021 _____

Question 5:

Give the next even number for each number below. (2)

5.1) 46 876 _____

5.2) 308 311 _____

Maths

Number Sentences

Week 4 - Worksheet 1



30

Question 1:
In each number sentence below, work out the missing value.

1.1 5 + __ = 15 (1)

1.2 __ + 3 = 38 (1)

1.3 89 - __ = 74 (1)

1.4 23 + 15 = 30 + __ (1)

1.5 __ - 32 = 72 + 14 (1)

1.6 20 x 3 = __ + 45 (1)

1.7 115 + __ = 150 - 13 (1)

1.8 734 - ___ = 734 (1)

1.9 432 + 4 - 4 = __ (1)

1.10 825 + 12 - ___ = 825 (1)

1.11 8 x 7 = __ - 1 (1)

1.12 3 x 9 = 27 - __ (1)

1.13 67 – 23 = __ x 11 (1)

1.14 __ x 12 = 67 – 7 (1)

Question 2:
Say whether the following number sentences are true or false. (5)

2.1 $105 + 15 = 201 - 15$ _____

2.2 $11 + 5 = 2 \times 8$ _____

2.3 $451 + 9 = 767 - 18$ _____

2.4 $(12 \times 2) \times 1 = (12 \times 1) \times 2$ _____

2.5 $240 \times 2 = 2 \times 240$ _____

Question 3:
Use the inverse function to work out the following number sentences: (10)

3.1 $4000 \div 4 = 1000$ therefore _____

3.2 $53 + 21 = 74$ therefore _____

3.3 $5 \times 12 = 60$ therefore _____

3.4 $536 - 123 = 413$ therefore _____

3.5 $36 \div 12 = 3$ therefore _____

3.6 $468 + 354 = 822$ therefore _____

3.7 $7425 - 388 = 7037$ therefore _____

3.8 $301 - 301 = 0$ therefore _____

3.9 $2124 \div 1 = 2124$ therefore _____

3.10 $366 \times 1 = 366$ therefore _____

Maths

Number Sentences

Week 4 - Worksheet 2



20

Question 1:

Say if the following are true or false for each statement below:

1.1) Number sentences must balance on both sides of the equal's sign. (1)

_____

1.2) Numbers paired together in a sum can be regrouped according to the associative property. (1)

_____

1.3) Following the distributive property allows you to break up numbers to solve a sum. (1)

_____

1.4) The sums 3 x 5 and 5 x 3 will get to the same answer. (1)

_____

1.5) The order of numbers in a sum cannot be rearranged according to the commutative property. (1)

_____

Question 2:
For each property, work out the number sentences below:

Associative Property

2.1) $(5 \times 3) \times 2 = (__ \times __) \times __$ (1)

2.2) $__ \times (__ \times __) = (2 \times 2) \times 6$ (1)

2.3) $4 \times (3 \times 4) = (__ \times __) \times __$ (1)

2.4) $(__ \times __) \times __ = 7 \times (3 \times 6)$ (1)

2.5) $8 \times (3 \times 2) = (__ \times __) \times 3$ (1)

Commutative Property

2.6) $12 \times 2 = __ \times __$ (1)

2.7) $__ \times __ \times __$ or $__ \times __ \times __ = 3 \times 4 \times 2$ (1)

2.8) $7 \times 6 = __ \times __$ (1)

2.9) $__ \times __ = 8 \times 5$ (1)

2.10) $__ \times __ \times __$ or $__ \times __ \times __ = 5 \times 4 \times 8$ (1)

Distributive Property

2.11) $42 \times 2 =$ (1)

2.12) $21 \times 7 =$ (1)

2.13) $33 \times 9 =$ (1)

2.14) $87 \times 6 =$ (1)

2.15) $45 \times 5 =$ (1)



Maths

Problem Solving Using Number Sentences

Week 5 - Worksheet 1

20



Question 1:

Write the operation symbol (**+ - x ÷**) next to each terminology word. (10 x ½ = 5)

1. Difference _____
2. Add _____
3. Quotient _____
4. Share _____
5. Multiply _____
6. Product _____
7. Less _____
8. More _____
9. Leftover _____
10. Altogether _____

Question 2:
Express the following as number sentences.

2.1 Fifty-seven less thirty-two. (1)

2.2 Five hundred and twenty-six multiplied by four. (1)

2.3 Takeaway nine hundred and seventy-four from three thousand six hundred and twenty-one. (1)

2.4 The product of twenty-four and twelve. (1)

2.5 The quotient of three thousand and fifteen and five. (1)

2.6 The difference between twenty-two thousand and sixteen thousand three hundred and twenty-five. (1)

2.7 The sum of thirty-two thousand six hundred and twenty-one and fourteen thousand seven hundred and one. (1)

2.8 Share 82 342 by thirteen. (1)

2.9 Halve fourteen thousand seven hundred and twenty-six. (1)

2.10 Double twenty-two thousand two hundred and twelve. (1)

Addition and subtraction

Name:

1. Calculate:
   1.1 1 470 + 2 312 = _____
   1.2 1 352 - 1 021 = _____

2.
$$\begin{array}{r} 3\ 122 \\ 20\ 332 \\ +\ 24\ 253 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 245\ 523 \\ -\ 154\ 321 \\ \hline \end{array}$$

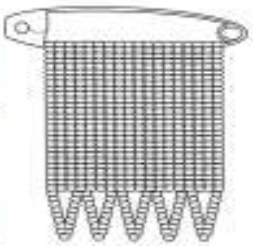
4. Which number is represented by: 40 000 + 2 000 + 5 + 60 + 700? _____
5. Fill in the missing number. 576 + _____ = 6 892
6. Calculate 1 673 + 374 = _____
7. Find the sum of 3 624 and 2 304 = _____
8. Ann is a flower seller. Today she sold 1 403 flowers and yesterday she sold 2 364 flowers. How many more flowers did she sell yesterday than today? _____



9. Thuli sells beads at the craft market. The table shows how many beads she sold during a 5-day festival.

Monday	Tuesday	Wednesday	Thursday	Friday
1 213	643	812	417	2 068

   9.1 How many beads did she sell altogether on Monday, Tuesday and Wednesday? _____
   9.2 How many more beads did she sell on Friday than on Wednesday?
   _____





In the square shown here, a rule applies both from top to bottom and from left to right. Find the rule and figure out the missing number.

6	2	4
2		0
4	0	4

Maths

Addition

Week 6 - Worksheet 1

20

Question 1:
Complete the following sums using the break down method.

1.1 14 524 + 23 254 = (2)

1.2 43 156 + 42 523 = (2)

1.3 25 737 + 10 342 = (2)



Maths

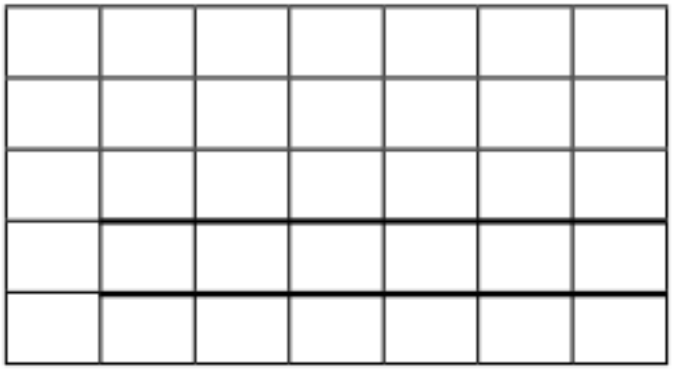
Addition

Week 6 - Worksheet 2

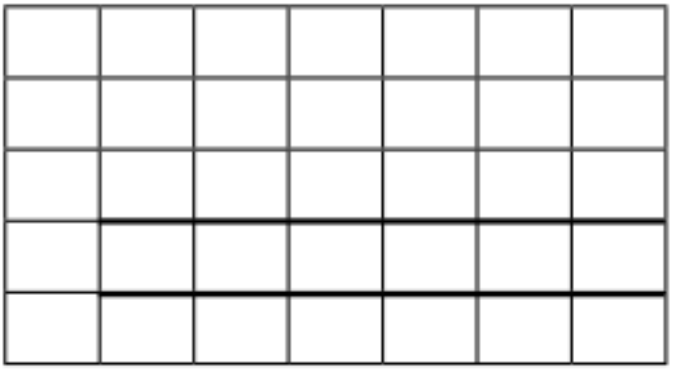
28

Question 1:
Complete the following vertical addition sums.

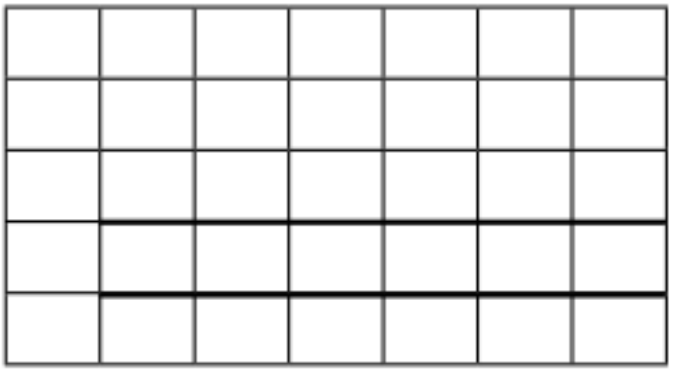
1. 11 578 + 4 354 =



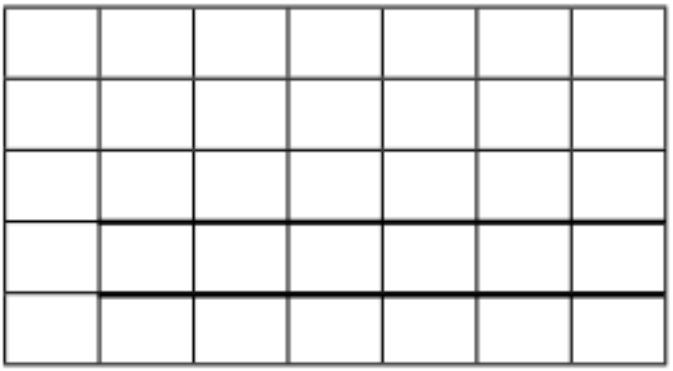
2. 32 437 + 12 422 =



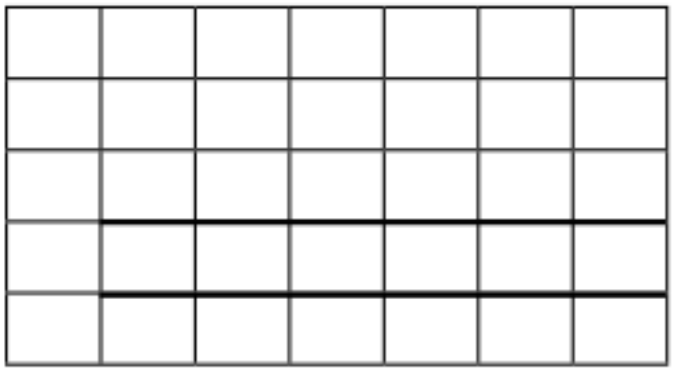
3. 73 921+ 52 654 =



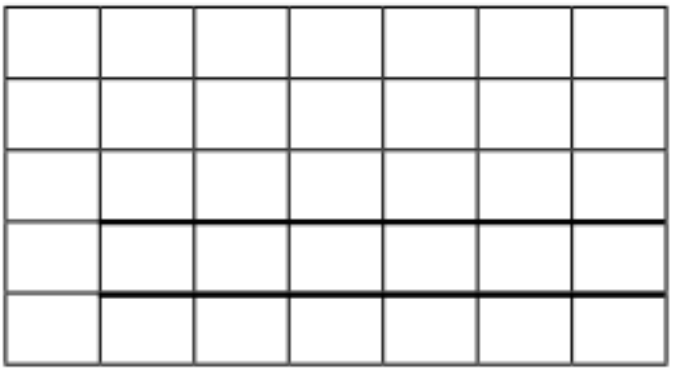
4. 60 254 + 82 117 =



5. 40 245 + 21 001 =



6. 63 410 + 17 259 =



Maths

Subtraction

Week 7 - Worksheet 1

20

Question 1:
Complete the following sums using the break down method.

1.1 25 514 - 13 211 = (2)

1.2 83 666 - 52 523 = (2)

1.3 77 637 - 40 312 = (2)



Maths

Subtraction

Week 7 - Worksheet 2

28

Question 1:
Complete the following vertical subtraction sums.

1. 46 558 - 2 354 =

2. 66 737 - 15 622 =

3. 97 999 - 72 644 =

4. 74 254 - 20 177 =

5. 65 945 - 21 001 =

6. 33 010 - 17 259 =

Maths

Addition & Subtraction Problems

Week 8 - Worksheet 1

40

Question 1:

Using the three-step method, work out the following addition problem sums.

1.1 A t-shirt warehouse was packing stock to be sent out. There were 12 467 red shirts, 15 243 white shirts and 13 582 black shirts. How many black and white shirts do they have in stock? (4)

Step 1:						
Step 2:						
Step 3:						

1.2 A farmer plants seeds at the beginning of the season. 9 342 seeds sprouted while 1 741 did not. How many seeds were planted at the beginning of the season? (4)

Step 1:						
Step 2:						
Step 3:						

Mathematics

Numbers, operations and relationships

Problem solving: Financial context

1. Look at the items and their prices below and answer the questions.

Hamburger: R76,00
Deluxe cheeseburger: R87,00
Hot dog (plain): R50,00
Fries (plain): R30,00
Cheesy fries: R45,00
Cheesy fries with bacon: R60,00
Soft drink (500 ml): R18,00
Soft serve: R12,00
Milkshake (vanilla, chocolate, bubble gum, strawberry): R24,00
Milkshake (Bar one, Oreo, peanut butter): R37,00

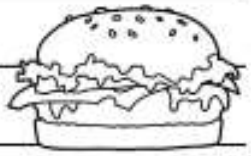


a. Sfiso wants to buy cheesy fries, a soft serve and a hot dog. How much will it cost him?

b. What is the total cost of fries, a soft serve, a hamburger and a soft drink?



c. If Suzie buys plain fries, a soft serve, a hamburger and a vanilla milkshake, what will her change be if she pays with R200?



d. If Chris buys a deluxe cheeseburger, an Oreo milkshake and cheesy fries with bacon, how much money will he get back if he pays with R245?



e. Add all the prices on the list together and multiply the answer with 3.

f. Now halve the answer that you found in e.



2. Read the word problems carefully before attempting to answer them.

a. Bennie saves R1,75 from his tuck shop money every weekday. If he saves for 14 weeks, how much money will he have?



TERM TWO Reinforcement Activities

Maths

Basic Multiplication

Week 1 - Worksheet 1

36

Question 1:

Complete the multiplication sums in the table below: (24)

X10	X100	X1000
123 x 10 =	932 x 100 =	200 x 1000 =
872 x 10 =	202 x 100 =	465 x 1000 =
734 x 10 =	231 x 100 =	634 x 1000 =
365 x 10 =	435 x 100 =	765 x 1000 =
402 x 10 =	587 x 100 =	423 x 1000 =
107 x 10 =	983 x 100 =	843 x 1000 =
532 x 10 =	399 x 100 =	311 x 1000 =
932 x 10 =	103 x 100 =	234 x 1000 =



Question 2

First estimate the answer, then use the building/break down method (distributive method) to work out each sum below.

2.1) (4)

Estimate (1)	Work Out (2)
321 x 21=	321 x 21=

2.2)

Estimate (1)	Work Out (2)
724 x 42=	724 x 42=



Maths

Basic Multiplication
Week 1 - Worksheet 2

36

Question 1

Complete the table below by doubling and halving each number respectively. (16 x ½ = 8)

	124	422	354	106	242	988	796	456
Double								
Halve								

Question 2 (5)

List the first 5 multiples of each number below.

2.1) M5:

2.2) M11:

2.3) M8:

2.4) M3:

2.5) M9:



Maths

Short Multiplication
Week 2 - Worksheet 1



24

Question 1:

Complete the following vertical multiplication sums.

1.1 32 x 6 = (2)

1.2 63 x 4 = (2)

1.3 65 x 8= (2)

1.4 92 x 8 = (2)

Maths

Long Multiplication

Week 2 - Worksheet 2



36

Question 1:

Complete the following vertical multiplication sums.

1.1 24 x 35 = (3)

1.2 73 x 24 = (3)

1.3 38 x 41 = (3)

1.4 46 x 52 = (3)

Maths

Multiplication Problems

Week 3 - Worksheet 1

15

Question 1

Complete the following multiplication sums

1.1 Thirty-seven multiplied by sixteen. (2)

1.2 The product of one hundred and twenty-four and seventy-six. (2)

Maths

Multiplication Problems
Week 3 - Worksheet 2

40



Question 1

Using the three-step method, work out the following multiplication problem sums.

1.1 Jabu can read 134 words in one minute. How many words can he read in one hour? (4)

Step 1:						
Step 2:						
Step 3:						

1.2 John challenges himself to walk 3km a day for a month. How far will he have walked by the end of August? (4)

Step 1:						
Step 2:						
Step 3:						

Maths

Basic Division

Week 4 - Worksheet 1

25

Question 1

Complete the following basic division sums: (5)

1.1) Share 114 by twelve.

_____

1.2) Divide seventy-five by fifteen.

_____

1.3) Halve 642.

_____

1.4) Find the quotient of seventy-two and nine.

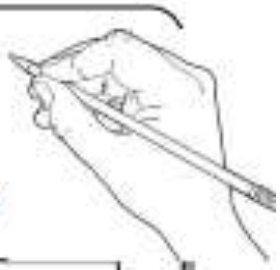
_____

1.5) Share 108 by nine.

_____



Question 2



Complete the following table using rounding off in the first column and the break down method in the second column. (20)

Round to the nearest 10:	Break Down Method:
2.1) 642 ÷ 32 =	2.6) 650 ÷ 25 =
2.2) 427 ÷ 19 =	2.7) 450 ÷ 50 =
2.3) 364 ÷ 87 =	2.8) 360 ÷ 15 =
2.4) 842 ÷ 27 =	2.9) 875 ÷ 25 =
2.5) 752 ÷ 32 =	2.10) 735 ÷ 35 =

Maths

Basic Division

Week 4 - Worksheet 2



24

Question 1

Select (x) numbers that apply to the rules below. (10)

1.1 Numbers divisible by 9.

☐ 288 ☐ 45 ☐ 223 ☐ 155

1.2 Numbers divisible by 4.

☐ 654 ☐ 844 ☐ 500 ☐ 853

1.3 Numbers divisible by 6.

☐ 738 ☐ 123 ☐ 284 ☐ 288

1.4 Numbers divisible by 5.

☐ 743 ☐ 495 ☐ 106 ☐ 200

1.5 Numbers divisible by 3.

☐ 999 ☐ 521 ☐ 525 ☐ 304

Question 2

List the first 10 multiples of each number below: (6)



2.1) M12:

2.2) M9:

2.3) M3:

Question 3

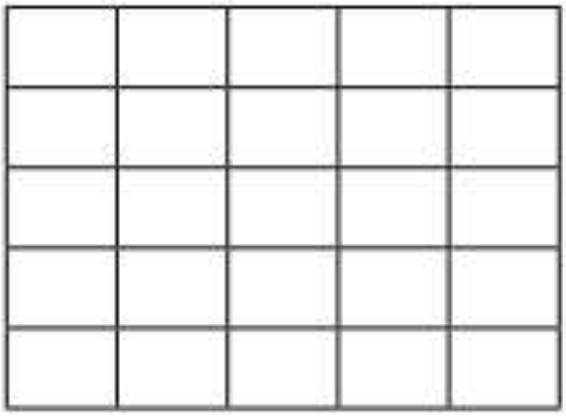
Highlight all the multiples of 4: (2)

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Question 4

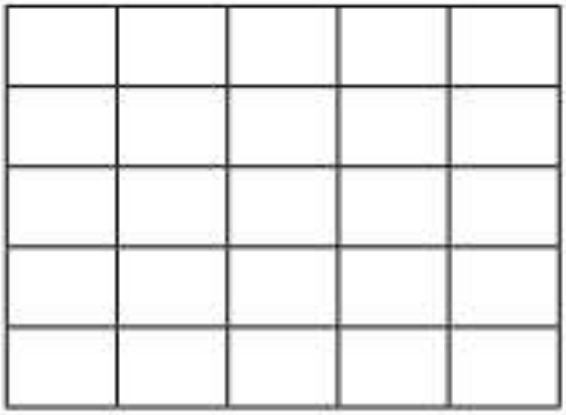
Use the inverse operation to check the answers to the sums below: (6)

4.1) 736 ÷ 32 = 23

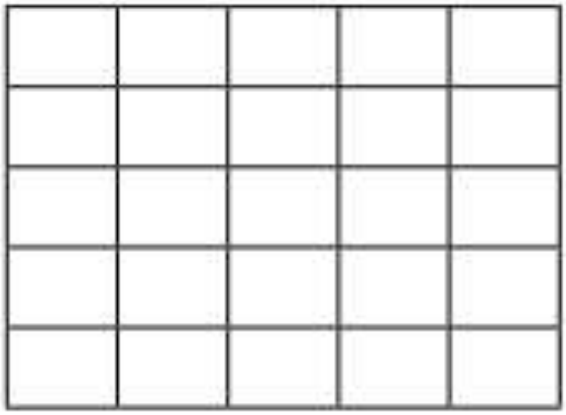




4.2) 364 ÷ 14 = 26



4.3) 630 ÷ 15 = 42





Maths

Division

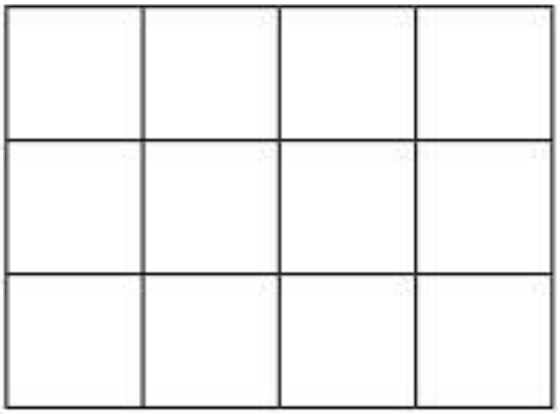
Week 5 - Worksheet 1

24

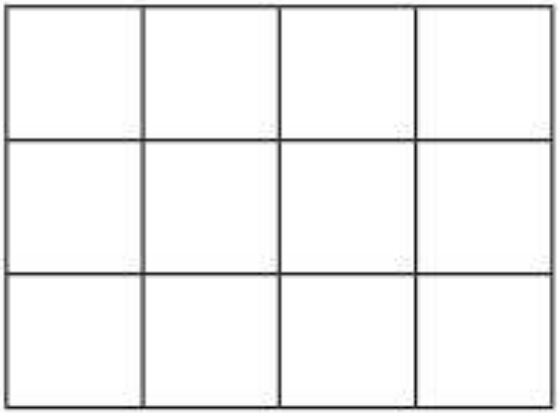
Question 1

Set out the following division equations and work out the answers.

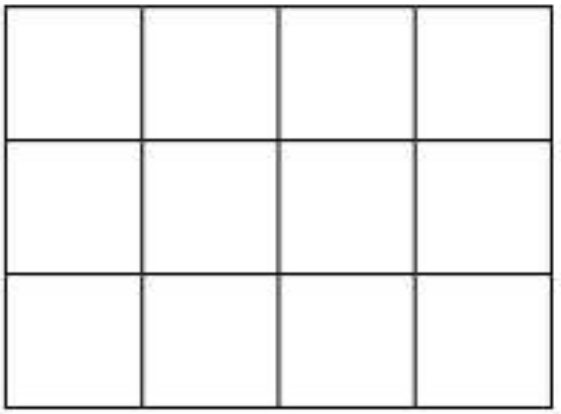
1. 745 ÷ 4= (2)



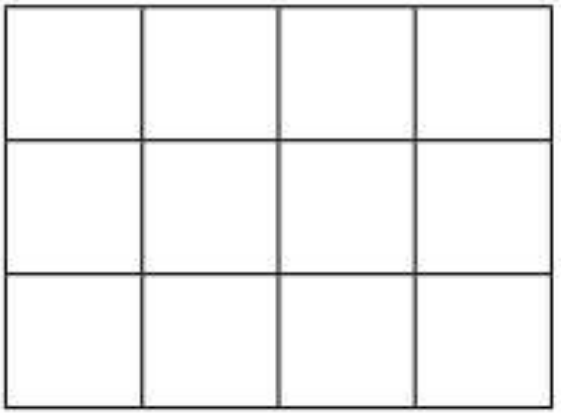
2. 827 ÷ 3= (2)



4. 535 ÷ 2= (2)



5. 964 ÷ 4= (2)



Maths

Long Division

Week 5 - Worksheet 2

30

Question 1

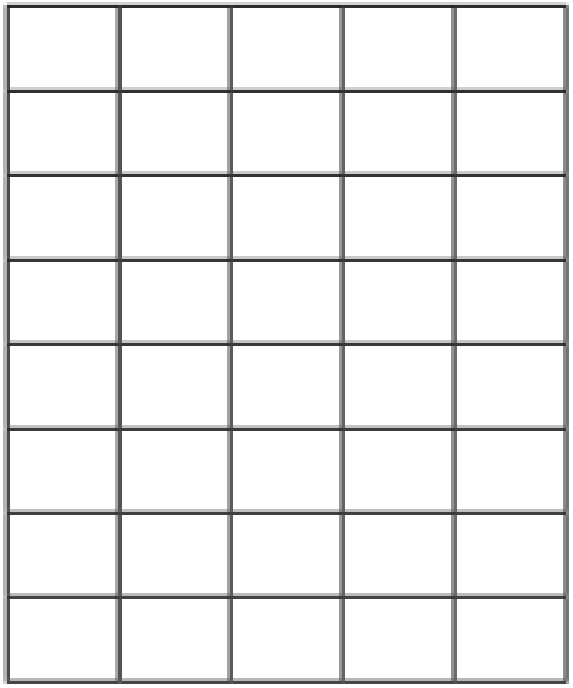
Set out the following division equations and work out the answers using long division.

1. 625 ÷ 3= (3)

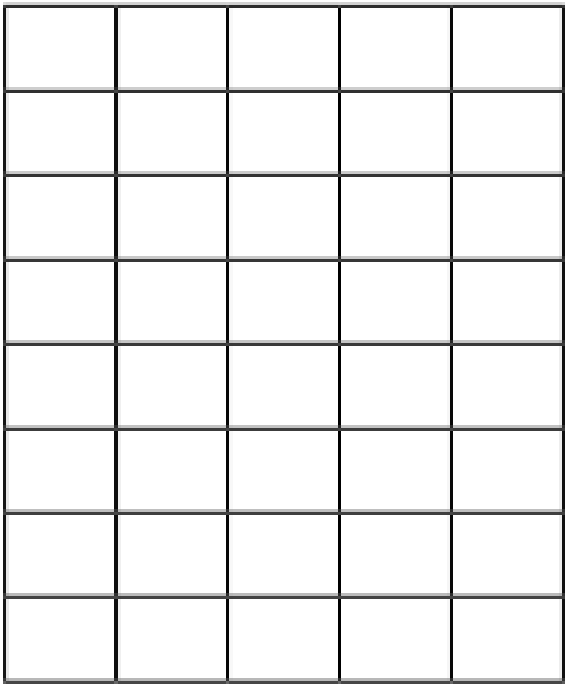
2. 853 ÷ 2= (3)



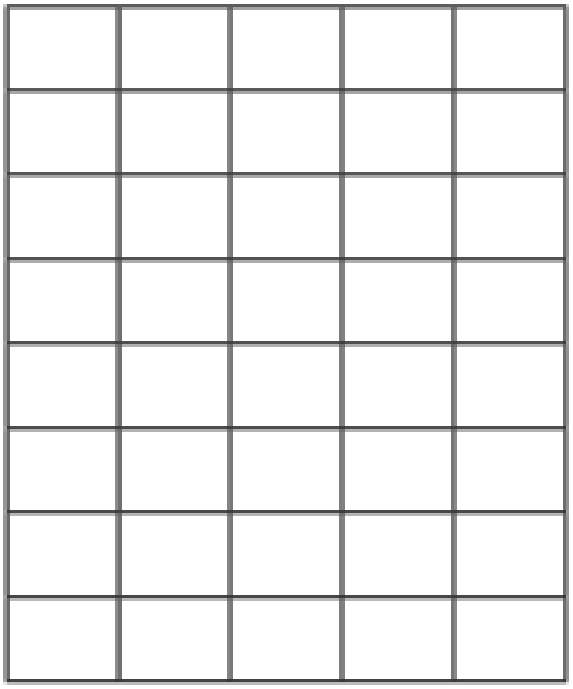
3. 741 ÷ 3= (3)



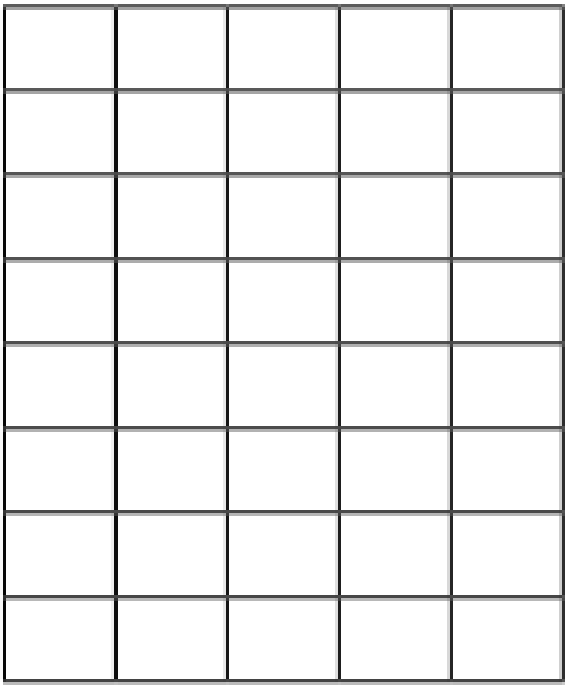
4. 964 ÷ 5= (3)



5. 804 ÷ 9= (3)



6. 735 ÷ 6= (3)



Maths

Long Division

Week 5 - Worksheet 3

30

Question 1

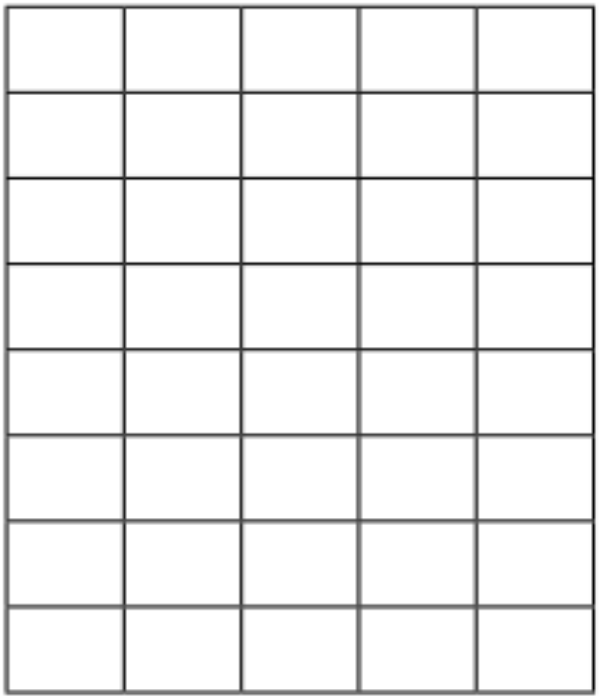
Set out the following division equations and work out the answers using long division.

1. 265 ÷ 12= (3)

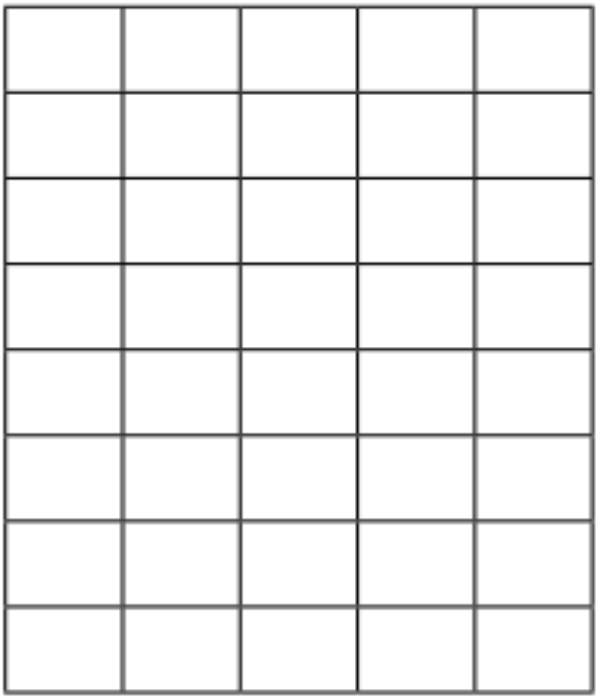
543 ÷ 25= (3)



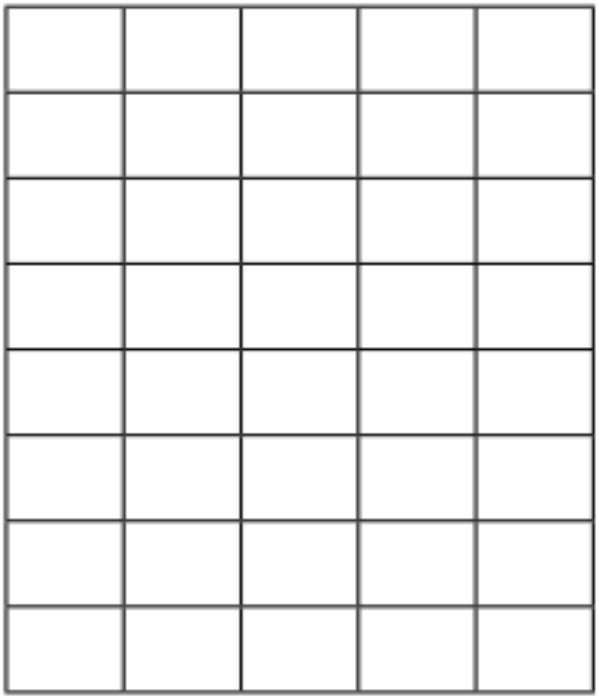
3. 951 ÷ 21= (3)



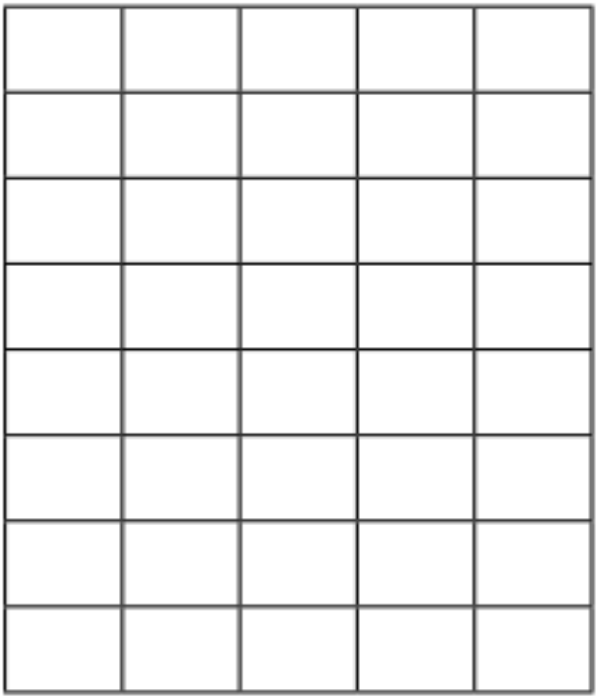
4. 694 ÷ 15= (3)



5. 8704 ÷ 45= (3)



6. 7354 ÷ 32 (3)



Maths

Division Problems

Week 6 - Worksheet 1

16

Question 1

Complete the following division sums.

1.1 Seven hundred and fifty-two divided by six. (2)

1.2 Share two thousand three hundred and two by seven. (2)

1.3 The quotient of 9324 and 5. (2)

Maths

Division Problems

Week 6 - Worksheet 2

Question 1

Using the three-step method, work out the following division problem sums.

1.1 Jabu read 534 magazines in one year. How many magazines did Jabu read on average a week? (4)

Step 1:						
Step 2:						
Step 3:						



1.2 John has 7345 books to pack in 15 boxes. Approximately, how many books can be packed in each box? (4)

Step 1:						
Step 2:						
Step 3:						

1.3 R 2575 was raised at a Fun Day. Each person paid an entrance fee of R25. How many people attended the Fun Day? (4)

Step 1:						
Step 2:						
Step 3:						

Multiplication and division

Name:

1. 125 x 25 _____

2. 230 x 42 _____

3. 106 x 55 _____

4. 111 x 11 _____

5. 210 x 21 _____

6. 144 x 29 _____

7. 333 x 30 _____

8. 199 x 78 _____

9. 186 x 35 _____

10. 244 x 69 _____

11. 15)840 _____

12. 69)552 _____

13. 87)957 _____

14. 46)368 _____

15. 25)725 _____

16. 20)680 _____

17. 96)753 _____

18. 84)674 _____

19. 62)260 _____

20. 66)416 _____

What is a butterfly's favourite subject at school?

_____



Maths

Numeric Patterns

Week 7 - Worksheet 1



20

Question 1

Identify the rule for each number pattern.

1.1)	24; 27; 30; 33; 36	Rule:	(1)
1.2)	21; 28; 35; 42	Rule	(1)
1.3)	533; 522; 511	Rule:	(1)
1.4)	455, 466, 477, 488, 499	Rule:	(1)
1.5)	70; 95; 120; 145	Rule:	(1)
1.6)	8; 16; 32; 64	Rule:	(1)
1.7)	832; 820; 808	Rule:	(1)
1.8)	400; 200; 100; 50	Rule:	(1)
1.9)	15, 25, 35, 45	Rule:	(1)
1.10)	310, 210 110, 10	Rule:	(1)

Question 2

Identify the rule for each number pattern in the table below.

2.1)

	1	2	3	4
Rule	4	8	12	16



2.2)

	1	2	3	4
Rule	18	43	68	93

2.3)

	1	2	3	4
Rule	410	520	630	740

2.4)

	1	2	3	4
Rule	410	520	630	740

2.5)

	1	2	3	4
Rule	697	682	667	652

2.6)

	1	2	3	4
Rule	45	90	135	180

Maths

Numeric Patterns

Week 7 - Worksheet 2



20

Question 1

Identify the rule for each number pattern in the table below.

	1	2	3	4
X9	9		27	

(1)

	1	2	3	4
X6 -2		10	16	

(1)

	1	2	3	4	5	6	7
X5 +1		11	16			31	

(2)

	12	13	14	15	16	17	18
+4	16	17				21	

(2)

	77	78	79	80	81	82	83
-7+4	74		76				80

(2)

	43	28	22	19	16	11	5
-3+1		26	20			9	

(2)

Question 2

Extend the numeric patterns by three places.

