



GAUTENG WEST: DR YUSUF DADOO PRIMARY SCHOOL

 yusufdadooprimaryschool



GRADE

Six

SELF DIRECTED INTERVENTION AND
REINFORCEMENT BOOKLET

 yusufdadooprimaryschool



**“WE ARE ROOTING FOR
YOU TO
SUCCEED!”**

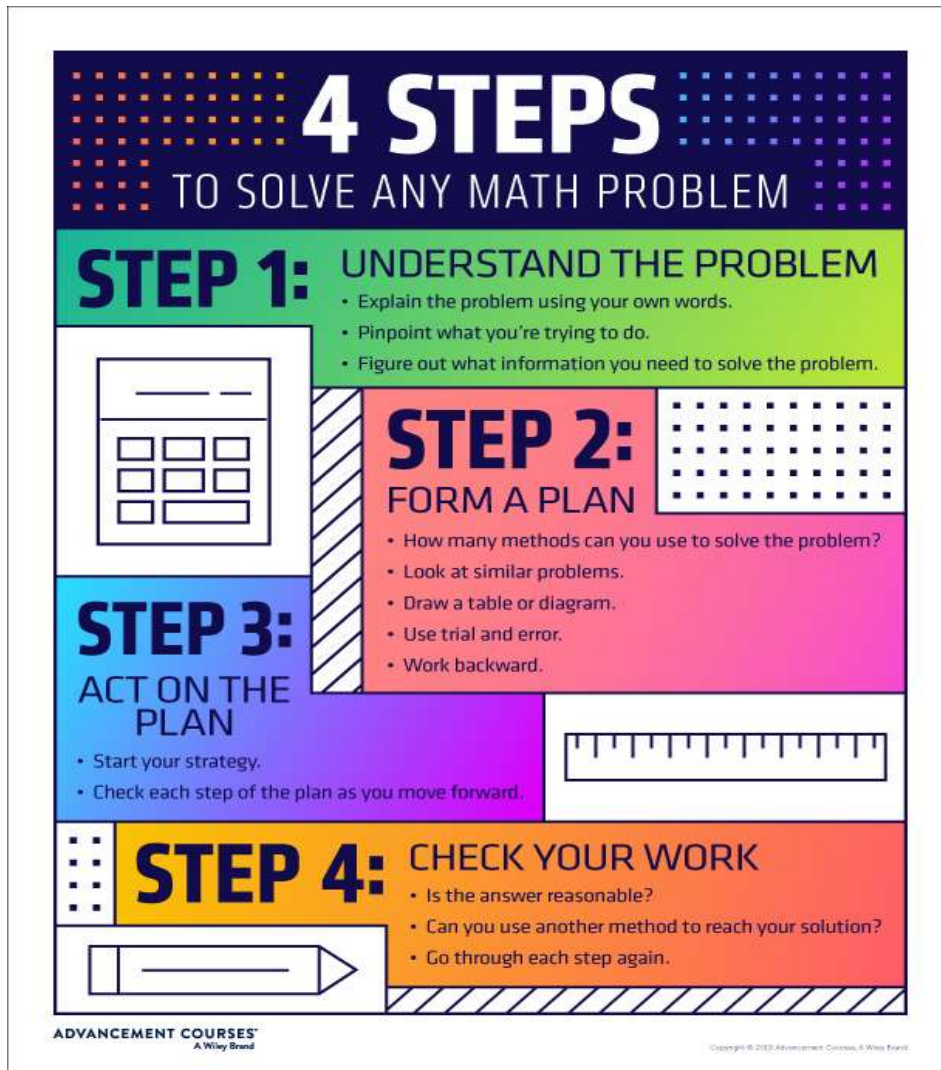
#DYDP TEAM

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

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].

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: **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.

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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

AFRIKAANS:

Lees en Kyk 'n Storie

Lees die storie hieronder. Op die volgende bladsy sal jy woordeskat vind wat jou sal help om die storie beter te verstaan.

Beste vriende

[Vertaal en aangepas van: <https://bit.ly/2kTg6zS>]

Adrie en Bianka was al van Graad 2 af beste vriende en het langs mekaar gewoon. Hulle het amper elke dag bymekaar gespeel... wanneer hulle nie baklei het nie!

Hulle het verskil soos dag en nag. Adrie was stil en rustig en Bianka was lief vir gesels en sport speel.

Adrie en Bianka het dikwels in die parkie oorkant hulle huise gespeel. Soms het hulle op die klimraam gespeel, en dikwels ook met die ander kinders van die omgewing sokker gespeel. Op reëndae het hulle by mekaar se huise gekuier en geteken of geverf of videospeletjies gespeel. Party dae kon hulle ure lank saamspeel, maar ander dae kon hulle net nie saamstem oor wat om te speel nie.

Kom ons gaan speel op die klimraam. Ons het al drie dae lank elke middag sokker gespeel!", het Adrie gesê.

"Hulle het nounet die gras gesny. Ek is mal daaroor om sokker te speel as die gras lekker kort is. Ek wil nie op die klimraam speel nie!", het Bianka geantwoord.



“Ons doen altyd wat jy wil doen, Bianka! Dis vandag my beurt om te kies!”, het Adrie vies gekla.

“Oukei, gaan klim jy maar alleen op die klimraam. Ek gaan sokker speel!”, het Bianka gegil.

Adrie het weggeloop. Sy was briesend. Toe sy by die huis kom, het sy besef dat sy nog Bianka se klaswerkboek gehad het. “Ek gaan dit nie vandag vir haar terugvat nie, ek is veels te kwaad vir haar”, het Adrie gedink.

Die volgende oggend by die skool wou hulle juffrou die boeke inneem om te merk. Bianka het nie haar boek gehad nie, en moes vir die juffrou vra of sy dit die volgende dag kon bring.

Toe die klok vir pouse lui, bly Adrie agter in die klas.

“Juffrou Swart, ek het Bianka se klaswerkboek. Ek is regtig jammer. Ek weet ek moes netnou al vir Juffrou gesê het, maar ons het gister baklei en ek is eintlik nog kwaad vir haar. Kan Juffrou asseblief vir ons help om alles uit te praat?”

“Dankie dat jy so eerlik is, Adrie. Ek is seker dat Bianka baie bly sal wees as sy hoor dat jy haar boek vir my gegee het en dat sy nou nie ’n slegte punt gaan kry nie. Dis moeilik om ’n probleem uit te praat as mens nog kwaad is.”

Tydens pouse het Juffrou Swart met die meisies gesels.

Juffrou Swart het voorgestel dat hulle dalk nie elke dag moes saamspeel nie, en dat wanneer hulle mekaar sien, hulle sal beurte maak om ’n speletjie te kies.

Adrie en Bianka het regtig gehoop dat dit hulle probleem sou oplos!

Woordeskat

Gaan terug na die storie en vind al die Afrikaanse woorde wat in die tabel geskryf staan. Onderstreep die woorde in die teks of gebruik jou glimpen om die woorde te laat uitstaan.

- beste vriende – best friends
 - amper – almost
 - elke dag – every day/daily
 - bymekaar gespeel – played together/ hung out
 - baklei – fight
 - verskil – different
 - stil – quiet
 - rustig - calm
 - gesels – chatted/talked to
 - dikwels – often
 - parkie – park
 - oorkant – across from
 - klimraam – jungle gym
 - omgewing – neighbourhood
 - reëndae – rainy days
 - geteken – drew
 - geverf – painted
 - party dae – some days
 - saamstem – agree
 - elke middag – every afternoon
 - nouet – just now
 - gras gesny – cut the grass
 - lekker kort – nice and short
 - altyd – always
 - beurt – turn
 - kies – choose
 - vies – upset
 - gekla – moaned
 - alleen – alone
 - gegil – screamed
 - weggeloop – walked away
 - briesend – fuming
 - besef – realised
 - klaswerkboek – work book
 - terugvat – to take something back to someone
 - veels te kwaad – way too angry
 - volgende oggend – next morning
 - juffrou – teacher (female)
 - boeke inneem – taking in books
 - moes – had to
 - vra – ask
 - volgende dag – next day
 - pouse – break
 - bly agter – to stay behind
 - jammer – sorry
 - uit te praat – talk things through/ sort the issue out
 - eerlik – honest
 - baie bly – very happy
 - slegte punt – bad mark
 - moeilik – difficult
 - pouse tyd – break time
 - voorgestel – suggested
 - beurte – taking turns
 - regtig – really
 - gehoop – hoped
-

Leesbegrip

Beantwoord die vrae in volsinne in jou klaswerkboek:

1. Hoe lank is Adrie en Bianka al maats?
2. Wat is die verskille tussen Adrie en Bianka?
3. Watter speletjies speel hulle soms in die middag in die parkie?
4. Watter aktiwiteite doen hulle wanneer dit reën?
5. Voltooi die sin:
Bianka hou daarvan om sokker te speel wanneer die gras _____ is.
6. Waar of onwaar: _____
Adrie was baie kwaad omdat Bianka nie op die klimraam wou speel nie.
7. Wanneer is dit moeilik om 'n probleem uit te praat?
8. Wie het die meisies gehelp om alles uit te praat?
9. Dink aan 'n ander titel vir die storie en skryf dit neer.

Lees en Praat

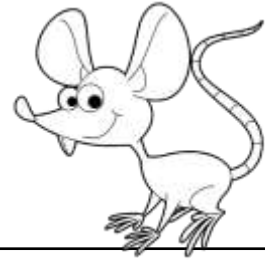
Luister na 'n storie

In hierdie les gaan jy na 'n storie luister van 'n muis wat dink dat hy 'n vakansie nodig het.

Werk saam met 'n maat en beantwoord die vrae voordat jy na die storie luister.

1. Dink jy diere voel ook soms dat hulle 'n vakansie nodig het?
2. Wat beteken die volgende idioom? Oos, wes, tuis bes!
3. Waar wil jy graag gaan vakansie hou? Hoekom?





Luister na die storie

Lees die woorde in die tabel om jou te help om die storie beter te verstaan.:

- | | |
|--|--|
| • moeg - tired | • dooie vis-derms - dead fish intestines |
| • lewe - life | • grillerige slakkies - creepy snails |
| • soek - search for | • maag draai - stomach turning |
| • veilige plekkie - safe space | • slaap - sleep |
| • moedeloos - dispirited | • rotse - rocks |
| • vakansie - vacation/ holiday | • glad - slippery |
| • seemeeu - seagull | • voetjies - little feet |
| • see - sea | • gly - slip |
| • haastig - hastily | • bewe - shiver |
| • rug - back | • terug - back |
| • vlieg - fly | • huis - home |
| • strand - beach | • vrede - peace |
| • standstoeltjie - beach chair | • gaatjie - little hole |
| • sambreel - umbrella | • bossie - little bush |
| • grom - growl | • teruggeneem - took back |
| • maag - stomach | • nooit - never |
| • lanklaas - a long time ago | • gekla - moaned |
| • heerlikste lekkernye - most delicious treats | • moeilik - difficult |
| | • vrot aas - rotten fish- bait |



Lees en luister na die vrae:

1. Wie is Erasmus?
2. Hoe het Gerhard Muis by die see gekom?
3. Hoekom voel Gerhard Muis dat hy 'n vakansie nodig het?
4. Watse kos het Gerhard Muis se maag laat draai?
5. Hoekom kon Gerhard Muis nie lekker op die rotse slaap nie?
6. Waarin slaap Gerhard Muis gewoonlik? Noem twee plekke.

Luister weer na die storie.

Klasbesprekin

Bespreek die vrae in Afrikaans. Respekteer mekaar se opinies. Skryf die antwoorde in jou werkboek NA die klasbespreking.

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Skryf en Aanbied

Skryf 'n eenvoudige gedig

Lees eers die volgende gedig voordat jy jou eie gedig begin beplan:

Van Gog die verkleurmannetjie

Maandag kleur hy hom potblou
dis net reg vir goggas kou

Dinsdag is hy heldergroen
vreet kewers op die boerpampoen

Woensdag is hy sonskyngeel
skoelapper wil by hom kom speel

Donderdag kleur hy hom oranje
ontbyt is miere met sjampanje

Vrydag is hy bloed-bloedrooi,
want dis vir hom tog alte mooi

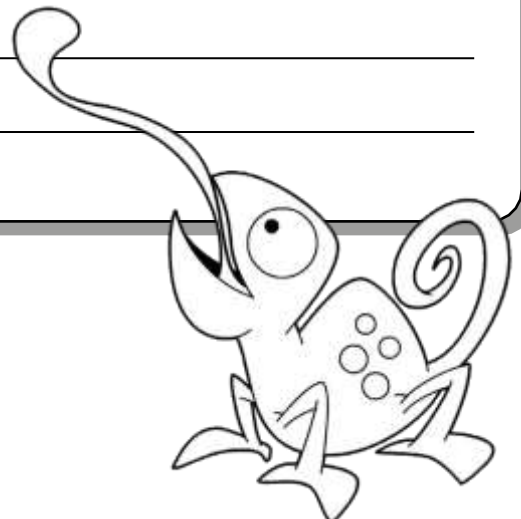
Saterdag verf hy hom heel pers
vanaand is hy so uit soos 'n kers

Sondag wil hy net rustig wees
en luilekker sy blaarboek lees.

Ann Hiemstra
(Klein Verseboek)

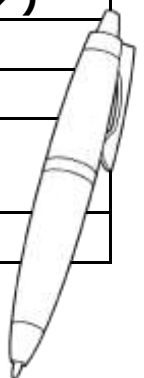
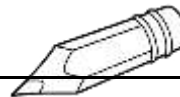


Skryf nou jou eie gedig. Gebruik die stappe in die raamwerk om jou te help. Teken 'n regmerk in die kolom aan die regterkant wanneer jy 'n taak voltooi het.





Stap 1: Beplan jou gedig	Regmerkie (✓)
• Lees deur die wenke op die volgende bladsy.	
• Skryf oor jou week by die skool en by die huis (Maandag tot Sondag).	
• Dink aan dinge wat jy op sekere dae van die week doen en skryf dit neer.	
• Maak 'n lys van rymwoorde wat jy moontlik kan gebruik.	
• Dink aan 'n naam vir jou gedig en skryf dit bo-aan.	
• Omdat jyself die digter is, skryf jy jou naam onder die titel.	
Stap 2: Skryf 'n rowwe weergawe van jou gedig	Regmerkie (✓)
• Vee uit en skryf oor totdat jy tevrede is.	
• Begin by Maandag en skryf twee versreëls.	
• Reël 1 se laaste woord moet rym met die laaste woord van reël 2.	
• Die reëls moet min of meer ewe lank wees.	
• Skryf nou ook twee reëls elk vir elke dag van die week.	
• Daar moet 14 versreëls wees.	
Stap 3: Hersien en redigeer	Regmerkie (✓)
• Gebruik 'n potlood/ander kleur pen om veranderinge aan te bring.	
• Maak spelfoute reg. Gebruik jou woordeboek indien nodig.	
• Maak seker dat die versreëls vir elke dag met mekaar rym.	
• Verander enige woorde of sinne waarmee jy nie gelukkig is nie.	
Stap 4: Skryf jou finale weergawe	Regmerkie (✓)
• Skryf die finale weergawe van jou gedig.	
• Skryf netjies en leesbaar.	
• Lees weer deur jou gedig om seker te maak dat daar geen spelfoute is nie.	
• Illustreer jou gedig.	



Wenke:

Skryf woorde neer wat jy dink jy kan gebruik en dink dan aan woorde wat met diewoorde
begin.

brief	stief	lief	grief	asseblief		
meer	neer	leer	keer	seer		
kat	mat	sat	lat	rat		
straf	kaf	draf	staf	laf		
drom	stom	dom	om	kom		
oor	hoor	skoor	goor	koor		
keel	seël	steel	meel	veel	seer	veer

Probeer dan die woorde in 'n gedig gebruik, bv.:

Maandag toe kry ek 'n **brief**
van my **ouma-lief**.