2.1) 34; 38; 43; 49;_____ (1)

2.2) 987; 876; 765; _____ (1)

2.3) 1001; 2002; 3003; _____ (1)

2.4) 709; 608; 507; _____ (1)

2.5) 64; 264; 464; _____ (1)

2.6) 4321; 4301; 4281;_____ (1)

2.7) 233; 244; 255; _____ (1)

2.8) 813; 833; 853; _____ (1)

2.9) 5; 10; 20; 40; _____ (1)

2.10) 4448; 2224; 1112; _____ (1)



Maths

Numeric Patterns

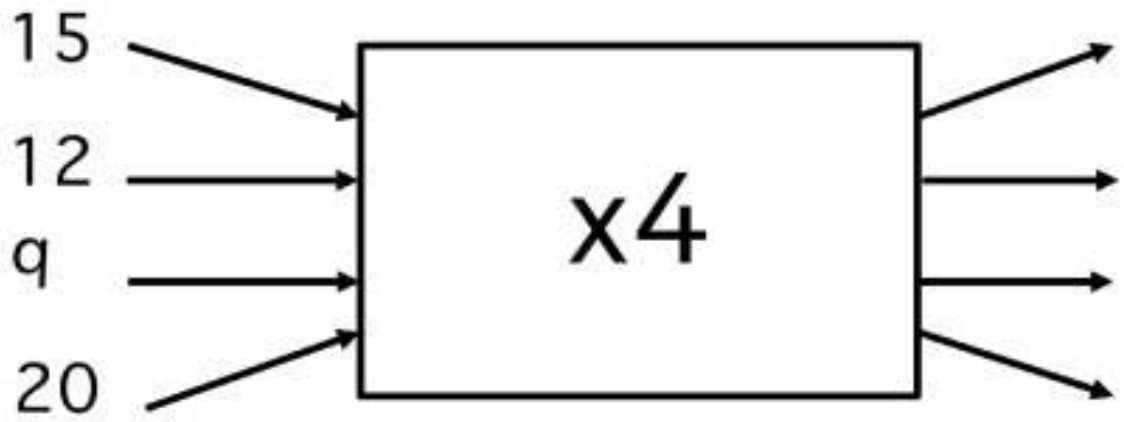
Week 8 - Worksheet 1



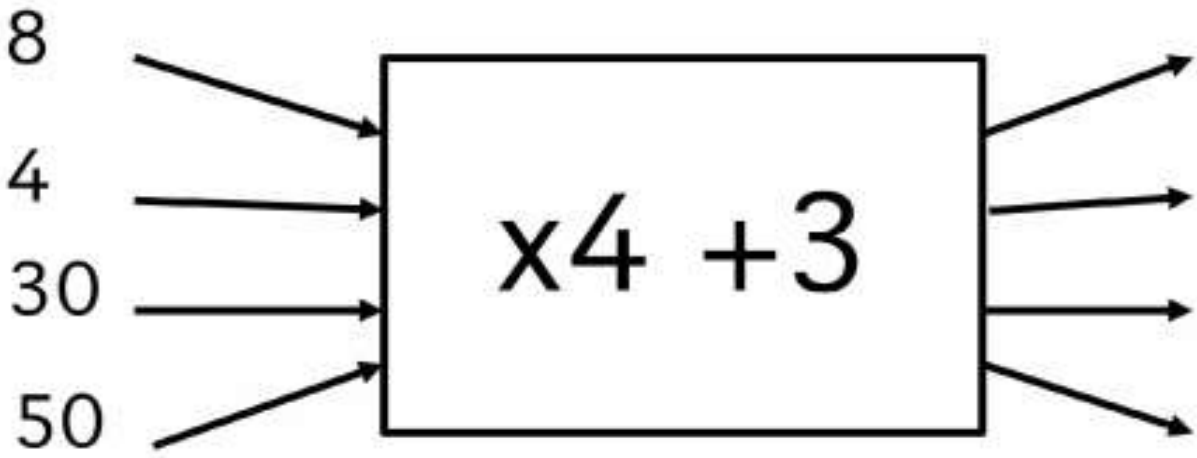
18

Question 1

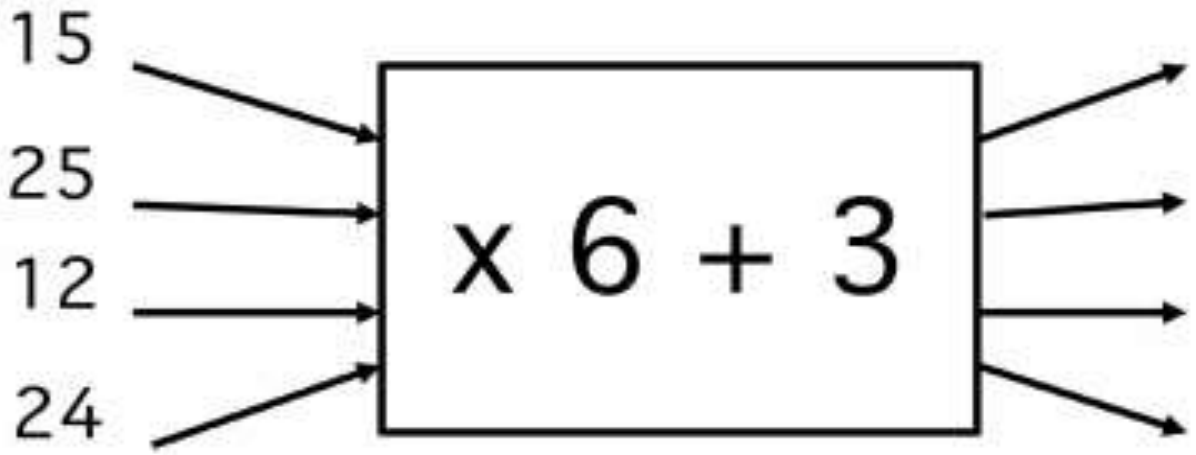
Complete the following flow diagrams



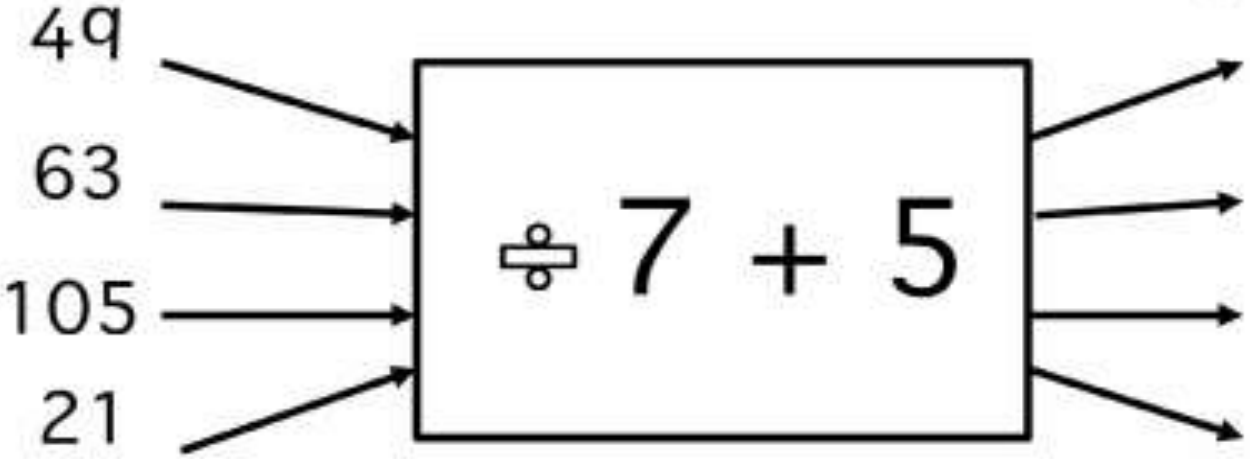
(4 x ½ = 2)



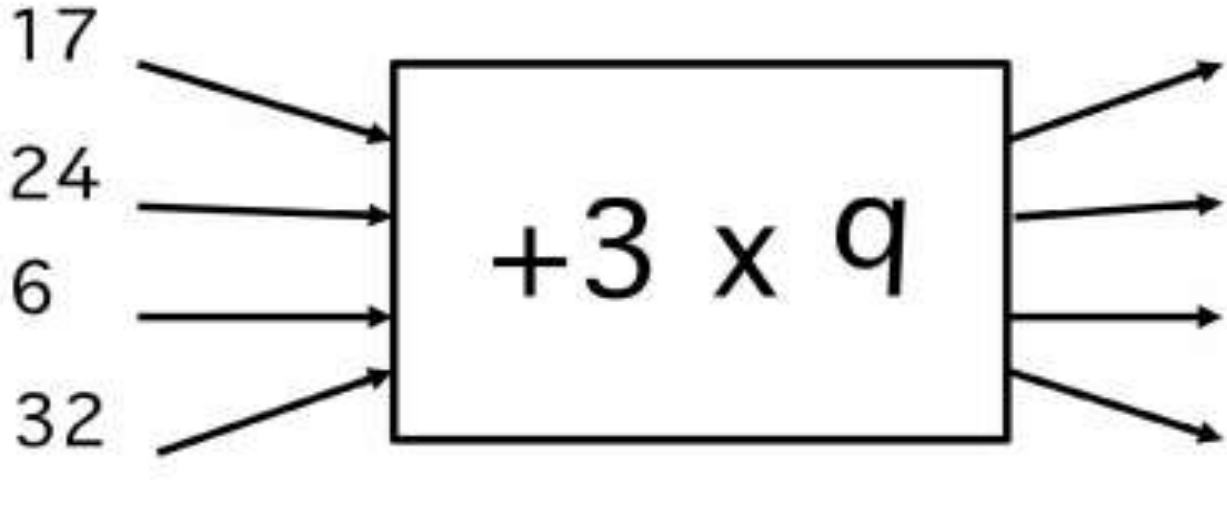
(4 x ½ = 2)



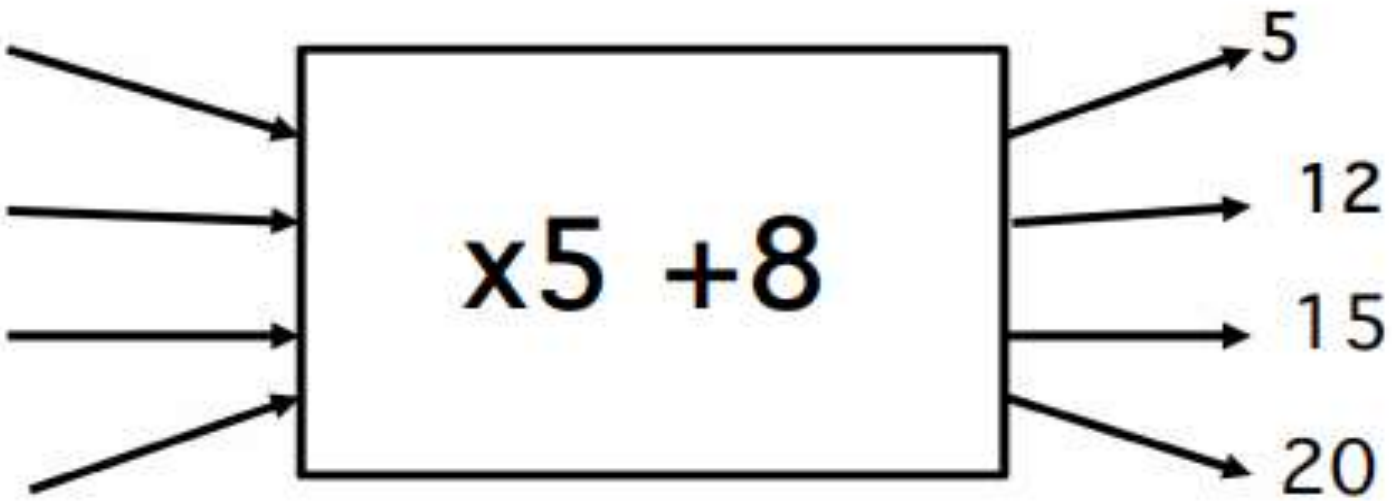
(4 x ½ = 2)



(4 x ½ = 2)



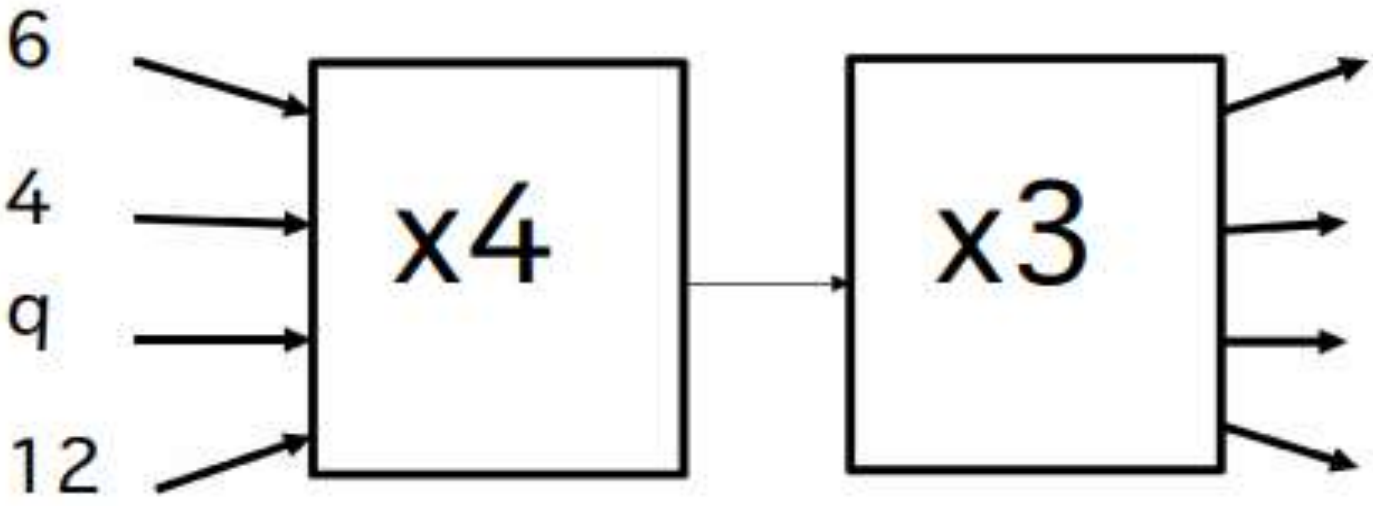
(4 x ½ = 2)



(4 x ½ = 2)

Question 2

Complete the following flow diagram and express each strand as a number sentence below.



(4 x ½ = 2)

_____

_____

_____

_____

(4)

Maths

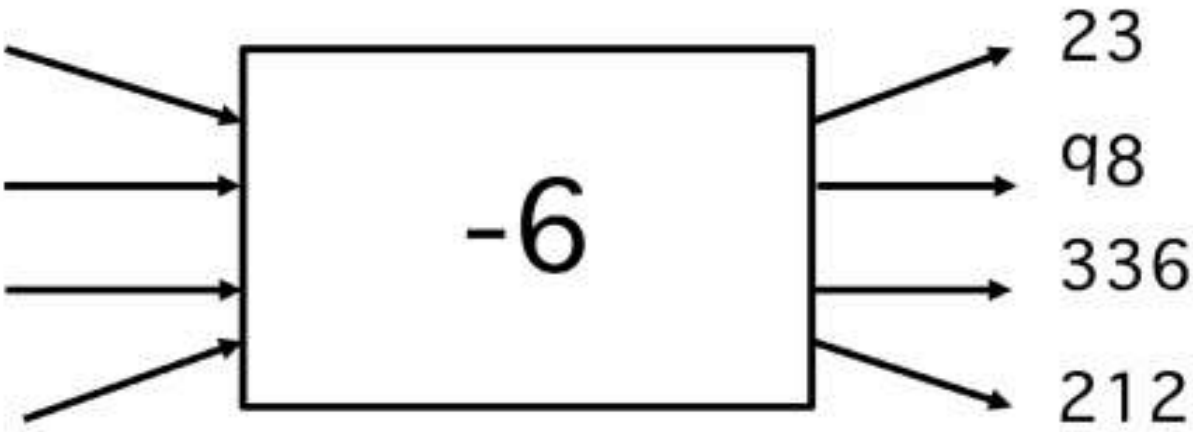
Numeric Patterns

Week 8 - Worksheet 2

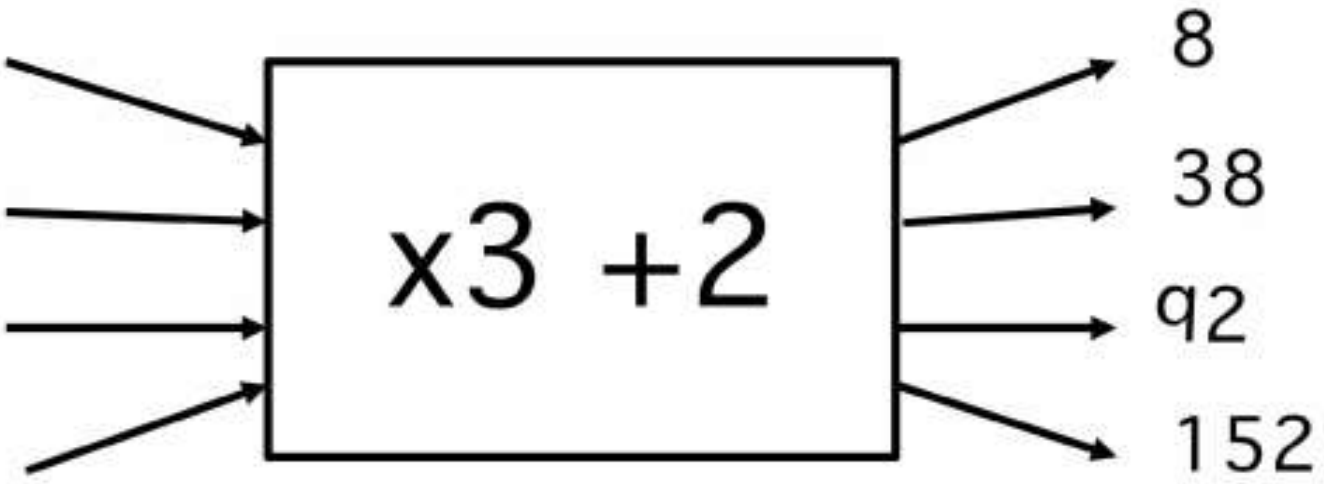
15

Question 1

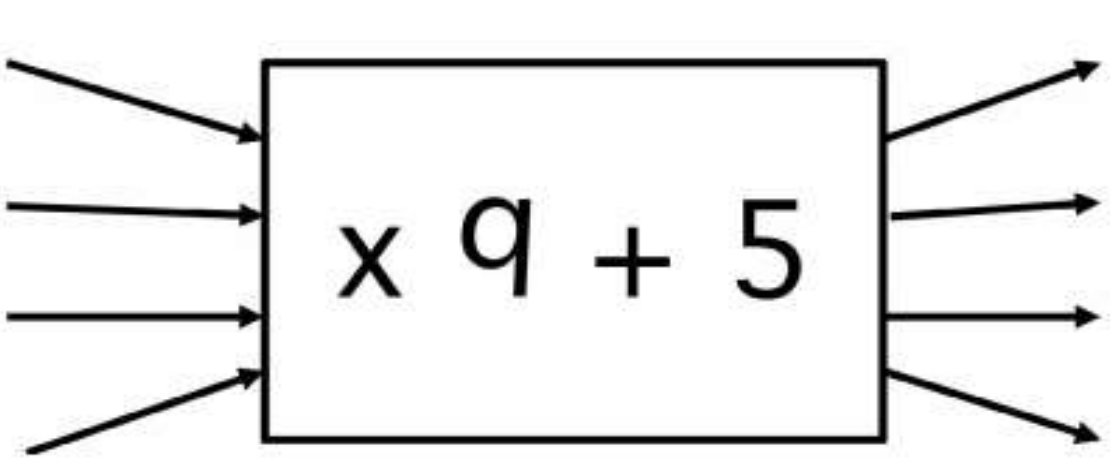
Complete the following flow diagrams



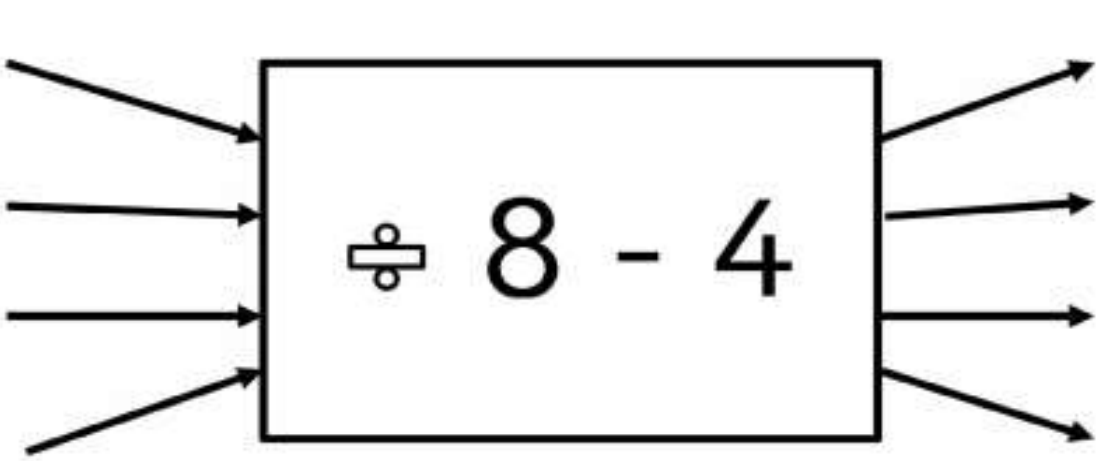
(4 x ½ = 2)



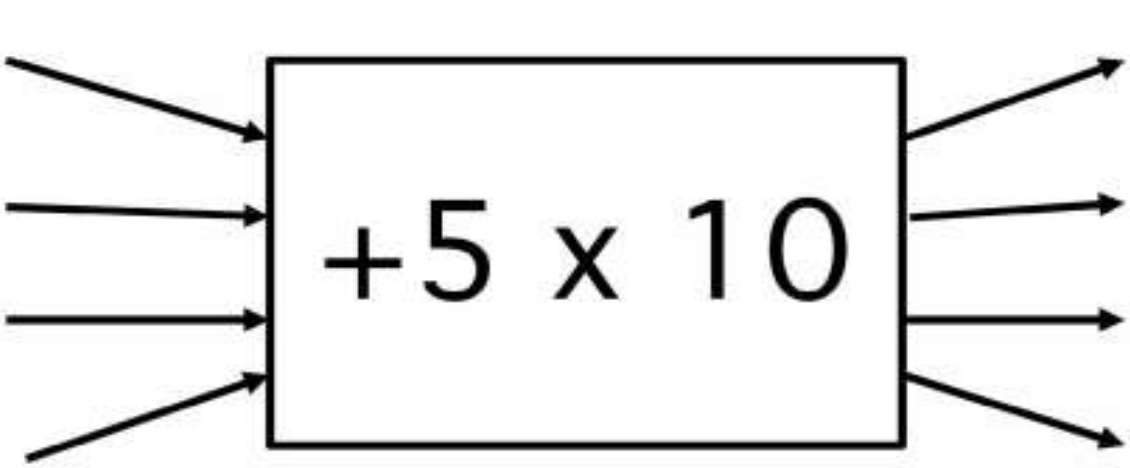
(4 x ½ = 2)



(4 x ½ = 2)



(4 x ½ = 2)



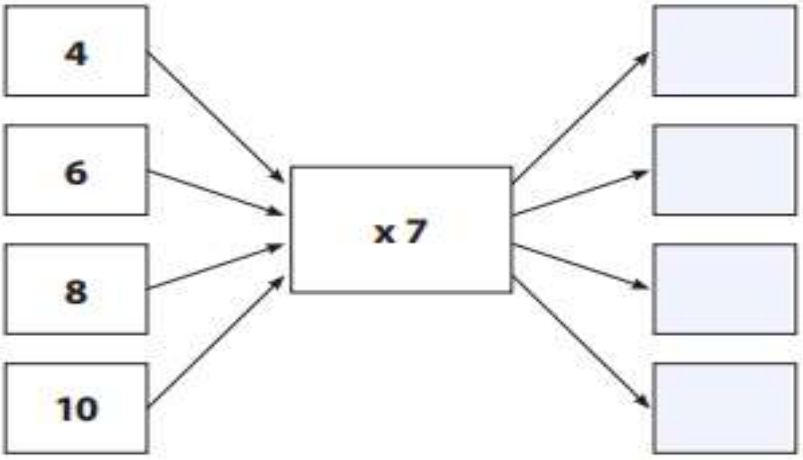
(4 x ½ = 2)

Input - output

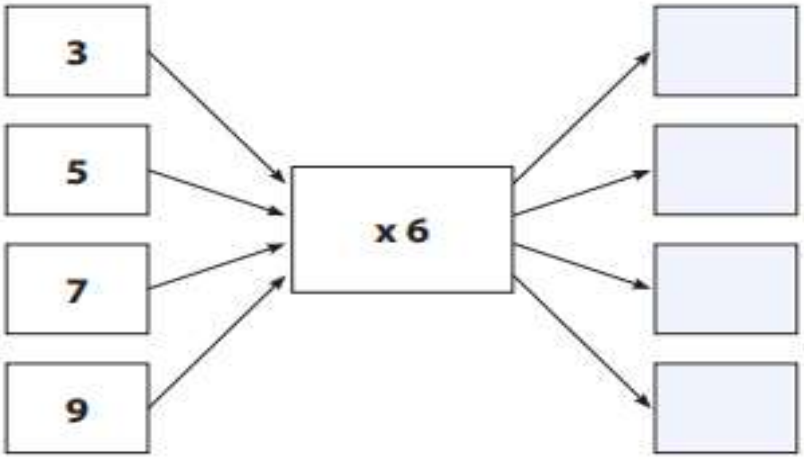
Name:

Complete the following diagrams:

1.



2.



Questions:

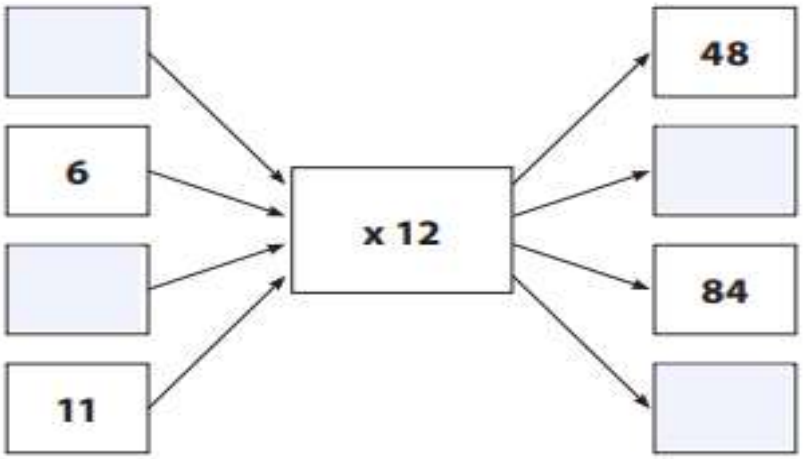
a. What do you notice about the numbers on the right of the diagram? Do they follow a pattern?

b. Normally we read the diagrams from left to right, but can we read them from right to left? What must we change when we read from right to left?

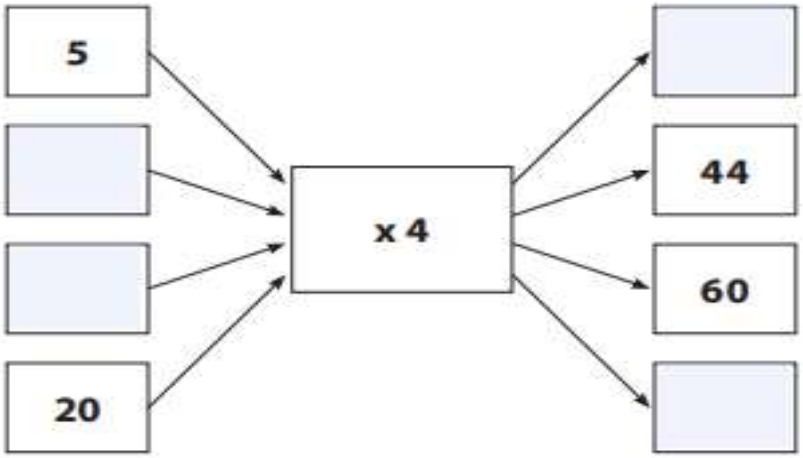
Input - output

Now complete the following diagrams:

3.



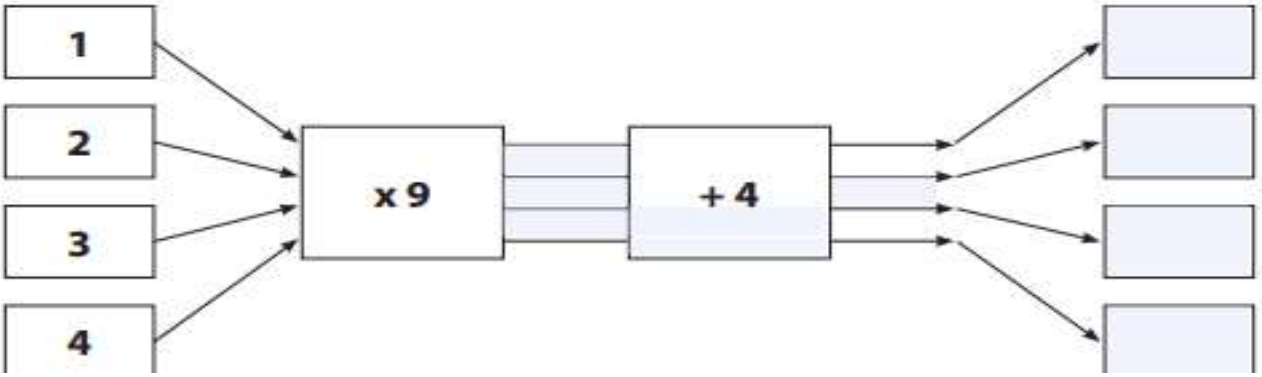
4.



Question:

How did you work out your answers on the left?

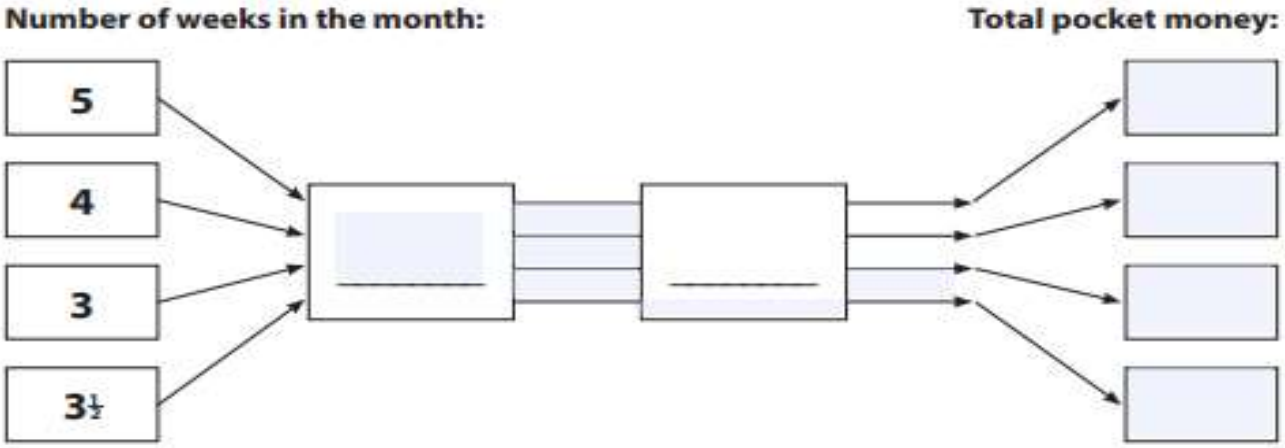
Complete the next spider diagram:



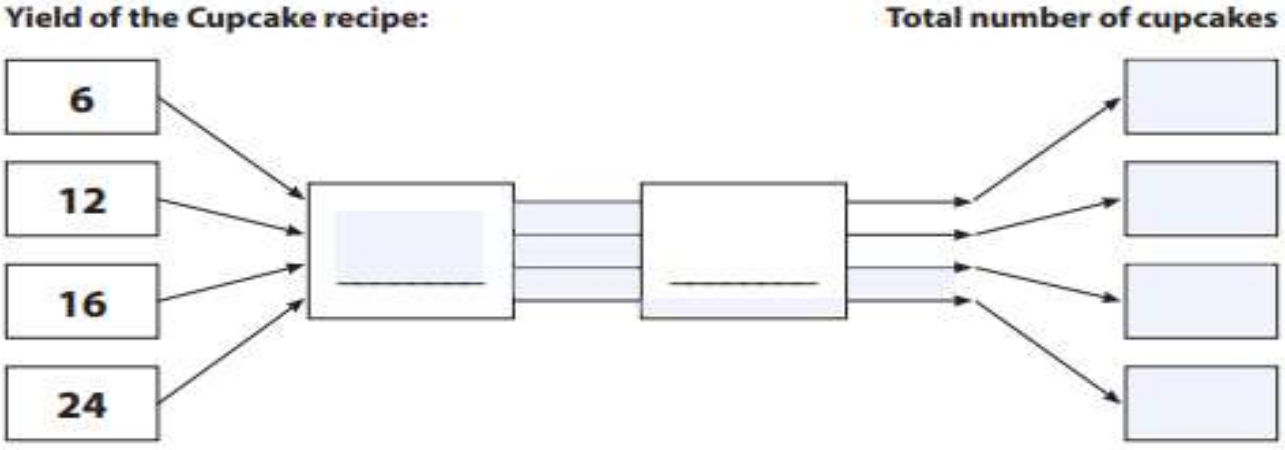
Input - output

Based on what you have done in this worksheet so far, answer the word problems below:

1. Daniel gets R50.00 pocket money per week from his parents. This year, he will get an extra R20.00 per month. Use the spider diagram to work out how much Daniel will get each month.

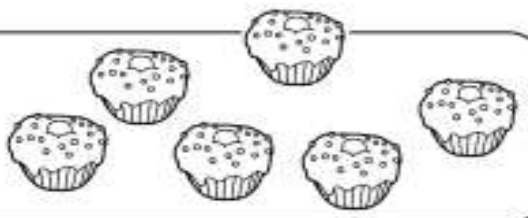


2. Jamie likes to bake cupcakes and always doubles the recipe. Every time she makes a doubled batch, she always has one cupcake more than she should. Use the diagram to work out how many cupcakes she will end up with:



Bonus Question:

What is a baker's dozen?



Maths

Geometric Patterns

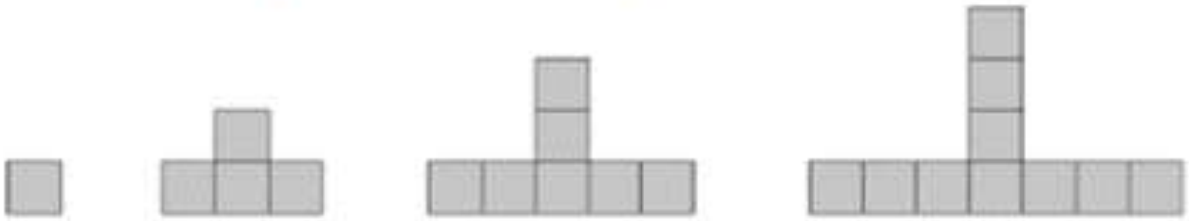
Week 9 - Worksheet 1

17

Question 1

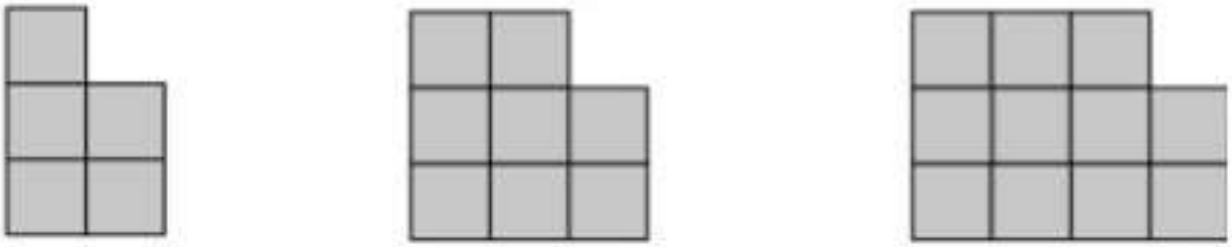
Explain the relationship between for each geometric pattern below.

1.1)



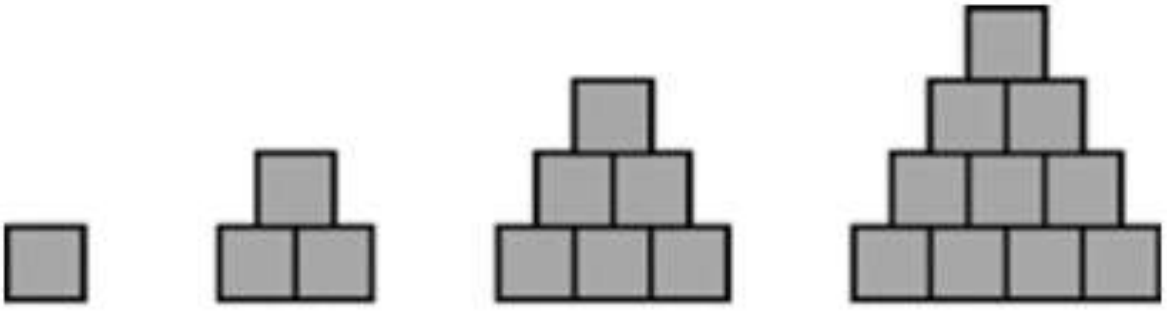
(1)

1.2)



(2)

1.3)

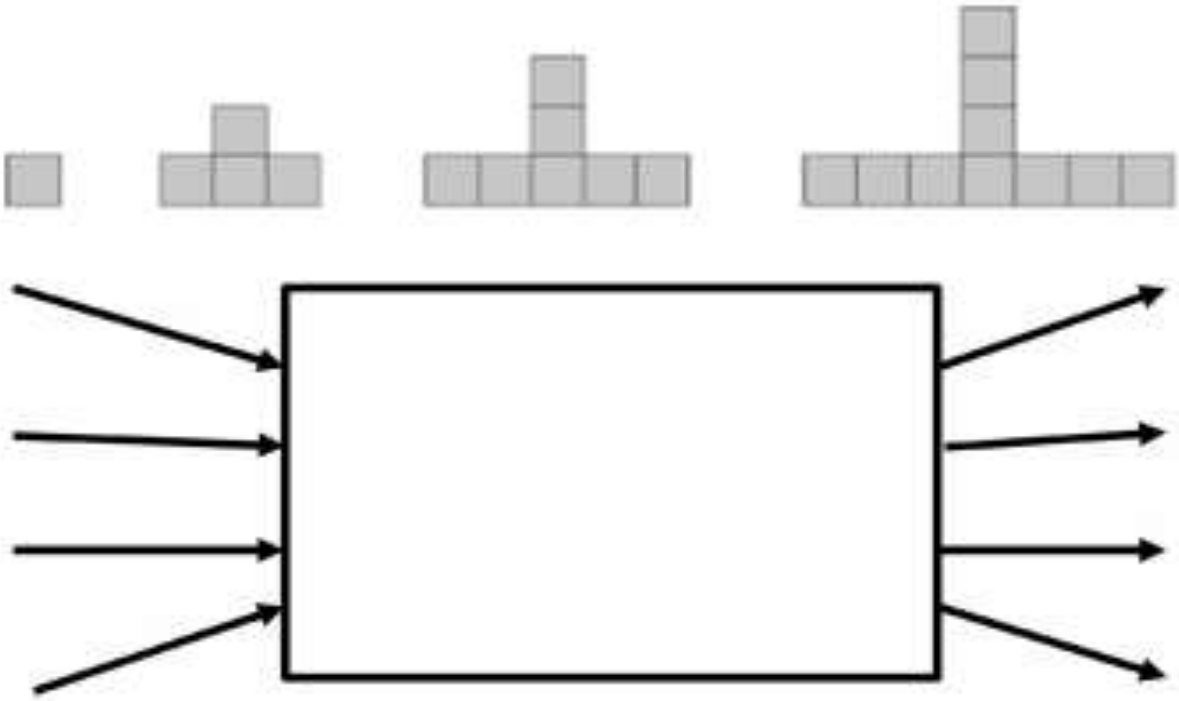


(2)

Question 2

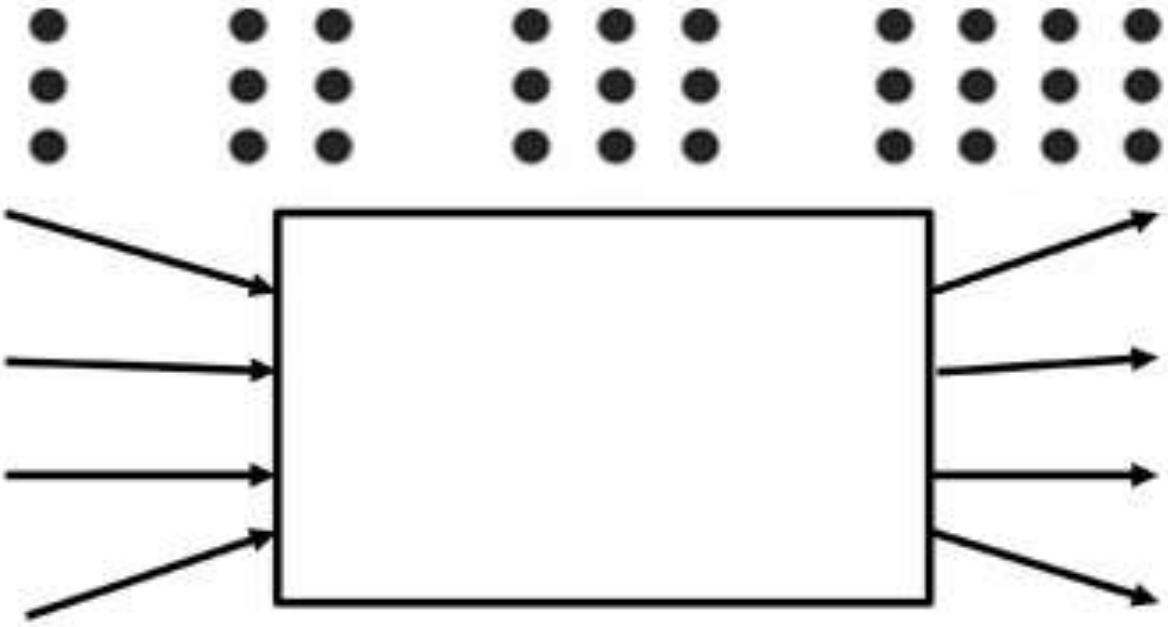
Express each geometric pattern as a flow diagram.

2.1)



(8 x ½ = 4)

2.1)



(8 x ½ = 4)

Question 3

Express each geometric pattern in a table.

3.1)



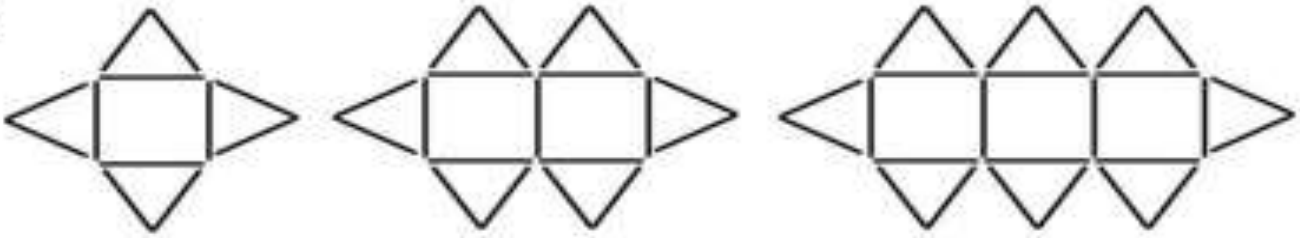
(2)

3.2)



(2)

3.3)



(2)

Maths

Geometric Patterns

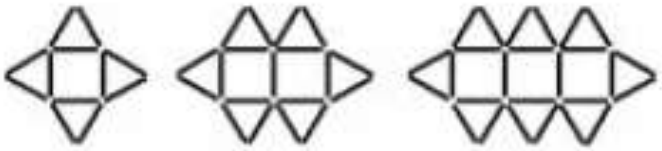
Week 9 - Worksheet 2

20

Question 1

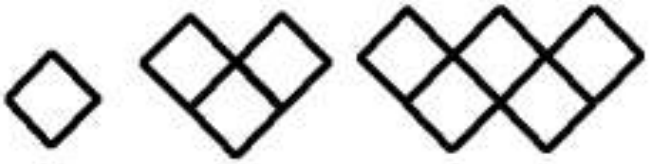
Continue the geometric patterns below by drawing one extra stage for each.

1.1)



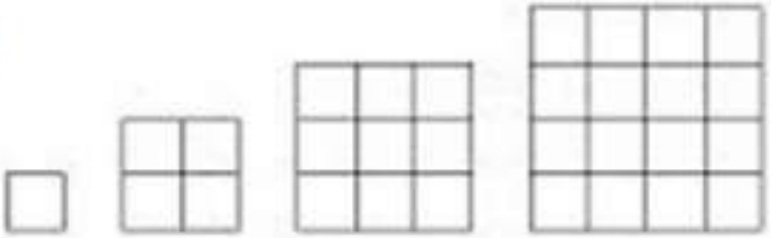
(2)

1.2)



(2)

1.3)

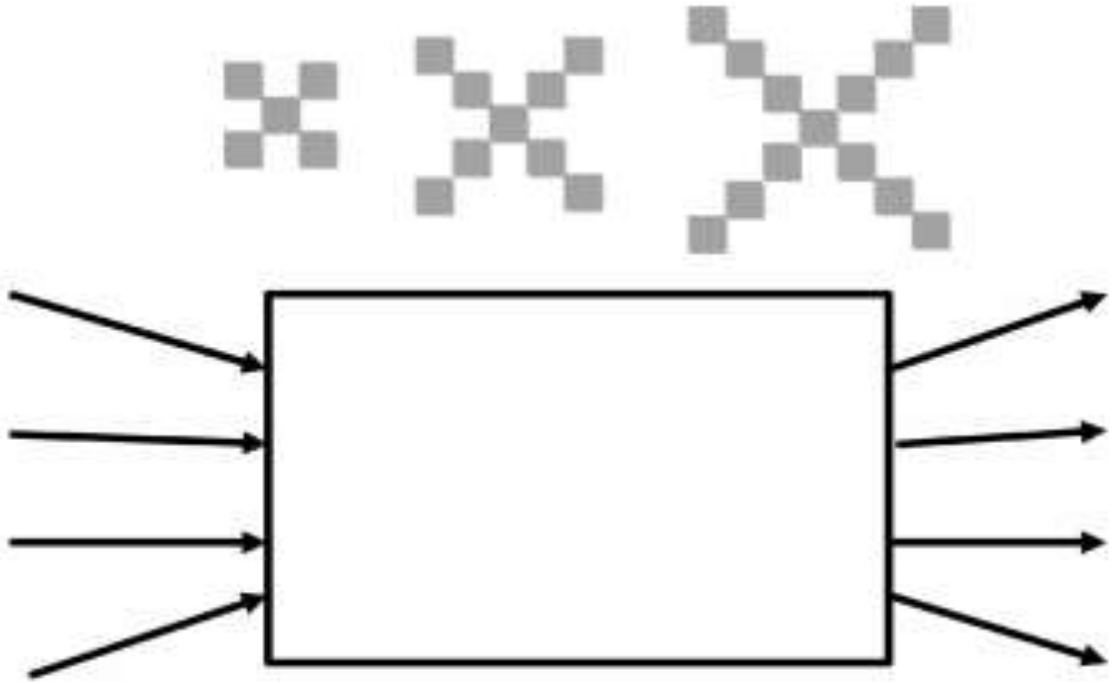


(2)

Question 2

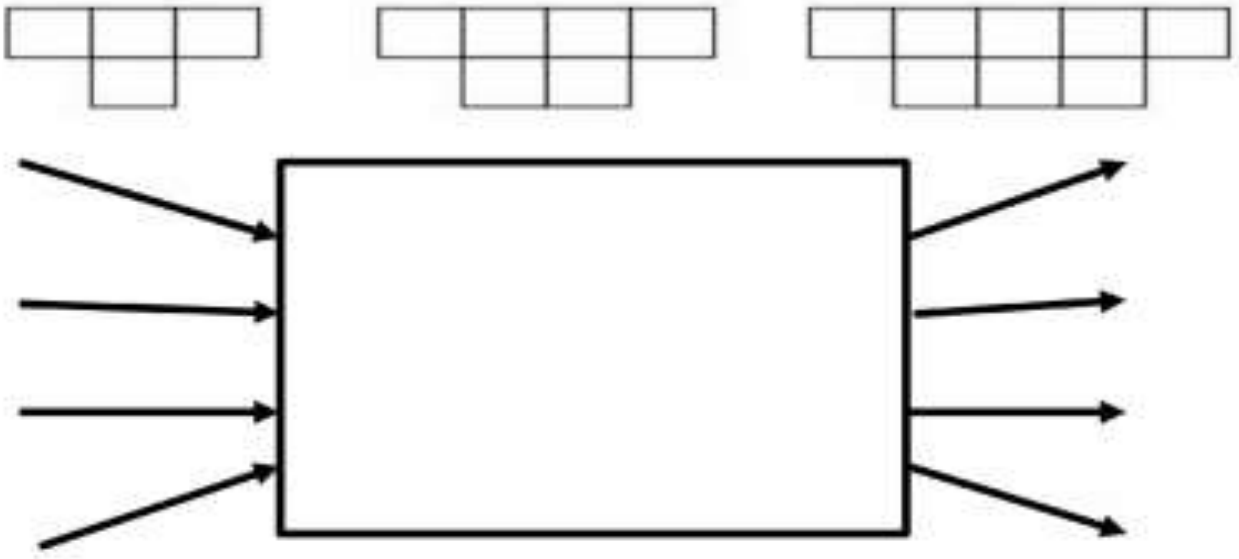
Express and continue the geometric pattern flow diagrams below:

2.1)



(8 x ½ = 4)

2.1)

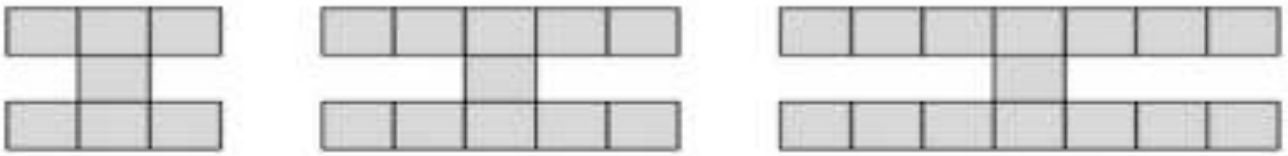


(8 x ½ = 4)

Question 3

Continue each geometric pattern in the tables below by three stages.

3.1)



	1	2	3			
Number of squares	7	11	15			

(2)

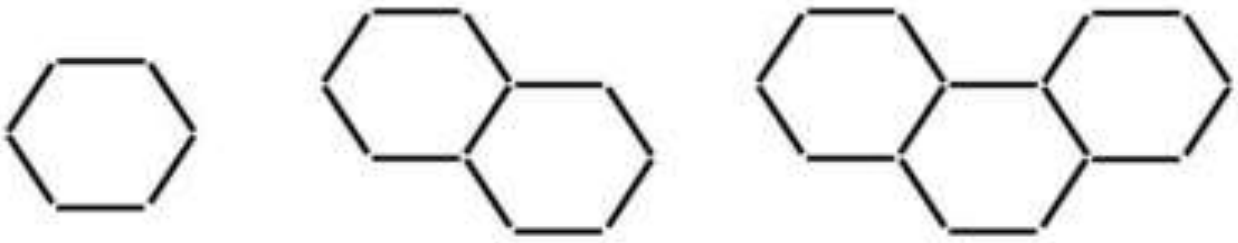
3.2)



	1	2	3			
Number of squares	4	9	16			

(2)

3.3)



	1	2	3			
Number of lines	6	11	16			

(2)

TERM THREE
Reinforcement Activities

Maths

Describing & Ordering Fractions

22

Question 1:
How many equal parts make up a whole: **(4)**

e.g.) Thirds- 3 equal parts



1.1 tenths-

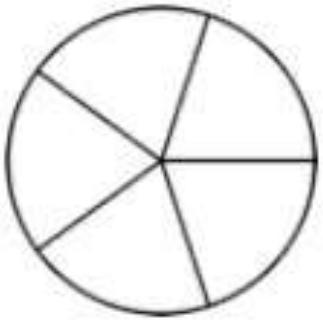
1.2 Halves-

1.3 Quarters-

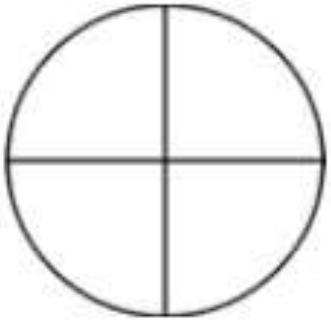
1.4 Twelfths-

Question 2:
Colour in the following fractions: **(3)**

2.1 four fifths



2.2 three quarters



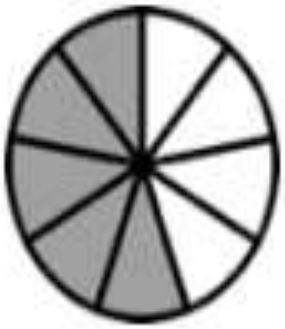
2.3 two thirds



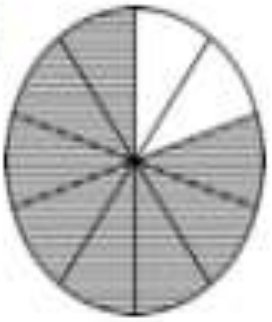
Question 3:
Arrange the following fractions in descending order: **(2)**

$\frac{1}{2}$; $\frac{1}{4}$; $\frac{3}{8}$; $\frac{2}{3}$; $\frac{1}{7}$

Question 4:
What fraction of the following diagrams are shaded (write the fraction in words): **(3)**

4.1 

4.2 

4.3 

_____ _____ _____

Question 5:
Compare the following fractions using these signs > < = **(10)**

5.1 $\frac{1}{2}$ ☐ $\frac{1}{4}$

5.2 $\frac{1}{3}$ ☐ $\frac{1}{4}$

5.3 $\frac{1}{4}$ ☐ $\frac{2}{8}$

5.5 $\frac{2}{2}$ ☐ $\frac{4}{4}$

5.5 $\frac{1}{2}$ ☐ $\frac{3}{4}$

5.6 $\frac{3}{4}$ ☐ $\frac{6}{8}$

5.7 $\frac{10}{12}$ ☐ $\frac{8}{8}$

5.8 $\frac{4}{5}$ ☐ $\frac{2}{4}$

5.9 $\frac{7}{9}$ ☐ $\frac{7}{10}$

5.10 $\frac{1}{2}$ ☐ $\frac{6}{12}$



Maths
Equivalent Fractions



15

Question 1:
Use the fraction wall to complete the following.

1											
$\frac{1}{2}$						$\frac{1}{2}$					
$\frac{1}{3}$				$\frac{1}{3}$				$\frac{1}{3}$			
$\frac{1}{4}$				$\frac{1}{4}$				$\frac{1}{4}$			$\frac{1}{4}$
$\frac{1}{5}$			$\frac{1}{5}$			$\frac{1}{5}$			$\frac{1}{5}$		
$\frac{1}{6}$			$\frac{1}{6}$			$\frac{1}{6}$			$\frac{1}{6}$		
$\frac{1}{8}$		$\frac{1}{8}$			$\frac{1}{8}$			$\frac{1}{8}$			$\frac{1}{8}$
$\frac{1}{10}$		$\frac{1}{10}$			$\frac{1}{10}$			$\frac{1}{10}$			$\frac{1}{10}$
$\frac{1}{12}$		$\frac{1}{12}$			$\frac{1}{12}$			$\frac{1}{12}$			$\frac{1}{12}$



Answer True or False:



1.1 $\frac{1}{3} = \frac{1}{2}$ (1)

1.2 1 whole = 2 halves (1)

1.3 $\frac{2}{8} = \frac{1}{4}$ (1)

1.4 $\frac{2}{2} = \frac{5}{6}$ (1)

1.5 $\frac{6}{8} = \frac{3}{4}$ (1)

Question 2:

Give the equivalent fraction for the following:

2.1 $\frac{1}{4} =$ (1)

2.2 $\frac{3}{6} =$ (1)

2.3 $\frac{1}{5} =$ (1)

2.4 $\frac{3}{4} =$ (1)

2.5 $\frac{1}{6} =$ (1)

2.6 $\frac{2}{5} =$ (1)

2.7 $\frac{3}{8} =$ (1)

2.8 $\frac{4}{6} =$ (1)

2.9 $\frac{3}{7} =$ (1)

2.10 $\frac{4}{12} =$ (1)



Maths

Adding & Subtracting Fractions

15

Question 1: **(15)**

Add the following fractions together.

1.1 $\frac{7}{9} + \frac{2}{9} =$

1.2 $\frac{3}{7} + \frac{2}{7} =$

1.3 $\frac{14}{24} - \frac{3}{24} =$

1.4 $\frac{4}{18} + \frac{3}{18} =$

1.5 $\frac{15}{100} + \frac{61}{100} =$

1.6 $\frac{7}{12} - \frac{2}{12} =$

1.7 $\frac{21}{32} + \frac{5}{32} =$

1.8 $\frac{21}{50} + \frac{29}{50} =$

1.9 $4\frac{12}{23} + 7\frac{5}{23} =$

1.10 $9\frac{12}{15} - 6\frac{7}{15} =$

1.11 $21\frac{10}{11} - 18\frac{9}{11} =$

1.12 $5\frac{4}{10} + 11\frac{5}{10} =$

1.13 $2\frac{6}{12} + 9\frac{3}{12} =$

1.14 $37\frac{6}{8} - 12\frac{5}{8} =$

1.15 $25\frac{10}{24} + 7\frac{9}{24} - 21\frac{7}{24} =$



Maths

Calculations with Fractions

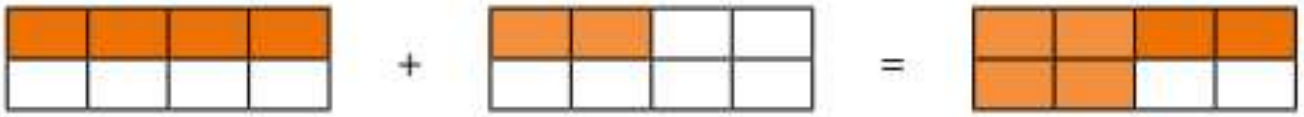


20

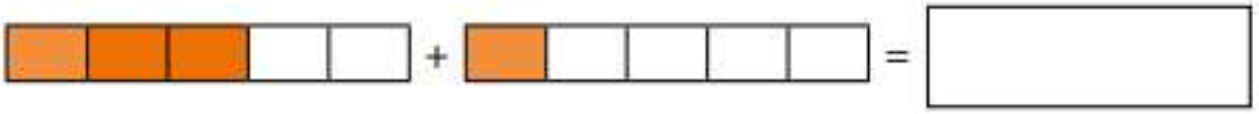
Question 1: **(10)**

Use the diagrams below to write and solve each fraction sum.

Eg.

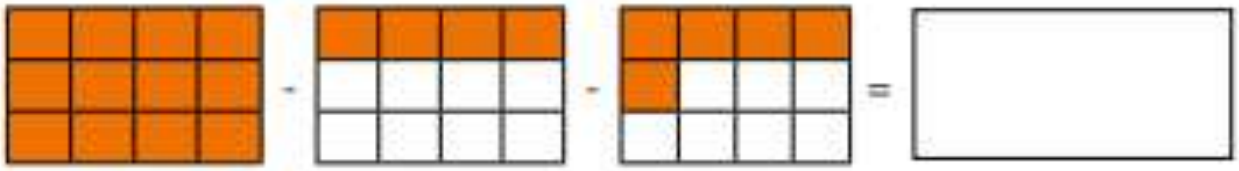


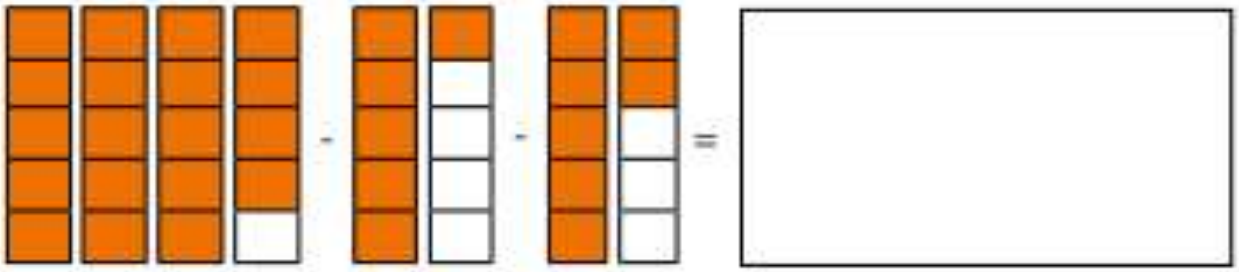
$\frac{4}{8} + \frac{2}{8} = \frac{6}{8}$

1.1 

1.2 

1.3 

1.4 

1.5 

Question 2: **(10)**

Compete the following equivalent fractions by solving the missing values.

2.1 $\frac{4}{8} = \frac{}{16}$

2.2 $\frac{}{12} = \frac{1}{3}$

2.3 $\frac{}{6} = \frac{3}{18}$

2.4 $\frac{3}{5} = \frac{}{15}$

2.5 $\frac{}{7} = \frac{20}{28}$

2.6 $\frac{4}{12} = \frac{8}{}$

2.7 $\frac{6}{} = \frac{2}{3}$

2.8 $\frac{5}{8} = \frac{}{24}$

2.9 $\frac{5}{10} = \frac{1}{}$

2.10 $\frac{3}{3} = \frac{}{12}$



Maths

Fractions Problem Solving



24

Question 1:
Using the three-step method, solve the following fraction problem sums:

1.1 Jessica volunteers at a 24-hour drive for charity. She works a 3-hour shift in the morning, 2 hours over lunch and four hours in the evening. How many hours does she volunteer for in total? (3)

Step 1:	
Step 2:	
Step 3:	

1.2 Thandi has twenty-four pencils that she shares equally between her and her three friends. What fraction does each person get? (3)

Step 1:	
Step 2:	
Step 3:	

1.3 Kim and five friends club together and buy three large pizzas. Each pizza is sliced into six pieces. What fraction does each person get if they are shared equally? (3)

Step 1:	
Step 2:	
Step 3:	

1.4 Tanya has R50 and spent R25 on a sandwich and R8 on water. What fraction does she have left? (3)

Step 1:	
Step 2:	
Step 3:	

1.5 A birthday cake was cut into fifteen pieces. John ate two slices and his six friends each had a slice. What fraction of the cake is left over? (3)

Step 1:	
Step 2:	
Step 3:	

1.6 A farmer has a 50-litre tank to store rainwater. After rainy weather the tank is full. The farmer notices that there is a leak and the tank is now only half full. He uses the remaining water equally to water his plants, wash the car, wash his windows, fill his pond and wash his boots. How much water did each task get? (3)

Step 1:	
Step 2:	
Step 3:	



Maths

Estimating Measuring



16

Question 1:
Estimate the length of each object by matching each length in the box to an object. **(6)**

20 cm	10 m	8 cm	3 m	30 cm	5 mm	3km

1.1



1.2



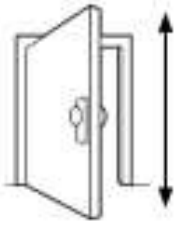
1.3



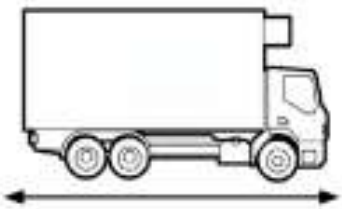
1.4



1.5



1.6



Question 2:
What measurement apparatus would you use to measure the following? **(5)**

2.1 piece of paper _____

2.2 length of a swimming pool _____

2.3 towel _____

2.4 laptop _____

2.5 vegetable patch _____



Question 3:
What unit of measurement would you use to measure the following? **(5)**

3.1 key hole _____

3.2 door _____

3.3 bottle _____

3.4 Marathon distance _____

3.5 garden gate _____



Maths

Estimating Measuring



28

Question 1: **(5)**

Answer the following measurement questions below:

1.1 The smallest unit of measurement is _____

1.2 The measurement of distance is called _____

1.3 The largest unit of measurement is _____

1.4 Which unit of measurement does a trundle wheel mainly use _____

1.5 How many cm are there in a m? _____

Question 2: **(8 x ½ =4)**

Arrange the following measurements in:

Ascending order

6 m; 4 mm; 14 cm; 21m; 2 km; 43 mm; 7 m; 82 cm

_____

Descending Order **(8 x ½ =4)**

3 mm; 24 m; 5 km; 24 cm; 244 mm; 250 cm; 1025 m; 1km

_____



Question 3: **(5)**

Compare the following lengths using the >< = signs:



3.1 34 cm __ 340 mm

3.2 7 km __ 7020 m

3.3 4 cm __ 12 mm

3.4 50 cm __ 1 m

3.5 6342 m __ 6 km

Question 4: **(10)**

Say whether the following comparisons are true or false:

4.1 134 cm > 1,34 m _____

4.2 27 km > 2720 m _____

4.3 98 cm = 980 mm _____

4.4 500 cm = 5 m _____

4.5 1024 m < 2 km _____

4.6 4231 m > 3 km _____

4.7 24 mm > 2 cm _____

4.8 15 cm > 150 mm _____

4.9 32 m > 32 km _____

4.10 100 mm = 10 cm _____



Maths

Length - Conversions



35

Question 1: **(35)**

Complete the following measurement conversions.

1.1	12 mm	= _____	cm	1.18	32 km	= _____	m
1.2	55 m	= _____	cm	1.19	2 km	= _____	cm
1.3	72 km	= _____	m	1.20	44 m	= _____	mm
1.4	0,5 cm	= _____	mm	1.21	53 cm	= _____	mm
1.5	24 m	= _____	mm	1.22	4320 m	= _____	km
1.6	7 km	= _____	mm	1.23	6000 cm	= _____	m
1.7	9832 m	= _____	km	1.25	90 mm	= _____	cm
1.8	329 cm	= _____	mm	1.26	990 mm	= _____	cm
1.9	4000 m	= _____	km	1.27	78 cm	= _____	mm
1.10	45 mm	= _____	cm	1.28	8,5 km	= _____	m
1.11	3 m	= _____	cm	1.29	2500 m	= _____	km
1.12	21 km	= _____	m	1.30	7 m	= _____	cm
1.13	6 cm	= _____	mm	1.31	80 mm	= _____	cm
1.14	14 cm	= _____	mm	1.32	2km	= _____	mm
1.15	1800 cm	= _____	m	1.33	52 m	= _____	cm
1.16	610 cm	= _____	mm	1.34	93 mm	= _____	cm
1.17	45 m	= _____	mm	1.35	35 km	= _____	m

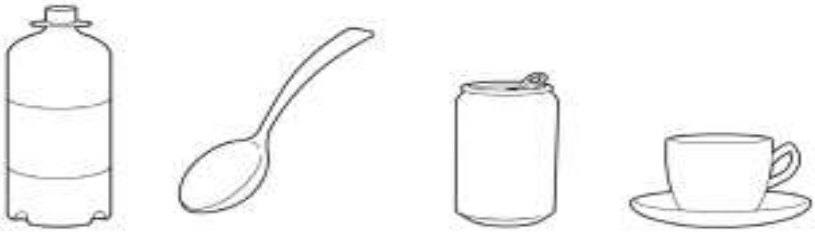
Volume

Name:

Capacity is the amount of a substance that an object can hold or the amount of space inside the object.

Volume is the amount of space that an object occupies.

1. **Estimate** the volume of the following items:



_____ _____ _____ _____

2. **Estimate** the capacity of
   - 2.1 A kettle _____
   - 2.2 A petrol tank _____
   - 2.3 A baby's milk bottle _____

3. Which **instruments** will you use to measure:
   - 3.1 Liquid medicines to give to a baby _____ _____
   - 3.2 Milk for a pudding recipe _____
   - 3.3 Water to dilute a packet of powdered cool drink _____

4. Carol has 2 litres of guava juice.
   - 4.1 How many **millilitres** (ml) of guava juice does Carol have? _____
   - 4.2 How many **250ml** cups can Carol pour to empty the jug? _____

5. 5.1 An urn holds **14** litres of water. How many teapots of tea can be made from the water in the urn? Each teapot holds **1,75** litres. _____
   - 5.2 How many cups of tea, each holding 250 ml, can be poured from the teapot? _____

6. Peter sold **4 002** litres of paraffin in January, **98 000** millilitres of paraffin in February and **703** kilolitres of paraffin in March. How many litres of paraffin did he sell altogether? _____



There is a basket containing 5 apples. How do you divide the apples among 5 children so that each child has 1 apple, but 1 apple remains in the basket?

Maths

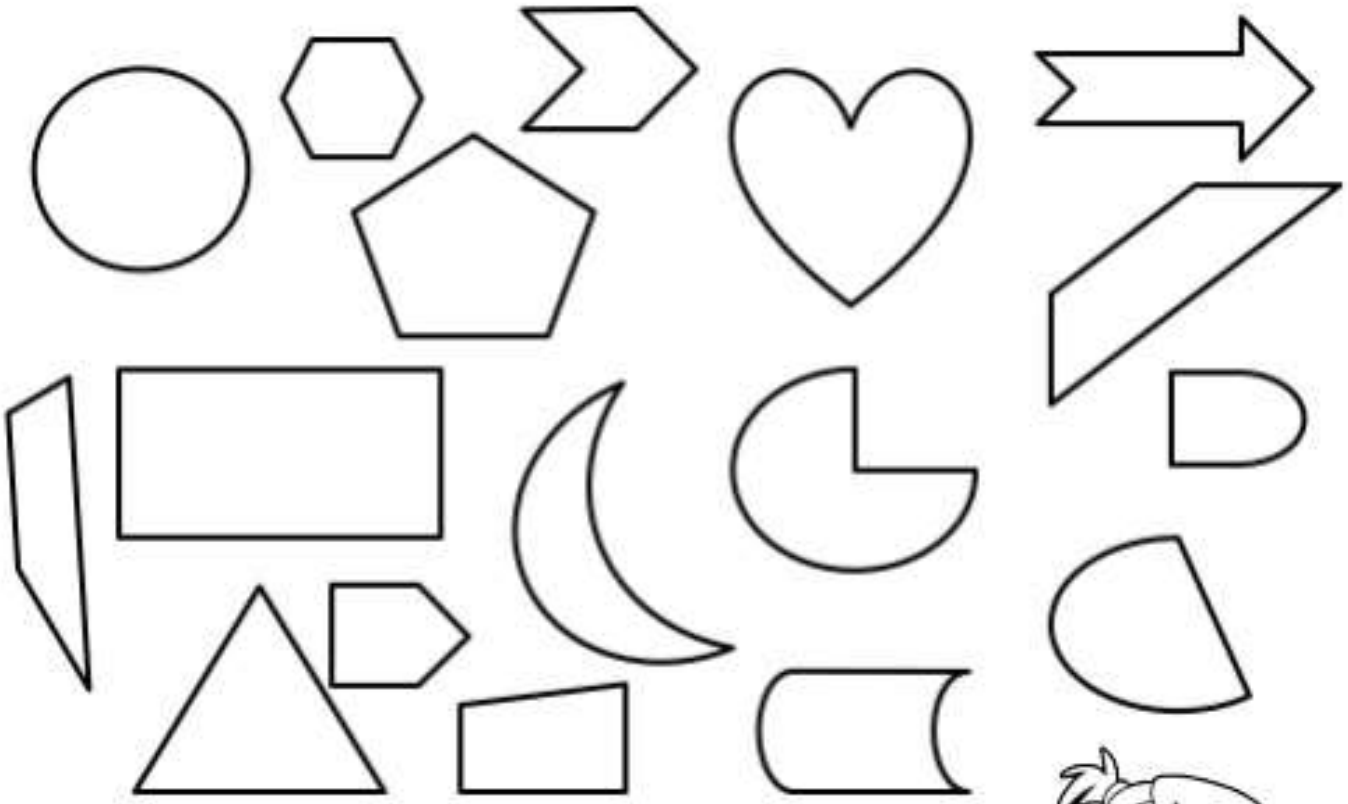
Characteristics of 2D shapes



25

Question 1: **(4)**

Circle all the shapes with curved sides.





Question 2: **(8)**

Sort and draw the shapes in QUESTION 1 that have straight sides in the correct column below.

Hexagon	Quadrilateral	Pentagon

Question 3: **(3)**

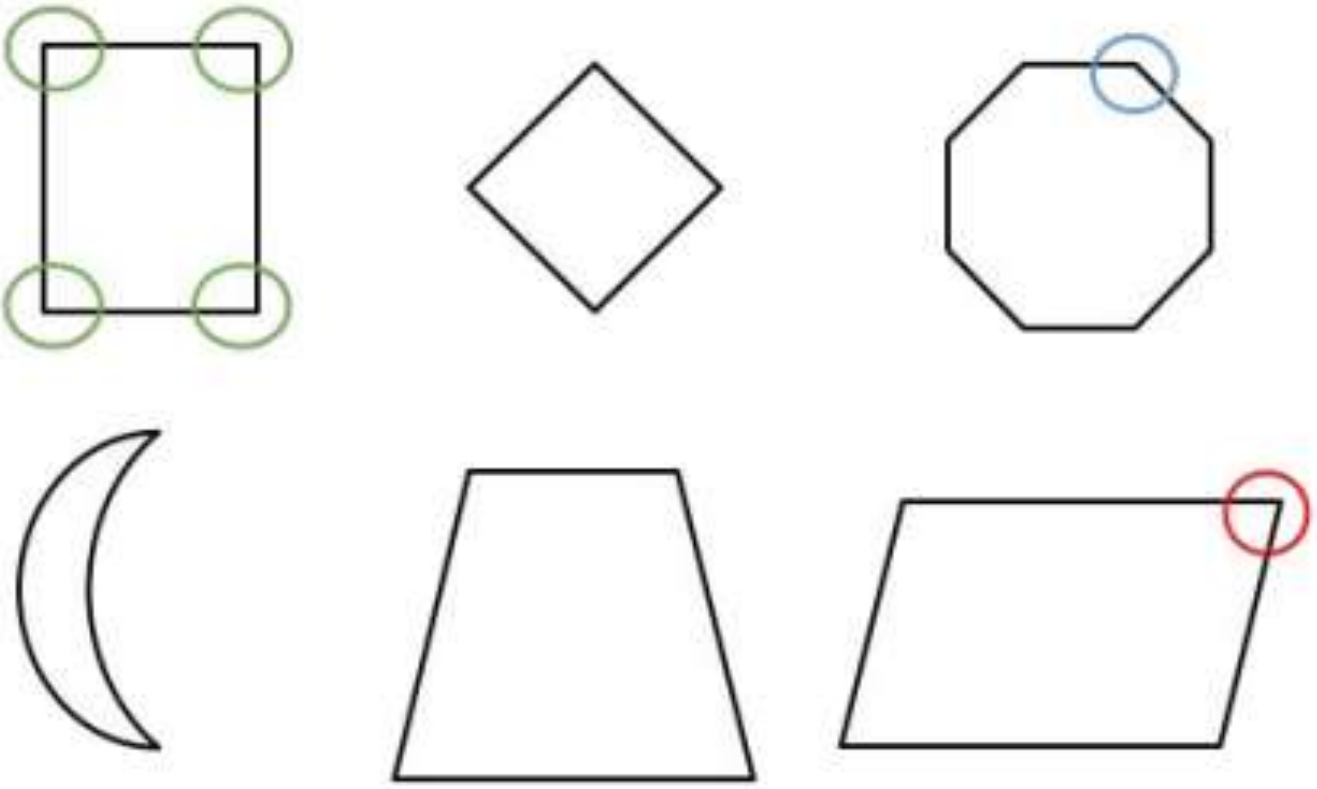
Draw the following angles in the boxes.

Obtuse Angle	Right Angle	Acute Angle



Question 4: **(10)**

Circle all the angles that are acute angles in red, obtuse angles in blue and right angles in green. Some of the angles have been done for you.