Taalstrukture en -konvensies

Afkappingsteken om besitting aan te dui

Die woordjie “**s’n**” staan na ’n selfstandige naamwoord om besitting aan te dui.
Baie soos die Engelse ‘s (apostrophe s).

Dit word ook gebruik om sekere besitlike voornaamwoorde te voltooi:
ons **s’n**, hulle **s’n**, julle **s’n**, ens. Ons sal meer oor besitlike
voornaamwoorde in ons volgende les leer.



Kom ons kyk na ’n paar voorbeelde:

Voorbeeld:	Verduideliking:
Hierdie is Bertus se koffiebeker en hierdie is Saartjie s’n. 	✓ Die “s’n” staan in die plek van die volgende woorde: ... se koffiebeker. ✓ Dit dui dus aan dat daar woorde uitgelaat is, maar ook dat Saartjie ’n koffiebeker het.
My broek lyk soos Phil s’n.	✓ Die “s’n” staan in die plek van die volgende woorde: ... se broek. ✓ Dit dui dus aan dat daar woorde uitgelaat is, maar ook dat die broek wat aan Phil behoort en die broek wat aan my behoort, dieselfde lyk.
Dit is Phil se broek. Wie se broek is dit? Die broek is Phil s’n.	✓ Ons dui aan dat die broek aan Phil behoort.

Skryf sinne

Skryf nou sewe sinne waarin jy “s'n” gebruik.
Gebruik jou woordeboek om jou met die spelling van
woorde te help.



1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

NATURAL SCIENCE:

Plants and food: photosynthesis

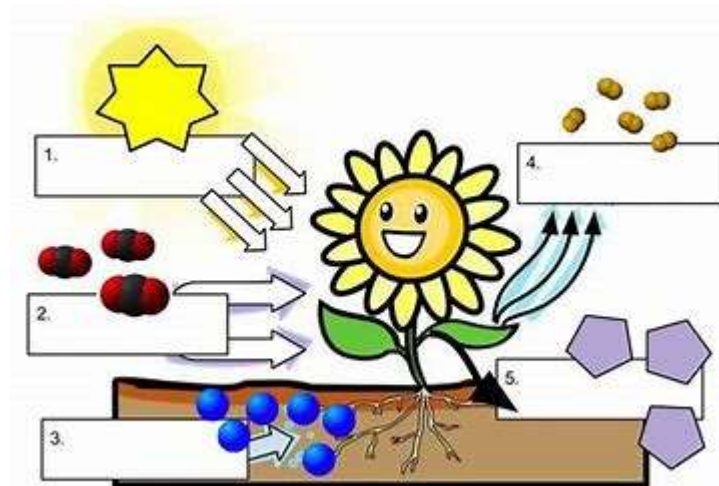
- Photosynthesis is a process where plants make food using water, sunlight and carbon dioxide.
- Plants take in carbon dioxide and release oxygen.
- Iodine solution is used on foods to test for starch. It will turn black or brown if starch is present.
- The pigment chlorophyll gives the plant its green colour and absorbs sunlight.

Activity:

1. Name the process that plants use to make food.

2. Name the essential things that need to be present for this process.

3. Label the plant.



ENGLISH HOME LANGUAGE

Listen to a radio interview

Name: _____

Before listening

discuss with a friend:

Do you spend too much time on the Internet?

If a person spends too much time on the Internet, what can they do about it?



Listen as your educator reads to you this Interview:

Announcer: Good morning viewers. Today we welcome a local psychologist Dr Rob Claassen into our studio to talk about cyber addiction among teenagers.

Psychologist: Good morning Colleen and good morning viewers.

Announcer: Dr Claassen, this may be the first time many of our viewers have heard of the term 'cyber addiction'. Would you be able to explain what it means and how it relates especially to teenagers?

Psychologist: Certainly Colleen. The Internet has great benefits in developing a teenager's ability to grow. It offers technical ideas, knowledge and many other useful skills.

- Announcer: Yes, I think we would all agree with that. I think that the Internet is one of the most amazing inventions of our time.
- Psychologist: However, using the Internet and especially the social networking sites that teenagers love, puts the teenager at a high risk for many problems.
- Announcer: Excuse me interrupting, Dr Claassen, but by social networking sites are you referring to sites like Facebook, Instagram, Snapchat and so on?
- Psychologist: That is correct, Colleen. However, I must add that I am also including gaming sites and other types of websites along with the social networking sites you mentioned. As teenagers spend more time on social networking, gaming, and other websites, even adult sites, they start to suffer from a condition called cyber addiction.
- Announcer: By using the word addiction, I think you mean that the person cannot stop themselves easily.
- Psychologist: That's correct. Cyber addiction can be just as harmful as addiction to drugs or drinking alcohol. Teenagers who spend unhealthy amounts of time online can end up suffering from a condition known as Internet Addiction Disorder (IAD). I have treated a number of teenagers who have shown the symptoms of IAD.
- Announcer: Would you be able to outline the symptoms for our listeners?
- Psychologist: Sufferers usually experience a lot of distress, withdrawal symptoms including obsessive thoughts, tremors, and other mental and physical problems. They tend to withdraw from others and become loners. This addiction impairs the quality of their lives, and their schoolwork suffers.
- Announcer: That is very interesting. Would you be able to give any advice to parents who have noticed these symptoms in their children?
- Psychologist: Parents should discuss the matter with their children and together draw up a list of rules that clearly state how long to spend on the Internet and which sites they should avoid. A list of safety measures should be agreed on. In some cases, parents will need to seek professional help for their teenagers if the condition is too far-developed.

This is a fictional interview devised from the information on cyber addiction found in an article entitled The Most Common Problems Teenagers Face Today <https://goo.gl/jkX80H>

Questions

1. What is the main message of that Dr Claassen is giving in this interview.

2. Do you agree with Dr Claassen? Can such a condition exist.

3. What is the announcer's view on the internet?

4. Does Dr Claassen think the internet is bad?

5. Is there an opinion in this interview that you do not agree with ?

6. Can you remember any of the symptoms that Dr Claassen mentioned for cyber addiction?

7. What solution does Dr Claassen give to the problem?

Verbs

A word used to describe an action, state or occurrence. Verbs tell us about the action taking place in a sentence by stating what is being done, has been done or will be done. **Eg bought, walk, sleep, eat etc.**

Past tense

When verbs are put into the past tense, most of the time a –d or –ed is added to the verbs

For example; wait-waited

Paste-Pasted

Future tense

When verbs are put into the future tense, **will or shall** are added before the verb.

For example: Wait-will wait

Eat: shall eat

TENSES

1. Complete the following table by filling the missing spaces. The first one has been done for you

<i>SIMPLE PRESENT TENSE</i>	<i>SIMPLE PAST TENSE</i>	<i>SIMPLE FUTURE TENSE</i>
<i>a) you like</i>	<i>You liked</i>	<i>you will like</i>
<i>b) he wastes</i>	<i>he wasted</i>	<i>he will waste</i>
<i>c) I see</i>	<i>I saw</i>	
<i>d) she works</i>		<i>she will work</i>
<i>e) it gives</i>	<i>it gave</i>	<i>it will give</i>
<i>f) we give</i>	<i>we gave</i>	
<i>g) they use</i>		<i>they will use</i>

2. Choose five verbs from the newspaper article and use them to make your own sentences. One has been done for you.

a. Add

You must add two spoons of sugar in my tea.

b. _____

c. _____

d. _____

e. _____

f. _____

ANTONYMS AND SYNONYMS

A. Synonyms

A synonym is a word that has a similar meaning to another word.

For example: happy-glad (synonym)

1. Write the most suitable synonym for the following words

a. Easy

b. Friend

c. Angry

d. Present

e. Heat

f. Start

B. Antonyms

An antonym is a word that has the opposite meaning to another word.

For example: Old-young

2. Read the words in the box below. Write the antonym next to the correct word in the column.

Loud short big hot difficult dirty finish night ugly sad

quiet		beautiful	
clean			
happy			
small			
easy			

MATHEMATICS

Rounding to the Nearest Ten

Round each number to the nearest ten.
Then tell whether you had to "round up" or "round down."

Number	Round to the Nearest 10	Write "round up" or "round down."
41		
87		
36		
15		
63		
4		
6		
34		
65		

Kim says that 53 rounds up to 60.

Jim says 53 rounds down to 50. Who is correct?

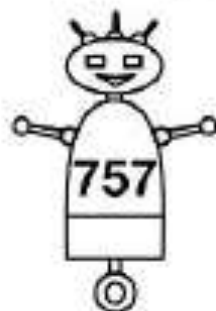
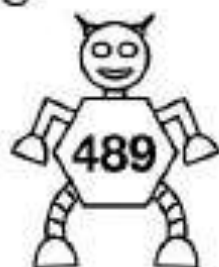
Does 98 round up to 100 or round down to 90?

If a number ends in a 5, does it round up or down?

If a number ends in a 3, does it round up or down?

Rounding Robots

Round the numbers on the robots to the nearest hundred. Draw a line from each robot to the correct battery.



0

100

200

300

400

500

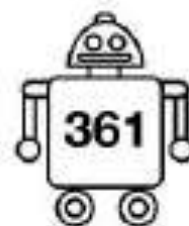
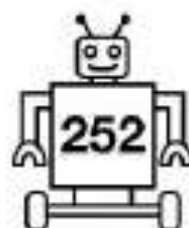
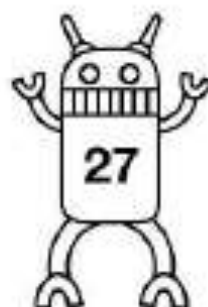
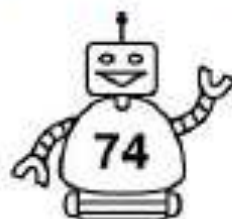
600

700

800

900

1,000



Solve each problem.

$$\begin{array}{r} 1) \quad 674 \\ + 152 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 468 \\ + 226 \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 712 \\ + 259 \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 896 \\ + 54 \\ \hline \end{array}$$

$$\begin{array}{r} 5) \quad 437 \\ + 434 \\ \hline \end{array}$$

$$\begin{array}{r} 6) \quad 791 \\ + 187 \\ \hline \end{array}$$

$$\begin{array}{r} 7) \quad 531 \\ + 383 \\ \hline \end{array}$$

$$\begin{array}{r} 8) \quad 618 \\ + 98 \\ \hline \end{array}$$

$$\begin{array}{r} 9) \quad 816 \\ + 140 \\ \hline \end{array}$$

$$\begin{array}{r} 10) \quad 709 \\ + 64 \\ \hline \end{array}$$

$$\begin{array}{r} 11) \quad 500 \\ + 318 \\ \hline \end{array}$$

$$\begin{array}{r} 12) \quad 849 \\ + 53 \\ \hline \end{array}$$

$$\begin{array}{r} 13) \quad 553 \\ + 195 \\ \hline \end{array}$$

$$\begin{array}{r} 14) \quad 923 \\ + 59 \\ \hline \end{array}$$

$$\begin{array}{r} 15) \quad 683 \\ + 242 \\ \hline \end{array}$$

$$\begin{array}{r} 16) \quad 823 \\ + 86 \\ \hline \end{array}$$

$$\begin{array}{r} 17) \quad 331 \\ + 236 \\ \hline \end{array}$$

$$\begin{array}{r} 18) \quad 388 \\ + 199 \\ \hline \end{array}$$

$$\begin{array}{r} 19) \quad 479 \\ + 381 \\ \hline \end{array}$$

$$\begin{array}{r} 20) \quad 436 \\ + 426 \\ \hline \end{array}$$

Use subtraction to solve the following problems.

$$\begin{array}{r} 1) \quad 711 \\ - 550 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 194 \\ - 111 \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 641 \\ - 441 \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 901 \\ - 481 \\ \hline \end{array}$$

$$\begin{array}{r} 5) \quad 638 \\ - 491 \\ \hline \end{array}$$

$$\begin{array}{r} 6) \quad 416 \\ - 410 \\ \hline \end{array}$$

$$\begin{array}{r} 7) \quad 228 \\ - 166 \\ \hline \end{array}$$

$$\begin{array}{r} 8) \quad 811 \\ - 639 \\ \hline \end{array}$$

$$\begin{array}{r} 9) \quad 129 \\ - 110 \\ \hline \end{array}$$

$$\begin{array}{r} 10) \quad 152 \\ - 119 \\ \hline \end{array}$$

$$\begin{array}{r} 11) \quad 201 \\ - 174 \\ \hline \end{array}$$

$$\begin{array}{r} 12) \quad 212 \\ - 184 \\ \hline \end{array}$$

$$\begin{array}{r} 13) \quad 987 \\ - 184 \\ \hline \end{array}$$

$$\begin{array}{r} 14) \quad 353 \\ - 235 \\ \hline \end{array}$$

$$\begin{array}{r} 15) \quad 983 \\ - 676 \\ \hline \end{array}$$

$$\begin{array}{r} 16) \quad 679 \\ - 219 \\ \hline \end{array}$$

$$\begin{array}{r} 17) \quad 764 \\ - 418 \\ \hline \end{array}$$

$$\begin{array}{r} 18) \quad 466 \\ - 135 \\ \hline \end{array}$$

$$\begin{array}{r} 19) \quad 519 \\ - 114 \\ \hline \end{array}$$

$$\begin{array}{r} 20) \quad 899 \\ - 156 \\ \hline \end{array}$$

Multiplication

Find the product.

a.
$$\begin{array}{r} 47 \\ \times 63 \\ \hline \end{array}$$

b.
$$\begin{array}{r} 86 \\ \times 25 \\ \hline \end{array}$$



c.
$$\begin{array}{r} 95 \\ \times 70 \\ \hline \end{array}$$

d.
$$\begin{array}{r} 78 \\ \times 39 \\ \hline \end{array}$$

e.
$$\begin{array}{r} 63 \\ \times 48 \\ \hline \end{array}$$

f.
$$\begin{array}{r} 59 \\ \times 96 \\ \hline \end{array}$$

g.
$$\begin{array}{r} 24 \\ \times 57 \\ \hline \end{array}$$

h.
$$\begin{array}{r} 96 \\ \times 86 \\ \hline \end{array}$$

i.
$$\begin{array}{r} 85 \\ \times 62 \\ \hline \end{array}$$

j.
$$\begin{array}{r} 98 \\ \times 74 \\ \hline \end{array}$$

Multiplication

Find the product.