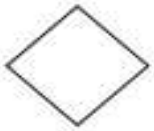




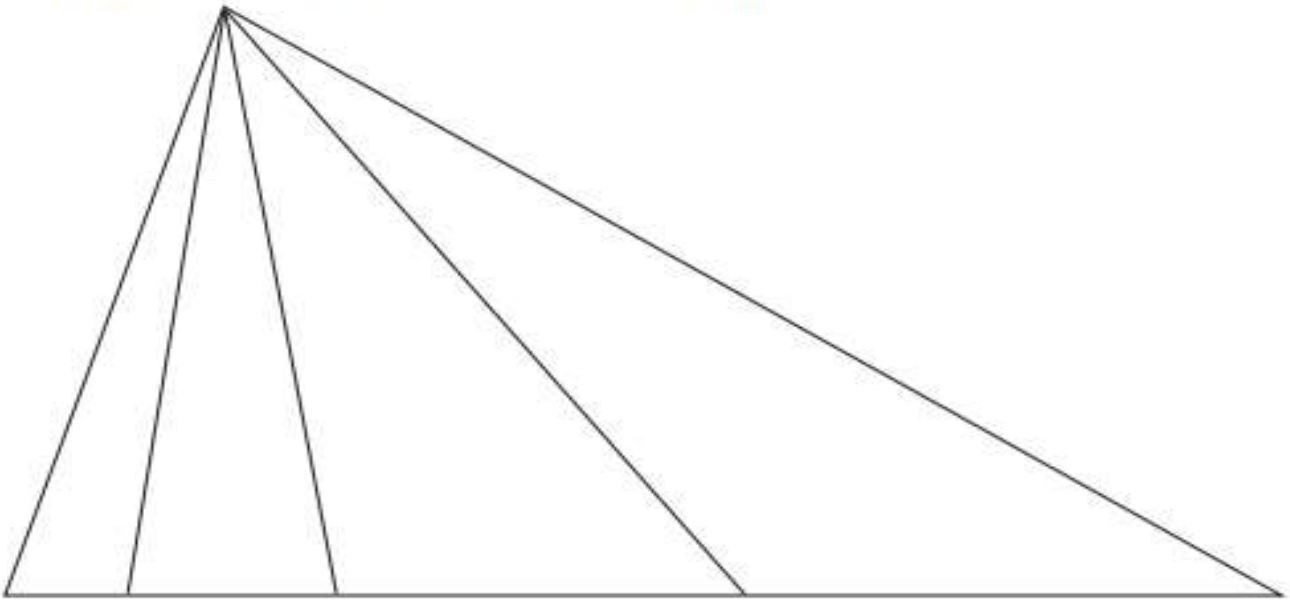
2D Shapes

Name:

1. Complete the table.

Shape	Name of shape	Number of sides	Number of angles	Number of right angles
				
				

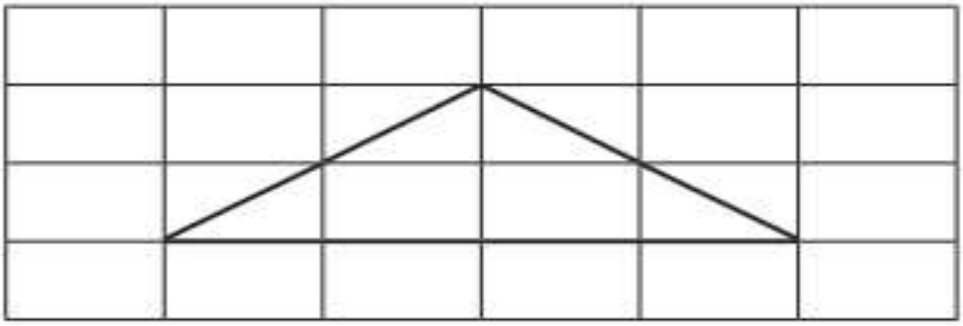
2. The figure below is made up of triangles of different sizes:



How many triangles are there in this figure?

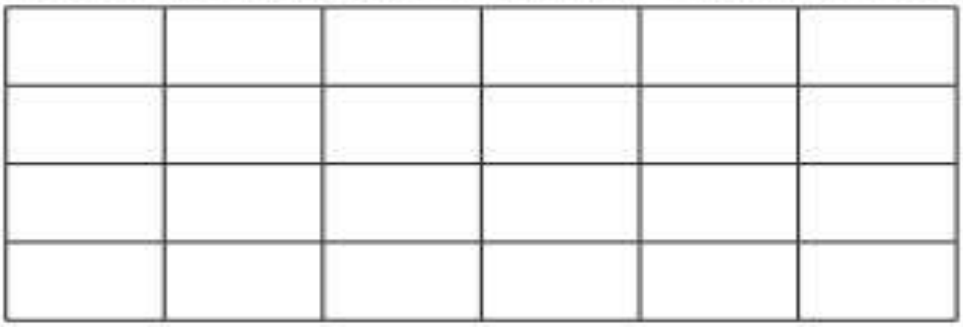
_____

3. How many rectangles does the triangle cover on the grid?



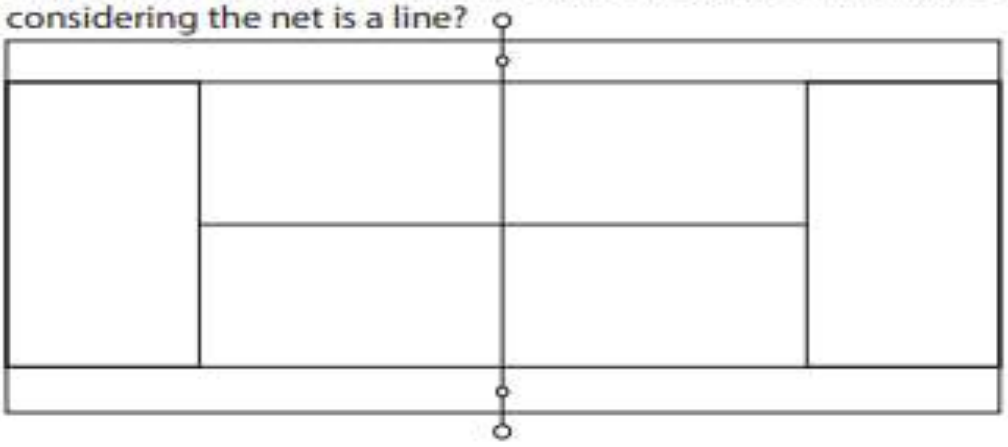
_____

4. Draw the above triangle from question 3 on the following grid.



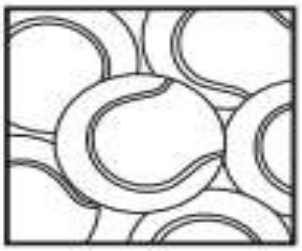
_____

5. How many rectangles are there on the diagram of the tennis court, considering the net is a line?



_____

6. How would you describe the lines on the tennis ball?



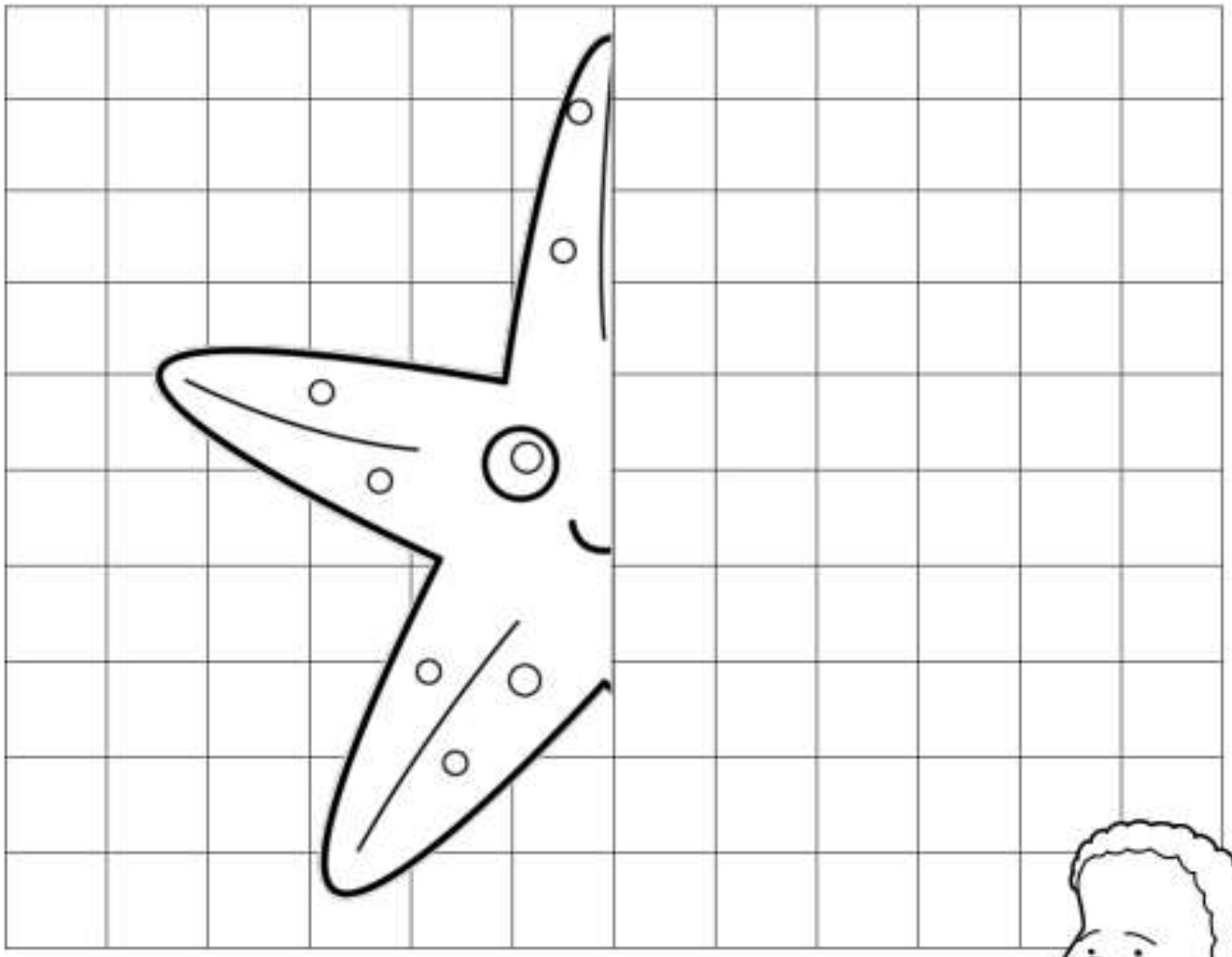
_____

Maths
Symmetry



15

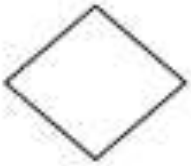
Question 1:
Draw the other half of the image below to make it symmetrical. **(2)**



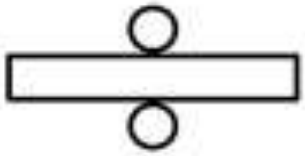


Question 2:
Draw the line(s) of symmetry on each 2D object.

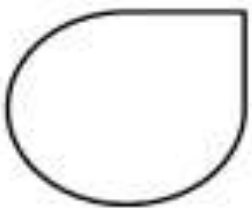
2.1  (1)

2.2  (2)

2.3  (2)

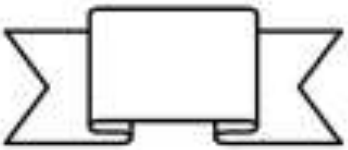
2.4  (1)

2.5  (2)

2.6  (1)



2.7  (1)

2.8  (1)

2.9  (2)



Maths

Transformations - Describing patterns

13

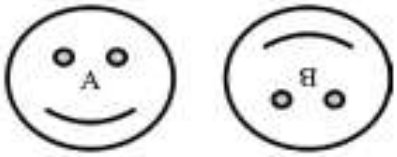
Question 1:
Describe the rotations of each shape:

1.1 

_____ (1)

1.2 

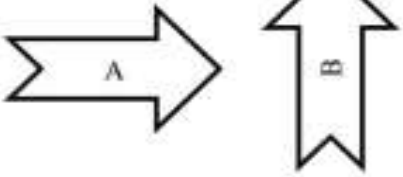
_____ (1)

1.3 

_____ (1)

1.4 

_____ (1)

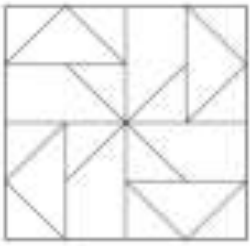
1.5 

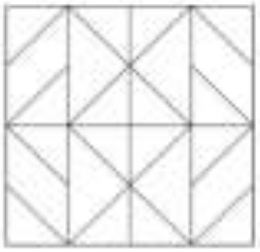
_____ (1)

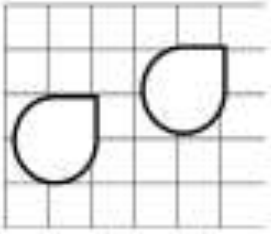


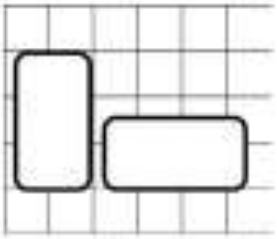
Question 2:
Describe the transformation(s) in the patterns below:

2.1  _____ (1)

2.2  _____ (1)

2.3  _____ (1)

2.4  _____ (1)

2.5  _____ (1)



Question 3:
Draw your own pattern to match the description. **(3)**

Description:
A tessellated pattern using squares and triangles. Both shapes are reflected in the pattern including shape rotation.



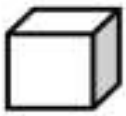
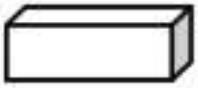
Maths

Properties of 3D objects



25

Question 1:
Complete the table below. **(21)**

3D Object	Number of Faces	Number of Edges	Number of vertices	Number of curved Faces	Number of straight Faces
					
					
					
					
					

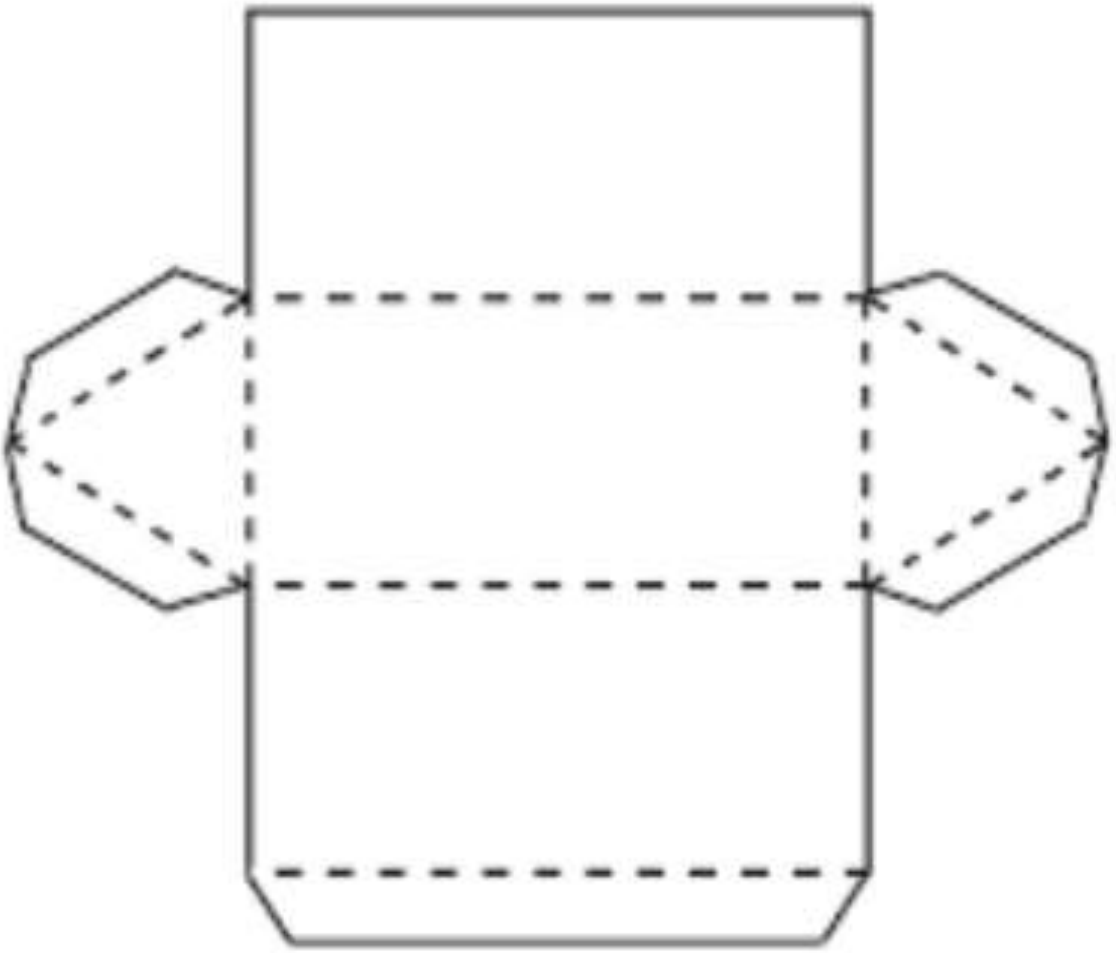
Question 2:
Draw the net for the following 3D object in the box: **(2)**





Question 3:

Cut out the following net to create a 3D object. **(2)**



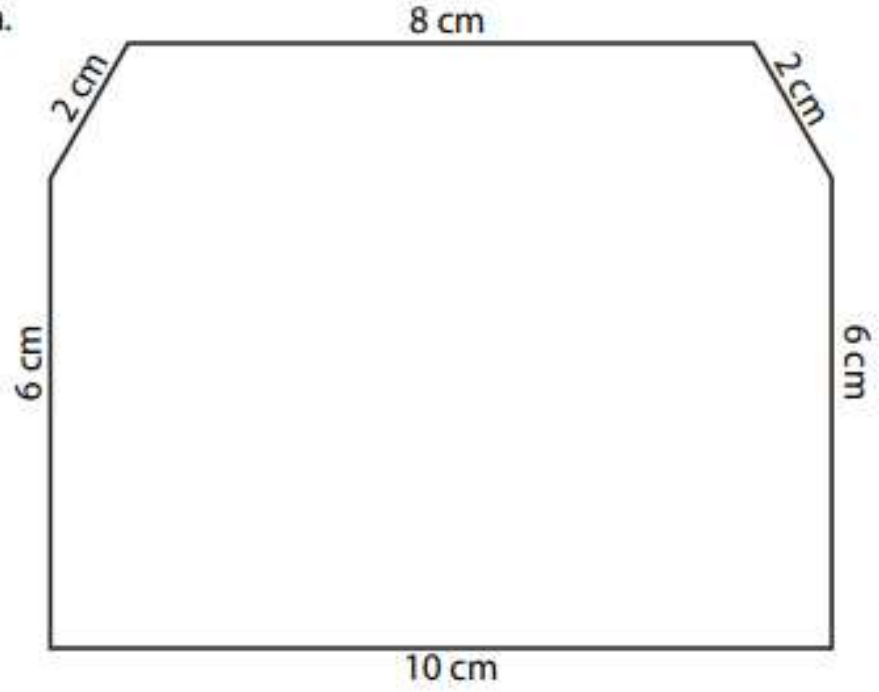
Mathematics

Measurement

Perimeter, area and volume

1. What is the perimeter of:

a.



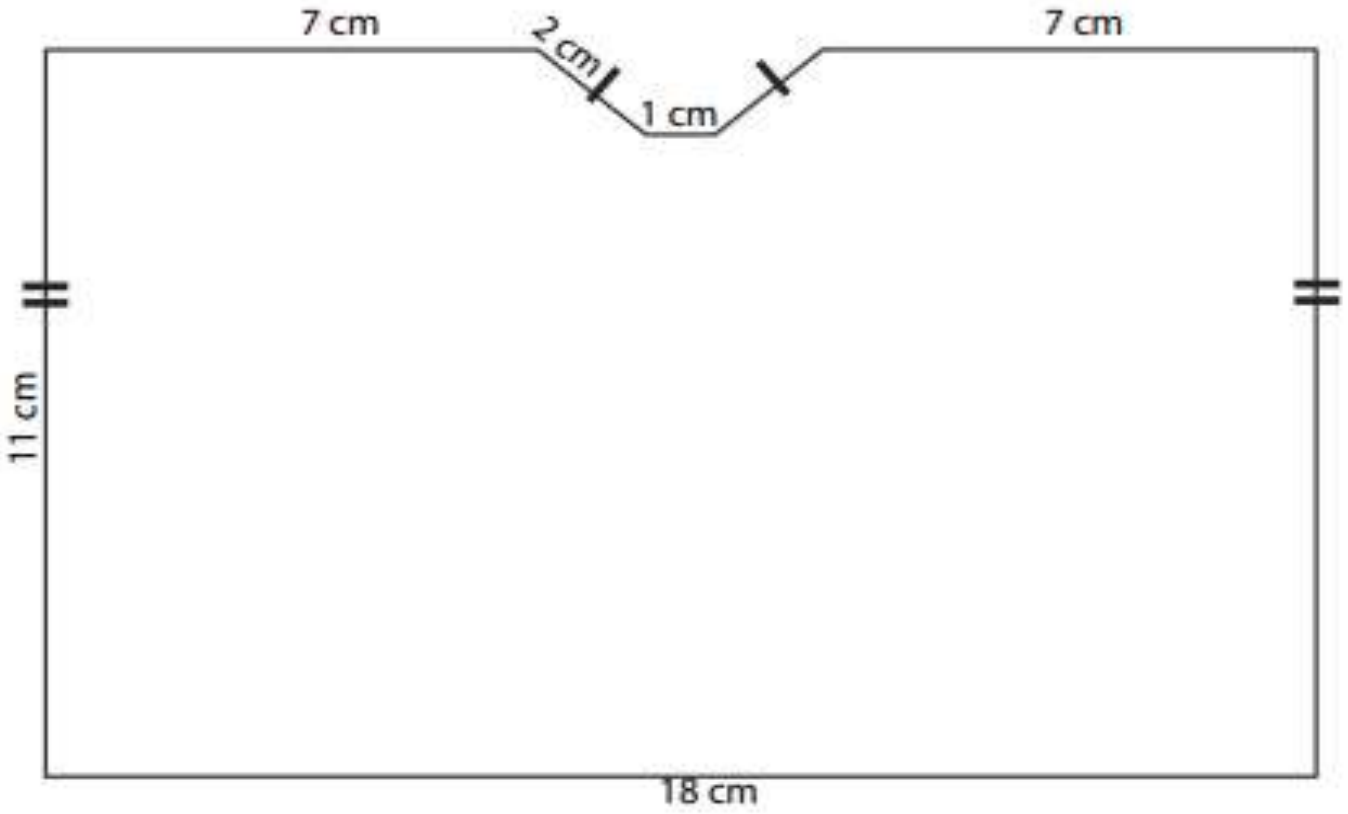


_____

_____

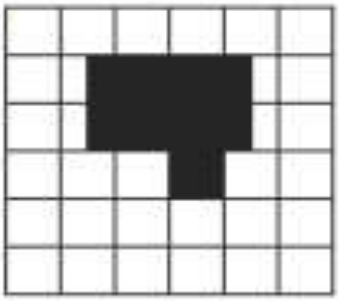


b.





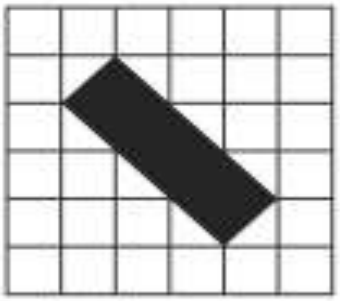
2. How many blocks are shaded

a. 

.....

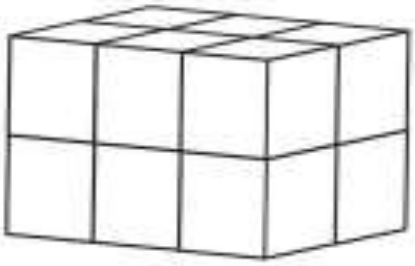
b. 

.....

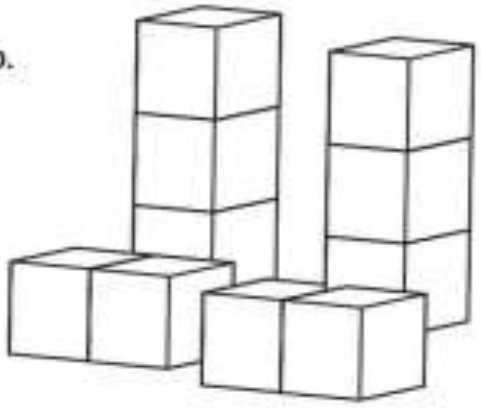
c. 

.....

3. What is the volume of the following 3-D objects? Give your answer in cubes.

a. 

.....

b. 

.....

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

ANNUAL NATIONAL ASSESSMENT

GRADE 5

MATHEMATICS

2012 EXEMPLAR TEST

1. Circle the letter of the correct answer.

1.1 Which number is 2000 more than 987 467?

A 987 667
B 987 687
C 989 467 (1)
D 989 487

1.2 A number divided by 4 is 12. What is that number?

A 28
B 58
C 48 (1)
D 38

1.3 Name the shape with 4 right angles and all sides equal.

A Rectangle
B Square
C Rhombus (1)
D Parallelogram

1.4 Which part of the following diagram is shaded?



A $\frac{3}{3}$

B $\frac{3}{4}$

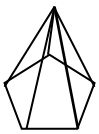
C $\frac{1}{2}$

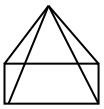
D $\frac{6}{8}$

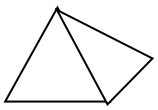
(1)

1.5 Which object below is a pentagonal pyramid?

A 

B 

C 

D 

(1)

2. Arrange the following numbers in ascending order.

214 375; 241 375; 142 375; 124 375

_____

(1)

3. Use digits to write the number three hundred and twenty eight thousand and forty.

_____

(1)

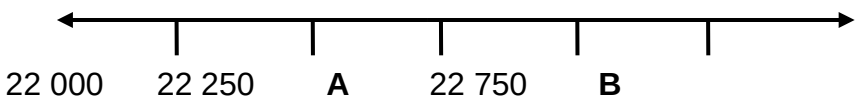
4. Round 123 956 off to the nearest 100.

(1)

5. Complete the pattern: $5\frac{1}{5}$; 5 ;$4\frac{4}{5}$; ____ ; ____ .

(1)

6. Write down the numbers represented by A and B on the number line.



(1)

A _____

(1)

B_____

(1)

7. Replace * with a number.

7.1 $\frac{5}{7} = \frac{*}{14}$

(1)

7.2 5 x (12 – 3) = *

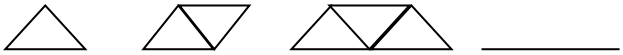
(1)

8. Complete the table below :

Number of spiders	1	2	3	5	
Number of legs	8	16	24		80

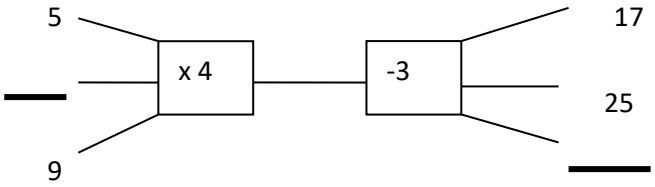
(2)

9. Study the following pattern and draw the next shape



(1)

10. Complete the flow diagram



(2)

11. The product of 2 numbers is 96. One number is 8. What is the other number? Express the above as a number sentence.

_____

(1)

12. Calculate:

12.1

$6\frac{5}{8} + 3\frac{7}{8}$

(3)

12.2

289 741 + 462 306

(2)

12.3

237 x 42

(3)

12.4

18h 34 min

\-

12h 55 min

=

(2)

12.5

$\frac{3}{5}$ of 45

(2)

13.

A farmer had to pack 43 oranges into a bag. He had 1 763 oranges.
How many bags can he fill?

(3)

14.

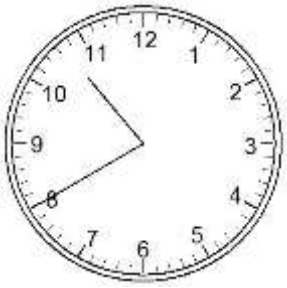
John is a sportsman. He walks 3 km and runs 585m every day. What is the distance he covers per day in:

a) _____ km

b) _____ m?

(2)

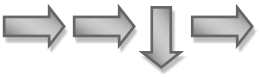
15. Write the time shown on the clock, in the evening, in 24-hour time.



_____

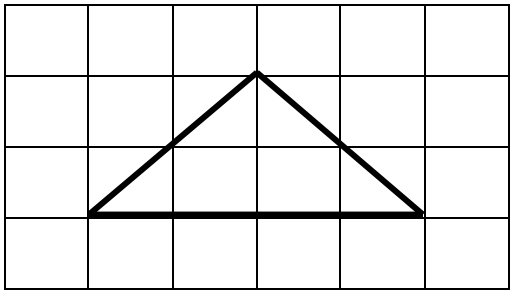
(1)

16. Complete the pattern.

 _____ _____

(2)

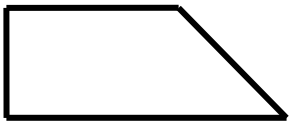
17. How many squares does the triangle cover on the grid?



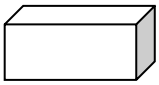
(1)

18. Complete the table:

19. How many right angles in the shape below?



20. Study the shapes below and name the kind of transformation.

	Number of squares	Number of rectangles	Name of the 3 -D object
			

(3)

_____

(1)



_____

(1)

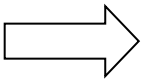
21. Study the grid below and answer the questions.

21.1 Draw a line of symmetry on the heart. (1)

21.2 Which object is not symmetrical? (1)

_____

(1)

D				
C				
B		**F**		
A	1	2	3	4

21.3 What is the position of the picture of the sun on the grid? (1)

_____

(1)

22. Grade 5 learners were interviewed about their favourite TV stations. Their answers were listed as follows: 1 for SABC 1, 2 for SABC 2, 3 for SABC 3 and 4 for e -TV

1 1 1 2 2 4 3 4 4

4 4 3 3 4 4 1 1 1

22.1 Use the above information to complete the frequency table.

TV station	Tally marks	Frequency
SABC 1		
SABC 2		
SABC 3		
e TV		

(4)

22.2 How many learners were interviewed?

_____

(1)

22.3 Find the mode of the above data set.

(1)

_____

(1)

22.4 Draw a bar graph to illustrate the data

(4)

23 Study the following sentences and state whether each event is:

impossible, **possible**, **uncertain** or **certain**

23.1 I can pass all my learning areas with an A symbol.

_____ (1)

23.2 If I throw a dice it will show number 10

_____ (1)

Total : 60

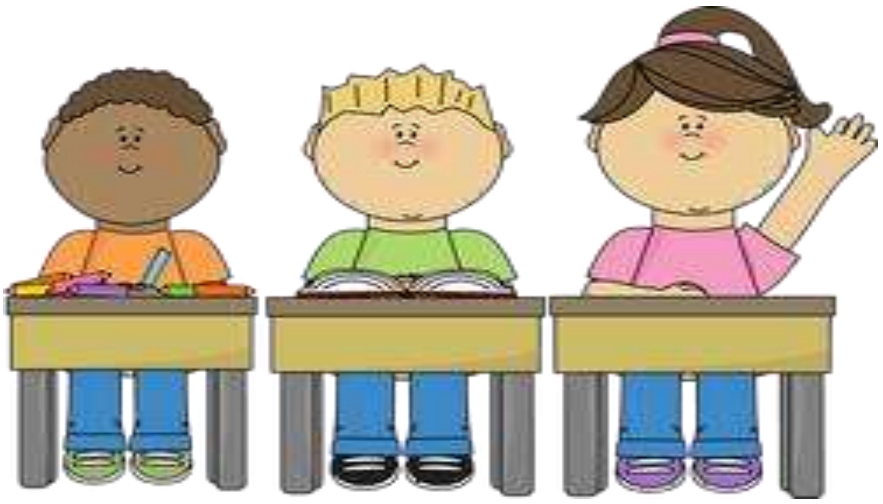
Afrikaans

Grade 5



Term 1 - Revision

- Learners are to complete the following work on exam pad/scrap paper
- Please DO NOT print out the pages
- Read through the questions carefully and answer
- Do your best! Good luck! ☺

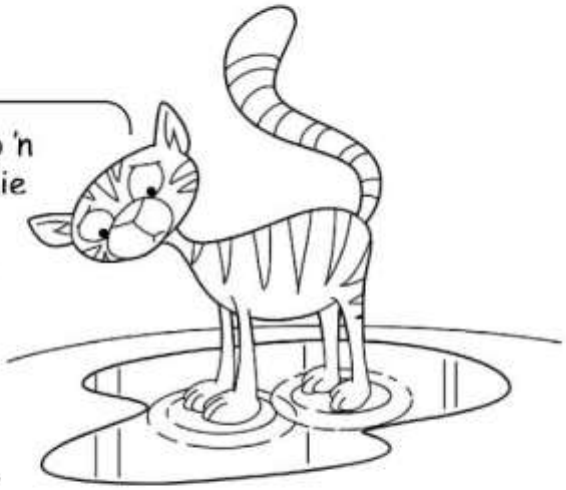


Lees oor Zak die kat

Naam:

Zak die kat stap en stap. Hy trap op 'n slak. Hy skud sy poot vies. Hy sien nie die plas water nie en beland pens en pootjies binne-in die vlak water. Die water spat in alle rigtings. Buks die hond blaf en blaf vir die snaakse papnat kat.

49 woorde



vies - angry	plas - puddle	pootjies – legs/paws/feet
snaakse - funny	pens - belly	rigtings - directions
trap - step	aandagtig - attentively	beantwoord - answer
	blaf - bark	

[1]Beantwoord die volgende vrae.

1. Hoekom is Zak vies? (hoekom – why)
   Zak is vies, want

   _____
   _____
   _____
   _____

2. Waarom het Zak in die water beland? (waarom – the reason)
   Zak het in die water beland, want

   _____
   _____
   _____
   _____

3. Wie het vir Zak geblaf? (wie – who)

   Buks _____

4. Noem die karakters in die storie. (karakters – characters)

   _____

   _____

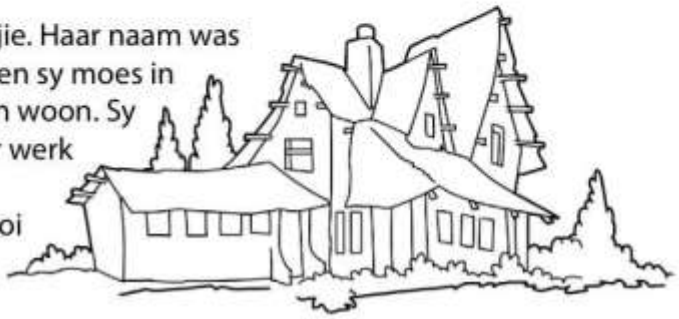
   _____

5. Wie is die hoofkarakter in die storie? (hoofkarakter – main character)

   _____

Die berg van glas

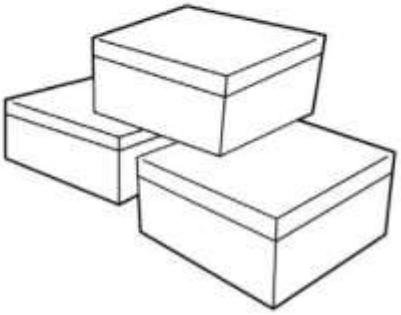
Naam:



Daar was eenmaal 'n arm dogtertjie. Haar naam was Annie. Annie se ouers was dood, en sy moes in die huis van 'n kwaai ou vrou gaan woon. Sy het gesorg dat Annie al die swaar werk in haar huis doen. Sy het nie van Annie gehou nie omdat sy so mooi en soet was.



Eendag toe Annie haar stukkie brood sit en eet – al kos wat sy vir die dag gekry het – kom daar 'n ou man verby wat smeek om 'n stukkie kos. Annie het hom baie jammer gekry, en dadelik al haar brood vir hom gegee. In ruil vir die brood gee die ou man toe vir haar drie fraai dosies. "Maak hierdie drie dosies eers oor drie jaar oop," sê hy – en woeps! weg is hy.



Die drie jaar het stadig verbygegaan, en die ou vrou het kwaaier en kwaaier geword. Annie moes al hoe harder werk. Eendag sê sy Annie moet 'n rok maak wat glinster soos die son.



Annie kon nie glo wat sy hoor nie. "Hoe gaan ek dit regkry?" het Annie gehuil. Annie onthou skielik van die drie dosies. Sy hardloop na haar kamer en maak een oop. Binne-in lê 'n rok wat skitter soos die son!

Baie bly hardloop Annie met die rok na die ou vrou, maar sy trek net haar neus op. Sy wil nou 'n rok hê van honderd meter sy, so fyn dat dit deur 'n ring getrek kan word.

Annie spring gadelik weg, maak die tweede dosie oop en bring 'n rok terug wat van honderd meter sy gemaak is. Dit is so fyn dat dit deur 'n ring getrek kan word.

Nou was die ou vrou baie kwaad! Die ou vrou dink dat sy aan iets moet dink wat Annie nooit sal regkry nie. Sy sê toe dat Annie 'n kasteel van glas moet bou wat so hoog is soos die hoogste berg.

Annie maak die laaste dosie oop, en wat staan voor haar? 'n Glaskasteel so hoog soos die hoogste berg.

Toe die ou vrou die kasteel sien, hardloop sy teen die trappe op. Die ou vrou is te haastig en haar voet gly en sy val en val. Niemand het haar ooit weer gesien nie.

Annie besluit toe om self te gaan kyk hoe dit in die glaskasteel lyk. Sy klim die trappe versigtig tot heel bo, en toe sy bo kom, staan daar 'n sterk, jong prins voor die deur.

Later is Annie en die prins getroud en sy het die koningin geword.

Beantwoord die volgende vrae

1. Hoekom moes Annie by die ou vrou gaan bly?

   _____

2. Hoekom het die ou vrou nie van Annie gehou nie?

   _____

3. Wat het die ou man vir Annie gegee in ruil vir haar brood?

   _____

   _____

4. Hoe lank moes Annie wag voordat sy die dosies kon oopmaak?

   _____

   _____

5. a) Die ou vrou het eerste gevra vir 'n rok wat _____
   b) Tweedens het sy gevra vir 'n rok wat gemaak is van _____
   c) Hoe hoog moes die glaskasteel wees waarvoor sy derde gevra het?

   _____

6. Wat het die ou vrou gedoen toe sy die glaskasteel gesien het?

   _____

   _____

7. Wat het Annie in die kasteel gevind?

   _____

   _____

Sakgeld

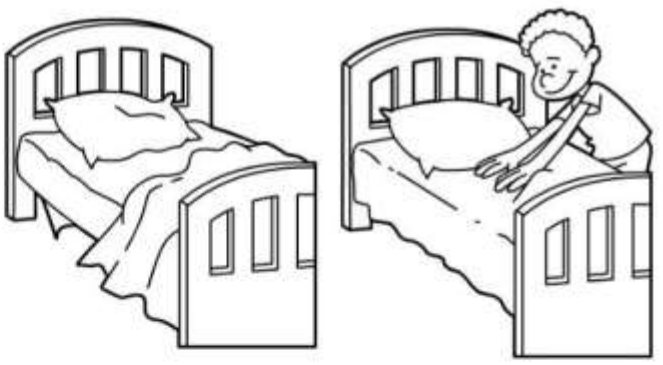
Naam:

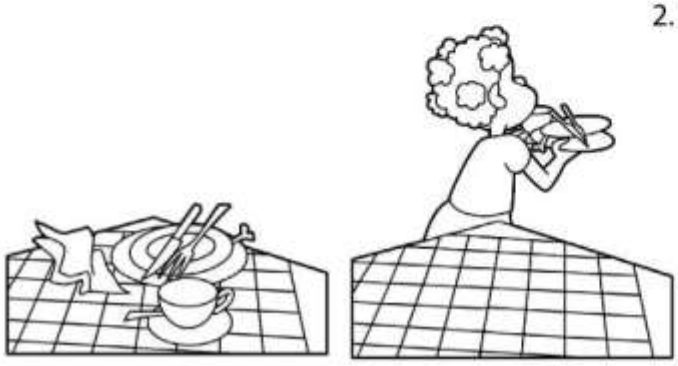
Vir ekstra sakgeld het jou ma vir jou werkies gegee om by die huis te doen. Kyk na die prente en skryf 'n opdrag langs elke prent.

- Onthou, 'n opdrag begin met 'n werkwoord.
- Woorde wat jy in jou sinne moet gebruik:

skottelgoed	bed	maak op	maak toe
vullisdrom	vensters	wasgoed	hang op
pak weg	gooi uit	elke dag	wasgoeddraad

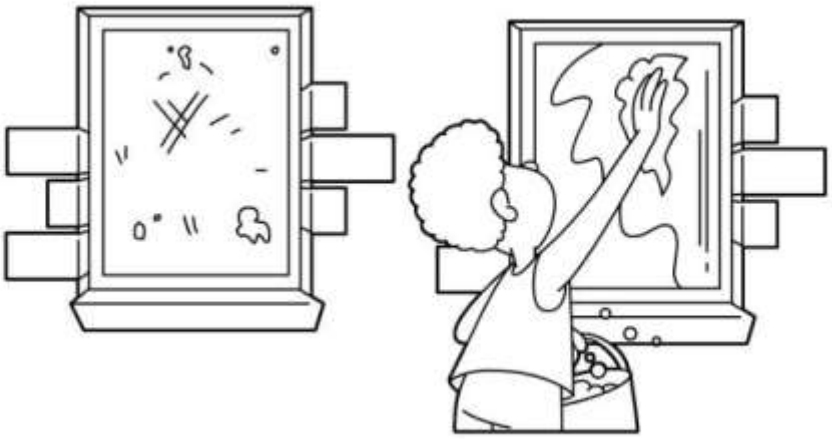
1. _____





2. _____

3. _____





4. _____

5. _____



Naam:

Weet jy wat my naam is ?
Wanneer iemand 'n vragie vra,
dan beweeg ek flink tot agteraan die sin.
Dan sien jy net hoe my ogies blink,
want ek weet, jy sal nou moet dink.
My naam is "_____".



My naam is Vraagteken.
Ek staan altyd aan die einde van 'n vraag.

- Woorde wat jou kan help om 'n vraag te vra:
  wie wat watter waar waarom hoe hoekom

Vraagsinne



- Wie sit daar?
- Wat is jou naam?
- Waar is my boek?
- Hoekom is jy nog nie klaar met jou werk nie?

Onthou, sinne begin met 'n hoofletter en eindig met 'n punt.

Vraagsinne kry 'n vraagteken aan die einde in plaas van 'n punt.

1. Skryf die sinne netjies oor en maak al die punktuasiefoute reg. Onthou, die sinne is almal vraagsinne.

a) hoe laat begin die skool

_____

b) wanneer gaan ons winkel toe

_____

c) watter kleur is jou gunsteling

_____

d) hoe moet ek hierdie wiskunde doen

_____

e) waarom het pieter nie gebel nie

_____

f) hoekom is nico nie hier nie

_____

g) wanneer sluit die skole in desember

_____

h) het oom jan die kat gebring

_____

i) moet ek vrydag of saterdag vir jou kom kuier

_____

2. Verander die volgende twee sinne in vraagsinne.

a) die muis voel koorsig en siek

_____

b) dr[1] peet muis neem die siek muis se koors

_____



Kom ons leer wat 'n uitroepteken is.

Soos 'n soldaat
staan ek regop agteraan die sin.
Uitroepteken noem hul my
en ek skree as ek skrik
of nie my sin kan kry.

Wanneer gebruik ons 'n uitroepteken?

Dit word gebruik

- as jy iemand se naam uitroep
- as jy iets wil beklemtoon; en/of
- as jy iets hard sê.

3. Skryf die volgende sinne oor en skryf die uitroeptekens op die regte plekke.

a) Juffrou. Hy het sy kop gestamp.

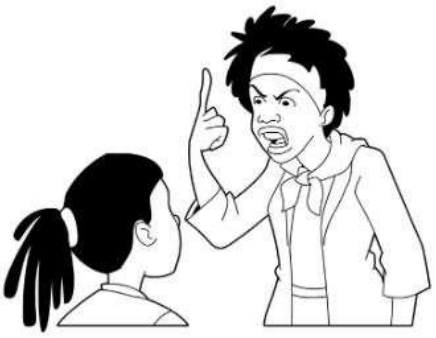
_____

b) Kom gou. Dit word laat.

_____

c) Nee Nee Nee Jy mag nie gaan nie.

_____



d) Kobus Willie Waar is julle

_____

e) O, lekker. Lente is hier.

_____

4. Gebruik korrekte leestekens (hoofletters, punte, kommas, vraagtekens, uitroeptekens).

a) ek koop melk eiers brood kaas en tamaties (5)

_____

b) pieter maak toe die deur (2)

_____



c) anton kobus tom en leon werk hard (6)

_____

d) wat is die meisie se naam (2)

_____



e) Eina Skree ria toe sy haar voet stamp (3)

_____

f) my naam is flippie (2)

_____

Byvoeglike naamwoorde

Naam:

Woorde wat selfstandige naamwoorde beskryf, word byvoeglike naamwoorde genoem.

1. Hierdie woorde kan voor of na 'n selfstandige naamwoord staan.

Byvoorbeeld: Die **meisie** is **mooi**. Dit is 'n **mooi meisie**.

2. Die byvoeglike naamwoord word soms verander of verbuig as dit voor die selfstandige naamwoord staan:

- **Dit kry 'n -e by:** Die **kind** is **stout**. Dit is 'n **stoute kind.**
- **Dit kry 'n -ë by:** Die **boom** is **hoog**. Dit is 'n **hoë boom**.
- **Die laaste letter verander:** Die **man** is **oud**. Dit is 'n **ou man.**

3. Byvoeglike naamwoorde het ook trappe van vergelyking wat die beskrywings al sterker uitdruk.

Stellende trap	Vergrotende trap	Oortreffende trap
groot	groter	grootste
hoog	hoër	hoogste
oud	ouer	oudste

4. Byvoeglike naamwoorde het ook intensiewe vorme. Hierdie soort byvoeglike naamwoorde word dikwels uit 'n samestelling van twee woorde gevorm.
Voorbeelde: stokoud, potblou, grasgroen, kurkdroog, ens.

Leer die volgende trappe van vergelyking



sterk	sterker	sterkste	sag	sagter	sagste
lui	luier	luiste	koud	kouer	koudste
min	minder	minste	sleg	slegte	slegste
glad	gladder	gladste	kort	korter	kortste
vet	vetter	vetste	jonk	jonger	jongste
hoog	hoër	hoogste	breed	breër	breedste
dun	dunner	dunste	doof	dower	doofste
hard	harder	hardste	swaar	swaarder	swaarste





Oefening 1

Trappe van vergelyking (Degrees of comparison)

Kyk mooi:

Die snoek is ***groot***, maar die haai is ***groter*** en die walvis is die ***grootste***.

Voltooi die sinne deur die korrekte trappe van vergelyking te gebruik.

a) Die tou is lank. Hierdie een is _____ en daardie een is die _____.

b) Die rooi motor ry vinnig. Die blou motor ry _____ en daardie swart motor ry die _____.

c) Die klip is glad. Hierdie klip is _____ en daardie groot klip is die _____.

d) My serp is kort, maar Marie se serp is _____ en Tina se serp is die _____ .

e) Pieter is siek, maar Jan is _____ en Gert is die _____.

Leer die volgende intensiewe vorms.

Baie vaal is	asvaal		Baie nuut is	splinternuut
Baie grys is	loodgrys		Baie arm is	brandarm
Baie leeg is	dolleeg		Baie vinnig is	blitsvinnig
Baie soet is	stroopsoet		Baie moeg is	doodmoeg
Baie bitter is	galbitter		Baie warm is	vuurwarm
Baie glad is	seepglad		Baie jonk is	bloedjonk
Baie vol is	propvol		Baie oud is	horingoud





Oefening 2

Skryf die volgende sinne in die indirekte rede.

a) Jan sê: "Ek was gister in die dorp."

_____

_____



b) Anita sê: "Ons gaan môreaand fliek toe."

_____

_____

c) Mamma sê: "Buks het weggeloop."

_____

_____



d) Buks dink: "Niemand wil met my speel nie."

_____

_____

e) Jan sê: "Ek gaan vanmiddag met my maats speel."

_____

_____

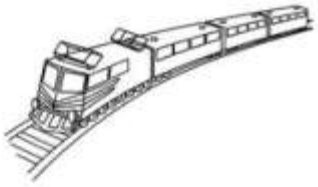


Verlede tyd

Naam:

Kyk na die prentjies. Kies die regte woord in die blokkie langsaan. Sê die sin hardop. Skryf dit dan neer. Begin dan nog 'n sin met "Gister".

Wat doen hulle?

 Die trein	ry of staan	Die trein_____ Gister het_____ _____ _____ _____
 Die seun	fluit of sing	Die seun _____ Gister het_____ _____ _____ _____
 Die jas	skeur of breek	Die jas _____ Gister het_____ _____ _____ _____

 Saartjie	sit of hardloop	Saartjie_____ Gister het_____ _____ _____ _____
 Saartjie	eet of drink	Saartjie_____ Gister het_____ _____ _____ _____
 Die seun	lees of skryf	Die seun_____ Gister het_____ _____ _____ _____

Teenoorgesteldes (Antonieme)

Naam:

Oefening 1:

Voltooi die sinne deur die antonieme te gee van die vet gedrukte woord in elke sin.



1. Moenie **links** draai nie. Draai _____.
2. Die water was nie **diep** nie. Die water was _____.
3. Die strate is nie **stil** nie. Dit is _____.
4. Dit is nie die **begin** van die storie nie. Dit is die _____.
5. Die ou man loop nie **vinnig** nie. Hy loop _____.

Oefening 2:

Soek die antoniem van die vet gedrukte woord in die lys langsaan.

1. Die trein is nie **vinnig** nie. Dit is _____.
2. Sy is nie **buite** nie. Sy is _____.
3. Hy is nie **skatryk** nie. Hy is _____.
4. Die kos is **galbitter**, maar daardie koek is _____.
5. Die koffie is nie **soet** nie. Dit is _____.
6. Die huis is **spotgoedkoop**, maar daardie huis is _____.
7. Die vleis is nie **gaar** nie. Dit is _____.
8. Die draad is nie **krom** nie. Dit is _____.

stroopsoet
rou
reguit
stadig
binne
peperduur
brandarm
bitter

Voornaamwoorde

Naam:

Voornaamwoorde:

- Die woorde word in die plek van 'n selfstandige naamwoord gebruik.

Daar is verskillende soorte voornaamwoorde

Daar is nege soorte voornaamwoorde, maar ons gaan slegs van twee leer.

1. Persoonlike voornaamwoorde
2. Besitlike voornaamwoorde

1. Persoonlike voornaamwoorde

Dit is woorde wat in plaas van mense se name (eiename) gebruik word.

Byvoorbeeld: ***Tiaan*** praat baie. **Hy** praat baie.

Linda gaan kuier vir **Simon, Rilda en Hester**. ***Sy*** gaan kuier vir ***hulle***.

*As ons na die sin hier bo kyk, is daar 'n klomp eiename in die sin. In plaas van om so baie name te skryf, gebruik ons dus persoonlike voornaamwo**orde.***

Woorde soos *ek*, *ons*, *jy*, *julle*, *hy*, *sy*, *hulle* en *u* is almal persoonlike voornaamwoorde. Die voornaamwoord "u" word gebruik as 'n vorm van respek teenoor 'n meerdere, soos byvoorbeeld die president.

2. Besitlike voornaamwoorde

Hierdie woorde dui besitting aan.

Byvoorbeeld: Dit is **Jan** se fiets. Dit is **sy** fiets. Die fiets is **syne**.
Dit is **my** ring. Die ring is **myne**. Dit is **haar** ring. Die ring is **hare**.
U is die skoolhoof. Dis **u** boek. Die boek is ***u s'n***.

Onthou: Ek kan vra ***wie se***? *Byvoorbeeld:* ***Wie se*** boek is dit?
Dit is **syne**. Dit is **hare**. Dit is **myne**. Dit is **hulle s'n**. Dit is **julle s'n**.

Oefening 1:

Begin elkeen van die volgende sinne eers met Jy, dan met Hy en dan met Sy.



1. **Ek** lees **my** boek. Die boek is **myne**.

   (JY) _____

   (HY) _____

   (SY) _____



2. **Ek** dra **my** hoed. Die hoed is **myne**.

   (JY) _____

   (HY) _____

   (SY) _____

3. **Ek** stryk **my** klere. Die klere is **myne**.

   (JY) _____

   (HY) _____

   (SY) _____

Oefening 2:

Gebruik sy (manlike vorm) of haar (vroulike vorm):

1. Tom het _____ fiets verkoop.
2. Die vrou het _____ kat water gegee.
3. Die man het _____ kruiwa reggemaak.
4. Alta het _____ hond geroep.
5. Sy het _____ kat voor die huis gesien.
6. Die onderwyser het _____ motor gewas.



Skryf van 'n dialoog

Naam:

Skryf 'n storie met dialoog.

- Gebruik 'n raam.
- Gebruik direkte rede.
- Gebruik byvoeglike naamwoorde en bywoorde.
- Gebruik voornaamwoorde, gepaste grammatika, spelling en punktuasie.
- Gebruik verbindingswoorde.



Opdrag:

- Twee skoolmaats sien mekaar na 'n fliek by die winkelsentrum. Skryf die gesprek tussen die twee maats neer.
- (Ongeveer 150 - 180 woorde)
- Pare kan die gesprek voor die klas dramatiseer.

WENKE:

- Beplan die gesprek goed.
- Besluit vooraf wie die rolle gaan vertolk.
- Let op jou stemgebruik.
- Onthou dat jy 'n karakter vertolk.
- Maak gebruik van liggaamstaal om emosies uit te beeld.
- Die taalgebruik en woordeskat moet by die karakters pas.
- Formele kostuums en dekor is nie werklik nodig nie.
- Dit sal egter in jou guns tel indien elke karakter ten minste een klein item (bv. 'n doek, serp, bril, hoëhakskoene, telefoon, rooi lipstiffie, oorbelle, ens.) kan saambring om die spesifieke karakter meer kleur te gee.

[Die volgende gesprek vind Saterdagaand ongeveer sesuur tussen twee vriende, _____ en _____, plaas. Hulle is in 'n groot winkelsentrum.]

_____: Hallo, _____.

_____: (Verbaas) Hallo, _____. Lekker om jou hier raak te loop. Hoe gaan dit?

_____ : _____

_____

_____

_____ : _____

_____

_____

_____ : _____

_____

_____

_____ : _____

_____

_____

_____ : _____

_____

_____

_____ : _____

_____

_____

_____ : (Begin aanstap) Dit was lekker om jou hier raak te loop.

_____

_____

DR YUSUF DADOO PRIMÊRE SKOOL

AFRIKAANS:KWARTAAL 2

MEV. A PECK

GRAAD 5

SOURCE: E CLASSROOM

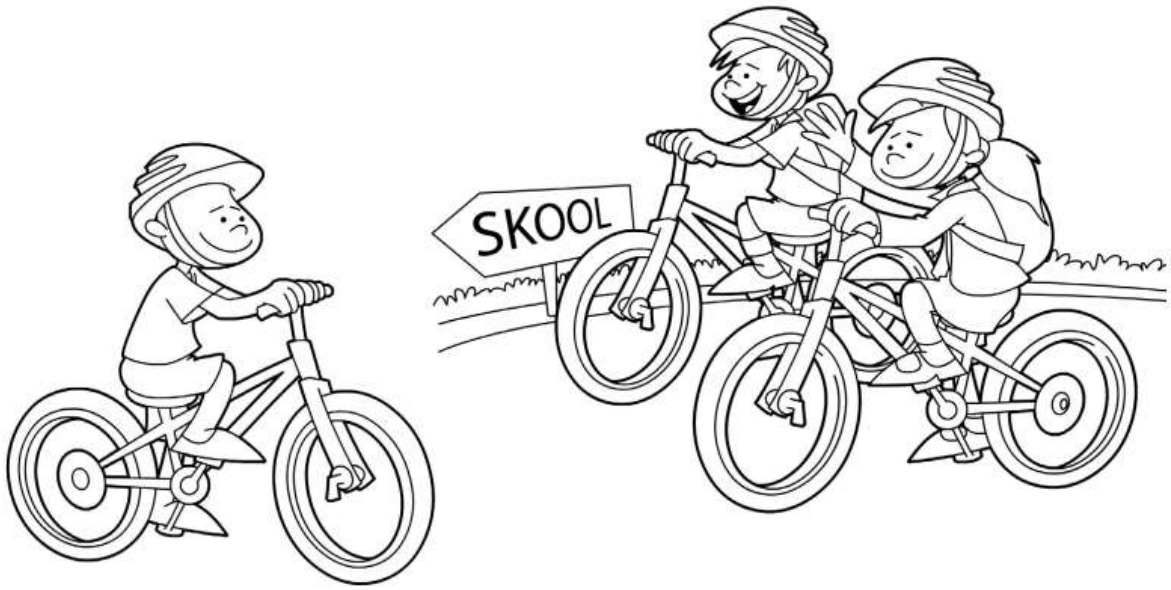
INSTRUKSIES/ INSTRUCTIONS:

1. Write all your answers on an exam pad.
2. Read through the questions carefully before you answer.
3. Good luck!

Voornaamwoorde

Naam:

'n Voornaamwoord staan in die plek van (replaces)
'n selfstandige naamwoord.



Ek	**Ek** ry op my fiets.	*I*
My	Dit is **my** fiets.	*My*
Myne	Die fiets is **myne.**	*Mine*

Sy	**Sy** het 'n fiets.	*She*
Haar	Dit is **haar** fiets.	*Her*
Hare	Die fiets is **hare.**	*Hers*

Hy	**Hy** het 'n rugbybal.	*He*
Sy	Dit is **sy** rugbybal.	*His*
Syne	Die rugbybal is **syne.**	*His*

Jy	**Jy** ry op daardie fiets.	*You*
Jou	Dit is **jou** fiets.	*Your*
Joune	Die fiets is **joune.**	*Yours*



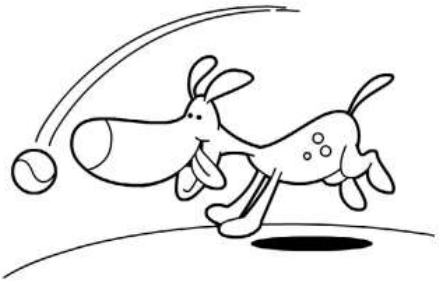
Voornaamwoorde

Ons	**Ons het klein hondjies.**	*We*
Ons	Dit is ons klein hondjies.	*Our*
Ons s'n	**Die klein hondjies is ons s'n.**	*Ours*

Julle	**Julle het klein hondjies**	*You (plural)*
Julle	Dit is julle klein hondjies.	*You (plural)*
Julle s'n	**Die klein hondjies is julle s'n.**	*You (plural)*

Oefeninge met voornaamwoorde

haar *hare* *jou* *syne* *hulle*
sy *sy* *julle s'n* *ons* *myne*



Kies elke keer 'n voornaamwoord uit die blokkie:

1. Pete en Tabani speel met _____ klein hondjies.
2. Ons speel met _____ hondjies.
3. Sy ry op _____ fiets.
4. Sy sê daardie mooi nuwe fiets is _____.
5. Hy ee _____ appel.

Voorsetsels

Naam:

'n Voorsetsel is 'n klein woord wat die posisie van 'n selfstandige naamwoord aandui.

*(A "voorsetsel" (preposition) is a short word which indicates the position of a noun. A "voorsetsel" often goes with a certain verb, eg "praat" goes with "met" = **praat met**).*

Ons noem hulle verhoudingswoorde *(relationship words)*

of verbindingswoorde *(joining words).*

*It says **where** something is, and indicates the relationship!*

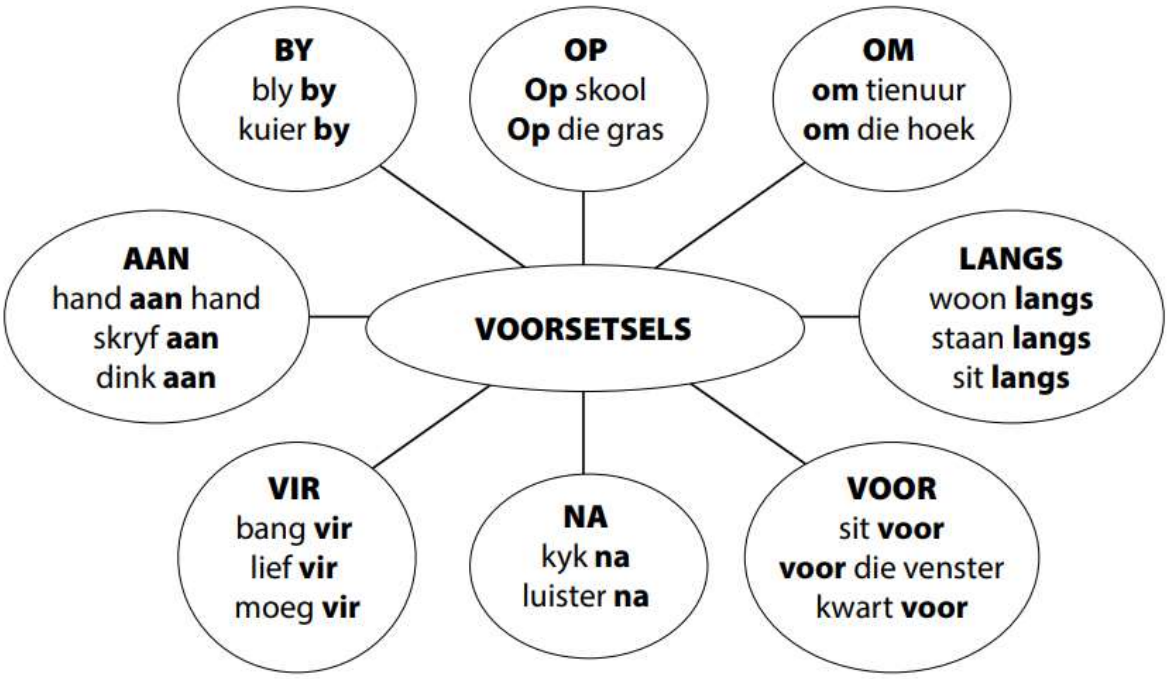
VOORBEELD:

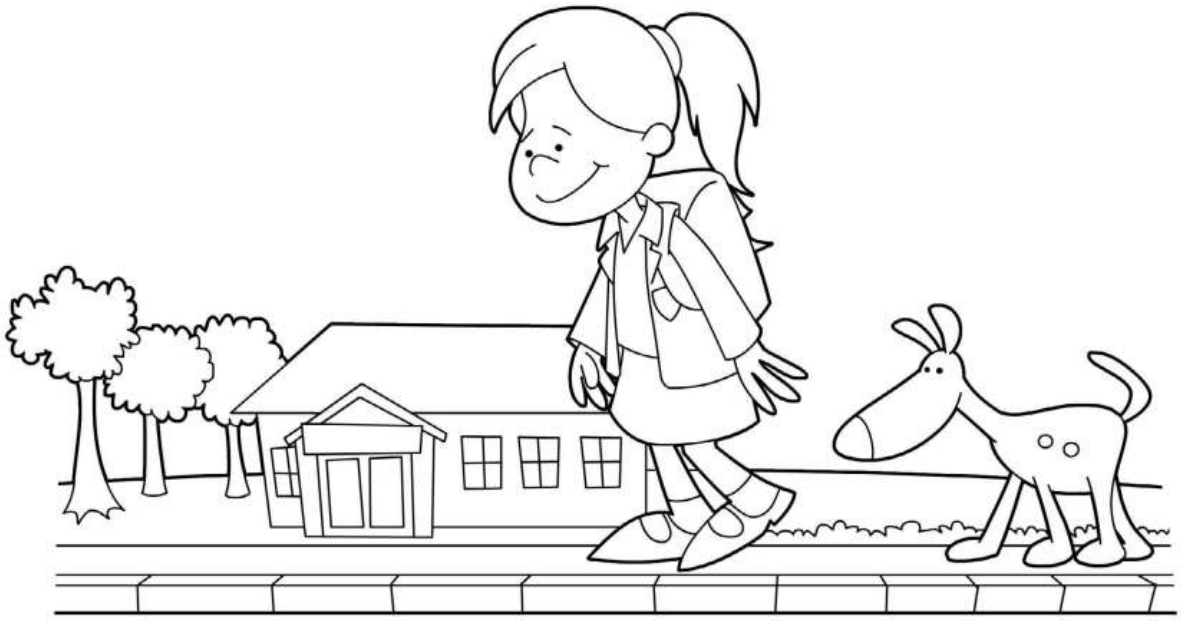
Die hond staan **langs** die seun.

*The dog stands **next** to the boy.*



Voorbeelde van voorsetsels: *Examples of a few voorsetsels:*





in *agter* *tussen* *op* *vir* *in* *op* *aan* *langs* *by*

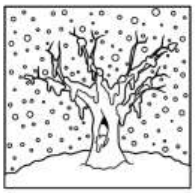
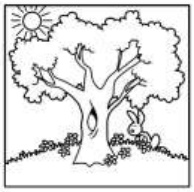
Kies 'n woord om die sinne te voltooi.

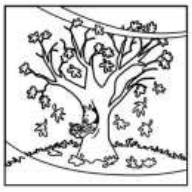
1. Anna loop _____die sypaadjie.
2. Haar skoolboeke is _____haar rugsak.
3. Sy dra haar sak _____haar rug.
4. Rolfie die hond loop _____Anna.
5. 'n Voël sing _____die boom.
6. Rolfie bly _____Anna want hy is lief _____haar.
7. Anna het 'n skoolbaadjie _____.
8. Dit is haar vierde jaar _____skool.
9. Die skool is _____die bome.

Oefeninge - Meervoude

Naam:

Gee die meervoud vir die woorde tussen hakies.

WINTER	LENTE
Winter in Kommetjie is party _____ (mens) se gunsteling seisoen. Hoekom? Want dan is die _____(brander) baie groot. Die _____(kind) in die _____(skool) moet lang _____(broek) dra om hulle _____(been) warm te hou, met _____(jas) vir ons _____(lyf) en _____ (skoen) vir ons _____ (voet). Ons _____ (vinger) kry koud as ons met _____(potlood) skryf!	Wanneer die lente kom is daar nog baie _____(storm). Almal se _____(tuin) is dan vol _____(blom) met mooi _____(kleur). Die _____(bok) en _____(bobbejaan) kom af van die _____(berg) om kos te soek.
	

SOMER	HERFS
Somer is die seisoen van _____ (fees)! In Kommetjie het ons lang _____(dag) en warm (nag). Ons kry baie _____ (soort) _____(vrug) soos _____(appel), _____(druif), _____ (piesang) en _____(waatlemoen). Net een probleem: die _____(slang) kom ook uit, want hulle is dors!	Almal ken hoe die _____(blaar) van die _____(boom) afval in die herfs. Die _____(straat) is vol _____(bessie) en _____(blaar.) Die _____(plaas) naby Kommetjie moet nou heuning uit die _____(by) se _____(korf) haal.
	

Verlede tyd

Naam:



ALWAYS Look for the verb in the sentence and underline it. In the past tense, the verb moves to the end of the sentence.

Verlede tyd = Past tense

Gebruik die woorde **"het"** en **"ge-"**

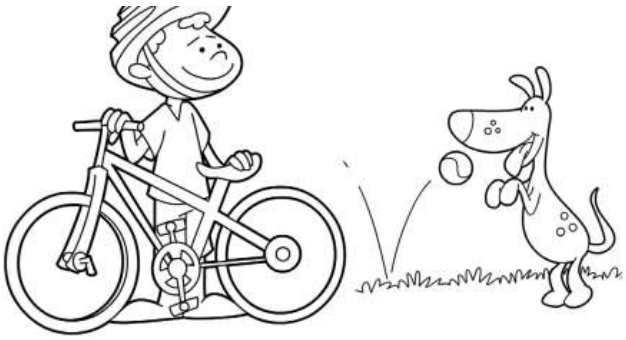
(use the words "het" and "ge-")

Die woorde **"vandag"** en **"môre"** verander na **"gister"** vir verlede tyd.

The words "today" and "tomorrow" change to "yesterday" in the past tense.

RULE 1 VOORBEELD:

1. Anna stap na die skool.
   Anna **het** na die skool **gestap.**
2. Rolfie speel met 'n bal.
   Rolfie **het** met 'n bal **gespeel**.
3. Ek ry op my fiets.
   Ek **het** op my fiets **gery.**
4. Rolfie kom saam.
   Rolfie **het saamgekom.**





RULE 2 VOORBEELD:

1. Vandag stap Anna na die skool.
   Gister het Anna na die skool gestap.
2. Vandag speel Rolfie met die bal.
   Gister het Rolfie met die bal gespeel.
3. Vandag ry ek op my fiets.
   Gister het ek op my fiets gery.
4. Vandag bly Rolfie tuis.
   Gister het Rolfie tuis gebly.

Verlede tyd

VERLEDE TYD – OEFENINGE

Skryf die sinne oor in die Verlede Tyd.

1. Ons ry na die skool.

   _____.

2. Ek ry op my fiets.

   _____.

3. Anna ry op haar fiets.

   _____.

4. Anna se hond kom saam.

   _____.

5. Ons speel op die speelgrond.

   _____.

6. Rolfie speel met die bal.

   _____.

Skryf die sinne oor en begin met "gister".

1. Vandag ry ons skool toe.

   Gister_____.

2. Vandag ry ek op my fiets.

   Gister_____.

3. Vandag ry Anna op haar fiets.

   Gister_____.

4. Vandag kom Anna se hond saam.

   Gister_____.

5. Vandag speel ons op die speelgrond.

   Gister_____.

6. Vandag speel Rolfie met die bal.

   Gister_____.

My Ouma

Naam:





MY OUMA

My ouma is al baie oud,
maar glo my, sy't 'n hart van goud.
Sy bak vir my 'n lekker koek,
en brei graag sokkies vir my voet.
Haar hare is al spierwit-grys,
en haar vel het strepies dwars en kruis.
My ouma kan so lekker lag
vir al my sêgoed elke dag.
Sy is baie lief vir my,
want my drukkies maak haar bly.
As ek eendag groot is,
wil ek net soos my ouma wees.

Kies die antwoord wat die beste sal pas. Omkring net die regte antwoord.

Ouma gee vir haar kleindogter:	**Ouma word bly as sy:**	**Die kleindogter wil eendag:**
1. koek 2. sokkies 3. lekkers	1. koekies kry 2. soentjies kry 3. drukkies kry	1. net soos haar ouma wees 2. net soos haar ouma lyk 3. net soos haar ouma lag

Ouma se hare is:	**Ouma lag vir haar kleindogter se:**	**Ouma het 'n hart van:**
1. grys 2. swart 3. rooi	1. grappies 2. stories 3. sêgoed	1. silwer 2. goud 3. diamant

DR YUSUF DADOO PRIMÊRE SKOOL

AFRIKAANS:KWARTAAL 3

MEV. A PECK

GRAAD 5

SOURCE: E CLASSROOM

INSTRUKSIES/ INSTRUCTIONS:

1. Write all your answers on an exam pad.
2. Read through the questions carefully before you answer.
3. Good luck!

Lees die storie

Naam:

Lees die volgende leesstuk hardop vir ŉ maat.
Die vet gedrukte woorde in die leesstuk is almal byvoeglike naamwoorde.



Olienhoutboom met jou **dik** stompe, **lang** take en **digte** blaredos, sê vir my hoe oud is jy? Hoeveel eeue staan jy al hier op die koppie en kyk uit oor die dorp? Het jy al ŉ oorlog beleef en is iemand dalkies onder jou doodgeskiet? Hoeveel maal is jy al gebrand en het dit maar oorleef? Is dit van brand dat jou **growwe** stam ŉ huisie vir ŉ kind maak, of was jy iewers ŉ bietjie siek? Het daar al **baie** kinders onder jou arms kom sit met grassies in hulle hare gedraai? Toe **ou** olienhoutboom, vertel my …

Skryf nou al die byvoeglike naamwoorde in die tabel.

Lees die volgende inligtingsteks saam met jou onderwyser.

Die olienhoutboom

Die olienhoutboom is 'n **middelgroot** boom en word tot 18 m hoog. Die blare is **glansend groen** aan die bokant en **silwerig, goud** of **bruin** aan die onderkant. Die vrugte word tot 10 mm **lank** en word **swart** wanneer dit **ryp** is. Die vrugte is **eetbaar**, maar **bitter**. Die boom is **gehard** en groei goed in **droë** gebiede en het **min** water nodig. Blomtyd is van Oktober tot Februarie.

Voltooi die sinne deur byvoeglike naamwoorde (*adjectives*) in te vul.

Soek die byvoeglike naamwoorde in die leesstuk.

Die olienhouboom se blare is _____ groen aan die bokant en _____, goud of _____ aan die onderkant. Die vrugte word _____, maar is _____.

Bywoorde

Naam:

Wat is 'n bywoord?

'n Bywoord beskryf of vertel ons meer van die werkwoord (doenwoord).

Vra altyd: Hoe doen die persoon dit?

Doen die volgende oefening:

1. Skryf 'n werkwoord onder elke prentjie. Skryf dan 'n bywoord in die tweede blokkie.
2. Skryf dan 'n sin wat die twee woorde bevat onder elke prent.





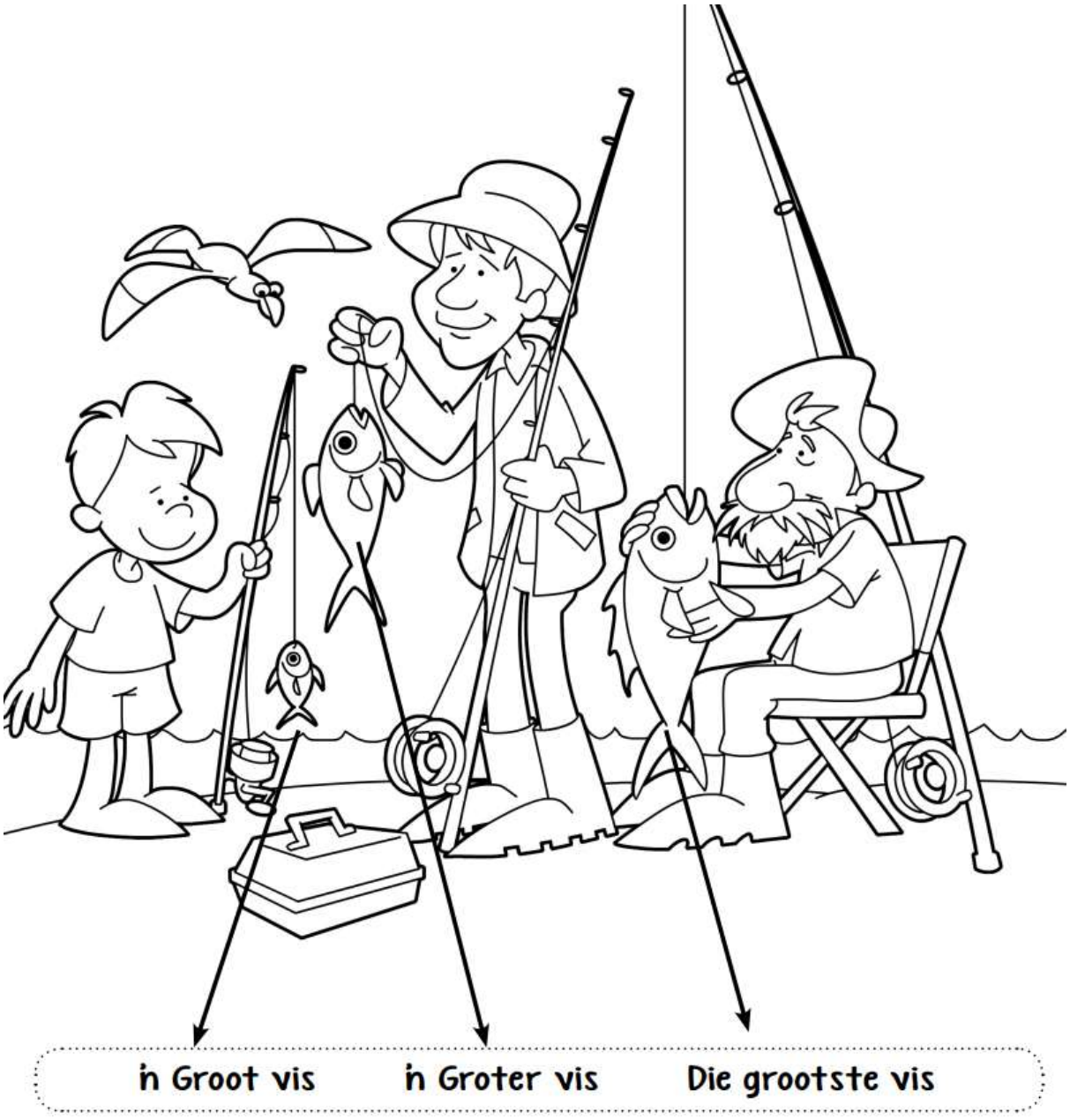


Trappe van vergelyking

Naam:

As ons dinge met mekaar vergelyk, kan ons woorde soos groot, groter en grootste gebruik.

Vergelyk die drie visse:



'n Groot vis 'n Groter vis Die grootste vis

Trappe van vergelyking

Leer die trappe van vergelyking

hoog	hoër	hoogste
laag	laer	laagste
koud	kouer	koudste
warm	warmer	warmste
ver	verder	verste
vaal	valer	vaalste
helder	helderder	helderste
groot	groter	grootste
klein	kleiner	kleinste

Voltooi die sinne



As jy ***"die"*** in die sin sien, sal die woord gewoonlik op ***"-ste"*** eindig. As jy ***"as"*** in die sin sien, sal die woord gewoonlik op ***"-er"*** eindig.

Daar is vandag sneeu in Londen. In New York is dit ook baie koud, maar in Londen is dit die _____. My niggies in Londen bou 'n groot sneeuman. Hulle sneeuman is _____ as al die sneeumanne in die straat. Hulle wen die prys vir die _____ sneeuman.

Dit sneeu in Londen omdat die temperatuur baie _____ is. Die temperatuur in New York is _____ as vriespunt, daarom sneeu dit nie vandag daar nie. Hier in Kaapstad is die temperatuur _____ as in al die ander stede. Ons het die _____ temperatuur. Vandag is die _____ dag van die hele somer.