a.
$$\begin{array}{r} 452 \\ \times 36 \\ \hline \end{array}$$

b.
$$\begin{array}{r} 986 \\ \times 24 \\ \hline \end{array}$$

c.
$$\begin{array}{r} 745 \\ \times 19 \\ \hline \end{array}$$

d.
$$\begin{array}{r} 367 \\ \times 58 \\ \hline \end{array}$$

e.
$$\begin{array}{r} 892 \\ \times 47 \\ \hline \end{array}$$

f.
$$\begin{array}{r} 603 \\ \times 95 \\ \hline \end{array}$$

g.
$$\begin{array}{r} 286 \\ \times 73 \\ \hline \end{array}$$

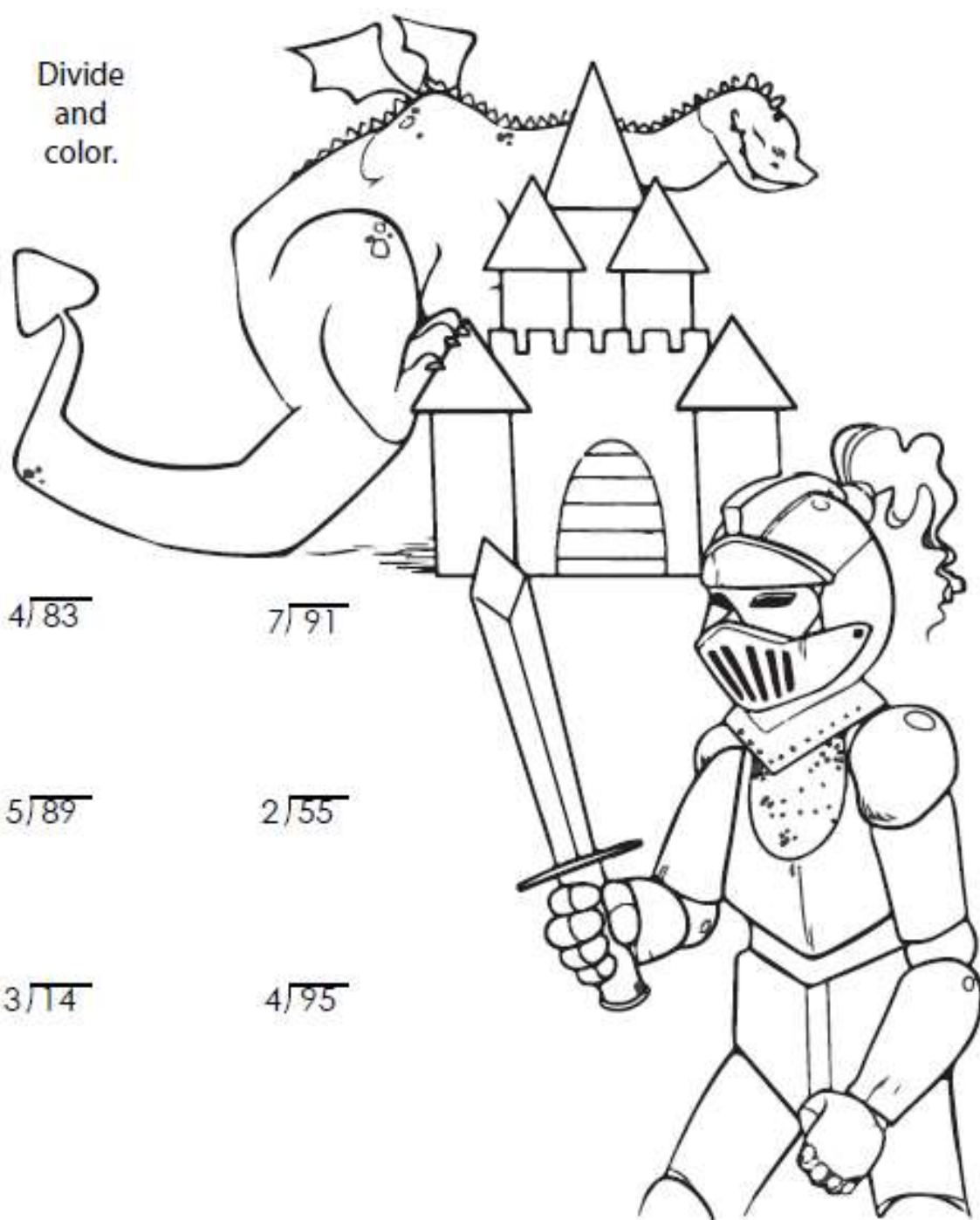
h.
$$\begin{array}{r} 847 \\ \times 62 \\ \hline \end{array}$$

i.
$$\begin{array}{r} 594 \\ \times 86 \\ \hline \end{array}$$

j.
$$\begin{array}{r} 978 \\ \times 69 \\ \hline \end{array}$$



Divide
and
color.



Long Division Bingo

Find each answer and color it on the bingo board. If you get bingo, draw a line through the winning row.

a.

$$6 \overline{) 186}$$

b.

$$4 \overline{) 192}$$

c.

$$8 \overline{) 184}$$

d.

$$5 \overline{) 255}$$

e.

$$7 \overline{) 287}$$

f.

$$2 \overline{) 168}$$

g.

$$8 \overline{) 136}$$

h.

$$9 \overline{) 198}$$

B	I	N	G	O
92	71	37	22	18
27	54	49	31	66
88	48	FREE	51	17
25	91	79	84	36
41	16	53	23	77

Grade 6 History

Term 1

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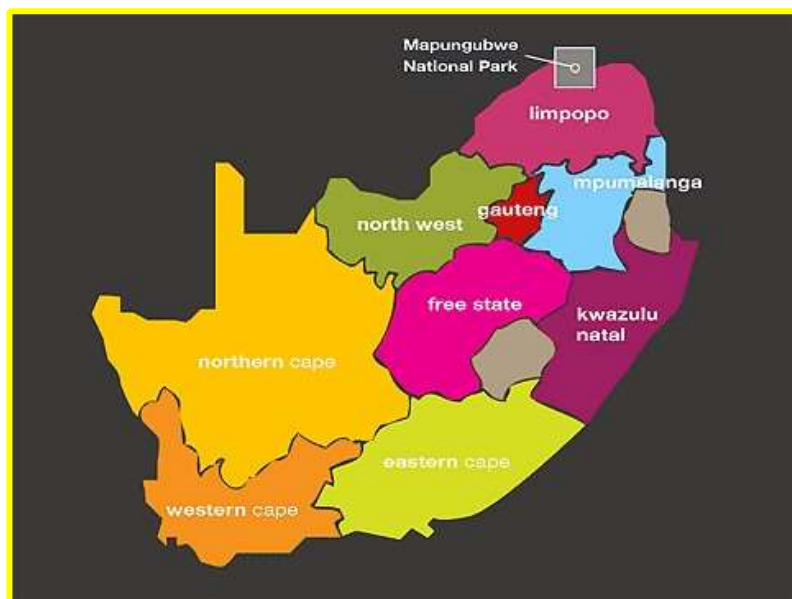
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KINGDOMS OF SOUTHERN AFRICA

MAPUNGUBWE

The city of Mapungubwe is in the Limpopo Province, on a farm called 'Greefswald', near the Limpopo River. Mapungubwe means "Hill of the Jackal". Mapungubwe was declared a World Heritage Site because of its value as an archaeological site that provides insight into humanity's past.



The people of Mapungubwe were wealthy and farmed cattle, sheep and goats between 900CE and 1150CE. They produced large harvests that allowed them to trade and store extra food. Successful cattle farmers grew wealthy enough to spend time mining gold in shallow diggings in the area. Their riches came from gold and ivory.

Archaeologists found evidence that the Mapungubwe people traded with Arabia, China and India through the East African harbours because of the city being so close to the Limpopo River. They exchanged salt, cattle, fish, gold and iron, wood, freshwater snail and mussel, and ostrich eggshell beads were used for glass beads and cloth.

Trade led to the gathering of power and wealth and a rich and powerful ruling class emerged. This ruling class was led by the Mambo or king. It was believed that the Mambo had a special relationship with the ancestors and gods which gave him a sacred right to rule. His symbols of authority were the crocodile and the black rhino.



In about 1220AD, the king decided to show his power by moving away from the rest of the people to the top of the Mapungubwe Hill. His followers carried thousands of tons of sand to the top of the hill to make it level. The king's huts were built on top of the hill. The huts of his wives, senior sister/diviner, advisors, healers and guards were also built there.

People with different levels of authority ruled the thousands of farmers and other people living in the community below the hill. These included the king's brother who controlled the court as well as chiefs and headmen who controlled the villages.

Archaeologists found two different graveyards. They found a burial site on top of the hill, near the palace, where 23 bodies had been buried. Three of the bodies were buried upright, in a sitting position, showing that they were royalty. They were also buried with gold and copper ornaments and glass beads. The rest of the community members were buried below the hill top near the cattle kraal.



Gold and clay objects found on the mountain

Mining in Mapungubwe

The Mambo began to regard gold as wealth, not just as a way to get beads. So, the Mambo asked some of his farmers to mine gold. We know this because of the gold ornaments and jewellery found at Mapungubwe.

Mining was very hard work, so the king often paid the miners with cattle.

Gold was mined in two ways: **Alluvial mining and Underground mining.**



Alluvial Mining

People took gold from the rivers.

1. Miners dug in the sod or sand in rivers and on river banks.
 2. They washed the sand and soil in the river.
 3. The gold was scooped out in baskets.
-



Underground Mining

Mining in rock, underground, was much more difficult than alluvial mining. It was sometimes very dangerous. Miners had to smash tunnels through the rock and support the tunnels with slabs of stone.

1. Miners used fire and water to make the rocks weak. They made a fire in front of the rock face and then poured water onto the hot rock to cool it suddenly and crack it.
2. Then, they split the rock with iron wedges.
3. They carried the gold-bearing rock to the surface.
4. At the surface, the rock was broken up.
5. It was then ground to a powder.
6. People washed the ground rock to separate out the gold dust.



The discovery of the golden rhinoceros and other golden objects

Vocabulary

Sceptre

a rod carried around by a king or queen as a symbol of their royal power.

Symbol

an object or a sign that stands for something else.

The most important discoveries at Mapungubwe were a golden rhinoceros, the golden sceptre and a golden bowl. These objects were carved out of wood and a gold foil sheet was wrapped around them and they were held in place by small nails. These objects were found in one of the royal graves. Click [here](#) to learn more about the treasures of

Mapungubwe [Treasure chest](#)



The golden rhinoceros is a symbol of leadership as it is aggressive, it stays alone and it is fierce. The rhinoceros horn symbolises the role of a leader as the protector of his people.

The sceptre is a symbol of authority.

The significance of Mapungubwe Hill

The site of the palace was carefully chosen by the rulers. Study the photograph below and answer the questions that follow.

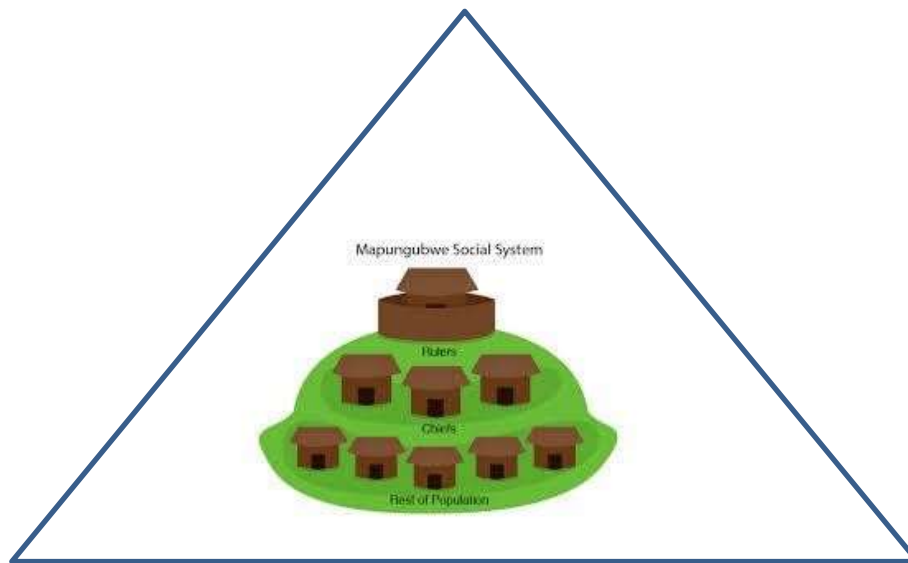


1. Why do you think the leaders chose to live on the hill? Write down at least two reasons, in your book. (Think about the advantages of living above the people you govern.)
2. Now, share your reasons with the person sitting next to you and, if they have thought of different reasons, add them to your list.

The map illustrates the layout of Great Zimbabwe, divided into two main areas: the Hill Complex and the Valley Complex. The Hill Complex is located in the upper right, featuring the Great Enclosure, Hill Enclosure, and Eastern Enclosure. The Valley Complex is situated in the lower left, containing the Great Enclosure, Hill Enclosure, and Eastern Enclosure. The map also shows the Great Enclosure, Hill Enclosure, and Eastern Enclosure. A small inset map of Zimbabwe is in the bottom right corner.

We know that the royal family separated themselves from the ordinary people. These ordinary people can also be referred to as commoners. Within the town, there were also other social divisions based on the amount of money

you or your family had. Your family name was also important and if your family had a good reputation you were part of a higher social group. These 3 things would determine your status or social class in society.



The pyramid above represents the different social classes, the higher you go in society, the fewer people there are.

Historians believe that the more powerful and wealthy people in society eventually owned almost all the cattle and this meant that the commoners had very little chance of increasing their own wealth by owning cattle.

Activity 2

1. Do you think that the social classes of Mapungubwe were fair? If you could belong to a social class, which would you have wanted to belong to. Give a reason for your answer?
2. Do you think that South Africa has social divisions? Are there people in society that are more powerful than others?
3. If you answered yes to question 2, write down what these classes are and who these people are. What determines which social class a person belongs to?
4. Do you think that people can change class in a society?
5. Do you think that it is acceptable for societies to be divided into classes? Why do you think this?

Trade across Africa and across the Indian Ocean and Beyond

People of Mapungubwe became wealthy

because they controlled the trade in that region. Arab traders came down the east coast of Africa looking for goods that African societies had to offer. They came inland and traded with the kings of Mapungubwe. Arab traders sailed in ships called dhows. These ships were used to sail as far as India, Indonesia, and China and

across the east coast of southern Africa. They also sailed across the Mediterranean Sea to Turkey and Greece. This connected the people of Mapungubwe to people from many other parts of the world. This was an example of early globalisation.



Goods Traded

Ivory, gold, animal skins and wild animals were some of the items that the people of Mapungubwe traded with. The Arab traders brought glass beads from old Cairo in Egypt, cloth from the East, goods from India and Chinese porcelain bowls in return. This became part of the **Indian Ocean trading system**.

Although the Limpopo Valley was inland, the Limpopo River would have been used to transport some of the goods to the coast of the Indian Ocean, most goods for the Arab traders were transported over land by foot by the traders from Mapungubwe. This seemed to be a very dangerous task.

Activity 3

Name 4 dangers that could have been faced by the people transporting goods.

A World Heritage Site and the Order of Mapungubwe

In the early 1980s, Mapungubwe and K2 were proclaimed a National Monument. They now form part of the Mapungubwe National Park and the park was declared a **World Heritage Site** in 2003. This was due to the fact that it is a place of outstanding value to mankind because of its rich history.



The Order of Mapungubwe was introduced as a national order by President Thabo Mbeki in 2002. This is awarded to a South African citizen for excellence and exceptional achievement. The first person who received this award is Nelson Mandela.



Description of the order of Mapungubwe

On the badge is a golden rhinoceros with the sun rising above Mapungubwe Hill in the background. There is a beadwork pattern and the sides are edged with royal sceptres. In the middle is molten gold flowing down to a red furnace. The South African coat of arms appears on the back of the badge.



Change and continuity in East Coast trade with settlements inland

The Kingdom of Mapungubwe came to an end around 1300AD and people moved away from the area. Nobody knows why this happened, but some historians believe that it may have been a change in climate which resulted in the area becoming too dry for farming. Others believe that the population became too large and there were too many mouths to feed and this meant that farmers had to plant more crops than the soil could handle.

The people of Mapungubwe were scattered to other areas. The southern African control over The Indian Ocean trade was no longer in this area. The control and power shifted further north to Great Zimbabwe.



This African society continued to form part of the Great Zimbabwe trading system that linked Africa to the world. The main change, however, was that different kings now held the power. A once powerful kingdom was forgotten for centuries and was only rediscovered in 1932, by some explorers.

Some valuable artefacts were discovered by a Limpopo valley farmer and his son on New Year's Eve in 1932, on the top of a hill, in Mapungubwe. The find was reported to a professor at the University of Pretoria and archaeologists from the university have been working on the site ever since then.

Activity 4

Mapungubwe is an important part of our country's history and as many people as possible should visit this site.

1. Watch this short video about [Mapungubwe National Park](#)
2. Now using A4 paper, design a tourist brochure of Mapungubwe National Park encouraging people to visit this important site.
3. Include what people will see when they visit as well as the historical importance of this site.
4. Make your brochure attractive by adding pictures and a map of the area.

Bibliography:

1. Angier K; Carr D; Cockburn J; Wallace J. **Our World, Our Society Grade 6**
2. Ebrahim F; Jardine V; Haw S. **Viva Social Sciences Grade 6**

GRADE 6 GEOGRAPHY
TERM 1
LATITUDE AND LONGITUDE (degrees)

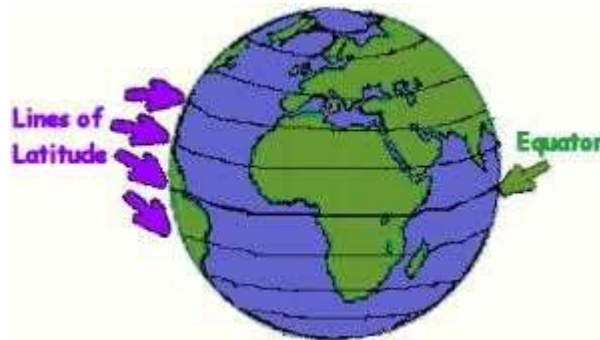
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Lines of Latitude

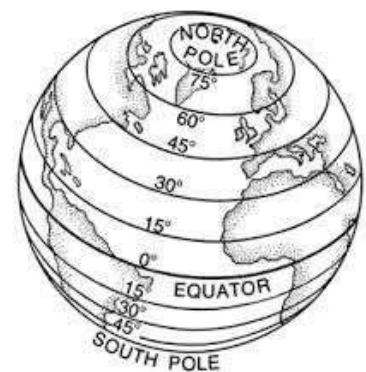
Lines of latitude: These are imaginary lines, on a map, that show the distance, in degrees, measured from the equator to the poles. The lines of latitude run across the map, horizontally.



DID YOU KNOW?

Lines of latitude each show ONE degree. The length between two degrees of latitude is 111km. For example, the distance between 21° latitude and 22° latitude is 111km.

In Grade 5 you learnt that the equator is an imaginary line. This line is not found on the earth. This line can only be found on maps. The equator is a **line of latitude**. It divides the world into two equal parts. The equator line is drawn from west to east (left to right); across the map. If you move north from the equator you will get to the top of the earth. The top of the earth is called the North Pole. If you move south from the equator you will get to the bottom of the earth. This is called the South Pole.



A degree of **latitude** is a measurement of distance over the earth's surface, from north to south. This starts at the equator with zero (0) and ends at the North Pole when you move up towards the South Pole when you move downwards on the map. The symbol for degrees is $^{\circ}$. The equator is found at 0° latitude.

- There are 90° of latitude between the equator and the North Pole.

The North Pole is 90°N (Ninety degrees north of the equator).

- There are 90° of latitude between the equator and the South Pole.

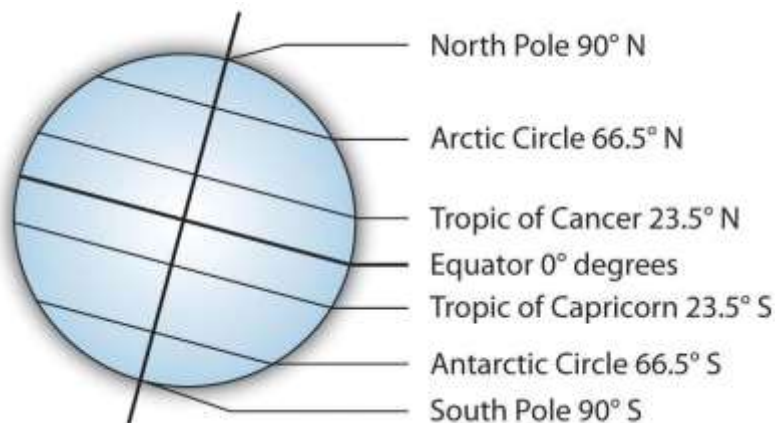
The South Pole is 90°S (Ninety degrees south of the equator).

- There are 23.5° of latitude between the equator and the Tropic of Cancer.

The Tropic of Cancer is 23.5°N (Twenty three and a half degrees north of the equator). □

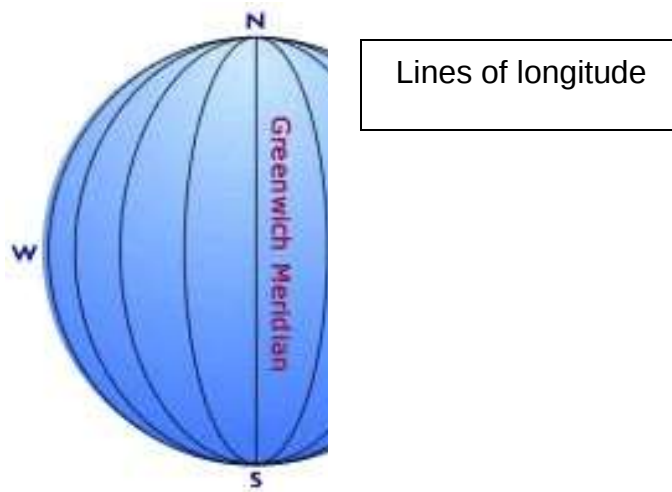
There are 23.5° of latitude between the equator and the Tropic of Capricorn.

The Tropic of Capricorn is 23.5°S (Twenty three and a half degrees south of the equator).



Lines of Longitude

Lines of longitude are also imaginary lines but they are drawn from top to bottom across the earth, from north to south on a map.



There are two lines of longitude that have names. One is the **Greenwich Meridian** which is found at 0° longitude. It is the equivalent of the equator but from top to bottom instead from left to right. At 180° longitude we find the second named line of longitude - the

International Date Line. Between the Greenwich Meridian and the International Date Line there are 180 degrees of longitude. The International Date Line is not a straight line. The reason is because it does not pass through any land or country, so it has to 'miss' them.

Lines of longitude

The hemispheres of The Earth

The equator divides the earth into two equal halves. The top half is called the Northern **Hemisphere**¹ and the bottom half, the Southern Hemisphere.

The Greenwich Meridian also divides the earth into a left and a right side, or rather into a west side and an east side. The Greenwich Meridian divides the earth into a western hemisphere and an eastern hemisphere.

So the Equator, at 0° latitude, divides the earth into the northern and southern Hemispheres, while Greenwich Meridian, at 0° longitude, divides the earth into the western and the eastern hemispheres.

¹ ~~Hemisphere~~ (say: hem-ee-sfeer) - Hemi means half. Sphere means circle or round shape.

NEW WORDS

Greenwich Meridian: This is a line of longitude on a map found at 0° and runs north to south from the North Pole to the South Pole.

International Date Line: This is a line of longitude on a map found at 180° and runs north to south from the North Pole to the South Pole.

Finding countries and cities on a map using latitude and longitude

We use lines of latitude and longitude to find positions or locations on maps. You have learnt to show positions on a map by using a grid of numbers and letters. Can you remember doing something like this?

A numbers and letters grid

	1	2	3	4	5
A					
B					
C					
D					
E					

A political map of the world



Scale

NEW WORDS

Scale: This is the method used to work out the real distance as it would be on the earth from a map

Small scale and Large scale maps

Drawings of areas of the world are called maps. The **scale** of a map helps the reader work out the real size and distances between places on earth.

Maps can be either small scale or large scale.

Because the world, in reality, is so large, if we want to show it on a map we have to make the world smaller. That is why we call maps showing the world **small scale maps**. Our homes and schools are a much smaller part of the world. That is why we call maps showing the size of our homes or schools **large scale maps**.

Small scale maps show big areas with few small details. Look at the map of the world, below. It is an example of a small scale map. It shows the entire area the world, but a lot of the details are missing. You are able to see the earth, but the map is too small to see any details such as rivers, towns and roads.



On the small scale map of Cape Town and its surrounding area, the position of Cape Town can be seen, Robben Island although 11km away from the harbour in Cape Town cannot be seen.

The reason why you cannot find Robben Island is because this is a small scale map. Robben Island is too small to be shown on this map.

A large scale map shows a small area with more details.

this map of Robben Island we can see lots of details and information. This is called a large scale map even though 25 000 times smaller than the real island. The map above, showing the position of Robben Island, is 100 000 times smaller.



On
it is



Street maps are large scale maps. This is because they have to show much more detail of streets for map users to be able to read them accurately.

A street map



Types of map scales

NEW WORDS

Line scale: This is a line on the bottom of a map that shows measurements in kilometers.

Word scale: Words are used to tell you how to work out distance on the map.

There are three types of map scales. This year you will learn to use the **line scale** and the **word scale**.

Using a line scale on a map is the same as using a ruler to measure distance. The only difference is that line scale measurements are in kilometers (km), while the measurement on a ruler is in centimeters (cm).

A line scale shows the measurement in kilometers. To use a line scale, you have to measure the distance using a ruler. You then have to mark off the distance on the line scale.

Measure a 5cm distance on the line scale. Begin at the 0km mark. The distance on the line scale is 5km. Well done! You can use a line scale.



The **word scale** tells you about link between the measurement in centimeters on the map and the real or true distance in kilometers on the earth's surface.

A word scale is shown in the following way:

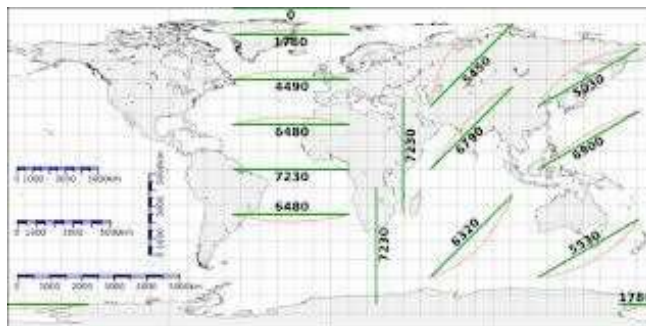
One centimeter represents 3 kilometers. (1cm = 3 km)

Using the word scale above, one centimeter on the map is equal to 3 kilometers on the earth's surface. This is the real distance. You can measure the distance on the map with a ruler and then multiply that number by the 3. This will give you the total distance in kilometers on the earth's surface.

6 cm on map x 3km = 18km

Measuring straight-line distance between places on a map

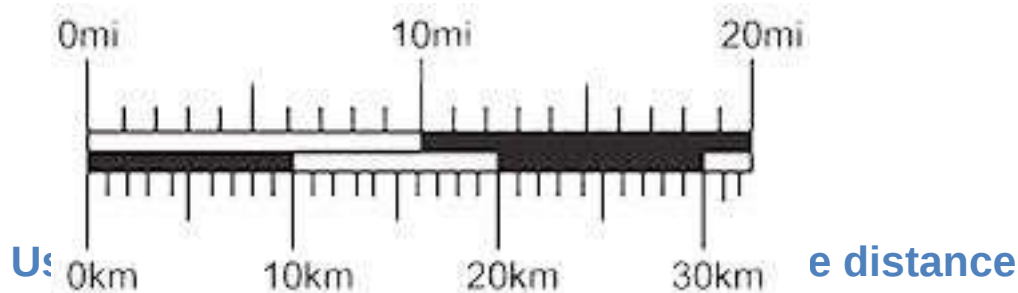
A **straight-line distance** on a map is the distance between two places along a straight line. This distance is measured and then the scale of the map is used to work out the real distance.



We hardly ever travel from place to place in a straight line. This is because there are things in the way such as mountains, rivers, farmlands, towns and cities. We use straightline distances to give us an idea of the distance.

In order to measure the straight-line distance between two places, you need to put your ruler on the map, placing it to run from one place to the other places. You will use the number of centimeters to work out the straight-line distance in kilometers.

To work out the straight-line distance, you can use a line scale or word scale.



You need to place your ruler on the line scale and count the number of centimeters that you have measured. Now, read off the kilometer reading on the line scale. This will give you the straight-line distance in kilometers.

Kinds of information provided in an atlas

There are many different kinds of maps.

In Grade 5, you should have worked with physical maps, which gave you information about oceans, mountains, rivers, rainfall, temperature, climate and natural vegetation. You should also have worked with political maps, which give you information about countries shapes, boundaries, size and position of capital cities and other towns.

An atlas is a collection of maps. Different types of maps are found in atlases, including physical and political maps.

Other types of maps that you find in atlases are:

- Star maps and planet maps - show the positions of planets and stars;
- Historical maps - show changes to the land over time, trade, explorers' routes, colonisation and world conflict;
- Economic maps - show information about trade, where minerals are found and food is grown;
- Population maps - show where people live and how they move around the world.

Atlases sometimes give information in ways other than maps. For example:

- bar graphs
 - line graphs
-

- pie charts
- photographs
- tables

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
°C	31	31	31	31	31	31	32	33	33	33	33	32
mm	260	290	310	300	258	120	90	60	80	130	185	220

A table



A line graph



A photograph

Atlases also give information about **current events**. They also provide **global statistics**.

NEW WORDS

Current events: Things that are happening at the moment that is of great interest or importance.

Global statistics: Information that is shown in numbers, about the world.

The Contents Page of an Atlas

The contents page of an atlas tells the user how the atlas is organized, and where information can be found. It shows what types of information is found and which pages it will be.

An atlas is a book with information which has been organised in sections or 'chapters'. Each section will deals with similar kinds of information.

The contents start with information about the whole world and will look at world maps and information. Thereafter, the atlas contains information about each continent or region.

School atlases are made for learners to learn things about maps. For example, they will also explain how maps are made and how the earth was formed by volcanoes and earthquakes.

NEW WORDS

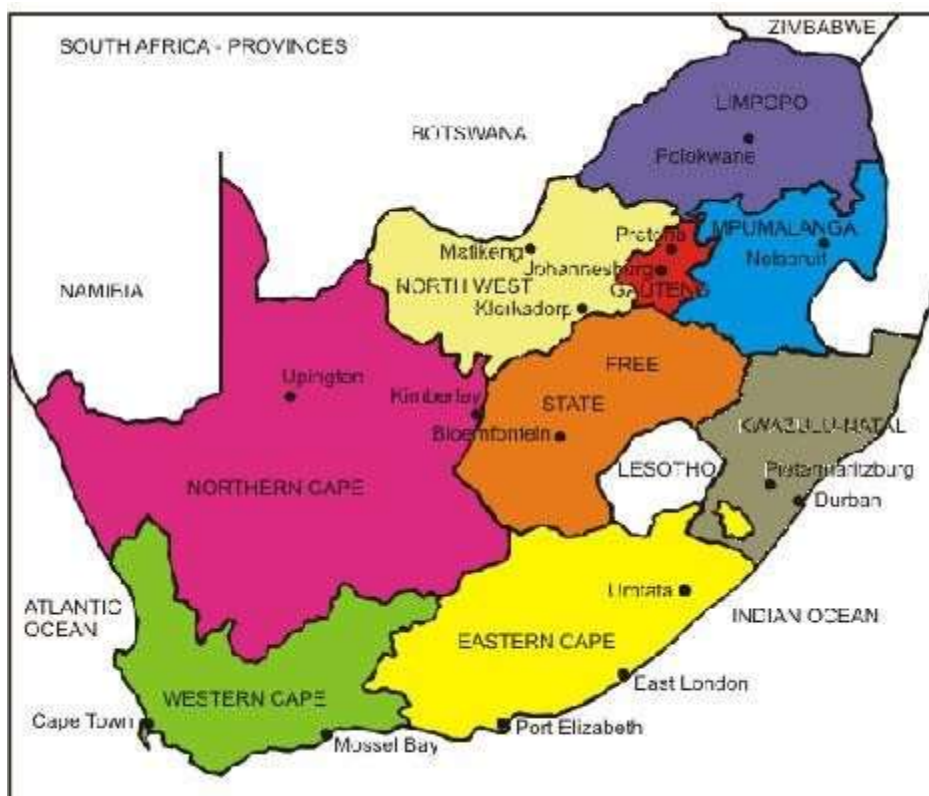
Index: This shows the names in an alphabetic list starting at the letter 'a' and ending with Letter 'z'.