Spelling en punktuasie

Naam:

ONTHOU:

1. ŉ Sin begin met ŉ hoofletter en eindig met ŉ punt.
2. Alle eiename word met hoofletters geskryf.
3. Aanhalingstekens word in direkte rede gebruik.
4. Vraagtekens word gebruik as jy ŉ vraag vra en uitroeptekens word gebruik as jy iets uitroep.

Skryf die volgende sinne oor en vul die regte leestekens en hoofletters in:

1. ma vra: "het jy op die bed gespring"

2. is dit ŉ vliegtuig vra jan

3. ek verjaar 15 mei

4. die bergrivier loop deur die paarl

5. juffrou malan het vir george en nico gevra om die kaart van suid-afrika op te hang

_____

_____

6. ons gaan in die desembervakansie by my oupa in Durban kuier

_____

_____

7. hoera skree Pieter toe hy hoor dat hy die prys gewen het

_____

_____

8. "het jy lekker geëet" vra johan

_____

_____

Spel

bed	gespring	vliegtuig	verjaar	Mei
kaart	Suid-Afrika	vakansie	kuier	geëet

DR YUSUF DADOO PRIMÊRE SKOOL

AFRIKAANS:KWARTAAL 4

MEV. A PECK

GRAAD 5

SOURCE:E CLASSROOM

INSTRUKSIES/ INSTRUCTIONS:

4. Write all your answers on an exam pad.
5. Read through the questions carefully before you answer.
6. Good luck!

A. Lees enige storie en beantwoord die vrae:

1. Wat is die titel van die storie?
2. Wie is die hoofkarakters in die storie?
3. Waar vind die storie plaas?
4. Het jy die storie geniet?
5. Skryf in 10 sinne wat gebeur in die storie?

Spel

Naam:

A) Spelreël: Woorde wat op ŉ –t en ŉ –d eindig, kry ŉ –tjie in die verkleinvorm.

Woordlys

Woord	Verkleinwoord	Woord	Verkleinwoord
tert		hond	
kat		land	
pot		potlood	
sent		oond	
tent		bord	
hout		hand	
pet		eend	

Oefening 1

Verander die vet gedrukte woorde na verkleinwoorde.

1. Sit die hout voor die tent.

   _____

2. Die eend eet uit sy hand.

   _____

3. Ek het 'n potlood en 'n bord gekoop.

   _____

4. Die pot en die bord is in die oond.

   _____



Oefening 2:

Vul in 'd' of 't'

a) Dit is lente en die bome bo__.

b) Ons gaan die naweek kamp en dan slaap ons in 'n ten__.

c) Ouma gaan nie saam kamp nie; sy is al te ou__.

d) Ek hoop ons kry nog 'n groo__ boom om onder te kamp.

e) Ons moet vanaan__ vroeg gaan slaap sodat ons bety__s kan wees.

f) Ek moet tog onthou om my beker en bor__ in te pak.



g) Pappa maak alty__ 'n vuur wat lekker bran__ om te kan braai.

Spelling en punktuasie

Naam:

ONTHOU:

1. 'n Sin begin met 'n hoofletter en eindig met 'n punt.
2. Alle eiename word met hoofletters geskryf.
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5. juffrou malan het vir george en nico gevra om die kaart van suid-afrika op te hang

_____

_____

6. ons gaan in die desembervakansie by my oupa in Durban kuier

_____

_____

7. hoera skree Pieter toe hy hoor dat hy die prys gewen het

_____

_____

8. "het jy lekker geëet" vra johan

_____

_____

Enkelvoudige en saamgestelde sinne

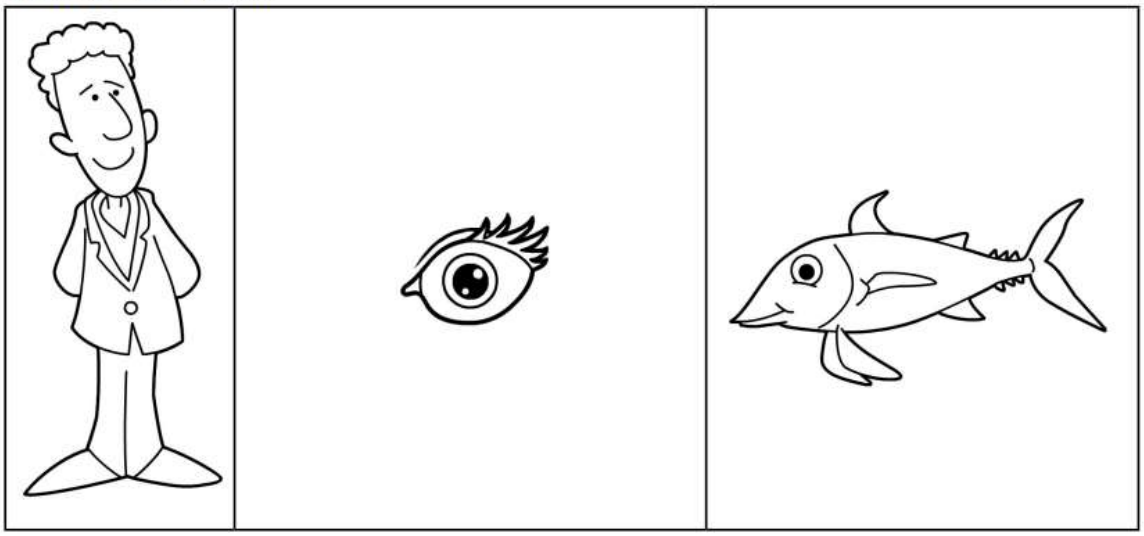
Naam:

Wat is enkelvoudige sinne?
'n Enkelvoudige sin bestaan net uit EEN sin:

a) onderwerp (wie) – Dit is die persoon, dier of ding wat die aksie uitvoer.
b) gesegde (doen) – Dit is die werkwoord (doen/aksie) in die sin.
c) voorwerp (wat) bestaan – Dit is wat gedoen word.

Kom ons kyk na die volgende sin.

Die man sien die vis.



a) **Wie?** Die onderwerp in die sin is die "Die **man**" (selfstandige naamwoord)
b) **Doen?** Die gesegde in die sin is "**sien**": Dit is wat ek doen. (Werkwoord - doen/aksie)
c) **Wat?** Die voorwerp is "**die vis**" - Wat sien ek? **'n Vis**

Wat is 'n saamgestelde sin?
Dit is twee sinne wat saamgevoeg word om een sin te vorm.

Bv. Die man sien die vis.
Die vis swem in die dam.

Saamgestelde sin: Die man sien die vis wat in die dam swem.

Wat moet ek oor saamgestelde sinne onthou?
Saamgestelde sinne het twee gesegdes. (werkwoorde)

<u>Byvoorbeeld</u>:
Pieter skryf lawwe stories. (enkelvoudige sin)
Die stories is snaaks. (enkelvoudige sin)

Saamgestelde sin: Pieter skryf lawwe stories wat snaaks is.
Twee gesegdes (werkwoorde): skryf, is

Verdeel die volgende sinne in hul drie dele (onderwerp, gesegde en voorwerp).

1) Die onderwyser skryf op die swartbord.
   a) Onderwerp: Wie? _____
   b) Gesegde: Doen? _____
   c) Voorwerp: Wat? _____

2) Die perd staan in die stal.
   a) Onderwerp: Wie? _____
   b) Gesegde: Doen? _____
   c) Voorwerp: Wat? _____

3) Die polisieman vang die dief.
   a) Onderwerp: Wie? _____
   b) Gesegde: Doen? _____
   c) Voorwerp: Wat? _____

Voegwoorde en werkwoorde.

Kom ons oefen om saamgestelde sinne te maak. (Kyk dat jou woordorde korrek is.)
Gebruik die voegwoord "en" om die sinne te verbind.
Voegwoorde (verbindingswoorde)

1) Ben doen sy huiswerk. Phumla lees 'n boek.

Skryf die twee werkwoorde in die sin hier neer.

2) Amahle was die wasgoed. Anita sal dit stryk.

Skryf die twee werkwoorde in die sin hier neer.

Kom ons oefen om saamgestelde sinne te maak. (Kyk dat jou woordorde korrek is.)

Gebruik die voegwoord "want" om die sinne te verbind.

1) Anel bly in die bed. Sy is siek.



Skryf die twee werkwoorde in die sin hier neer.

2) André sit voor die vuur. Dit is koud buite.



Skryf die twee werkwoorde in die sin hier neer.

Die piesang truuk

Aangepas uit: Reader Rabbit's Interactive Reading Journey 2. Book 10. The Learning Company.

"Daardie piesang laat my aan 'n storie dink," sê Millie. "Kom ek vertel die storie vir jou, Henk Haas." "Ek hou van stories, dus luister ek graag!" sê Henk Haas.

Eendag was daar 'n mier wat graag met die ander diere gek geskeer het. Op 'n dag lê daar 'n piesang in die pad. "Ek wil 'n truuk met die piesang doen wat Lennie Leeu deurmekaar gaan maak," dink die mier en hy klim in die piesang in.

Lennie Leeu loop in die pad af. "Hallo!" sê die mier. "Haai! Hierdie piesang kan praat!" sê Lennie Leeu. "Ek sal die piesang na die koningin toe vat."



Lennie Leeu begin kasteel se kant toe loop. Op die pad kasteel toe loop hy 'n vriend raak. "Hierdie piesang kan praat," sê Lennie Leeu. "Hallo," sê die mier. "Ek kan praat!". "Kom ons vat die piesang dadelik na die koningin toe," sê Lennie Leeu te vriend.



Die vriende kom by die kasteel aan en ontmoet die koningin in die troonkamer. "Hierdie piesang kan praat," sê Lennie Leeu. "Regtig?!" vra die koningin. "Nou maar toe, laat ek hoor hoe praat die piesang."

"Praat, piesang," sê die koningin. Die mier bly tjoepstil. "Praat!" skree die koninging ongeduldig. Die mier sê nie 'n woord nie. "Piesangs kan nie praat nie," sê die koningin. "Jy is 'n simpel leeu om te glo dat 'n piesang kan praat."

Lennie Leeu stap teleurgesteld huis toe. Op pad huis toe spring die mier uit die piesang. "Hoekom het jy nie met die koningin gepraat nie?" vra Lennie Leeu vir die piesang. "Piesangs kan nie praat nie," roep die mier. "Jy is omtrent 'n simpel leeu!"

"Ai! Wat 'n simpel truuk van die mier! Ek kan nie glo hy het daarmee weggekom nie!" lag Henk Haas. "Na daardie storie is ek nou lus vir 'n piesangmelkskommel," sê Millie. "Kom jy saam? Ons kan 'n piesangmelkskommel deel." "Dit sal lekker wees, dankie Millie," antwoord Henk Haas.

Werk op jou eie en beantwoord die vrae:

1. Gebruik jou glimpen (highlighter) om al die gesproke woorde (dialoog) in die storie mooi duidelik aan te dui. Jy mag verskillende kleure vir die verskillende karakters gebruik.
2. Het die piesang regtig gepraat? Verduidelik jou antwoord.



_____

_____

3. Hoekom dink jy het die piesang met Lennie Leeu gepraat, maar nie met die koningin nie?

_____

_____

4. Wat beteken dit om die gek met iemand te skeer?

_____

_____

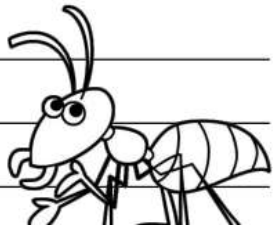
5. Gebruik jou verbeelding: Wat dink jy sou die piesang vir die koninging gesê het as hy met haar gepraat het?

_____

_____

_____

_____



6. Haal een woord uit die storie aan wat vir ons vertel hoe Lennie Leeu gevoel het toe hy huis toe gestap het.

_____

7. Hou jy van melkskommels? Wat is jou gunstelinggeur melkskommel en hoekom?

_____

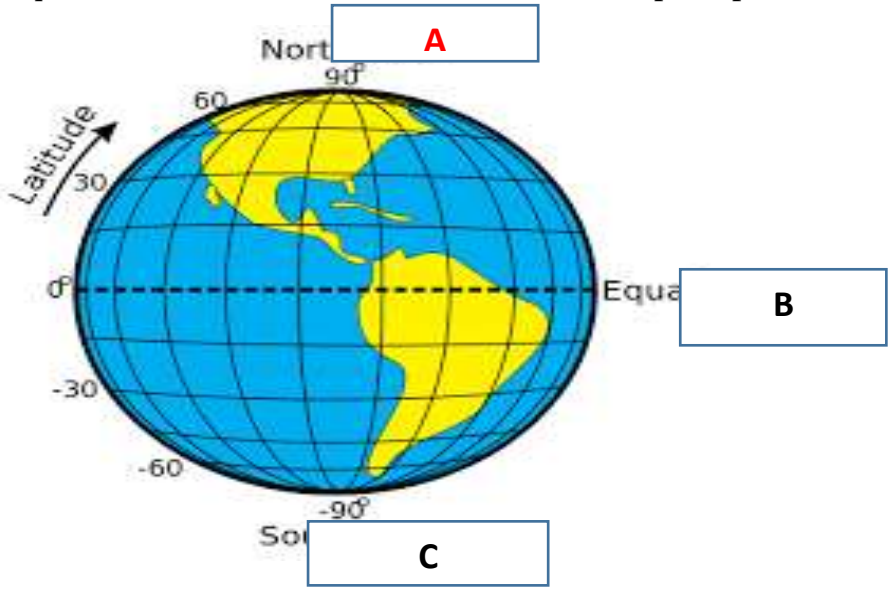
_____

SOCIAL SCIENCES: Grade 5

Term 1

Activity 1: World globe

1.1. Look at the picture of the world globe below. Label each letter A, B and C which shows the equator, North Pole and South Pole in the space provided.



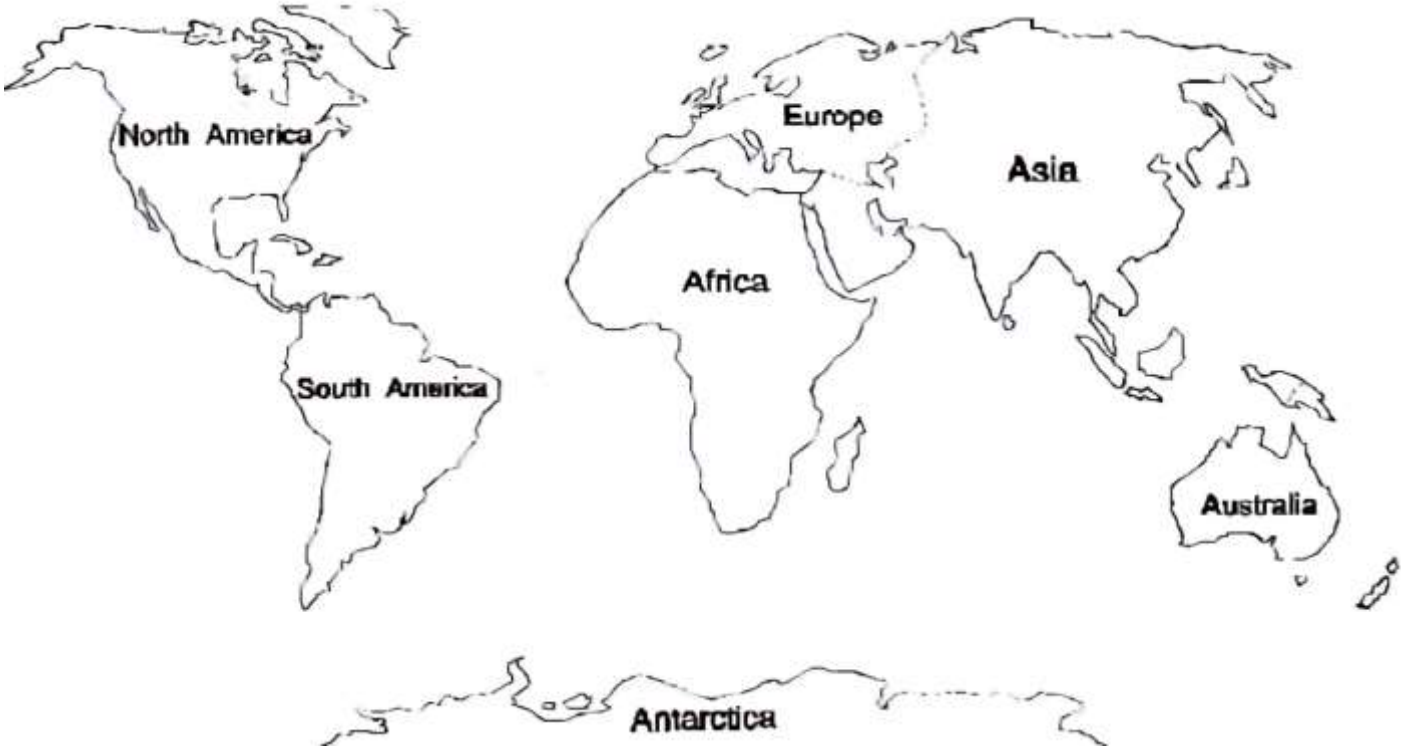
A- _____

B- _____

C- _____

Activity 2: Continents in the World

Study the world map below and answer the following questions in the space provided.



2.1. How many continents are there in the world?
(1)

_____

2.2. Name the largest continent.
(1)

_____

2.3. Name the smallest continent.
(1)

_____

2.4. How many oceans are there in the world?
(1)

_____

2.5. Name one ocean in the Northern Hemisphere?
(1)

_____

Activity 3: Compass Directions

Study the diagram below and answer the following questions in the space provided.



3.1. What is the name of the instrument shown?

_____

3.2. How many directions does this instrument have?

_____

3.3. Name the other four directions this instrument has?

_____

_____

_____

_____

Activity 4: Africa

Study the map of Africa below and answer the following questions in the space provided.



4.1. How many countries does Africa have?

_____

4.2. Name the two oceans around Africa?

_____

_____

4.3. Give the definition of landlocked?

_____

4.4. Name 1 country in Africa that is landlocked?

_____

4.5. Name the island that is on the eastern side of Africa?

_____

Activity 5: Physical features of Africa

Africa is the second largest continent in the world. Africa is the source of the world's longest river. The world's largest hottest desert is in Africa. Write a paragraph of **5 sentences** describing the famous physical features of Africa. Use the pictures below to help you answer the paragraph question.









Africa **Nile River** **Victoria Falls** **Sahara Desert**

Keep in mind the following points:

- Introduction
- Name the largest desert in Africa?
- In how many countries is this desert found in?
- Name the longest river in Africa?
- In which sea does this river end in?

- What is the name of the famous waterfall in Africa?

- Conclusion

HISTORY GRADE 5 TERM 1

Activity 1: San Hunter Gathers and Herders

Use the source below and your own knowledge to answer the following questions in the space provided.

Source 1A

Hunter-gatherers and herders were the first people who lived in South Africa. The huntergatherers were known as the San and the herders were called the KhoiKhoi. In history, we divide the different time periods according to the different tools that people used. In Africa, there is the Early Stone Age, the Later Stone Age and the Iron Age

Adapted from Platinum Textbook

Refer to Source 1A

1.1. Who were the first people to live in South Africa?

_____

1.2. What were the San known as during this time period?

_____

1.3. What were the Khoikhoi known as during this time period?

_____

Activity 2: Rock Art of the hunter-gathers

Use the sources below and your own knowledge to answer the following questions in the space provided.

Source 2A



Adapted from https://www.sahistory.org.za/sites/default/files/article_image/san_painting_0.jpg

Refer to Source 2A.

2.1. What is the type of painting called?

_____

2.2. Who invented this type of painting?

_____

Source 2B

Paintings and engravings (images) on rocks in the open air and on cave walls are called rock art. There is rock art on about every continent, but South Africa has some of the most beautiful and advanced examples. It is difficult to say why they painted these pictures. Some archaeologist thinks that the paintings were created to bring good fortune to a hunt as a kind of spiritual exercise. It could be that the artist simply painted things they found beautiful. There are thousands of rock paintings and engravings (images) in South Africa and some museums also have collections that are open to the public.

Adapted from www.sahistory.org.za

Refer to source 2B

2.3. How does Source A explain the meaning of rock art?

_____

2.4. On which continent according to the Source will one find beautiful rock art?

_____

2.5. Why according to the Source were the paintings created?

_____

Activity 3: The San and the Environment

Use the sources below and your own knowledge to answer the following questions in the space provided.

Source 3A

The San did not have a special leader or chief. They discussed things and came to an agreement about what to do. Everyone had a chance to have a say and everyone was seen as equal. The San shared what they had amongst each other and each group had a right to use some land. The San believed that no one had the right to own animals. The San lived in many small groups of about 25 men, woman and children.

They were semi-nomadic and followed the game as it moved. They also moved to find ripe berries and plants or roots they could eat. Semi-nomadic: means partially nomadic. They did not damage wildlife and vegetation and they believed animals were a gift from the gods.

In the San community, men hunted wild animals and woman gathered plants, berries and roots to eat.

The San are known to be among the best trackers in the world. A tracker is able to follow animals by looking for the signs that they make when they move through the area.

Adapted from www.sahistory.org.za

Refer to Source 3A

3.1. Explain why the San move from place to place?

_____

_____

3.2. What do we call people such as the San who move from place to place?

_____

3.3. Which members of the San communities were hunters and which

were gathers?

_____

_____

Source 3B



Adapted from https://th.bing.com/th/id/R.d6835aaa5b55ced3aa836ae4567bdd18?rik=k30LWo7dS9eQbA&riu=h-

Refer to Source 3B

3.4. What were the San best known for in the world?

_____

3.5. Define what a tracker means.

_____

_____

Activity 4: The Bow and Arrow

Use the sources below and your own knowledge to answer the following questions in the space provided.

Source 4A **Source 4B**





Above, is a picture of a quiver and arrows used by the San. A Quiver is a portable case used for holding arrows.

Refer to Source 4A and Source 4B

4.1. What instrument did the San use for hunting?

_____

4.2. How many parts is this instrument?

_____

4.3. What is the quiver used for?

_____

4.4. What did the San put on the tip of the arrow?

_____

Activity 5: Using plants as medicine

Use the sources below and your own knowledge to answer the following questions in the space provided.

Source 5A

The San knew a lot about the plants and animals around them. This information was passed down from generation to generation. They did not only eat plants and make tools - The San discovered, through the years, that some of the plants could be used to make medicine.

Plants were used to treat wounds and heal illnesses, and, they were used in healing ceremonies that were an important part of the San life.

Refer to Source 5A

5.1. What did the San use plants for besides eating and making tools?

_____

5.2. Mention **TWO** methods that plants were used for?

_____

_____

Source 5B

Below, are some plants that they used:

Camelthorn tree: A tea is made from the roots as a mouthwash for toothache and a drink against tuberculosis.

Cancer Bush (Sutherland): This was used for washing and cleaning wounds and drunk as a tea to bring down fevers.

Camphor Bush: The San would inhale the smoke from burning the leaves of a camphor bush to heal headaches and blocked noses.

Geranium (Pelargonium): The roots were used as a cure for coughs and stomach problems.

Refer to Source 5B

5.3. What is geranium used for?

_____

Activity 6: The San and KhoiKhoi

Source 6A

The San did not have a special leader or chief. They discussed things and came to an agreement about what to do. Everyone had a chance to have a say and everyone was seen as equal. The San shared what they had amongst each other and each group had a right to use some land. The San believed that no one had the right to own animals. The San lived in many small groups of about 25 men, woman and children.

They were semi-nomadic and followed the game as it moved. They also moved to find ripe berries and plants or roots they could eat. Semi-nomadic: means partially nomadic. They did not damage wildlife and vegetation and they believed animals were a gift from the gods.

In the San community, men hunted wild animals and woman gathered plants, berries and roots to eat.

Source 6B

The KhoiKhoi were what we call herders or pastoralists. These are people who depend on livestock and move around to find water and grazing for their animals.

The KhoiKhoi owned cattle and sheep, they would stay in one place until their animals had eaten all the grass and then they would move. The KhoiKhoi would also hunt and gather food when they could and needed to. However, they herded their livestock and used their livestock for food.

The KhoiKhoi lived in much larger groups than the San. These groups were called clans. Sometimes there would be more than 100 people in a clan. The clans were led by a chief. The KhoiKhoi believed in ownership of animals, the more cattle and sheep you owned, the wealthier you were.

Different groups also had rights to water in their area - they did not own the water but could decide who could use it

The San hunter-gatherers were joined in South Africa by the KhoiKhoi herders. They moved in to the northern and western parts of South Africa and then moved further south. On the whole, the San and the KhoiKhoi lived peacefully. Sometimes there was conflict because of their different outlooks on the world.

Write a paragraph of **5 sentences** describing the differences between the San and KhoiKhoi. Use Source 6A and Source 6B to help you write the paragraph.

Keep in mind the following:

- Introduction
- What were they called?
- How did the hunt?
- What were their beliefs?
- Conclusion

_____
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GRADE 5 TERM 2

GEOGRAPHY

Activity 1.

1. Study the **source** and answer the questions below

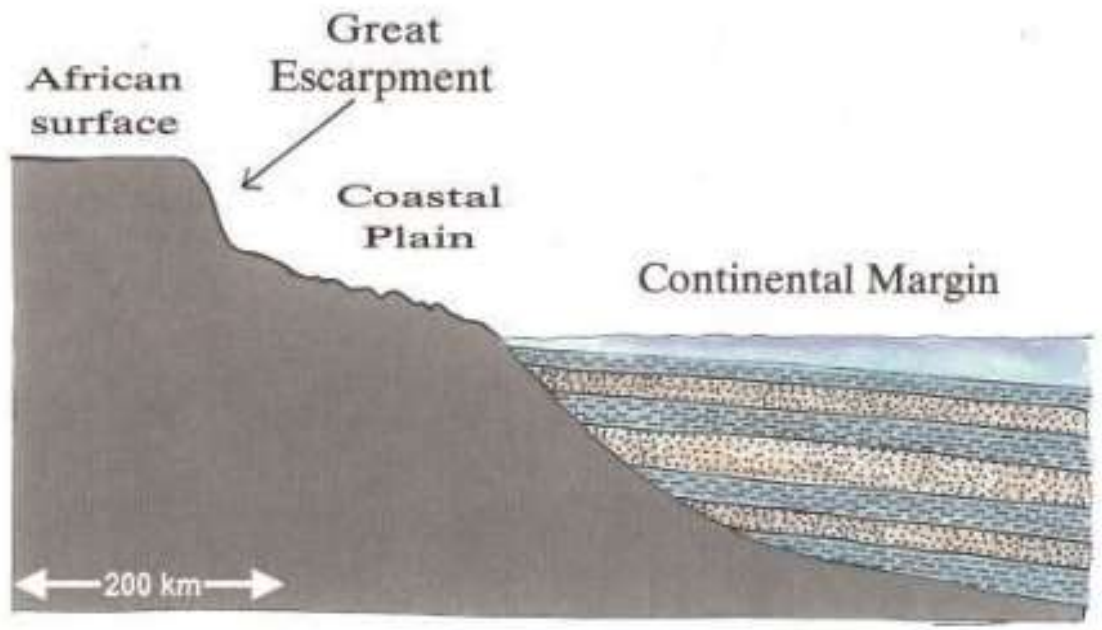


Figure 13e. The Great Escarpment now separates the high African Surface from a coastal plain. Eroded sediments formed the continental margin sedimentary rocks.

Match **Column A** with the definition in **Column B**. Write the answers in the space provided

Column A	**Column B**	**Answer**
1.1 Coastal	A Is a flat lying land found high above sea level in the interior	1.1
1.2 Interior	B Is a steep mountain that is found between low lying land and high lying land	1.2
1.3 An escarpment	C This means the inland area away from the sea	1.3
1.4 A plateau	D This means next to the sea	1.4
1.5 Sea level	E The height of the land at the coast	1.5
	F is located on a high plateau inland of South Africa	

Activity 2

2. Study the source and answer the questions below



(Downloaded from the internet)

State whether the following statements are True or False

a. The Orange River is the longest river in the world.

---

b. The Limpopo River flows in Mpumalanga.

---

c. South Africa has two major rivers called the Limpopo River and the Orange River.

---

d. Name the main tributary of the Orange River

---

e. Which two countries does the mouth of the Orange River border?

---

f. Where is the source of the Orange River?

_____

_____

Activity 3

3. Study the source and answer the questions below



(*Downloaded from the internet)*

a. Identify the main man-made feature you see in the source.

_____

b. Why do people build dams?

_____

_____

c. Where does water that is kept in a dam come from?

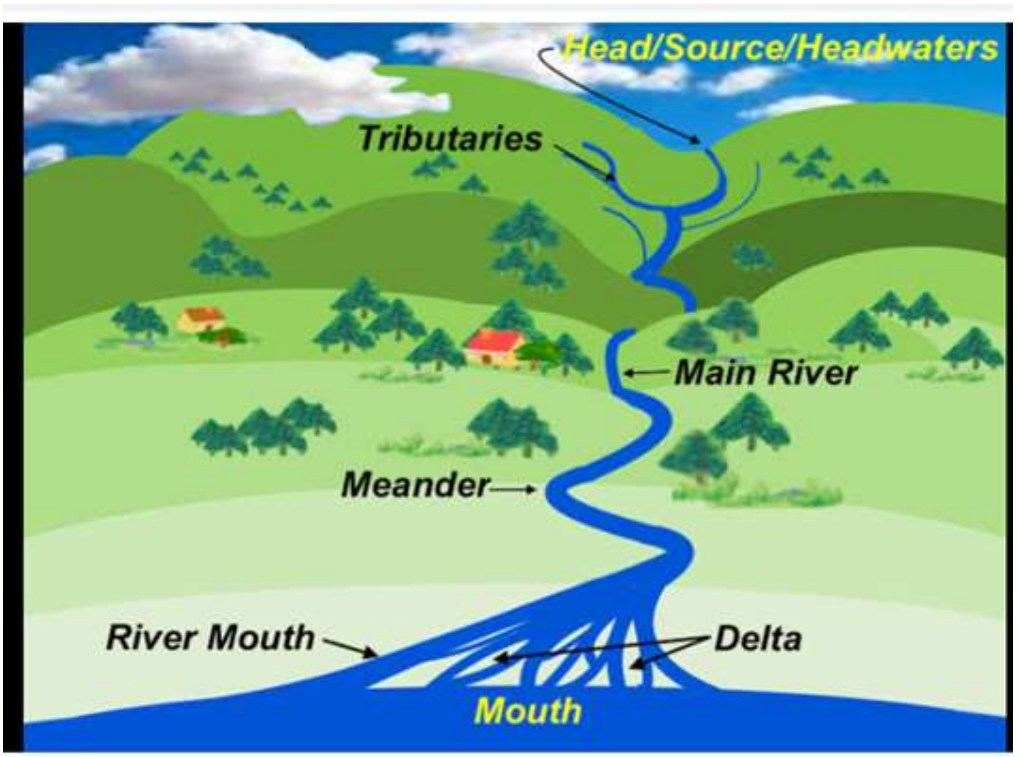
_____

_____

d. In a paragraph of **five (5)** sentences explain how dams affect the physical environment

Activity **4**

4. Study the **source** and answer the questions below



(*Downloaded from the internet*)

a. What is a river?

Choose the correct answer from the choices given. Circle the correct alphabet

4.1 Is the primary channel and course of a river.

A Main River

B Tributary

C River system

4.2 Is often located in mountains and may be fed by an underground spring or melting snow.

A River mouth

B Confluence

C River source

4.3 The area drained by the river and its tributaries is called …

A The channel

B The desert

C The drainage basin

4.4 Explain why a river source is normally positioned up on mountains or up in the hills.

_____

_____

_____

4.5 Define the following concepts:

a. A river source

_____

_____

b. Tributaries

_____

_____

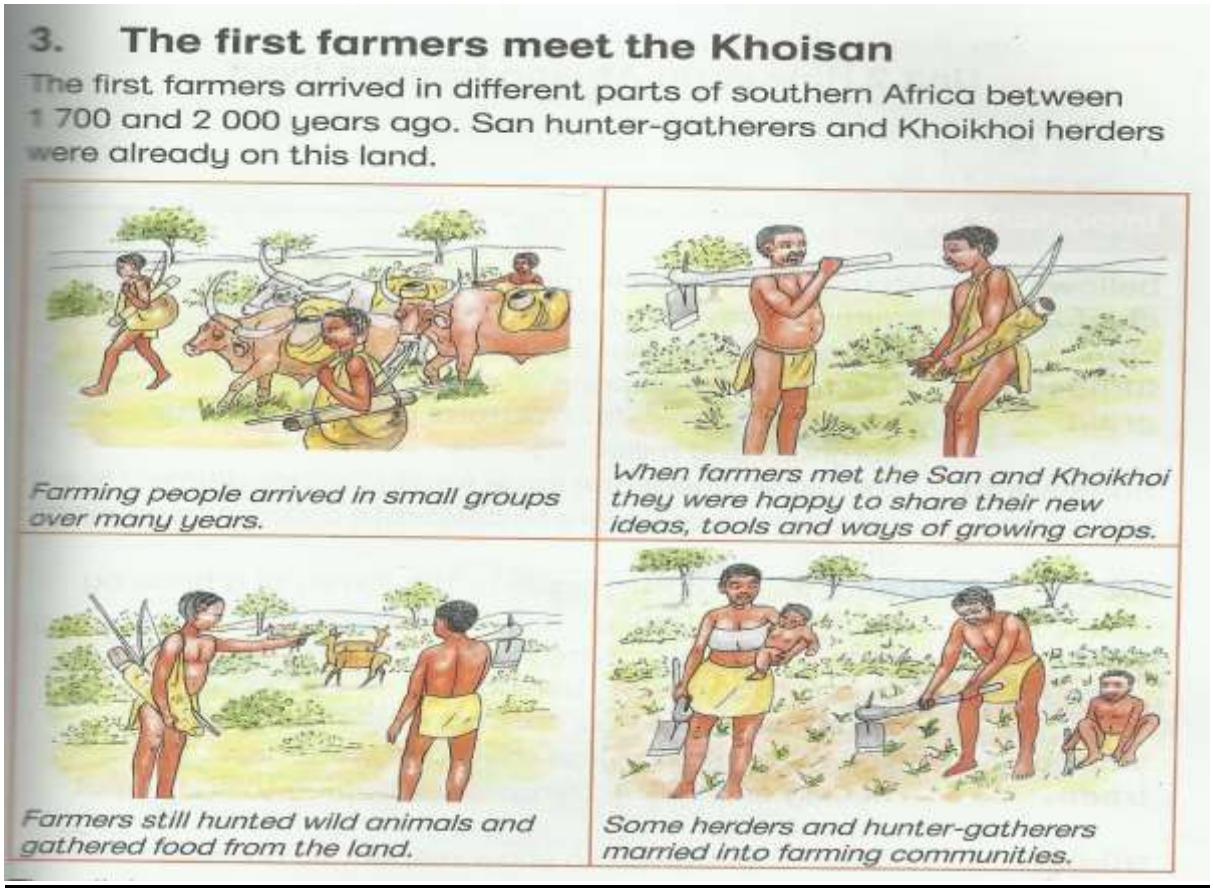
c. A river mouth

_____

_____

GRADE 5 TERM 2 HISTORY

Activity 1



1. Who did the first farmers interact with? _____
and_____

2. When did the first farmers in Southern Africa entered Southern Africa?

_____

3 Which group of people arrived in small groups over many years?

_____

4 How was the feeling of the farmers when they met the san and the khoikhoi?

_____

5 Why were they very happy?

_____

Activity 2

4. Animals

Cattle were too valuable to leave outside the village. People from other villages could steal the cattle at night. Wild animals were also a danger because they could kill the cattle to eat. The cattle stayed in cattle kraals at night. Cattle kraals were in the centre of homesteads.



Boys taking cattle to the grazing lands

The farmers also kept sheep and goats. During the day boys took the animals to the grazing land.

1 Why cattle were too valuable to leave outside the village?

_____

2 Look at the picture above.

a. What animals can you see? _____

b. Who is looking after the animals? _____

c. Where were cattle kept at night? _____

Activity 3

Write one paragraph about the importance of cattle in the lives of African farmers.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

GEOGRAPHY TERM 3 - WEATHER, CLIMATE AND VEGETATION OF SOUTH AFRICA

WORDBANK/ NEW TERMINOLOGY/NEW CONCEPTS

Weather what happens in the air around us, including temperature, rainfall, wind and clouds.

Temperature indicates how hot or cold a place is.

Precipitation these are different forms of water that come out of the air, include snow, hail, sleet, drizzle, fog and rain.

Cloud cover is made from tiny drops of water.

Cloud is a collection of very tiny droplets of water or ice crystals.

Atmosphere is the air surrounding the earth.

Rain is the water droplets that fall from the atmosphere surrounding the earth.

Rainfall distribution is the spread of rainfall over an area.

Thermometer is an instrument used to measure the temperature (degree Celsius)

Rain gauge an instrument used to measure rainfall or any form of precipitation.

Wind is the movement of masses from high pressure areas to low pressure areas or is air that moves from one place to another.

Wind vane is used to show the direction of wind.

Anemometer is an instrument used to measure wind speed in km/h.

Observe looking at something carefully to find out more about it.

Climate is the average weather condition of a place observed over a long period.

Weather refers to the condition or atmosphere at a particular place over a short time. It is about heat, wind, rain and clouds.

Vegetation is plants such as grass, bushes and trees.

Natural vegetation are plants that have not been grown by humans or are plants that grow naturally in an area.

Exotic plants these are plants that are brought by people from another country/region.

Adaptations are ways plants change to suit the climate.