GPS or Global Positioning Systems: These are very advanced instruments that show a person's position on a map.

At the back of the atlas is the **index**. You can use the index to look up the name of a place or feature. Once you find the name, in the index, it will give the page number where you can find information. It also gives you the latitude and longitude readings of places.

An
about

atlas gives
information
provinces



The provinces of South Africa



An atlas gives information about the longest, highest and biggest features of the world

Look at the pictures of some of the world's greatest natural features. By using an atlas, you can find out where they are. You can also find out where they are. You can also find out a lot more about these features in an atlas.

The Sahara desert

The Amazon River



Mount Everest

Shanghai, China

Places in the newspapers, on maps

Current events are things that are interesting or important and that are happening now. These can be natural events, caused by nature, such as floods, droughts, earthquakes or volcanic explosions. They can also be events caused by people. Events caused by people are things like poverty, spread of disease, mining of minerals and changes of governments. Other happenings of interest are political stories about famous people's actions.

Global statistics is information that is shown in numbers about the world events. It shows information about natural events or information about people, for example, how many people need jobs or houses.

For example, a story about an earthquake is often told using maps to show people where the earthquake happened and how many earthquakes have occurred in the area over the last 100 years.

Newspapers and television news reports give information about many different current events around the world and in South Africa.



In newspapers, you will find the following main sections:

- news from all over the world and news from South Africa
- economic or business news
- entertainment news, which includes television, movies, plays and books
- sport

Bibliography:

Angier, K. Carr, D. Cockburn, J. Wallace, J. **Our World, Our Society**

TERM TWO

Reinforcement

Activities

AFRIKAANS:

Taalstruktuur en Konvensies

Voornaamwoorde

Persoonlike voornaamwoorde

'n Persoonlike voornaamwoord verwys na iemand spesifiek. Hierdie tipe voornaamwoord staan in die plek van selfstandige naamwoorde en eiename.

Voorbeelde:

Engels	Afrikaans
I	Ek
you	Jy
you	Julle
you	u (we use "u" when we speak to someone we don't know well or to someone that we respect)
he	Hy
she	Sy
we	Ons
they	Hulle
it	Dit
your/you (singular)	Jou
you/your (plural)	Julle
you/your	U
him	Hy
	Sy
	--



Lees die sin:

Sarie eet **Sarie** se ontbyt by **Sarie** se kombuistafel.

Kom ons gebruik persoonlike voornaamwoorde om die sin te verbeter:

Sarie eet **haar** ontbyt by **haar** kombuistafel. *OF*

Sy eet **haar** ontbyt by **haar** kombuistafel.

Besitlike voornaamwoorde

Besitlike voornaamwoorde wys dat iets aan iemand behoort.

Voorbeelde:

Engels

yours (singular)
yours (singular)
yours
theirs
mine
hers
his

Afrikaans

joune
julle s'n
u s'n
hulle s'n
ons s'n
myne
hare
syne



Lees die sinne:

- Ek het 'n boek. Dit is my boek. Die boek is **myne**.
- Sy het 'n boek. Dit is haar boek. Die boek is **hare**.
- Hy het 'n boek. Dit is sy boek. Die boek is **syne**.
- Ons het boeke. Dit is ons boeke. Die boeke is **ons s'n**.

Onderstreep die *persoonlike voornaamwoorde* in die volgende sinne:

1. Ons gaan die naweek see toe.
2. Ek hou nie van vis nie.
3. Sy moet haar skoolskoene aantrek.
4. Johan het sy boeke netjies oorgetrek.
5. Hulle gaan saam met ons konsert toe ry.
6. Gaan julle vanaand sirkus toe?
7. Het u dalk 'n R20-noot?
8. Jy moet gou maak!
9. Ons gaan laat wees!
10. Ek wil nie nou al gaan slaap nie!



Vul die ontbrekende *besitlike voornaamwoorde* in:

1. Ek het 'n stoel. Dit is my stoel.

Die stoel is_____.

2. Sy het 'n waterbottel. Dit is haar waterbottel.

Die waterbottel is_____.

3. Hy het 'n blou pen. Dit is sy blou pen.

Die blou pen is_____.

4. Jy het 'n hond. Dit is jou hond.

Die hond is_____.

5. Ons het 'n karavaan. Dit is ons karavaan.

Die karavaan is_____.

6. Hulle het visstokke. Dit is hulle visstokke.

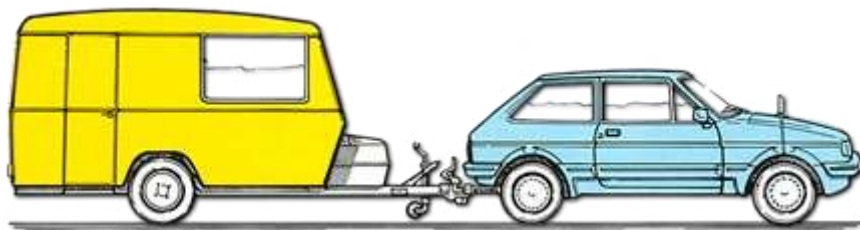
Die visstokke is_____.

7. Julle het 'n kar. Dit is julle kar.

Die kar is_____.

8. U het 'n selfoon. Dit is u selfoon.

Die selfoon is_____.



Taalstruktuur en Konvensies

Verlede tyd

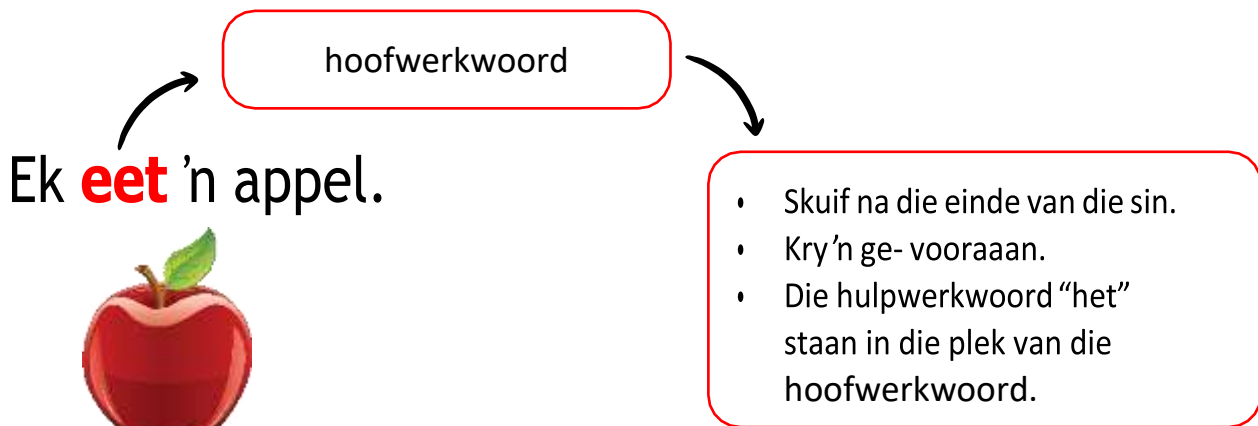
Wat is die drie tye? Kom ons kyk:

Teenwoordige tyd	vandag - today	Present tense
Toekomende tyd	môre - tomorrow	Future tense
Verlede tyd	gister - yesterday	Past tense



Hoe verander ons 'n sin na verlede tyd?

Teenwoordige tyd:



Verlede tyd:

Ek **het** 'n appel **geëet**.

hulpwerkwoord

ge+hoofwerkwoord



Onderstreep die hoofwerkwoord en skryf dan die onderstaande sinne in die verlede tyd oor:

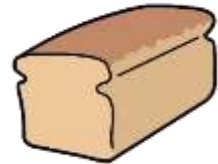
1. Ek slaap in my bed.



2. Ek en my maat lag lekker vir die snaakse grap.



3. Die bakker bak brood.



4. Louise maak heerlike toebroodjies.



5. Luna speel met die tak.



6. Die yskas is vuil!



NATURAL SCIENCE:

Nutrients in food:

- food groups:
 1. Carbohydrates – this is the bodies main source of energy.
 2. Proteins – the building blocks of the body.
 3. Fats and oils – insulates the body and protect organs.
 4. Vitamins and minerals – keeps the immune system healthy.
- A **diet** includes everything you eat and drink.
- **Natural foods**- grows in nature and are raw and unchanged.
- **Processed foods**- food that has been changed and additives have been added.

Activity:

1. Why is food important for the body?

2. Why are additives added to food?

3. Why is fibre important in our diet?

Read through the food pyramid and answer the questions.



a. What types of food should you eat the least?

b. Explain how the food pyramid works.

c. What types of food should you eat the most?

English home language

Language structure and conventions

Possessive pronouns

The pronouns mine, yours, his, hers, its, ours and theirs are called possessive pronouns. These pronouns show ownership. For example: The pencil case is **mine**.

1. Use possessive pronouns to in the box to complete the paragraph.

Ours, his, yours, theirs, hers, its

It is my uncle's birthday. The twins celebrate _____ in September and Mary celebrates _____ in July. For my birthday I want to have a party. You and I could celebrate our birthdays together because _____ is close to mine. Let's ask if we can celebrate _____ with a join party.

Suffixes and prefixes

A. Prefixes (non-, dis- and un-)

A prefix is a word part that is added to the front root word to change the meaning of the word. E.g. Dis-, non- and un- which all mean not or the opposite .

1. Add one of the prefixes non-, un- or dis- to the following root words to mean "not" or "opposite"

- a. _Dis_____agree
- b. _____sense
- c. _____grace
- d. _____willing
- e. _____worthy
- f. _____fat
- g. _____appoint
- h. _____negotiable

B. Suffixes: -able, -ment, -ness

A suffix is a word part that is added at the end of the root word and it usually changes the meaning of the word.

2. Add the suffixes –able, -ment and –ness to the following root word.

- a. Prob _____
- b. Soft _____
- c. Disappoint _____
- d. Content _____
- e. Comfort _____

C. Singular and plural nouns

Singular	plural
Means only one	More than one
examples	examples
Apple	Apples (add S)
Wish	Wishes(add ES)
Cherry	Cherries (add IES)
Loaf	Loaves(add VES)
Water	Water(no change)
Deer	Deer(no change)
Child	Children (special cases)

1. Change the following words from the single nouns into the plural nouns.

- a. Boy-
- b. Way-
- c. Moose-
- d. Sheep-
- e. Bully-
- f. Life-
- g. Man-
- h. Foot

- i. Calf-
- j. Tooth-
- k. Pen-

D. Conjunctions

A word used to connect clauses or sentences.

E.g. but, if, after, and, if, although, however etc.

1. Choose a conjunction to join each sentence.

And	As	unless	when	but	while	where
After						

- a. The thief ran away. He saw the police van.

- b. She hid the sweets. The child could not find them.

- c. Joan had a bath. She went to bed.

- d. We switched on the light. We entered the room.

- e. I lent him the book. I had read it.

- f. Your watch will stop. You wind it.

E. Adjectives

An adjective is a word that generally modifies a noun or describes a noun.

For example: The girl with **long** hair.

In the above example, long is an adjective that describes the hair of the girl.

1. Underline the correct adjectives in the brackets. The first has been done for you.
 - a. My teacher told us an (exciting, early, expensive) story.
 - b. There is a (stupid, sunny, huge) tree in our garden.
 - c. Mother made me a (silent, delicious, bright) cake for my birthday.
 - d. She gave me a (ripe, pleasant, round) smile.
 - e. Our car has a (powerful, wicked, soft) engine.
 - f. The accident happened at that (ugly, wind, dangerous) corner.
 - g. Father bought (expensive, easy, empty) watch.
 - h. We spent an (angry, enjoyable, obedient) time on the farm.
 - i. That afternoon we came to a (cloudy, swift, wooded) valley.

Mathematics

Find the rule the pattern is using.

Ex) Find the rule the pattern is using.

1 , 10 , 19 , 28 , 37 , 46 , 55 , 64

Rule = Add 9

1) Find the rule the pattern is using.

375 , 75 , 15 , 3

Rule = _____

2) Find the rule the pattern is using.

3 , 9 , 27 , 81 , 243

Rule = _____

3) Find the rule the pattern is using.

26 , 22 , 18 , 14 , 10 , 6

Rule = _____

4) Find the rule the pattern is using.

28 , 23 , 18 , 13 , 8

Rule = _____

5) Find the rule the pattern is using.

8 , 24 , 72 , 216 , 648

Rule = _____

6) Find the rule the pattern is using.

9 , 19 , 29 , 39 , 49 , 59

Rule = _____

7) Find the rule the pattern is using.

1 , 7 , 13 , 19 , 25 , 31 , 37 , 43

Rule = _____

8) Find the rule the pattern is using.

7 , 28 , 112 , 448

Rule = _____

9) Find the rule the pattern is using.

625 , 125 , 25 , 5

Rule = _____

10) Find the rule the pattern is using.

25 , 22 , 19 , 16 , 13 , 10 , 7

Rule = _____

11) Find the rule the pattern is using.

189 , 63 , 21 , 7

Rule = _____

12) Find the rule the pattern is using.

8 , 16 , 32 , 64 , 128

Rule = _____

13) Find the rule the pattern is using.

7 , 9 , 11 , 13 , 15 , 17 , 19

Rule = _____

14) Find the rule the pattern is using.

256 , 64 , 16 , 4

Rule = _____

15) Find the rule the pattern is using.

63 , 53 , 43 , 33 , 23 , 13 , 3

Rule = _____

Determine what rule the function machine is using.

1)

Input	Output
25	30
50	55
15	20
26	31
39	44

- A. subtract 4
- B. add 5
- C. subtract 3
- D. subtract 6

2)

Input	Output
25	30
18	23
47	52
36	41
42	47

- A. add 16
- B. subtract 18
- C. add 5
- D. subtract 14

3)

Input	Output
44	52
11	19
25	33
49	57
50	58

- A. add 8
- B. add 18
- C. subtract 9
- D. subtract 15

4)

Input	Output
48	57
49	58
15	24
38	47
40	49

- A. add 21
- B. add 9
- C. subtract 16
- D. subtract 19

5)

Input	Output
43	55
45	57
31	43
44	56
30	42

- A. subtract 11
- B. add 12
- C. subtract 6
- D. add 7

6)

Input	Output
29	43
18	32
41	55
23	37
36	50

- A. subtract 16
- B. add 8
- C. add 17
- D. add 14

7)

Input	Output
44	35
42	33
20	11
34	25
28	19

- A. subtract 9
- B. add 13
- C. subtract 18
- D. add 19

8)

Input	Output
46	34
31	19
37	25
54	42
39	27

- A. subtract 12
- B. add 7
- C. add 6
- D. subtract 9

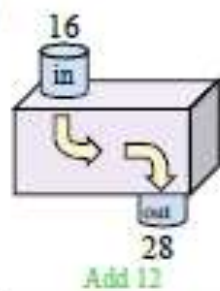
9)

Input	Output
27	22
36	31
21	16
34	29
17	12

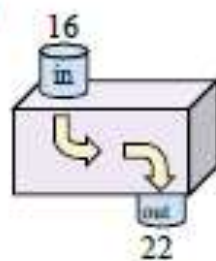
- A. add 20
- B. add 15
- C. subtract 11
- D. subtract 5

Determine the rule each function machine is using.