GRADE 5 GEOGRAPHY REINFORCEMENT ACTIVITY FOR TERM 3 - 2022

ACTIVITY 1 **DATE:** _____

WEATHER

Define the following concepts

1.1 Weather

_____ (2)

1.2 Climate

_____ (2)

1.3 Rain gauge

_____ (2)

1.4 Wind vane

_____ (2)

1.5 Wind sock

_____ (2)

(10)

ACTIVITY 2 **DATE: _____**

WEATHER IN SOUTH AFRICA

Study the source and answer the questions below



Adapted from Our World, Our Society

2.1 Name any **THREE (3)** elements of weather that you can see in the source.

_____ (3)

2.2 What kind of temperature is in the source? Give 2 reasons for your answer.

_____
_____
_____ (2)

2.3 Name the season that is shown in the picture.

_____
_____ (2)

2.4 In a paragraph of **FIVE (5)** sentences, explain how cold weather affects the daily lives of people. Your paragraph must be structured into **topic sentence, supporting sentences and a concluding sentence** (5)

_____
_____
_____
_____
_____
_____
_____

ACTIVITY

3 **DATE: _____**

WEATHER

Study the source and answer the questions below



Adapted from Viva Social Sciences

3.1 Give the maximum temperature for Durban?

_____ (1)

3.2 Which city has the highest temperature?

_____ (1)

3.3 Is rain expected in Port Elizabeth, explain your answer.

_____

_____

_____ (2)

3.4 What will be the weather condition in Nelspruit?

_____

_____ (2)

3.5 Name two cities where there will be rain.

_____ (2)

3.6 What is the wind direction for Port Elizabeth?

_____ (1)

3.7 In a paragraph of **FIVE (5)** sentences, describe what type of clothing would you wear if you were in Cape Town. Your paragraph must be structured into **topic sentence, supporting sentences and a concluding sentence** (5)

_____

_____

_____

_____

_____

_____

_____

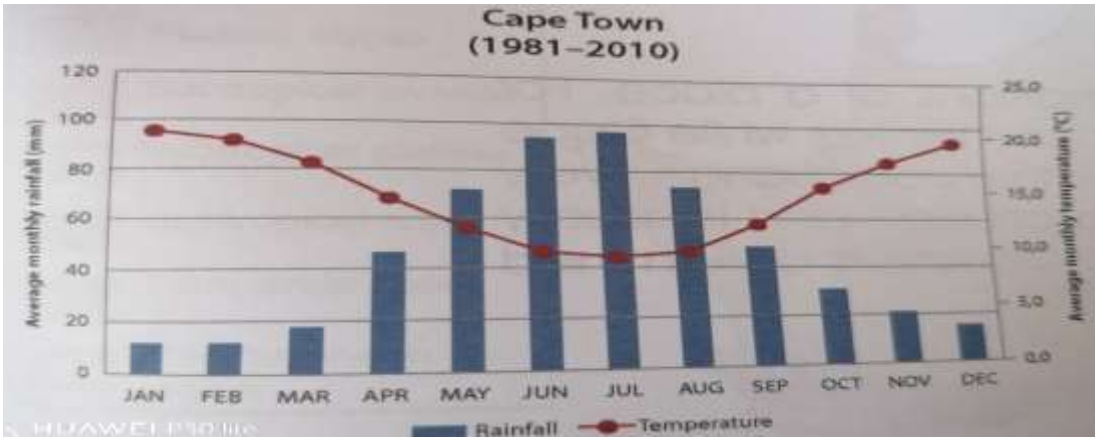
ACTIVITY 4

DATE: _____

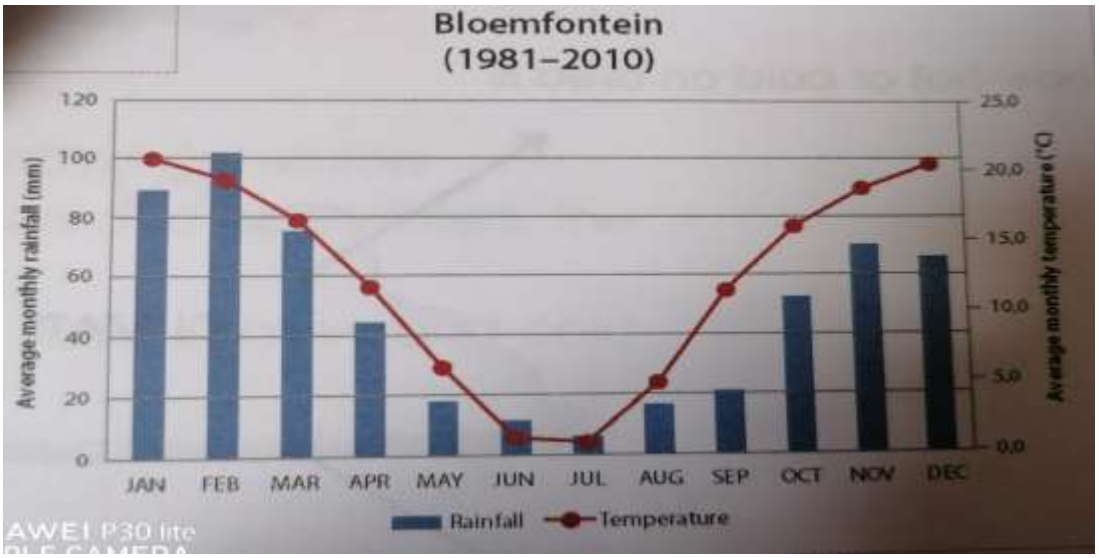
RAINFALL AND CLIMATE

Study the two climate graphs and answer the questions below

SOURCE A



SOURCE B



Adapted from Viva Social Sciences

NB. BLUE BARS indicates the average rainfall AND RED DOTS indicates average temperature.

4.1 Name the place that receives winter rain?

_____ (1)

4.2 Which place has lower temperatures during winter?

_____ (1)

4.3 What is Bloemfontein's lowest average temperature?

_____ (1)

4.4 Which place gets more yearly rainfall?

_____ (1)

4.5 Continue to look at SOURCE B above to answer the following questions:

4.5.1 How much rain usually falls in January?

_____ (1)

4.5.2 How much rain usually falls in July?

_____ (1)

4.5.3 Which is the driest month?

_____ (1)

4.5.4 Does it get most of its rain in summer or in winter?

_____ (1)

(8)

ACTIVITY 5 **DATE: _____**

NATURAL VEGETATION

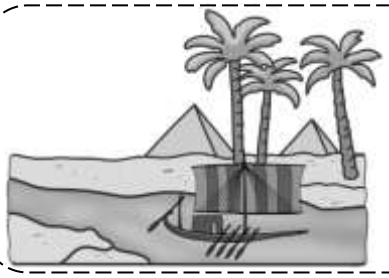
Match COLUMN A with COLUMN B. Write the correct answer in COLUMN C. eg. 5.1 D

COLUMN A	**COLUMN B**	**COLUMN C**
5.1 Natural vegetation	A. is when plants are able to grow in a new place	5.1 _____
5.2 Exotic plants	B. survive hot, dry summers, but need winter rain.	5.2 _____
5.3 Adapted	C. survive dry climate by storing water in their leaves.	5.3 _____
5.4 Baobab trees	D. are plants that people brought from another area/country.	5.4 _____
5.5 Proteas	E. are plants that grow naturally in an area.	5.4 _____
	F. they survive dry climate by storing water in their trunks.	
	G. is when plants cannot grow in a new place	

(5)

HISTORY GRADE 5 TERM 3

1. Study the source and answer the questions that follow.



The Nile River forms a fertile, green valley in the middle of the Sahara Desert. It was on the banks of this river that the Ancient Egyptians lived and farmed. They used the fertile soil to produce food and water from the river to water their crops.

1.1 How would you prove that the Nile River was the lifeblood of Ancient Egypt?

_____

_____

1.2 Describe the role the Nile River played in the lives of the Ancient Egyptians.

a) _____

b) _____

1.3 Point out where the fertile soil that is referred to in the paragraph came from.

_____

_____

1.4 How were the farmers dependent on the Nile River?

_____

1.5 Identify an Egyptian invention from the source.

_____

1.6 Most Ancient Egyptians were farmers or builders.
Excluding farmers and builders, state the occupations of Ancient Egyptians.

a) _____

b) _____

2. Read the extract and answer the questions that follow.



Scribes were the people in Ancient Egypt who wrote things down. Everything was written down. From their writings we have learned a lot about the Ancient Egyptians. Scribes were highly respected in Egypt. They did not have to pay taxes or do manual labour. They mostly came from wealthy families.

2.1 Which statement explains the importance of scribes in Ancient Egypt?

_____

2.2 Describe how the life of a scribe might be different from that of the poor people.

a) _____

b) _____

2.3 What did the wealthy Egyptians, such as scribes, do to preserve their bodies for the afterlife?

_____



2.4 Scribes were also responsible for the writing on Egyptian buildings.

What is the building in the picture called?

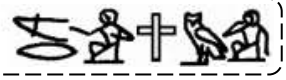
_____

2.5 What is the reason for the construction of the building referred to i

_____

_____

2.6 Scribes used the Egyptian alphabet, called hieroglyphics, to write everything down.

I like to eat bread. 

In a paragraph of four to five sentences, discuss why the discovery of the Rosetta Stone was important for us to understand the meaning of hieroglyphics.

In your paragraph refer to:

- What hieroglyphics is?
- Why it is useful to us today?
- What is the value of the discovery of the Rosetta Stone?

_____

_____

_____

_____

_____

_____

_____

_____

_____

3.1 Hypatia used mathematics to work out how much grain farmers needed to plant. Give examples of other ways mathematics was used in Ancient Egypt.

a)

_____

b)

_____

3.2 Can you clarify how she used her knowledge of astronomy to assist farmers?

_____

_____

3.3 Which medical treatment available to Penthu would he use to treat King Tut's illnesses?

a) _____

b) _____

3.4 Tutankhamen was nicknamed 'the Boy King'.
Why do you think he was given this nickname?

_____

_____

3.5 Where was King Tut's tomb discovered? _____

3.6 We learned a lot about Ancient Egypt from Tutankhamen's tomb.
Can you explain this statement?

_____

_____

4. Egyptian knowledge spread to other parts of the world as a result of Egypt's trade.

List the Egyptian knowledge that spread to other parts of the world.

a) _____

b) _____

Geography Term 4

Grade 5

Activity 1

1 Read the sentence and then chose the correct word.

1.1 The rock that contains the large amount of mineral.

A. Ore

B. Stone

C. Gold

1.2 The mineral that is used to jewellery and dentistry.

A. Chrome

B. Platinum

C. Gold

1.3 Minerals cannot be used again that means they are:

A. Renewable

B. Non-renewable

C. Re-renewable

1.4. A hole that goes deep down in to the ground is:

A. Mining

B. Open-pit mining

C. Shaft mining

1.5. The process of digging rocks out of the ground :

A. Mining

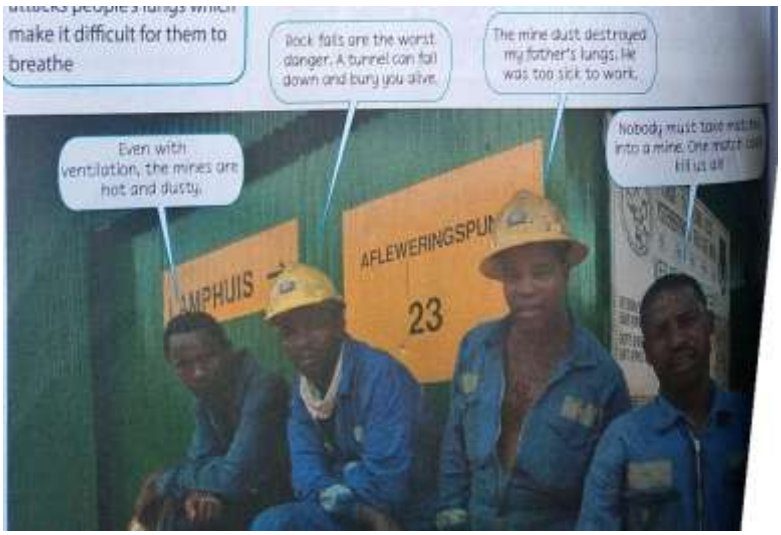
B. Digging

C. Crushing

2. Write the name that has the same meaning as **risk**

_____

3. Look at the picture bellow then answer the questions .



3.1. Does the fire (matches) allowed in mines? Circle the correct answer **Yes/No**

Circle the correct answer.

Give the valid reason for the above answer.

_____

3.2. Which part of the body that get destroyed by the dust in mines?

_____

3.3. What is the worst danger in mines that can kill people when it falls down?

_____

3.4. How is the temperature inside mines? (**Hot or cold)**

_____

4.Give two types of mining.

_____and

_____

5. Define the following terms

5.1 Non-renewable is_____

5.2. Ore **is**_____

5.3. Coal is _____

5.4. Tunnel is _____

5.5. Lift is _____

6. Give two uses of the mineral Manganese.

6.1_____

6.2._____

HISTORY TERM 4

GRADE 5

Activity

A heritage trail through the province of SA

1.1 Read the text below and answer the questions that follow.

a. In what province is the Castle located?
b. What does the word "colony" mean?
c. When was the Native National congress established?

In the heart of Cape Town stands one of the most remarkable buildings in the world. The Castle was built when the Cape was still a colony of Holland. This means that Cape Town was under the control of the Netherlands. Dutch people settled here. The Castle is built to protect residents from enemies. Later the Cape had a British colony. The Cape and other colonies became part of the Union of South Africa. Transvaal, Orange Free State and Natal were also colonies. Because black peoplehad no rights in the country, the South African Native National Congresswas established in 1912. It was established because the castle was seenas a symbol of white power. Today the South African Native National Congress of 1912 is known as the African National Congress. Since 1994,democracy is established in our country and everyone has rights now and the new flag of South Africa waves above the castle.

Activity 2

Give an example of:

2.1 Tangible heritage _____

2.2 Intangible heritage _____

Activity 3

Give one word for the following sentences.

3.1 The remains of plants or animals that have been preserved in rocks.
_____

3.2 Something that is handed down from the past. _____

Activity 4

4.1 Choose words from the glossary to complete the sentences. ***Place of cheetahs*** ***Great waters*** ***Source (of a river)***

a) Bloemfontein means_____

b) Mangaung means_____

c) Gariep means_____

Activity 5

5.1 Are the following statements TRUE or FALSE?

a) The San people are famous for their rock art. _____
b) The Cradle of Mankind is in Limpopo province. _____
c) In Limpopo there was a rich Shona kingdom. _____
d) The aloe plant of the Eastern Cape is not good for people. _____
e) Frances Baard of the Northern Cape has fought rights for many people. _____

Activity 6

Your friend from America is visiting South Africa for the first time. Recommend a heritage site, person or object for him to visit. Support your choice with a good reason. Only recommend a heritage that you have studied.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

LIFE SKILLS

TERM ONE

Reinforcement Activities

NOTE: THESE LIFE SKILLS REINFORCEMENT ACTIVITIES ARE FOR THE PHYSICAL EDUCATION COMPONENT.

ACKNOWLEDGEMENT:

Amato, H., Calitz, J., Heese, S. & Shaw, L. (2012) Platinum Life Skills Grade 5 Learners Book. Cape Town: Maskew Miller Longman.

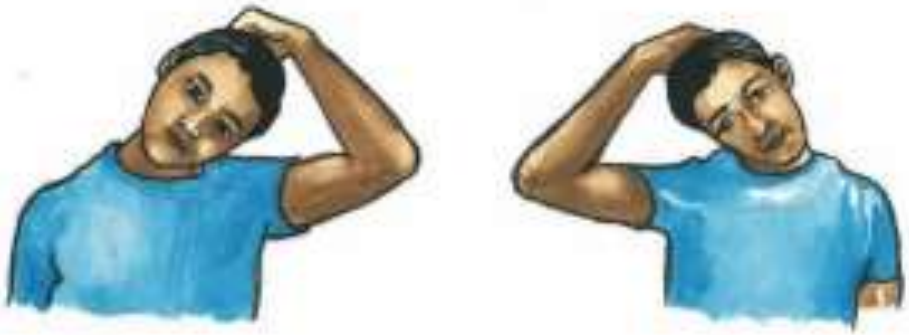
Warming up and cooling down

Stretching

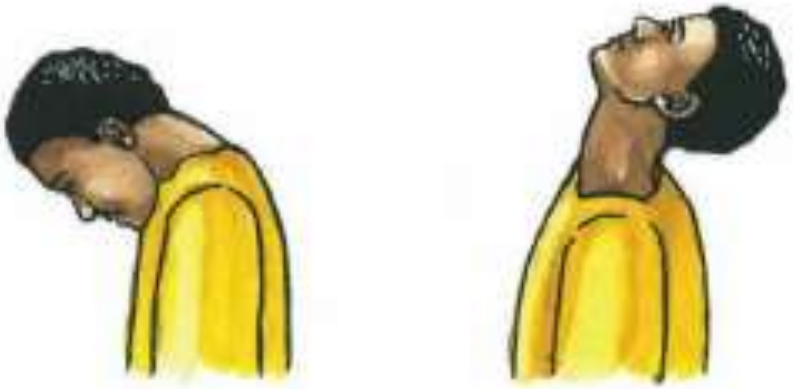
1. Stretches for the whole body



2. Stretches for the side of your neck



3. Stretches for the back of your neck



4. Stretches for your shoulders and arms



5. Stretches for your calf (part of the leg below the knee)



6. Stretches for your thigh (part of the leg above the knee)



7. Stretches for your legs and back



There are many ways in which you can roll. Look at the pictures below.

1. Pencil rolls



2. Tummy roll



Safety

Don't put strain on the neck when you do a forward roll. The head must be tucked in. It is best to roll on your shoulders.

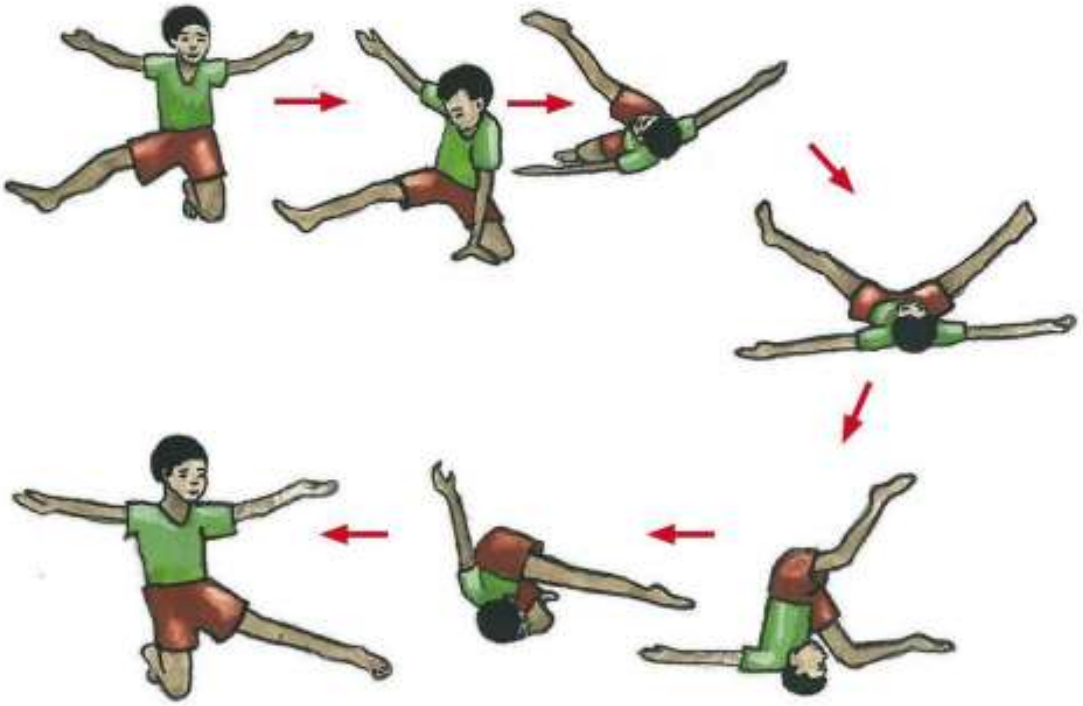
3. Forward roll



4. Egg roll



5. Side roll



Simple balances



Simple stomach balance



Simple seat balance with arm support



A different stomach balance



Simple back balance with legs and arms extended

More complex balances



Shoulder balance with arm support



Arabesque



Sideways balance



More complex seat balance

Look at some ways of moving.



Crawling, stomach up



Crawling, stomach down



Cartwheels



Walking on knees



Walking on hands and legs in different directions

Safety

You need to think about how to hold your body and how to balance your weight so that you don't wobble or fall over.

1. Getting ready



Move or swing the arms.



Push off from the toes.

2. The jump



Keep up the head, chin and chest.



Point fingers and toes.

Safety

- You can damage your muscles if you try to do too much when you are not fit. Slowly build up the time you spend on a skill. Slowly build up the number of times you repeat an activity. Also be careful how intensely (hard) you use your body.
- Never wear jewellery while exercising as it can cause injury, such as choking.

3. The landing



Land firmly on your feet. Bend the knees to receive the **weight** of your body. Keep the hips close to the ground so that you don't fall over.

Jumping in different ways



A star jump



A pike jump



A turning jump

Did you know?

The Masai tribe in Kenya is famous for being able to jump high after having both feet on the ground.



A tuck jump



A leap



A rabbit jump

Walking correctly

- Relax your shoulders and keep them back and down.
- Bend your arms 90 degrees at the elbow, and then swing in time with the opposite leg. This balances the body.
- Check that your hips are level, and that your knees face forward.
- Tuck your bottom under your body.
- Walk with steps of equal length.
- Put down your heel first. Then roll your foot towards the ball of your foot. Finally, push away from the ground, going forward from your toes.



LIFE SKILLS

TERM TWO

Reinforcement Activities

NOTE: THESE LIFE SKILLS REINFORCEMENT ACTIVITIES ARE FOR THE PHYSICAL EDUCATION COMPONENT.

ACKNOWLEDGEMENT:

Amato, H., Calitz, J., Heese, S. & Shaw, L. (2012) Platinum Life Skills Grade 5 Learners Book. Cape Town: Maskew Miller Longman.



How to hold a ball when catching in netball



How to throw a ball in netball







How to hold a rugby ball when running







How to pass a rugby ball

Key words

- **supporting foot** – the foot you are standing on; the non-kicking foot

Kicking

To get the most power from a kick, make sure the knee of the kicking leg is above, or in line with the ball at the exact moment the foot makes contact. The leg follows through in a sweeping motion in the direction of the target.



If the **supporting foot** is in line with the ball, the kick will have power and be low.



If the kicker leans forward, the kick will be low and hard.



If the supporting foot is behind the ball, the kick will make the ball rise or lift.



If the kicker leans back, the ball will rise.

Dribbling and control

Key words

- **dribble** – when one player keeps control of the ball, moving it forward

One-foot dribble



1. Kick the ball slightly forward and to the side with the outside of the kicking foot.



2. Kick the ball slightly forward and across with the inside of your kicking foot.



3. Move towards the ball and kick it slightly forward.



4. Kick it back the other way with the outside of your kicking foot.

5. Repeat these movements

Two-foot dribble

1. Put the soccer ball at your feet.
2. Tap it out slightly forwards and to the side with one foot.
3. Move towards the ball.
4. Tap the ball slightly forwards and back across with the other foot.
5. Tap the ball slightly forwards and back across with the other foot.
6. Repeat this move.

Movement performance

Rugby

Safety

Rules in sports are there to stop players being injured. In rugby you cannot tackle (pull down) another player above the waist.

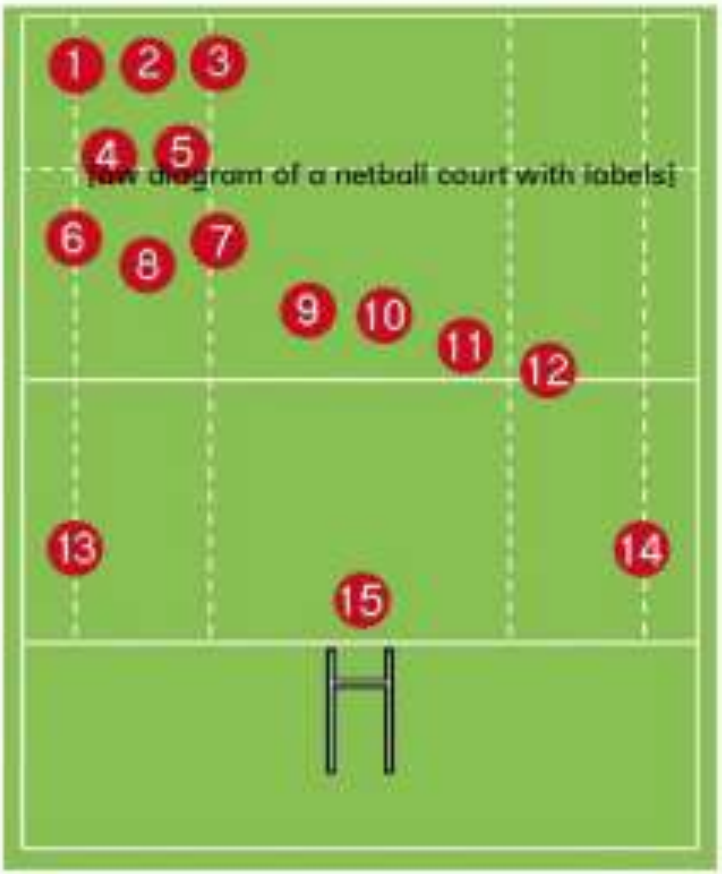
In soccer, you can get penalised for tripping another player.





Key:

1 Loosehead prop
2 Hooker
3 Tighthead prop
4 Second row
5 Second row
6 Blindside flanker
7 Openside flanker
8 Number 8
9 Scrum-half
10 Fly-half
11 Left wing
12 Inside centre
13 Outside centre
14 Right wing
15 Full-back



Soccer and netball





Did you know?

The netball, soccer and rugby World Cup tournaments are played every four years. The Olympic Games also takes place every four years.



Key:
D Defender
F Forward
G Goalkeeper
M Midfielder
W Wing





Key:
GS Goal Shooter
WA Wing Attack
GA Goal Attack
C Centre
GD Goal Defence
WD Wing Defence
GK Goal Keeper

LIFE SKILLS

TERM THREE

Reinforcement Activities

NOTE: THESE LIFE SKILLS REINFORCEMENT ACTIVITIES ARE FOR THE PHYSICAL EDUCATION COMPONENT.

ACKNOWLEDGEMENT:

Amato, H., Calitz, J., Heese, S. & Shaw, L. (2012) Platinum Life Skills Grade 5 Learners Book. Cape Town: Maskew Miller Longman.

Slow and controlled rhythmic movements

The Child posture



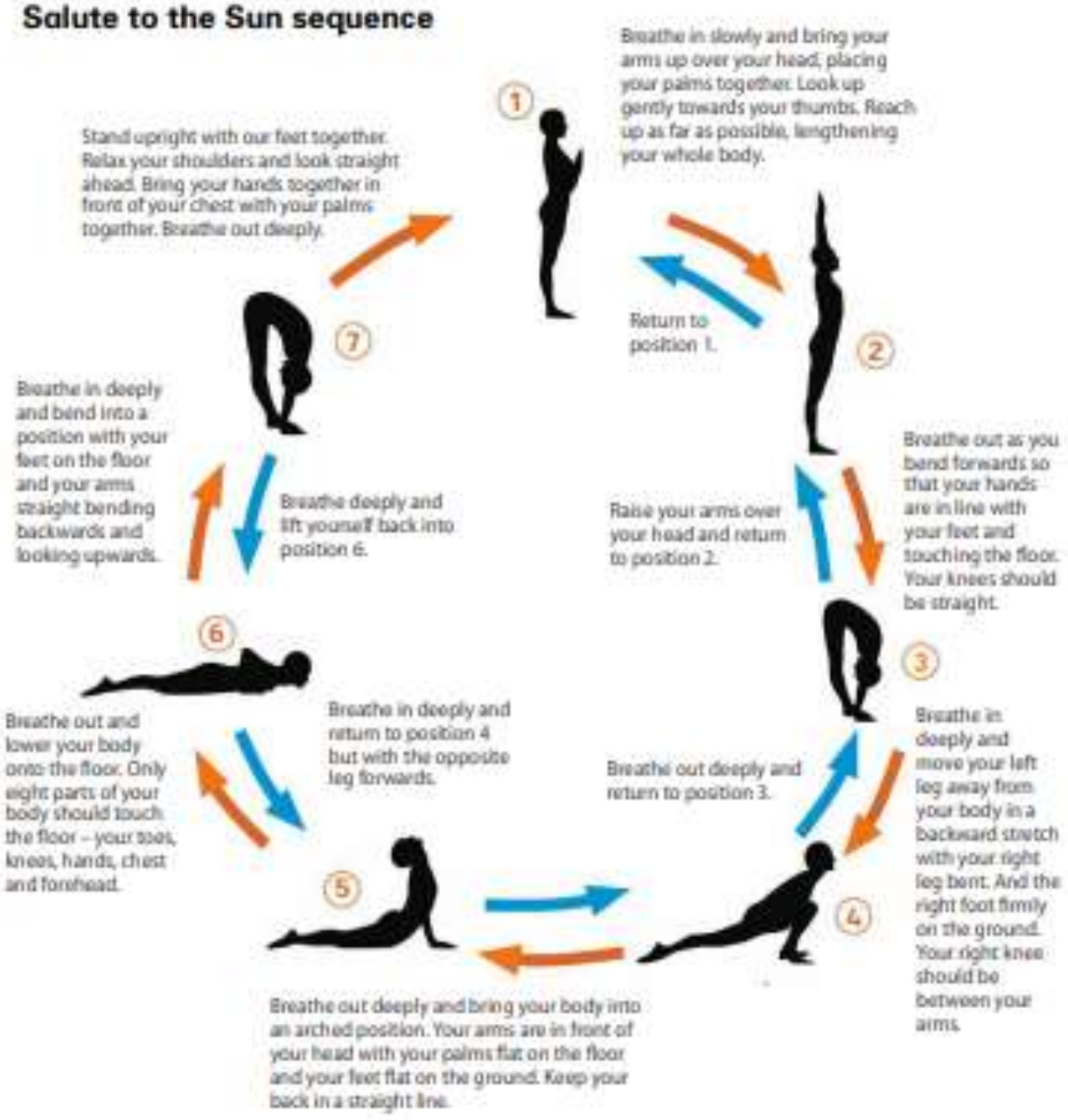
1. Kneel down, keeping your legs pressed closely together. Lower your buttocks so that you are sitting on your heels.
2. Bend slowly forwards until your forehead is resting on the floor, or as far as is comfortable.
3. Bring your arms behind you so that your arms and hands rest on the floor next to your feet.
4. Breathe slowly and relax.

The Tree posture



1. Stand with your feet together and parallel. Imagine a string is running through the centre of your head to the roof, gently pulling you upwards.
2. Lift one leg and place the sole of the foot against the inner side of your other thigh.
3. Bring your hands together in front of your chest with your palms together.
4. Keep your hands together and raise your arms above your head.
5. Relax your jaw and your muscles. Breathe gently and regularly. Hold this pose for a slow count of eight.
6. Repeat the pose with the other leg.

Salute to the Sun sequence



Faster rhythmic movements

The Grapevine

The Grapevine is done in eight counts.

1



Step to the side with the right foot.

2



Step the left foot behind and past the right foot.

3



Step to the side again with the right foot.

4



Bring the left foot next to the right foot.

5



Step to the side with the left foot.

6



Bring the right foot behind and past the left foot.

7



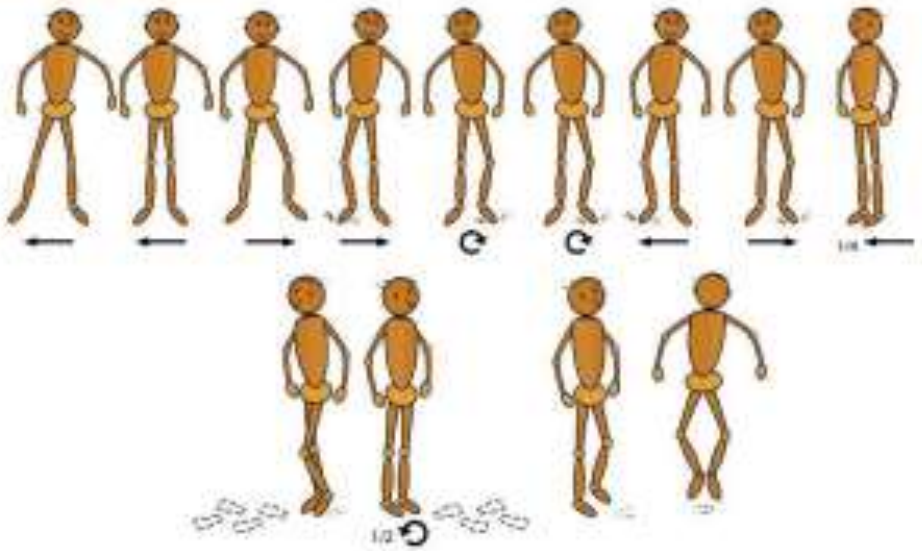
Step to the side again with the left foot.

8



Bring the right foot next to the left foot.

Learn a dance



1. Step to the right.
2. Bring the feet together by moving the left foot next to the right foot.
3. Step to the left.
4. Bring the feet together by moving the right foot and stamping with it as it is put down next to the left foot.
5. Turn around in a clockwise direction in four steps (right, left, right, stamp on the left). Repeat.
6. Step to the right. Stamp the feet together with the left foot.
7. Step to the left. Stamp the feet together with the right foot.
8. Turn to the right and face forwards in the circle.
9. Step forward in four steps, starting with the right foot (right, left, right, stamp with left foot).
10. Turn to face the other direction in the circle.
11. Step forward in four steps, starting with the right foot (right, left, right, stamp with left foot).
12. Do a jump to face inwards.

Did you know?

There are group dances that have been done for hundreds and hundred of years in different cultures.

Movements with a partner

Copying, mirroring and cartwheels



Copying



Mirroring

Cartwheels



Starting position Mid cartwheel End position

Handstand and leapfrog



Working together to do a handstand



Leapfrog

Safety

When you work in pairs, always communicate clearly with your partner so that you both know what to expect. For example, let them know when you are going to let go of their legs, or do a leapfrog.

Group dance

Run in a circle

1. Stand in a circle in your group holding hands.
2. Race towards the finish line as a group. You are not allowed to let each other go.



Safety

When you dance in a group, focus on keeping your movements controlled and in time with everyone else.

Be aware of the space around you. That way your dance will look better, and no one will be stepped on.

Undo the knot

1. Stand about 5 metres apart in a circle with your hands stretched out in front.
2. Shut your eyes and slowly move towards each other. Without opening your eyes, feel around until you find a hand to hold. Don't let go!
3. Open your eyes. You will see that you are in a tangled knot.
4. Try to unknot yourself without letting go of each others' hands.



Circle dance

1. Stand in a circle holding hands and face the inside of the circle. Alternating, each give yourself a number – either 1 or 2.
2. Gallop eight steps clockwise and eight steps anti-clockwise, then stand still.
3. Number 1s walk four steps to middle of the circle, then walk backwards to the same position. Number 2s clap your hands eight times.
4. Number 2s skip four steps into the circle. Turn to face the outside circle on your fourth step.
5. Hold hands with the person you are facing. Gallop eight steps clockwise, and eight steps anti-clockwise.
6. Number 2s turn around and stand next to Number 1s to make one big circle facing inwards.
7. Repeat the sequence three more times.





LIFE SKILLS

TERM FOUR

Reinforcement Activities

NOTE: THESE LIFE SKILLS REINFORCEMENT ACTIVITIES ARE FOR THE PHYSICAL EDUCATION COMPONENT.

ACKNOWLEDGEMENT:

Amato, H., Calitz, J., Heese, S. & Shaw, L. (2012) Platinum Life Skills Grade 5 Learners Book. Cape Town: Maskew Miller Longman.

Safety
There should be no obstacles or hazards (such as broken glass, roots or mole holes) on the sportsground.

Track athletics: Running sprints and longer distances

Starting position



Ready! Place your hands shoulder width apart, fingers spread, thumbs facing each other and arms straight.



Set! Straighten your back leg with your hips higher than your shoulders.



Go! Push off hard with your legs and move your arms fast.

Running style



1. Lean the whole body forward with a straight line through the head, spine and extended rear leg.
2. Relax face and neck muscles.
3. The arms move with a smooth forward and backward action and not across the body.
4. The hands move from shoulder height to hips.
5. Each leg moves forward with a high knee action, with the knee pointing forward and with the heel striking first - not the toes.
6. The back leg pushes off the track with the toes under the buttocks.
7. Feet point forward straight down the lane.
8. Move the legs fast and with a good stride length.

Passing a baton



The **baton** is carried in the runner's one hand and passed into the other hand of the next runner. Look at how the passing hand and the receiving hand hold the baton.



If you are passing the baton, watch the receiver's hand carefully. Place the baton gently but firmly into the receiver's hand. Do not release the baton until you are sure that the receiver has a firm grip on it.

Natural Science and Technology

Grade 5

Life and Living and StructuresTerm 1



Contents

Topic 1: Plants and animals 2
Unit 1: Different plants and animals....2
Unit 2: Interdependence 5
Unit 3: Animal types 7
Topic 2: Animal skeletons....10
Unit 1: Skeletons of Vertebrates....10
Unit 2: Movement in vertebrates....12
Topic 3: Skeletons as structures....13
Unit 1: Frame and shell structures....13
Topic 4: Food chains 15
Unit 1: Food and feeding 15
Unit 2: Food chains 18

Topic 5: Life cycles 19
Unit 1: Growth and development 19
Unit 2: Life cycle of a plant 20
Unit 3: Life cycle of an animal 21

Topic 1: Plants and animals

Unit 1: Different plants and animals



Vocabulary

Habitat*: the natural home of a plant or an animal*

Biodiversity*: the variety of all the plants and animals on Earth*

The **biodiversity** of the Earth is made up of all the plants and animals, and their **habitats.** Habitats are natural homes for plants and animals. Animals and plants have specialfeatures to survive in their habitat.

South Africa has a wide variety of **indigenous** plants and animal. The plants and animalshave always lived and survived in a particular area.

A. Plants grow in different habit ..

- Water lilies grow in water. The leaves are large and flat and float on water
- Aloes live in a dry area are thick and fleshy store water





Activity 1

Redraw the following table in your workbook. List 3 other indigenous plants, their habitats and how they have adapted to that living environment. An example has been included to assist you.

Plant	**Habitat**	**Adaptation**
Example: Rooibos plants	Dry, sandy soil	The leaves are thin and small. Less water is lost from the leaves.

A. Animals live in different habitats

Habitats are places where animals and different organisms get there food, water, air and **shelter.** Shelter protects animals against their enemies as well as the weather elements.

- Toucans live in forests. They have small wings to easily fly through the branches and leaves of the rainforest trees.



- Zebras live in grasslands. The white stripes on their bodies, temporarily confuse their predators vision when they run away from them.



Activity 2

Redraw the following table in your workbook. List 3 other animals, their habitat and howthey have adapted to that living environment. An example has been included to assist you.

Plant	Habitat	Adaptation
Example: Fish	Water	Gills are used for breathing. Fins are used for movement.

Unit 2: Interdependence

Vocabulary

Interdependence*: when living and non- living things depend on each other for survival*
Ecosystem*: areas where certain types of plants and animals live. In these areas they*

A. Interdependence between living things

1. Interdependence and feeding

Animals depend on each other for food. Included, are the following groups:

a. Herbivores eat plants.
b. Carnivores eat other animals.
c. Omnivores eat both plants and animals.
d. Scavengers feed off dead animals and plants.
e. Decomposers eat and break up dead animals and put the chemicals from their bodies (carbon, phosphorus and nitrogen) back into the soil to feed the plants.

2. Interdependence and pollination

We call animals that pollinate flowers pollinators.