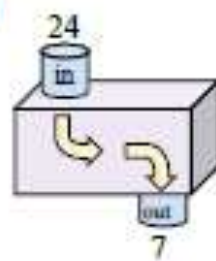
Ex)



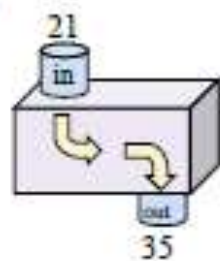
1)



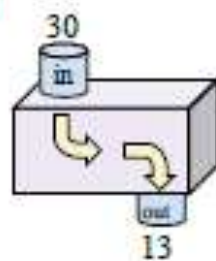
2)



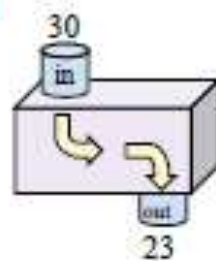
3)



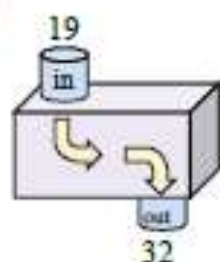
4)



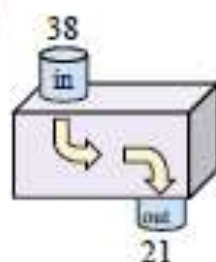
5)



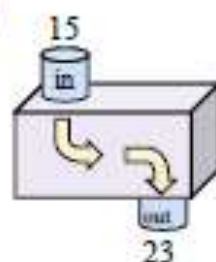
6)



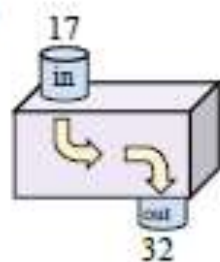
7)



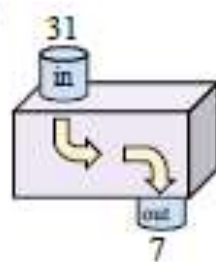
8)



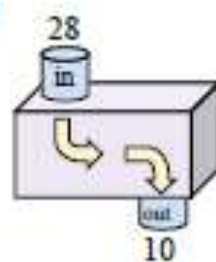
9)



10)



11)



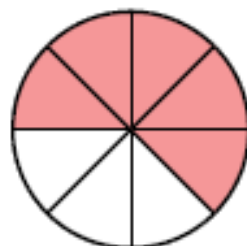
Fractions of Shapes

Tell what fraction of each shape is shaded.

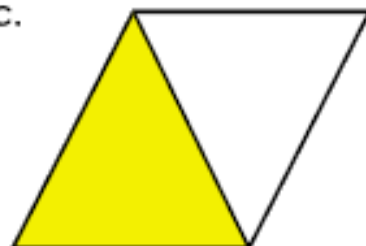
a.



b.



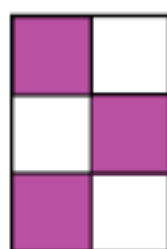
c.



d.



e.



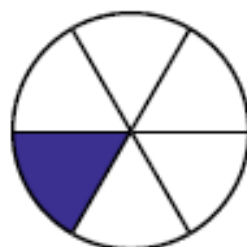
f.



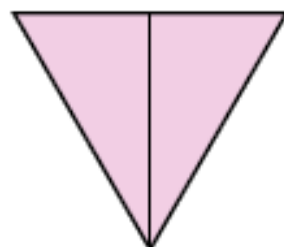
g.



h.



i.



j.



k.

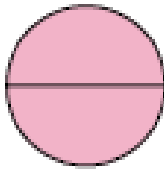


l.



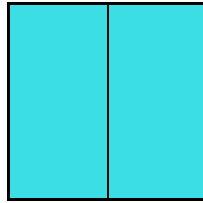
Determine which letter best describes the shaded portion.

1)



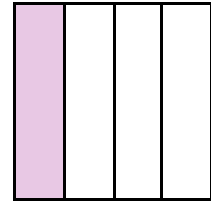
- A. two-halves
- B. one-quarter
- C. two-quarters

2)



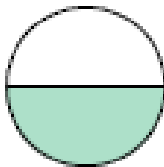
- A. one-half
- B. three-fourths
- C. two-halves

3)



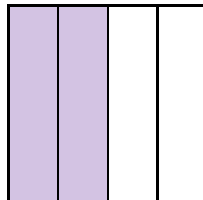
- A. four-quarters
- B. one-quarter
- C. two-halves

4)



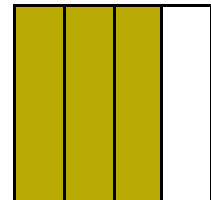
- A. two-fourths
- B. four-fourths
- C. one-half

5)



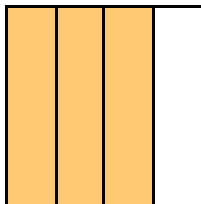
- A. one-fourth
- B. two-quarters
- C. three-fourths

6)



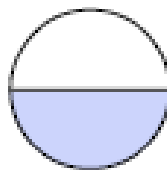
- A. one-fourth
- B. two-fourths
- C. three-fourths

7)



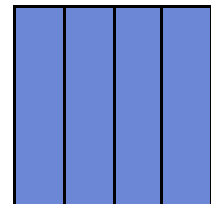
- A. two-fourths
- B. four-quarters
- C. three-quarters

8)



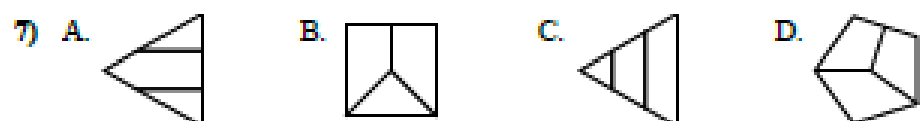
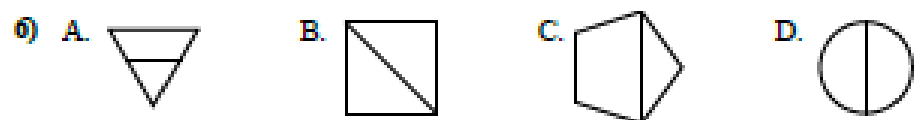
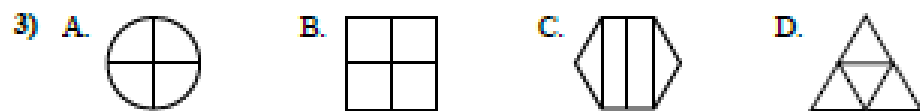
- A. three-quarters
- B. one-half
- C. two-halves

9)



- A. one-fourth
- B. two-halves
- C. four-quarters

Determine which choice(s) show the shape partitioned so each piece has equal area. If none, write 'none'.



Solve each problem.

- Ex) Express the pentagons as a fraction of the entire set.



- 2) Express the stars as a fraction of the entire set.



- 1) Express the circles as a fraction of the entire set.



- 3) Express the moons as a fraction of the entire set.



- 4) Express the hearts as a fraction of the entire set.



- 5) Express the stars as a fraction of the entire set.



- 6) Express the moons as a fraction of the entire set.



- 7) Express the pentagons as a fraction of the entire set.



- 8) Express the pentagons as a fraction of the entire set.



- 9) Express the circles as a fraction of the entire set.



- 10) Express the stars as a fraction of the entire set.



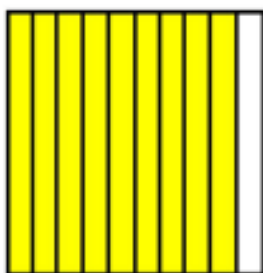
- 11) Express the triangles as a fraction of the entire set.



Decimals: Tenths

Write the decimal and the fraction shown by each square.

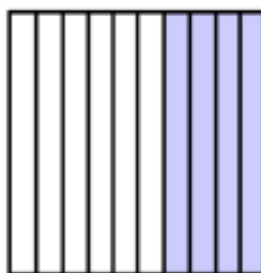
a.



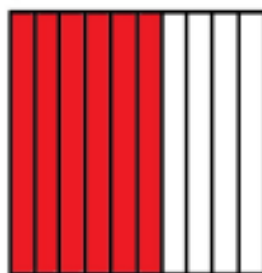
b.



c.



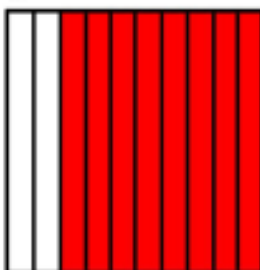
d.



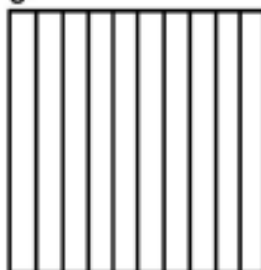
e.



f.



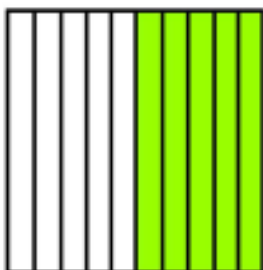
g.



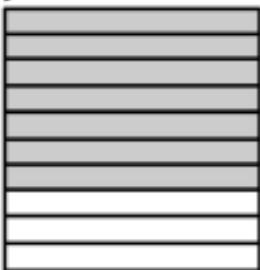
h.



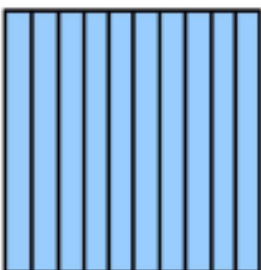
i.



j.

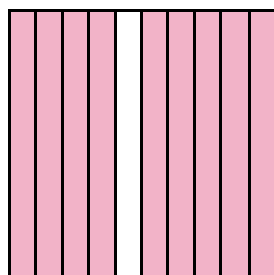


k.



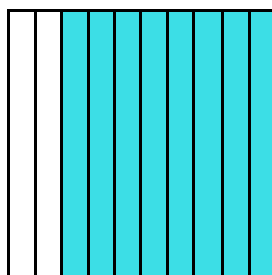
Determine which letter best represents the amount shaded of the whole.

1)



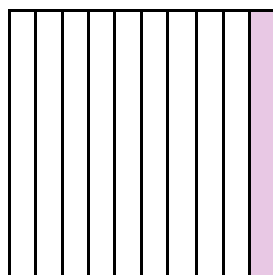
- A. 9
- B. 900.0
- C. 90
- D. 0.9

2)



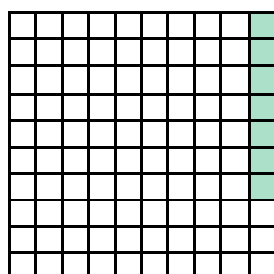
- A. 800.0
- B. 0.8
- C. 0.08
- D. 8

3)



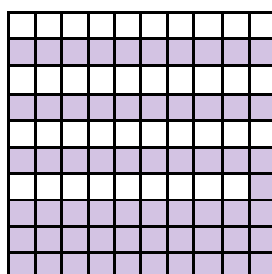
- A. 0.1
- B. 100.00
- C. 0.01
- D. 1

4)



- A. 0.007
- B. 70.0
- C. 0.7
- D. 0.07

5)



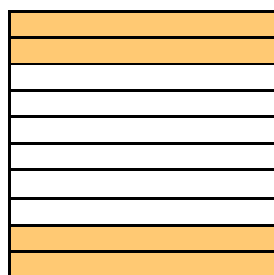
- A. 0.61
- B. 0.061
- C. 6.1
- D. 610.0

6)



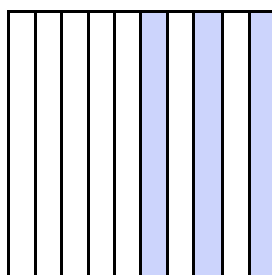
- A. 0.5
- B. 0.05
- C. 500.00
- D. 50

7)



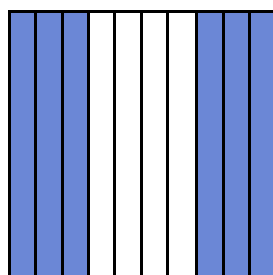
- A. 0.04
- B. 400.00
- C. 0.4
- D. 4

8)



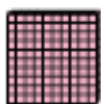
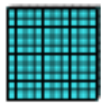
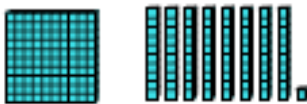
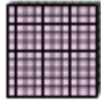
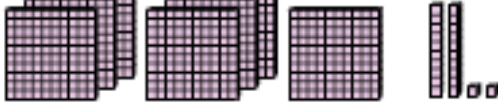
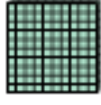
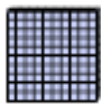
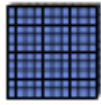
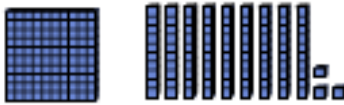
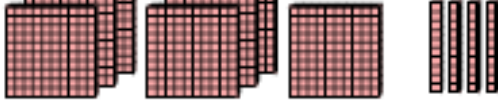
- A. 30
- B. 0.03
- C. 0.3
- D. 300.0

9)



- A. 0.06
- B. 600.00
- C. 60
- D. 0.6

Use the block on the left to find the value of the set of blocks on the right.

- 1)  = 1 || 
- 2)  = 1 || 
- 3)  = 1 || 
- 4)  = 1 || 
- 5)  = 1 || 
- 6)  = 1 || 
- 7)  = 1 || 
- 8)  = 1 || 
- 9)  = 1 || 
- 10)  = 1 || 

History Term 2

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Great Zimbabwe

When Mapungubwe was abandoned, it was to the benefit of Great Zimbabwe. cultural, political and economic power in the area shifted to Great Zimbabwe and area took control of the Indian Ocean trade routes in Southern Africa. All traders went through Great Zimbabwe had to pay the rulers and the people of that region.

This made the region very wealthy.



The
this
that



Great Zimbabwe's settlement grew to approximately 18 000 people. The town was surrounded by an outer wall. Much like Mapungubwe, the commoners lived outside the main walls, while the royal family lived on the hill. The king lived in a magnificent palace on the top of the hill.

The buildings of great Zimbabwe show that the people who built them were highly skilled in stonework and construction. The main wall is 20meters high and within these walls are several passageways and enclosures. One of the enclosures is a royal enclosure called the Great Enclosure. It is the largest structure in sub-Saharan Africa. About 900 000 stone blocks were used to build the outer wall of the enclosure.

Did You Know?

8 Soapstone birds were found in Religious areas of Great Zimbabwe. Historians believe that they represent the dead relatives of ancient kings and rulers. Each bird is different – they have humans features mixed with that of eagles. They all have 4 or 5 toes in place of talons and some have lips instead of a beak.

European Polo and his

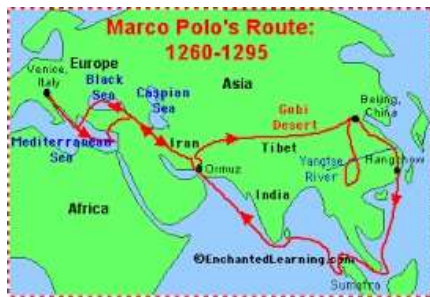
At the same time that Mapungubwe was at its height, Marco Polo was a European explorer. Polo was born in Venice in Italy in 1254 and he died in 1324. He spent 24 years of his life travelling. Marco Polo wanted to make important contacts with people in the East so that he could trade for spices. He was also seeking adventure.



explorer Marco travels



died
life



He travelled from Italy through Baghdad and the Gobi Desert to China. This route became known as the Silk Road. He returned via India, showing how India could be reached from China by sea. On his many travels Marco Polo was often a guest of the great and very wealthy ruler of China called **Kublai Khan**. **Kublai Khan** gave Polo a

golden tablet that was a foot long. This was a '**VIP**' (Very Important Person) **passport** which would ensure that Polo be given horses, food, guides, places to sleep and ensure his safety on his way back to Europe. The journey home

took Marco Polo 3 years. He was not the first European to travel to China, but because he wrote a book about his adventures his travels became widely known.

Vocabulary

Age of Discovery: A period of exploration by European sailors from the early 15th century that lasted approximately 200 years.

New World: The name given to the Americas when it was 'discovered by the European explorers. They were indigenous people who had lived in these lands for thousands of years.

Marco Polo's influence on European traders and explorers

The writings about Marco Polo's travels, and maps drawn from them, inspired hundreds of other European traders and explorers. The century Marco Polo's travels became known as the **Age of Discovery**. One of the important of these explorers who were inspired by Marco Polo was

Christopher Columbus. It is believed that Columbus read Marco

Polo's book about his travels. As a result of this, Columbus firmly believed the world was round and that the East could be reached by the sea by sailing westwards. He convinced the queen of Spain, Queen Isabella to sponsor his trip. In 1492, he and his crew of 96 sailors reached an island that is part of what is today known as the Caribbean. He had reached what would become known as the **New World**. The world would never be the same again.



after
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Did you know?

When Columbus reached the Caribbean islands, he was convinced that he had reached India. So much so that he called the local people 'Indians'. He believed that the world was much smaller than it actually is.

Reasons for European exploration

The southern African society was at the height of its power at the same time as the Renaissance was taking place. Europeans knew very little about Africa at this stage in European history but were always very curious about Africa. There were a number of reasons that made them want to explore and helped them to do this. These attempts to explore the world are known as the '**voyages of exploration**'.



The European Renaissance

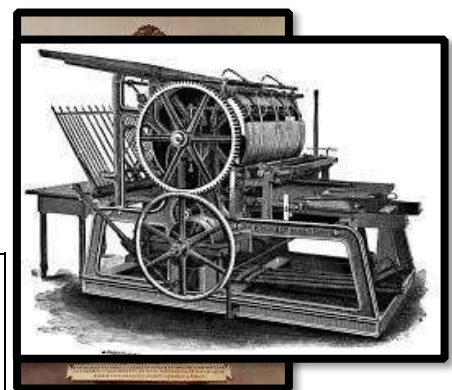
During the 15th and 16th centuries (1600-1700) The European Renaissance was at a turning point in a **conservative** time. People did not look further than their own towns or villages, and they didn't like new ideas about things. The Renaissance was a time when people were encouraged to look outwards for new and better ideas as well as new places to trade. It involved the development and advancement of literature, art, politics, religion and science. A growing interest in the world and curiosity was an important part of the Renaissance and one of the key reasons for European exploration.

The Renaissance resulted in a number of inventions. Some of these inventions changed the world forever. Two of the most important inventions were the printing press and the telescope. The printing press allowed people to print pamphlets, news sheets and books, in large numbers. Because written language was more freely available, more people learnt how to read and write and because of this, people's knowledge of the world increased.

The Renaissance produced a number of great scientists and mathematicians. The two we will learn more about are Leonardo Da Vinci and Galileo Galilei.

Printing Press

Invented by Johannes
Gutenberg



Telescope

Invented by Galileo Galilei

Activity 1

Look at the two inventions above and discuss these questions with your partner. Now write down the answers.

1. Explain how each of these inventions would be used.
2. Explain how you think each of these inventions changed the world.

Leonardo da Vinci (1452 – 1519)

Leonardo da Vinci is one of the most famous Renaissance figures. He was born in Italy and is most famous for painting many great works of art like the Mona Lisa and The Last Supper. Leonardo is also famous for an amazing variety of other talents: He was a sculptor; He was involved in architecture (design of buildings) He was involved in geology, engineering and the military



Due to the fact that Leonardo had so many skills in different areas, he was considered to be a genius. In his spare time, he did drawings of parachutes and flying machines that looked like inventions of the 19th and 20th centuries. He also made detailed drawings of the human body which are still highly regarded today.



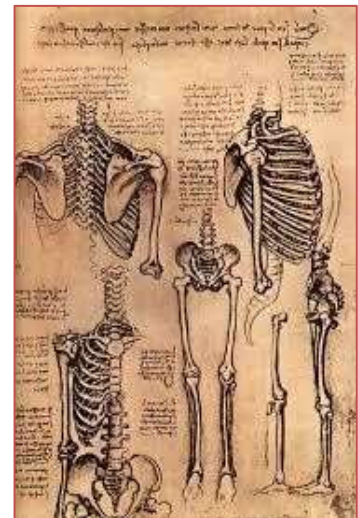
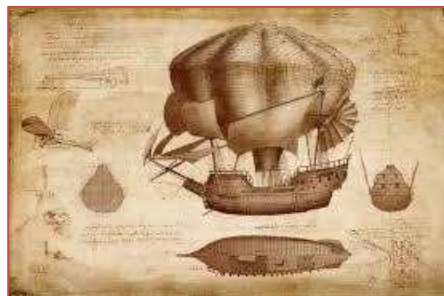
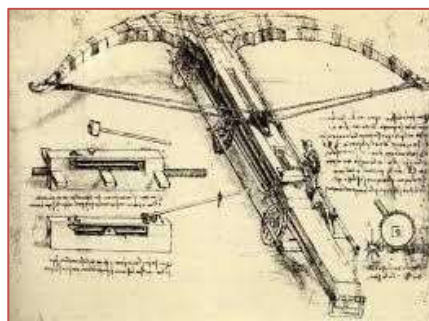
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If you would like to learn more about Leonardo Da Vinci then follow this hyperlink:

http://www.ducksters.com/biography/leonardo_da_vinci.php



Vocabulary

Engineering: is the study and practice of using mathematics and science to do practical things such as designing and building structures, tools and machines.

Geology: is the study of the physical structure of the earth and how it has changed over time. Geologists gain this knowledge by studying rocks.

Pendulum: is an object that is hung so that it can swing freely.

Astronomy: is the study of the stars and the planets in the universe.

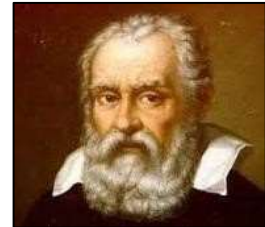
Astrologer: is a person who studies the movements of the sun, planets and moon and then links them to human behaviour and activity.

Merchant: is another word for a trader.

Missionaries: are people sent out to do work of the church or religious group, especially in the Christian religion.

Galileo Galilei (1564 – 1642)

Galileo Galilei was born in 1564 and was an Italian scientist and mathematician. Galileo worked on a number of different experiments. These included experiments on the speed at which different objects fall, mechanics and work around **pendulums**.



Galileo is also famous for building a powerful telescope. With this telescope, he made many discoveries in the field of **astronomy**. He discovered mountains and valleys on the surface of the moon, sunspots and the four largest moons of the planet Jupiter. This work on astronomy is what made him famous and he was appointed court mathematician in the city of Florence.

Galileo made the church very angry in 1614 by saying that the sun was at the centre of the solar system. This was revolutionary at the time as most people, especially the churchmen, believed that the earth was in this central position. He was forbidden by the church in 1616 from teaching or telling anyone about his theories. For more information about Galileo, visit the following site:

<http://www.sciencekids.co.nz/sciencefacts/scientists/galileogalilei.html>

Activity 2

1. List all the things that Leonardo was good at.
2. Why was Leonardo considered to be a genius?
3. What work of Leonardo is still used and highly regarded today?
4. What experiments did Galileo Galilei do?
5. What discoveries did Galileo make with his telescope?
6. Why did the church stop Galileo from teaching or telling anyone about his ideas?

New ideas and knowledge

Stories of Leonardo and Galileo are examples of how people's view of the world was changing. They showed the great possibilities that existed for discovery. One of the most important reasons for European exploration was the new ideas and knowledge of the time. It could be said that the most important of these was the new approach of the Renaissance. This was the desire to find out more about the world and the people who lived in it. This also led to many discoveries in literature, art and science and it was a reason for the voyages of exploration. Many other ideas also came from outside of Europe namely the Arab Muslim world. An example of this is the Astrolabe, which was a device that helped people to navigate on land. This was used by Arab traders and **astrologers** for many years. It was later adapted by the Portuguese to be used on the seas.

The most famous of European traders who travelled to the East and shared their knowledge of what they saw was Marco Polo. Marco was a merchant travelled to the East and China. Stories of his travels became best sellers as they inspired others because of these stories were of great wealth and opportunity in the East. He also came back with many ideas.



who

The improvement in maps also led to more exploration. This is because more people were travelling and the Arabian maps were being used by Europeans. These new maps made it easier and safer for people to sail off the coast of Africa.

Activity 3

1. Compile a list of all the new ideas and knowledge that made people want to explore the world.
2. Which of these ideas do you think was the most important? Give a reason for your answer.
3. What new ideas and knowledge did the Europeans learn from elsewhere? How did this influence them?
4. What was the significance of Marco Polo?

Inventions

A number of inventions were very important reasons for European exploration. These inventions included the following:

- the magnetic compass
- the caravel
- gunpowder



Gunpowder

The Chinese invented gunpowder. In the 13th Century knowledge of gunpowder spread to Europe. By the time of the voyages of discovery in the 15th Century, Europeans had developed canons and firearms using gunpowder, which they put on ships. They then used these weapons to attack and conquer the people that they met on their voyages.

The Magnetic Compass

The Europeans used the magnetic compass to help them find their way on their voyages of exploration. The magnetic compass was first invented by the Chinese. The compass and the astrolabe helped sailors to figure out where they were and where they were going so that they could stay on the right course. They did not have to stay in sight of land to know where they were going. This meant that they could use the winds that blew far from land to go where they needed to go.

The Caravel

Until the 1400s (13th century), the Europeans did not have ships that were able to travel across oceans. To solve this problem, they started to build Caravels. These ships had two masts and two triangular sails. The Europeans copied the idea of the way the sails worked from the Arab trader's ships called the dhows. The sails made it possible for the sailors to make better use of wind to get their ship to move.

Activity 4

1. Think about the inventions outlined above and their importance. Complete the missing parts of the table:

Invention	Part of the world it first came from	How it helped the Europeans to explore the world
Gunpowder		
	China	
		It allowed European sailors to travel across oceans and use the winds better.

2. Which of the inventions do you think was the most important? Give a reason for your answer.

Spreading the Christian Religion

Religion played an important part in the growth of exploration. Religion was important to the Europeans, especially Christianity. They felt they needed to reform and convert every individual they came into contact with into Christianity. During this time, Christianity became the first religion to spread around the world.

European explorers had direction and navigation. They were very religious and relied on their faith to get them through their rough voyages. They spread their beliefs and religion. By the 1500s, Europeans were travelling by sea to almost every part of the world.

Missionaries followed the European traders, colonists and conquerors.

The European trade route to the East via southern Africa

The Europeans had seen the valuable goods that came from the East namely the spices and silk. The trade of these spices and silk was controlled by the Arab traders. Once the spices and silk reached Europe, the Italian city states took over control. These Italian city states became incredibly rich from this trade. Other European nations also wanted to find a way to the East so that they could also benefit from the spice trade. The Portuguese nation was one of these. With new knowledge and ideas as well as new inventions this was possible.



Activity 5

1. When you get home today, ask the person who does the cooking in your house to help you find different spices. Write the names of these spices in your book.
2. Speak to that person and ask them what each spice is used for.
3. See if this person can tell you which spices go best with which food?
4. Copy the table into your workbook to help you record your answers. The first one has been done for you.

Spice	Used for	Best food to put it in
Salt	Flavouring food, making taste it better.	Chips

5. Bring an interesting spice to class so that everyone can smell and possibly even taste it. Report back to the class on the spices in your home.

The Journey of Bartholomeu Dias

Bartholomeu Dias is one of the most famous Portuguese explorers. He was the first European to sail around the Cape of Good Hope (today this is Cape Point, which is close to Cape Town). At the time, he did not even know that he had done it.



Dias set sail in the year 1487 from Portugal. He first landed in southern Africa in

Namibia, at a place which is called Luderitz today. When he

sailed from Luderitz his ships were blown off course by a massive gale. The gale blew for days and days. When the wind finally stopped, Dias steered northeast and landed in what is known as Mossel Bay today in the Western Cape in 1488. This is where he met the Khoikhoi people. He did not know that he had gone around



the Cape! He sailed on and then stopped at Algoa Bay, which is known as Port Elizabeth. It was only here that he realised that he had rounded the southern point of Africa. Dias's ships continued going north around the coast until the Keiskamma River mouth. Dias was eventually forced to turn back by his crew because they were tired and scared of the unknown. Their food supplies were also running out.

As they rounded the tip of Africa again on their way home, Dias named it the Cape of Good Hope. He called it this because he believed that there was hope of finding a route to India. After being at sea for 19 months, Dias returned home as a hero. He



died

Activity 6

1. Look at the picture of the statue of Dias on the previous page and you will see
 - a. On his right is a pillar with a cross on the top.
 - b. On his left is a ship.
 - c. Hanging from his hand is an astrolabe.

For each of these write a sentence in which you explain its importance. Use what you learnt in the previous unit to help you interpret the importance of each item.

2. What part of Dias's story above tells you that the tools that they had to help them navigate were not accurate? Explain.

Dias and his crew encounter the Khoikhoi in Mossel Bay (1488)

In February 1488 Bartholomeu Dias and his sailors landed at Mossel Bay and they met the Khoikhoi people for the first time. This was the first time that the Khoikhoi people had seen Europeans.

The Portuguese and the Khoi clashed over the sailors' need for fresh water. A Crossbow was fired killing one of the Khoikhoi people. Do you remember learning in Grade 5 that the Khoikhoi believed that water rights were owned by different groups? If others wanted to use their water, they had to get their permission. Dias and his sailors did not know this.



Activity 7

1. Why did the Portuguese and the Khoikhoi clash? What part of the Khoikhoi culture did the Europeans not understand?
2. "The Story of Dias and the Khoikhoi was a story that was going to be repeated for the next four hundred years." Discuss with your partner, what you think this quotation means.

Vocabulary

Scurvy: A disease caused by not having enough vitamin C in the diet. A person with scurvy is usually very weak and has bleeding gums and can die if it is very bad.

Viceroy: This is a governor of a colony, country or province. The viceroy acts in the name of the king.

Monsoon: A wind system of the Indian Ocean that blows from the southwest in the summer and the northeast in the winter. The southwest monsoon brings with it a season of heavy rain.

The Journey of Vasco Da Gama

Ten years after Dias had sailed around the Cape another Portuguese explorer was given a fleet of ships by the Portuguese King. His name was Vasco da Gama. The king instructed him to find the trade route around

Africa to India. Vasco da Gama left on his first voyage from Lisbon,

Portugal with four ships and 170 men on July 8, 1497. The expedition rounded the southern tip of Africa at the Cape of Good Hope on November 22. This was just over 4 months later.



fleet
to

He then headed north up the east coast of Africa. They stopped at trading ports on the way, including Mombasa and Malindi. These were separate city states then. Today they are cities in modern day Kenya.