Bees are an example of pollinators

Plants produce **nectar** that attracts pollinators. However, it could also be a special smellor a bright coloured flower that attracts them. Animals use pollination for **reproduction.**

3. Interdependence and seed dispersal



Birds are an example of animalsthat disperse seed

Plants make the fruit sweet and tasty, so that animals eat and excrete the seeds. Seeds could stick to the animal's fur as well. In these ways the animal assists the plant in dispersing the seed.

B. Interdependence between living and non- living things

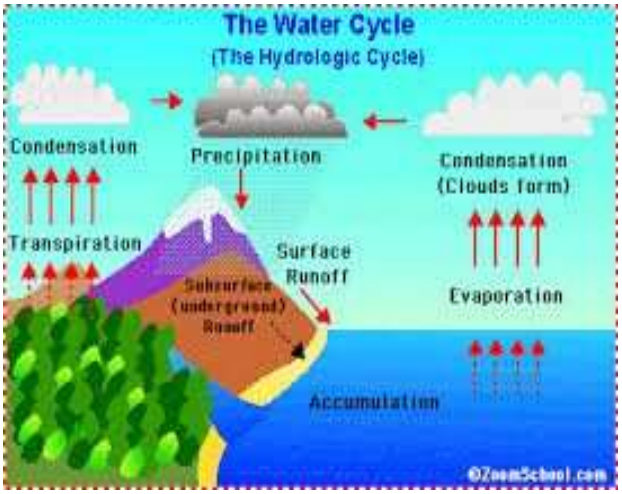
Living and non- living things depend on each other in an ecosystem.

The following table shows the relationship between living and non-living things.

NON-LIVING THING	FUNCTION
Shelter	Protection from predators or weather.
Air	Oxygen, either from the air or dissolved in water, is required for respiration.
Water	All living things require liquid water.
Food	Al living things need food for energy.
Space	Space is needed for food, water, shelter and reproduction

Water and oxygen are extremely important for all living things.

Water that we drink is part of a gigantic system called the **Water Cycle.**



Activity 3

Carefully draw and label the Water Cycle. Ensure that the following labels are included:

- Evaporation
- Condensation
- Precipitation
- Freezing
- Melting
- Run off

Unit 3: Animal types





Vocabulary

Exoskeleton*: the shell or hard covering on the outside of animals*
Endoskeleton*: a skeleton found inside of an animal's body*
Invertebrate*: an animal that does not have a backbone made of bones*
Vertebrate*: an animal with a bony backbone*

Moult*: to shed the outer covering of the body and to grow a new, bigger one*

Animals without bones- Exoskeletons

- Some animals have no bones at all. These animal's bodies are covered and protected with a hard exterior layer called an exoskeleton.
- Animals with exoskeletons are called invertebrates.
- Exoskeletons are plates joined together to make hard shells.
- The only soft parts are at the parts where the body bends, e g. the leg.
- These animals have to moult to grow.

The six groups of invertebrates

Group Name	Examples
Sponges	Sponge
Jellyfish	Jellyfish, anemone
Worms	Earthworm, flatworm
Molluscs	Snail, octopus
Starfish	Starfish, sea urchin
Arthropods	Spider, crab



Crab



Octopus



Snail



Flatworm



Anemone

(Say: an air moan ee)



Jellyfish



Sea urchin



Sea sponge



Starfish

A. Animals with bones – Endoskeletons

- Some animals have backbones made of small bones called vertebrae.
- These animals are called vertebrates.
- A frame structure made of bone and cartilage is called an endoskeleton.
- The skeleton is covered by muscles and soft body tissue.
- The animal is able to grow without having to moult.



elephants



bluecrane



surgeon fish



crocodile



newt

The five groups of vertebrates

Group Name	Examples
Mammal	Elephant, human, rat
Birds	Blue crane, ostrich
Fish	Shark, surgeon fish
Amphibians	Frog, newt
Reptiles	Snake, crocodile

Activity 4

Find and paste at least two pictures of each vertebrate group in your class work book.

Topic 2: Animal skeletons

Unit 1: Skeletons of Vertebrates



Vocabulary

vital organs*: organs in the body that are absolutely necessary for life*

limb*: body attachments such as legs, arms or tails*

joint*: place where two or more bones meet*

backbone (spine)*: the backbone that stretches from the skull to just below the hipbone*
shoulder blades (scapular)*: upper limbs (arms) are attached at the shoulder blades*

Skeletons of vertebrates

Skeletons **support** and give **shape** to the body. They **protect** the soft organs of the body. The skeletons of vertebrates are made of **bones** and **cartilage**. Cartilage is found at the joints. Cartilage is a **tough**, **flexible** substance that allows bones to rub together smoothly without causing pain. **Joints a**re places in the body where the bones meet.

Bones

Bones are hard and form a very strong frame structure to support and protect a vertebrateanimal's body.

The functions of the bones:



1. The skull

- Protects the eyes, ears, nose, mouth
- Protects the brain
- Teeth and the lower jaw are also attached to the skull

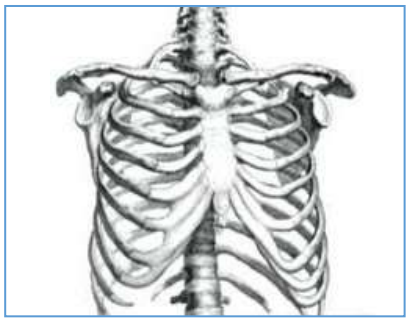
2. The spine

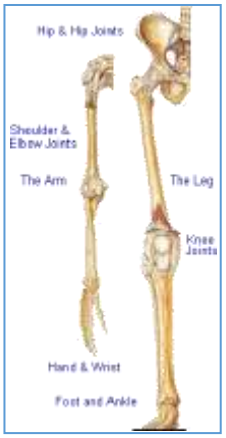


- Made up of vertebrae
- A hole runs through each vertebra.
- The backbone has two functions:
    a. It protects the spinal cord with all the nerves vessels in it.
    b. It supports the upper body.

3. The ribs

- Where the ribs are in the chest area, it protects the lungs, heart and other important organs
- In snakes, the ribcage can protect and support the whole body





4. Shoulder blades, hip bones, arms legs

- The upper limbs (arms) are attached to the body at the shoulder blade
- The lower limbs (legs) are attached at the hips.

Unit 2: Movement in vertebrates



Vocabulary

muscles*: masses of tough elastic tissue that pull our bones when we move*

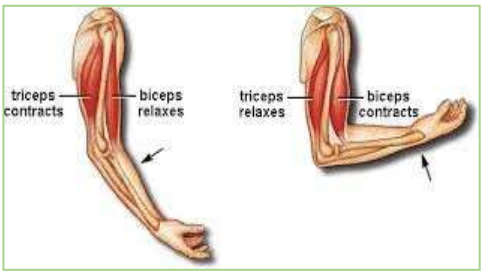
tendons*: tough cords that attach muscles to bones*

Bones are very hard and cannot bend, yet your body can move in many ways. You can move because your body has **joints** and you have **muscles** that pull your bones to move your body. Muscles are attached to bones by **tendons**. Bones are connected to each other by **ligaments.**

Muscles

If you move your fingers as if you are pretending to be playing piano, you can see thetendons on the back of your hands. These strong bands join your muscles to your bones.

Muscles work in pairs. When one muscle **contracts**, or becomes shorter and fatter, it pulls the bone to which itis joined. The bone is able to move. The other muscle in the pairs becomes larger and **relaxes.**



There are two muscles that enable you to move your arm – your **triceps** and your **biceps**.

Joints

We find joints at places in the body where two or more bones meet. Joints make our skeletons flexible. There are different kinds of movable joints in the bodies of vertebrates that allow animals to move in different ways.

To bend your arm, the bicep muscle “contracts’ and pulls on the **radius** bone and the tricep muscle “relaxes”. Your arm then bends at the elbow joint. To straighten your arm, the tricep muscle “contracts” and pulls on the **ulna** bone and the bicep muscle “relaxes”.

Activity 5

1. In a paragraph of about 5 sentences, describe how people would move without joints.
2. Your arms have more than one joint. See how many ways you can move:
   a. your elbow joint
   b. your wrist joint
   c. your shoulder joint
   d. your thumb joint
3. Which joint in question 2 allows you the most movement?

Topic 3: Skeletons as structures

Unit 1: Frame and shell structures



Vocabulary

struts*: strong structures that is able to support a weight*

frame structure*: framework of struts that are joined in together. Mainly in triangular*

A. Frame structures

Struts are very strong structures that can support a lot of weight. We are able to join strutstogether in triangular shapes to create strong **frame structures** like bridges and cranes.

The vertebrate skeleton as a frame structure

One of the most important frame structures for all vertebrates is their skeleton. The material used to make this frame is bone that is attached to the muscles that move the skeleton. This skeleton supports and protects their bodies.

Did you know...?

The ribcage is a frame structure that protects the heart and lungs - but can be damaged by as little as a sneeze.



B. Shell structures

A **shell structure** is a structure that has a strong layer on the outside that holds itself up. Itis not strengthened by joining struts together like a frame structure. The outer layer is strong enough to support the weight of the structure and to keep its shape.

Some invertebrates' exoskeletons are shell structures

Some invertebrates have strong **exoskeletons** that protect theirbodies from the outside. A crab's body is covered by a strongexoskeleton. This protects the body and organs of the crab andgives the crab its shape. The exoskeleton is an example of a **shellstructure.**



The shells of some invertebrates that live in the sea, like molluscs and oyster, are shell structures. The hard shell protects the animals inside it. Starfish, crayfish and snails are other examples of invertebrates with exoskeletons that are shell structures.



Activity 6

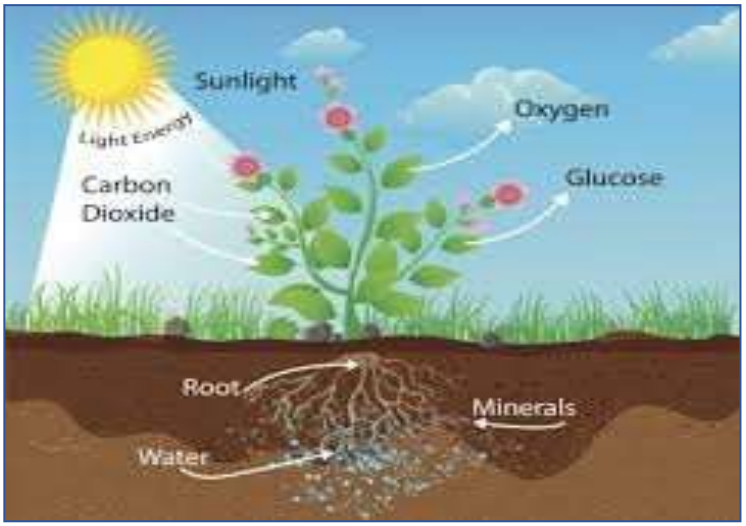
Answer the following questions:

1. What type of structure is a pylon? Give a reason for your answer.
2. What type of structure is a skeleton? Give a reason for your answer.
3. What shapes are you likely to find in a pylon. Briefly explain why these shapes make the structure strong.
4. What shapes are likely to be found in a human skeleton. What makes the structure strong?
5. How are the struts of the skeleton joined together?
6. How are the struts of the pylon joined together?
7. Can you think of other ways in which these two structures are the same?
8. How are they different?



Topic 4: Food chains

Unit 1: Food and feeding



Vocabulary

substance*: any part of a solid, liquid or gas*

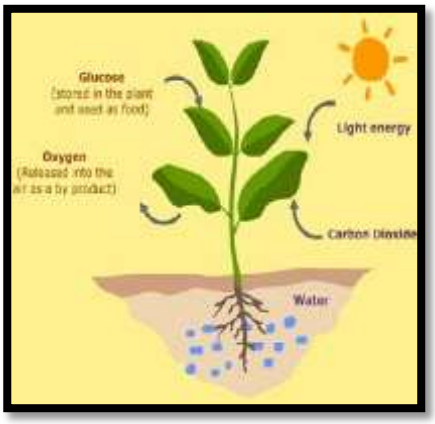
nutrients*: substances that help living things grow*

photosynthesis*: the process that plants use to manufacture food*

Green plants make their own food

Green plants do not eat food like animals do. Green plants make their own food. They use the food that they make to grow and build their branches and stems as well as other parts, such as roots, flowers and fruit.

Plants use energy, water and other **substances** from the air and soil to produce food.

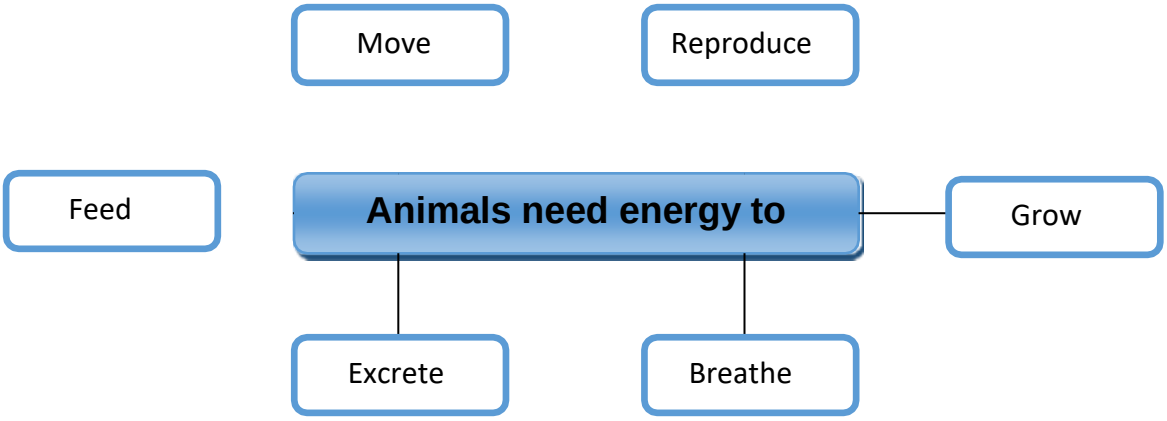


Photosynthesis

- They absorb water and **nutrients** through their roots.
- The **water** travels to the leaf or stem where the plants make the food.
- The plants use the gas **carbon dioxide** from the air.
- They also use **sunlight energy** from the sun for this process.
- The plants use the water and carbon dioxide gas with the sunlight energy to make food that we call sugars.
- The plants give off the **oxygen** as a **by- product** of this process.
- The plant can use the food (sugars) that it produced to carry out the life processes.
- Plants generally make far more food than they need to live. They store the extra food that they make in different parts of the plant.
- Animals then eat these parts of the plant (or the whole plant) to get food.

Animals need food to carry out life processes

Animals cannot make their own food. They must eat food to stay alive. Food gives animalsenergy. They use this energy for their life processes.



Living things that get energy by eating either a plant or animals are called **consumers.**

- Many animals eat plants to get energy. We call these animals **herbivores**.
- Some animals eat other animals to get energy. We call these animals **carnivores**.
- Other animals can eat plants and animals, like baboons or people. We call these animals **omnivores**.
- We get special animals called **scavengers** and **decomposers**. They eat dead animals and break their bodies into tiny pieces that can go into the soil as compost.



Cows are herbivores



Lions are carnivores



Humans are omnivores



Ants are scavengers

Unit 2: Food chains



Vocabulary

producers*: plants that produce or make their own food*

energy flow*: energy that is passed on from one organism to the next*

consumers*: animals are unable to produce their own food, so they consume plants and animals*

There is a feeding relationship between **producers** and **consumers**.We call this relationship a **food chain.**

- Plants are the producers.
- Animals are the consumers.

A food chain describes how each living thing gets food and **how energy is passed fromone organism to the next.**

- When we draw a food chain we use an arrow (→) between organisms to show that one eats the other and that energy is transferred from the one organism to the next.
- A simple food chain is: grass → cow → human
- Many food chains that are interdependent linked are called a **food web.**

The organisms that make up a food chain **cannot** be in any random order. They have to be in the **specific** order in which the energy is transferred between them in an ecosystem.

Activity 7

1. Write a food chain poem.
2. The heading of your poem must describe or label the type of habitat in which the food chain is located.

3. The body must explain the flow of energy in the food chain.
4. The ending must repeat the heading and your name.
5. Use a thesaurus to get ideas for different verbs instead of only using “EAT”.

Example:



The Jungle

There are the tiger cubs

rce tigressthat caught the rabbit

that mu ows in the jungle whereThemba

would l

Topic 5: Life cycles

Unit 1: Growth and development



Vocabulary

life cycle*: stages through which a living thing passes during its lifetime*

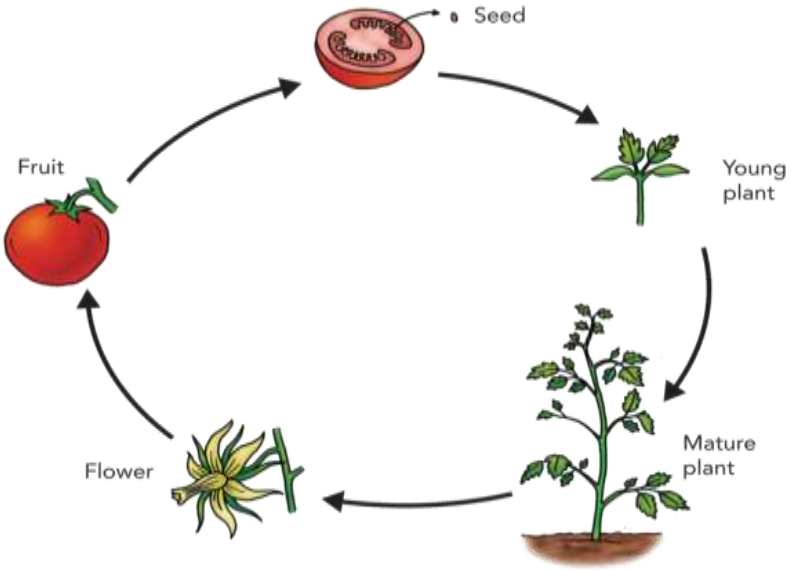
extinct*: no longer exists on Earth*

offspring*: the young of an animal or plant*

- All living things have a life cycle.
- Plants and animals grow and develop throughout their lives.
- All plants and animals need to reproduce or they will become extinct.

- An adult animal or plant needs to reproduce offspring that will grow over time into a new adult that will reproduce offspring of its own.
- This is called a **life cycle** because when a new plant or animal is made the cycle begins again.
- The plant or animal can die anywhere in its life cycle-at birth, as a young or old plant or animal.

Unit 2: Life cycle of a plant



Vocabulary

pollination*: when pollen from the male parts of a flower reaches the female parts of the flower*

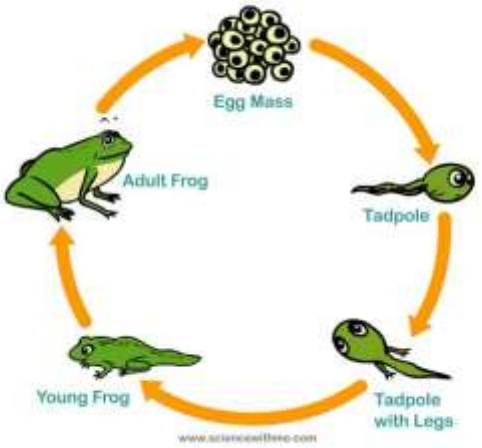
Nearly all the flowering plants that you see around you began their life as little as seeds.When the conditions are right, seeds grow into seedlings.

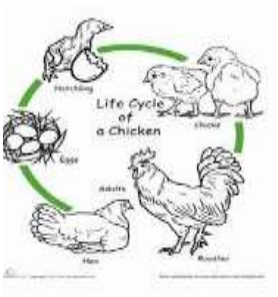
Seedlings eventually grow into adult plants. Adult plants grow into flowers.

After the flowers have been **pollinated**, they can turn into fruit with seeds in them. Theseseeds will **germinate** in soil and grow into new plants.

In this way, the **cycle of life** continues.

Unit 3: Life cycle of an animal





Vocabulary

reproduce*: when plants and animals produce offspring*

extinct*: when all the individuals of a type of plant or animal die and no more are left* ***internal fertilization****: joining of male cells and female eggs inside the body* ***external fertilization****: joining of male cells and female eggs outside of the body*

All living things need to **produce**. That means that they need to make more livingthings like themselves. **Reproduction** makes sure that different kinds of living thingsdo not become **extinct** or die out.

Animal reproduction

- The life cycle of an animal shoes all the stages it goes through from the time it is born until it dies.
- Animals are either born alive from their mother or they hatch from eggs.
- They then grow and mature into adults.



Fertilization



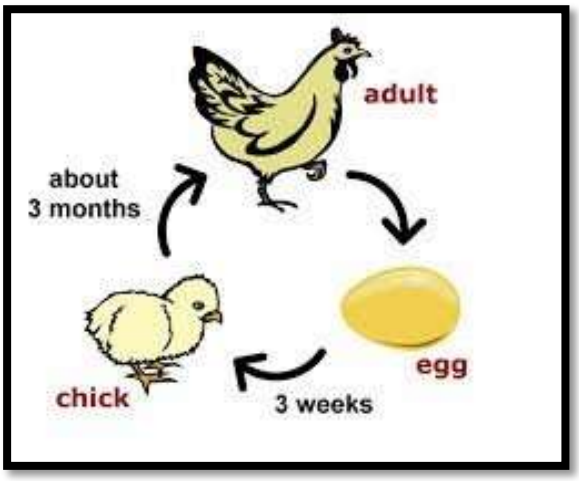
- Most animals need a partner to reproduce.
- Males produce cell that are called sperm.
- Females make eggs inside of their bodies.
- The sperm and eggs must join together to form new life. This is called **fertilization.**
- **Internal fertilization** occurs when the eggs and sperm join inside the female's body.
- **External fertilization** occurs when the female lays eggs and the male spreads his sperm over the eggs.

Activity 8

Read the following text about the life cycle of a chicken and use the information to answerthe questions that follow.

The hen and the rooster mate. The rooster puts sperm inside of the hen.

When the sperm cell joins with the egg cell inside the hen's body, fertilization takesplace. After about 24 hrs the hen can lay eggs. The embryo grows into a chick within 21 days. The hen keeps her eggs warm and the hard shell protects the developing chick. The baby bird hatches by breaking through the shell with its little beak. After about 4 weeks, the chicks will grow feathers. Chicks are fully grown within 6 months. The life cycle will then begin again.



Questions

1. Draw a picture for each for each stage in the life cycle of a chicken. Draw the picture in the correct order to make a cycle. Link the stages with arrows. Use the following words as clues: hen and rooster; egg; hatch; more feathers fully grown.
2. Next to each arrow, write the approximate time it takes for one stage to lead to the next.
3. Write a sentence underneath each picture to say what stage of the life cycle of the chickenis shown.

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Grade 5 Term 2

Matter and materials and processing

Contents

Topic 6: Metals and non-metals....3
Unit 1: Properties of metals....3
What are metals?....3
General properties of metals....3
Properties of specific metals....4
Unit 2: Properties of non-metals....6
What are non-metals?....6
Properties of non-metals....6
Examples of non-metals....7
Topic 7: Uses of metals....8
Unit 1: Other properties of metals....8
Metals conduct heat....8
Magnetism....9
Metals rust or tarnish....9
HOW TO STOP THINGS FROM RUSTING....9
Unit 2: Uses of Metals....10
Building structures....10
Transport....11

Industry.....11
Decorative Items.....11
Topic 8: Processing materials.....12
Unit 1: Combining materials.....12
Mixing and Setting.....13
Mixing and cooking.....13
Mixing and cooling.....14
Mixing, drying and firing.....14
Topic 9: Processed Materials.....15
Unit 1: Properties and uses of processed materials.....15
Uses and special properties of processed materials.....15
Unit 2: Traditional processing.....18



Topic 6: Metals and non-metals

Unit 1: Properties of metals



Key Words

Ore: *a type of rock that contains minerals and metals*

Properties: *qualities or characteristics of matter and materials*

Malleable: *able to be beaten or hammered into shape*

Ductile: *able to be drawn into wires*

Rust: *the reddish- brown layer formed when iron combines with air and water*

Conducts: *carries heat or electricity*

Alloy: *two or more metals mixed together, or a metal mixed with non-metal*

Plated: *a metal coated with another metal*

What are metals?

Metals are raw materials that we mine from rocks in the Earth called **ore.** We get iron fromiron ore and copper from copper ore.

General properties of metals:

Metals are mined from the Earth.



Metals are shiny.

Most metals are hard and they feel heavy.

Metals conduct electricity very well.

Metals are malleable (they can be shaped into flat sheets)

Metals can be heated to high temperatures without melting or changing their shape, whichis one of the reasons why pots and pans are made of metal.

Metals can be drawn into thin wires. We say they are ductile.

Properties of specific metals

Iron is a very useful metal. It is used to make objects such as nails, wire fences, weapons,fence posts and tools. This is because it is strong and hard.

The main problem with iron is that it rusts.



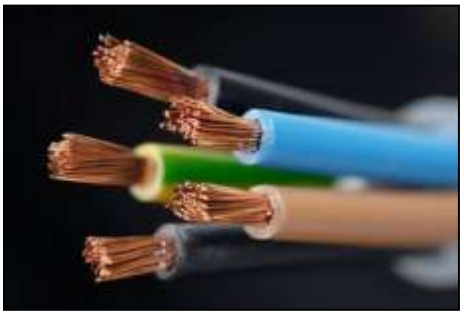
Gold is a valuable and expensive metal. It is very malleable which means is can easily be hammered into a shape. It is used in the manufacture of jewellery as it shines and never goes dull.



Silver is also an old metal that shines brightly and used to make jewellery. It has been in use for about 8000 years.



Since 6000 BCE (*Before Common Era*[1]) copper has been used in the production of ornaments and weapons. Today it is used in electric wires because it conducts electricity very well.



Aluminium is another strong metal. It is used in aircraft construction because it is weighs much less than other strong metals. There is more aluminium in the Earth than any other metal.



Activity

Read the following extract on Iron Age *smelting*[2] in South Africa and answer the questions that follow:

In 1932, a farmer in the Messina district discovered evidence of gold andiron smelting on Mapungubwe Hill. The African Iron Age is a period inAfrican history that started about 1800 years ago. During this period, people learned how to make weapons and tools from iron. Using iron to make tools had many advantages. Iron is a strong, hard metal that can be hammered into different shapes. It can be used to make tools for chopping trees,cutting stone and for hunting. Iron is separated contains from rock that contains iron, by heating and melting iron ore.

[1] **BCE** is an abbreviation for Before Common Era. The first year of the Common Era (CE) is usually considered to be the year that Jesus Christ, from the Christian Religion, was born.

[2] **Smelting** is a process involving heating and melting that removes metal from metal ore. In other words, smelting removes a metal such as iron from rock (ore) that contains bits of iron.

1. Use your dictionary to help you explain the following, in your own words :
   a. Smelting
   b. Iron Age
2. When did the Iron Age occur in Africa?
3. Describe how the iron was separated from the ore.
4. What was the iron used for?
   a. Explain the importance of discovering iron for the Iron- Age people.
   b. What properties of iron make it useful for tool making?

Unit 2: Properties of non-metals

Key Words

Brittle: *easily breaks into pieces when it falls*

Synthetic polymers: *plastics, rubber and fabrics*

Ceramic: *objects made from clay or sand*

What are non-metals?

Non-metals are all materials that are not metal. If a material does not have any of theproperties of a metal, then it is a non-metal.

Properties of non-metals

- They are dull.
- Some are brittle and break easily.
- Some are flexible and bendable.
- Some are easy to shape.
- They are usually easy to colour.



Examples of non-metals

Ceramics is pottery and articles made by firing materials extracted from the Earth.



Glass is made from liquid sand. Glass is made by heating ordinary sand until it melts andturns into a liquid. Sand melts at the incredibly high temperature of 1700 degrees Celsius.



Plastics are springy, waterproof, easily-shaped and lightweight. They are used to makething that need these properties.



Fibres can be natural, like cotton, or manufactured, like polyester. They are made of tinythreads so that they are quite strong, flexible and can keep things and people warm.



Topic 7: Uses of metals

Unit 1: Other properties of metals



Key Words

Conductor: *materials that allow heat to pass through easily*

Magnetic: *attracted to a magnet*

Non-magnetic: *materials that are not magnetic*

Attracted: *pulled towards*

Tarnish: *a metal changing and becoming dull*

Corrode: *a metal breaking down*

Metals conduct heat

A metal teaspoon taken from a hot drink is usually hot when touched. This is becauseheat passes easily from the hot liquid into the metal teaspoon. We say that the teaspoon conducts the heat. Metals are good conductors of heat.

Metal cooking pots conduct heat well. This is why most pots havewooden or plastic handles.



Magnetism

Some metals are magnetic. When you bring certain metals close to a magnet the metals are attracted to the magnet. It would appear that the metal “sticks” to the magnet. Metals that do not have magnetic properties and are not attracted are called non-magnetic.

Iron and steel are the most magnetic metals. Nickel and cobaltare also magnetic. All other metals are non-magnetic.



Metals rust or tarnish

Most metals are affected by air and water. The air makes the metals change. All metalsstart out bright and shiny but, in the air, they go dull after a few weeks. For many metals,like copper, aluminium and zinc, this dull layer is very thin. We say the metals tarnish or corrode.

Silver gets a blackish layer.

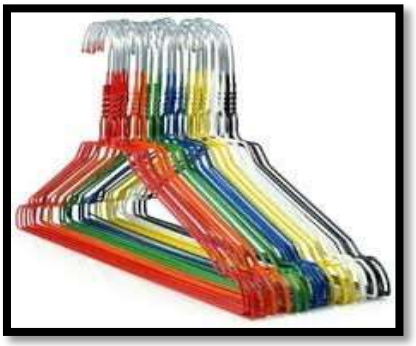
Iron turns reddish brown called rust. Gold does not corrode.



HOW TO STOP THINGS FROM RUSTING



Coat with grease or oil



Coat in plastic



Coat with another metal



Paint it

Unit 2: Uses of Metals

Key Words

Structure: framework for support

Ornamental: used as a decoration

Recycle: process of reusing old material to make new objects

Building structures

- Steel is strong and is therefore used for the framework of skyscrapers and large buildings such as warehouses. This framework is its core structure.
- Pylons, that carry electric wires, are also steel structures
- Some buildings use sheets that are mainly made from iron covered with zinc, for walls and roofs.



Transport



- Cars and bikes are usually made of steel, although expensive ones are made of aluminium.
- Steel alloys are used for ships and trains. (An alloy is a man-made metal created by combining two or more metals)
- Aluminium alloys are used in the aircraft industry.

Industry



- Machinery in factories is made of iron and steel.
- The tools that the workers use needs to be strong, so they are usually made of metal.

Decorative Items

- Jewellery and ornamental items are made from gold, silver and copper because these metals shine brightly and do not tarnish.
- Other everyday items such as coins, taps, cutlery, door handles are made of different kinds of metals.



Topic 8: Processing materials

Unit 1: Combining materials

Key Words

Combine: *to mix or join together*

Process: *change in different ways to get new materials or products with newproperties.*

Mixture: *something that is made by mixing thing together*

Cement: *a product made from clay and limestone that becomes hard whenmixed with water*

Concrete: *a mixture of sand, gravel, cement and water.*

Reinforced: *strengthened with additional material*

Plaster of Paris: *a white powder that quickly becomes a hard solid when mixedwith water*

Paste: *a thick mixture of solid and a liquid*

Dissolve: *mixes completely with water*



Materials are combined when we put them together in a certain way. Raw materialsare processed to make a completely new product.

Mixing and Setting

- Certain materials become hard and set after the mixture is mixed.
- Cement is an example, as it becomes hard when mixed with water
- When sand, gravel, and cement are mixed with water, a very strong material, called concrete, is formed.
- Concrete can be reinforced with iron bars when dam walls and bridges are built.
- Plaster of Paris is a very useful material. It is a white, powdery substance that becomes a soft, malleable paste when mixed with water. When plaster of Paris sets it becomes hard and strong and be used for various purposes such ornaments, polyfilla (usedto repair cracks in walls) and as casts (used to repair broken limbs).



Mixing and cooking

- Raw ingredients are usually combined and cooked to improve the taste.
- The cooked product tastes better and it is easier to digest.
- Ground maize meal is a typical example of a product that is very hard to digest when it is in its raw state. Combing it with salt and water and cooking it to make porridge, improves taste and digestion.



Mixing and cooling

- Sometimes we mix ingredients for a pudding and then put it in a cool place or fridge to set or become a solid.

- A good example is jelly. It is a mixture of sugar, fruit flavours and gelatine (a substance found in animal joints).

- Gelatine dissolves in hot water and will set into a solid when it cools.

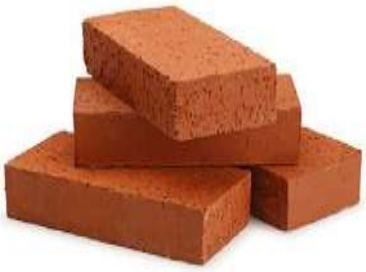


Mixing, drying and firing

- Some products are mixed and then dried or fired.

- In rural areas straw, dry grass, or animal dung is mixed with clay to keep the particles together when it dries in the sun.

- In industrial brick making, small rock are mixed with coal dust and water then fired and dried in a kiln at 600 to 900 degrees Celsius.



Fired bricks



Sun-dried bricks

Topic 9: Processed Materials

Unit 1: Properties and uses of processed materials





Key Words

Processed: materials that have been processed in some wayFire-resistant: a material that is not easily damaged by fire Durable: something that will last for a long time

Waterproof: water is unable to pass through

Fabric: material made from yarn or fibres by weaving or knittingHeat-resistant: material that is not easily damaged by heat

Absorbent: able to take in or soak up liquidsTexture: the way a surface or material feels

Paint: a liquid used to give colour or texture or protect surfaces and objects Pigment: a dry, coloured powder that is mixed with oil or water to make paint

Processed materials are materials that have been changed in some way. All processedmaterials have their own special properties.

Uses and special properties of processed materials

Plaster of Paris

1. When mixed with water, it can be malleable and moulded into different shapes.
2. Hardened plaster is water resistant and fire resistant.
3. The soft board used as ceilings in buildings contains sheets of plaster of Paris.
4. Dentists make casts of a patient's gums, using soft plaster of Paris.

5. Bandages can be soaked in plaster of Paris, mixed with water and wound around a broken arm or leg.
6. It is used to make works of art.
7. It can be used to fill cracks in walls, just like Polyfilla.

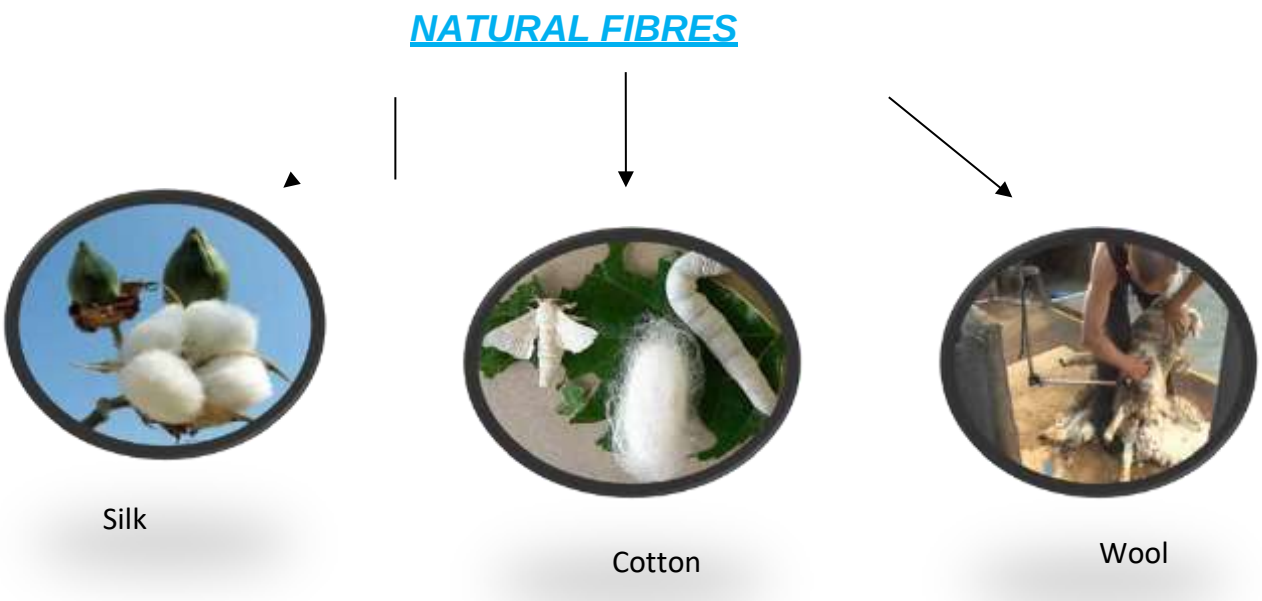
Concrete



1. Concrete is very strong, hard and durable.
2. When it is dry it is waterproof.
3. Many buildings are made using concrete.
4. Towers of power stations and silos for keeping grain are built of concrete.
5. Concrete pillars, reinforced with iron, are used to uphold parts of roofs.
6. Thick water pipes are made of a hard, strong concrete mixture.

Fabrics

Fabrics are fibres that are either man-made or natural. The fibres are spun to make yarn.



1. Cotton allows air to pass through so that it keeps people cool in hot water.
2. Silk is soft and usually used for ladies garments.
3. Wool is soft but thick enough keep people warm in winter.

MAN-MADE FABRICS





Nylon Polyester

1. Nylon is soft and light weight very strong and durable.
2. Polyester is light and blends well with natural fabrics.

Some fabrics have been designed to withstand harsh or unpleasant conditions. For example, fire fighter's clothes or raincoats.





For thousands of years made the things that they, African people made the things thatthey needed out of raw materials that they found around them and in the environment. They did not have processed materials like concrete, glass and plastic. They used indigenous materials from their area, such as grass, clay and tree stumps. They processedthem into useful products such as huts, pots, bricks and baskets. People still make useful

objects out of clay and grass today, and they often decorate them to look more interestingand attractive.

Unit 2: Traditional processing

Case Study: Nala pots

Nesta Nala learnt the art of pot making from her mother and grandmother. The knowledge was passed down from one generation to another. The pots are shaped from soft clay. When they are baked, they keep their shape and become hard and waterproof. Nesta makes patterns in the clay to give them an interesting texture and to make them look more attractive. The pots are then baked in an oven called kiln. The baked pots are rubbed with animal fat, to make themwaterproof, and polished to give them a smooth, shiny surface. The traditional uses of the pots were storage of water, beer and grain and cooking. Not many people use the clay pots for cooking and storage anymore - They buy pots and containers made from modern materials, such as plastics and metals from shops. The Nala women continue to make beautiful pots, which are

Activity:

Activity: Work in groups

1. How does Nesta Nala process the clay pots?
2. Identify the properties of the clay pots that she makes.
3. a) How does Nesta waterproof the pots?

b) Why must the pots be waterproof?

4. How does she change the texture and appearance of the clay pots?
5. Draw a traditional pot and decorate it with vibrant African patterns and colours.

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