In Malindi, they picked up a local navigator who knew the direction to India. With the help of a monsoon wind they were able to cross the Indian Ocean and arrive in Calicut in India which is now called Kozhikode in less than a month.

In Calicut, da Gama ran into serious trouble when trying to trade. The reason being he had brought items of very little value in his ships. This led the local traders to become suspicious of him and very soon he had to leave.

His voyage back was disastrous! Almost half of his crew died of scurvy as the trip back took much longer due to the winds not blowing in his favour. When he returned home, he was still a hero. He had found the much-needed trade route to India.

On da Gama's second trip he commanded two more fleets to India. The second trip was more of a

military expedition. He managed to capture Arab ships and tried to show how mighty the Portuguese navy was. On his third voyage, he was going to take over as viceroy of Portuguese India. He died of malaria shortly after arriving.



of

Journey of the VOC (Dutch East India Company)

The spice trade was dominated by the Portuguese for about 100 years. They wanted to keep other European countries out of the East but this did not last forever. The next European nation that came to dominate the spice trade was the Dutch.

This dominance was achieved through a private company called The Dutch East India

Company or the VOC (Vereenigde Oostindische Compagnie). The VOC was started in 1602 and was given the sole right to trade with Asia by the government of the Netherlands (Holland). This meant that they were the only company that could trade there.

Jan van Riebeeck landed at the Cape of Good Hope in South Africa in 1652 to establish a base there. He was sent by the VOC. The base was set up to resupply VOC ships with all they needed on their journey to East Asia. This was later made a conventional colony when Europeans started to settle there.

Hundreds of ships that belonged to the VOC were involved in thousands of very profitable trips. Millions and millions of dollars were made by the VOC over the years. This helped the Dutch to develop a colonial empire in the East. The local people in the colonial empire often suffered great hardships at the hands of the Dutch and the VOC.

Activity 8

1. What was the English name for the VOC?
2. Why was the VOC formed?
3. Why did the Dutch set up a base in the Cape?

The life of sailors on a VOC ship

Life for sailors on board a VOC ship was very hard. Their living quarters were very small. Officers had their own cabins, but the sailors just slept wherever they could find space. If they were unlucky, they could end up spending a cold night up on deck. It took many months to get to the East. Food on the ships was not very good and many sailors got scurvy because they did not eat enough fruit and vegetables.



a
often

Bibliography: K Angier, D Carr, J Cockburn and J Wallace – Our World, Our Society Grade 6

Grade 6 Geography Term 2

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Grade 6

Geography Term 2

Why people trade

Trading has taken place since the earliest of times. People **trade** for many reasons. The simplest way for a person to get things that he/she does not have is by trading with things they do have. For example, if you had two pencils and your friend had two sharpeners you could swop one pencil for one sharpener. At the end of the trade, you and your friend both have what you need.



A market in the early Middle East.

Vocabulary

Trade: the act of exchanging, buying and selling something.

Exchange: to give something and get something in return.

Barter: to trade or exchange without the use of money. It is swapping things.

Trade as an exchange of goods

Early trade was quite simple. It was an **exchange** of goods. In the example above, you saw that if you had lots of one thing, you could offer some to another person who has what you want. Trade like this is often called **barter**.

This type of trade happened before people used money.

Buying and selling of goods for money

Bartering does not always work effectively. Often, people could not agree on what a product was worth or they did not want what the other person had. To solve this problem, people began to use money. Around 5000 BCE, metal objects were introduced as money. They used metal because it was the easiest to get hold of, it was easy to work with and it could be recycled. The coins were given a certain value so this meant it was easier to compare the cost of items people wanted. Very soon, most trade involved the buying and selling of goods for money. People

would try to buy goods for less than they would sell them. This meant buying goods from a place where there were lots of that particular item and then transporting them to a place where there were not that many.



Salt being transported across the Sahara desert. Salt was often used as 'money'

Vocabulary

Imports: when goods are brought in from another country.

Exports: when goods are sent to another country to sell.

Petroleum products: these are things that made from petroleum (petrol), which comes from oil.

Exports and imports between South Africa and the world

Trade does not only happen between people, it also happens between countries and businesses in countries. If goods are sent out of a country to another country to sell, they are called **exports**. If goods are brought in from other countries, they are called **imports**. The main **exports** in South Africa are diamonds, platinum, gold, other metals and minerals, as well as machinery and equipment. South Africa's main imports are chemicals, oil and other petroleum products, scientific instruments, food and different types of machinery and equipment. South Africa and South African businesses trade with many different countries and businesses in the world.

What people trade

People trade goods or items and services.

Trading goods

Goods that are used for trading can be divided into 2 types:

- Raw materials that are called **Primary products**.
- Manufactured goods that are called **Secondary products**.

Vocabulary

Manufacturing: to make things in large quantities, often with the help of machines.

Economy: a system of making and spending money and producing goods and services within a country.

Profit: the amount of money that is made by a business that is more than the amount that they put in at the beginning.

Re-invest: when you put profit back into the business or company that generated the profit.

Infrastructure: the facilities and equipment in a country that are necessary for it to run properly

Raw materials (primary products)

Raw materials are materials that are taken from the land or the ocean.

They are called 'raw' because they are still in their natural state. They have not been changed in any way through **manufacturing**, cooking or any other way. Raw materials come from agriculture and farming, mining, forestry and fisheries. Raw materials can be sold in their natural state or they can be used and changed by manufacturing in order to produce a product.



South Africa exports about 75% of primary products. In other words 75% of what South Africa exports to other countries in its natural state.



Truck transporting
logs



Coal mining

Fishing



Grain harvesting



Manufactured goods (secondary products)

Manufactured goods are things that are made from raw materials. These items can be sold to people in the country where they are made or they can be exported to other countries.

Manufacturing helps countries to develop, as it is important for a country's **economy**.

Some reasons for this are:

- Manufacturers need people to assist in the making of the products, so it provides jobs.

People who have jobs can spend their money in the country and can also pay taxes.

- Manufacturers also make **profits** that they can spend in the country or they can **reinvest** in their businesses.

Some reasons why countries send manufactured goods to other countries are:

- It is quick and easy to transport a large amount of manufactured goods around the world.
- Not all countries have what they need, i.e. raw materials or skills to make the product.
- Some countries have many people who are willing to work for a small amount of money, just because they need the work so badly. Big businesses from other countries take advantage of this and use this cheap labour to produce goods.

Today you will find that many things are made in China and other countries in Asia. The reason for this is that people are paid less for work in these countries. They also have a good **infrastructure** for manufacturing.

Infrastructure refers to things like roads and railway lines.



Workers on an assembly line, in China

Buy South African!



Proudly South African is a 'buy local' campaign started in 2001 by the South African government, business, labour and community organisations.

Buying South African means that jobs can be created. It means that the economy will grow and this will benefit everyone.

By buying **Proudly South African**, shoppers and businesses are making sure that they get good quality products and at the same time, they help the country.

By buying **Proudly South African**, you are also assured that the manufacturers are looking after their workers and the environment.

Skills and Services

Besides trading goods, skills and services can also be traded. For example, if you go to a private dentist then you have to pay to see him or her. You are paying for the dentist's skill. The dentist had to study for several years to have that skill! If you go to a state clinic you may not have to pay, but the government is paying the dentist for that skill.



Universities are some of the places where people learn or develop skills

Most skilled people go through training and education. If a skill is difficult to learn then the person can usually charge more for that skill.

Services are different. People offer services that someone will pay for. For example, your parents may pay someone to take care of the garden for them, as they do not know much about plants. That person may be a skilled adult or someone who is good at looking after plants. They receive money for doing a service.

Resources and their value

Resources are things that are used to make things to benefit people. A natural resource is anything that is taken from the environment by people because it is needed or wanted.

The land and the sea include all natural resources.

Some resources are very valuable. For example, gold is a resource that we know is very expensive. The reason for this is that there is not a lot of it in the world and it is expensive to mine. It is also a non-renewable resource.

Most other resources are cheaper because there is a lot of it or it is renewable, for example potatoes. Potatoes are fairly easy to grow and they can be produced in large numbers. People are another very important resource as they provide labour. Labour is the work that humans do to make products. People receive money for labour.

Resources are traded all over the world. They are often bought by more developed countries that have the ability to convert these resources are used to make manufactured goods.



A copper mine. Copper is a valuable resource.

The value of selected raw materials and manufactured goods

Raw materials are normally much lower in value than manufactured products. This is due to the fact that the cost of raw materials is only a small part of the cost of most manufactured goods.

For example, if you have to collect firewood it is quick and easy. The person who collects it could carry it to where he or she wants to sell it. However, if you have to cut down a log to make a cupboard then there are costs involved. Costs are things like labour, transport, the cost of cutting and processing the wood and even packaging.

Another example is the cost of making a car. About 15% of the car's price comes from the costs of the raw materials. Different people, skills and services are also involved.



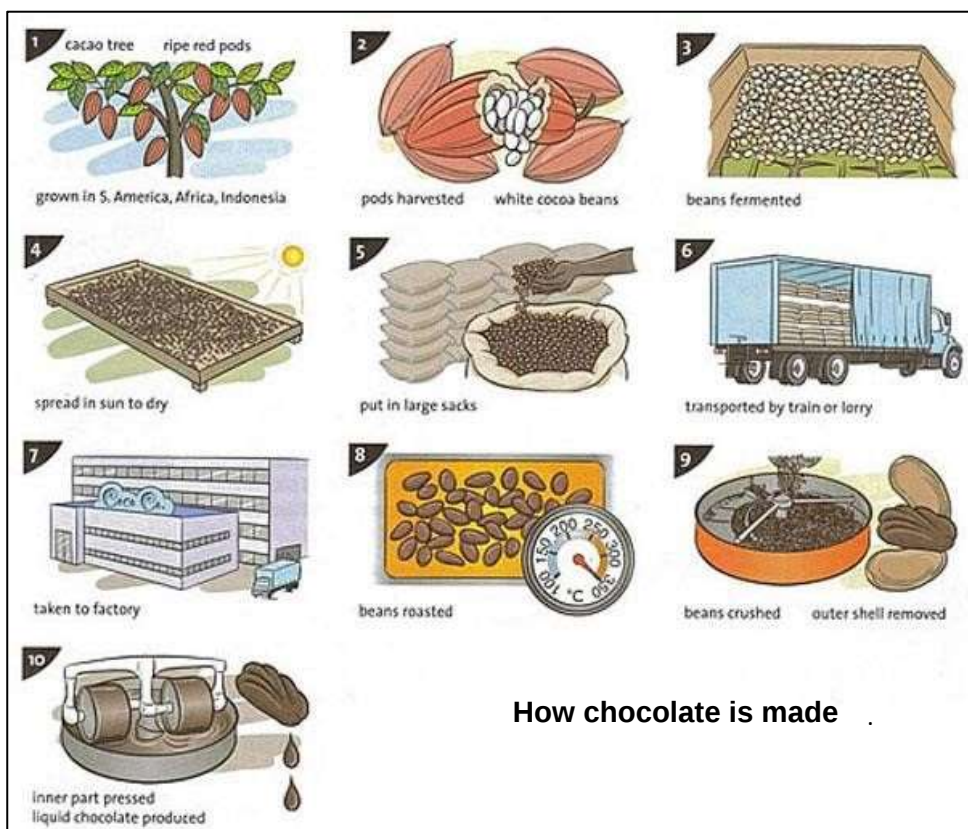
How chocolate is manufactured?

What is your favourite kind of chocolate? Have you ever thought about what goes into making a bar of chocolate?

Chocolate is made from the beans of the cocoa tree. The cocoa beans are contained in a pod that grows on the branches of the cocoa tree. When the pods are ripe, the pod splits open and cocoa seeds are then removed. The cocoa beans are then covered with banana leaves for a week until the beans develop chocolate taste. The cocoa beans are then shipped to the factory.



the
a



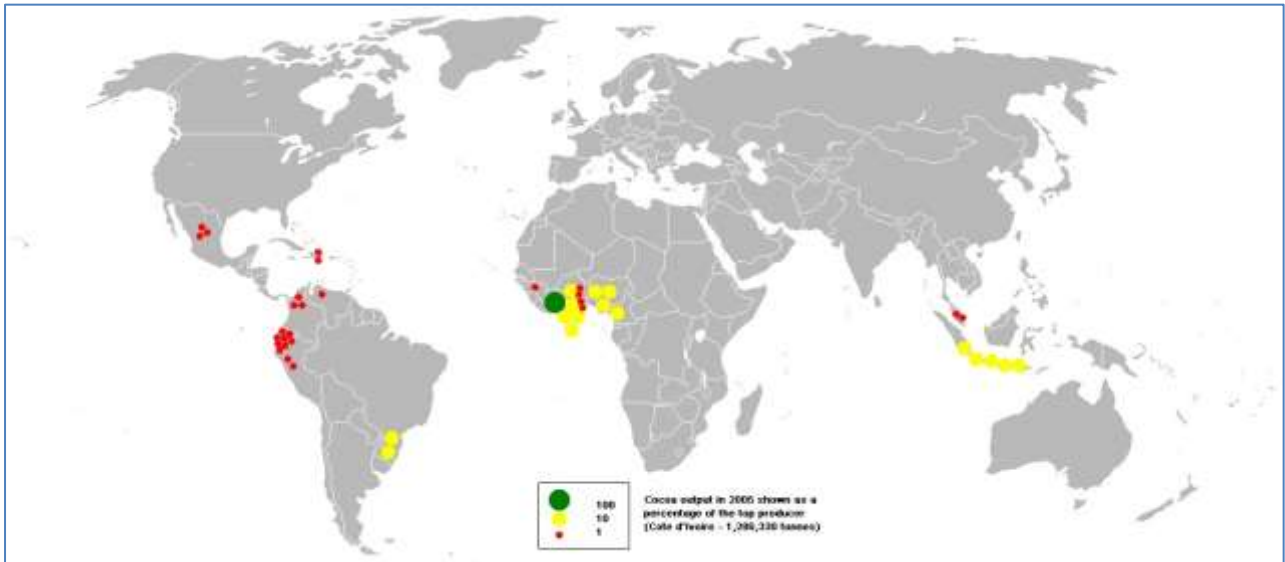
How chocolate is made

Activity 1

The steps for making chocolate have been mixed up. Write them in the correct order, using the chocolate making process illustration to help you. Write the letter and the description.

- | | |
|---|---|
| A. The cacao beans are roasted. | F. Cacao tree fruit pods turn red when they are ripe. |
| B. The cacao beans are packed. | G. Ripe pods are picked and the white cocoa beans removed. |
| C. The cacao beans are transported by truck. | H. The cacao beans arrive at the factory. |
| D. The cacao beans are sun dried. | I. The cacao beans are fermented. |
| E. The cacao beans crushed are to remove the outer shell. | J. The soft inside of the cacao beans is pressed and liquid chocolate is then produced. |

Chocolate is made up of primary products from all over the world. Usually the primary products are grown in poorer countries, and then the chocolate is manufactured and sold in wealthier countries.



Robusta

Mixed

Arabica

Map of the world showing where the different types of cocoa beans are

The Value of Gold

Gold is not a very functional metal, like tin or iron, because it is too soft to make anything practical and useful. Gold has great value for a number of reasons.

- It is soft so it can be shaped easily into coins or jewellery.
- It is difficult to mine, so it is more valuable than other metals that are easy to mine.
- Gold is long lasting and does not rust. It cannot be destroyed easily or worn down, so it keeps its value.
- Most gold is used to make jewellery, but it is also used in manufactured electrical goods, like computers.
- Most gold is mined deep underground.



From gold to jewellery

Gold is an extremely valuable mineral. It is very important to South Africa's economy. A large amount of the world's gold comes from hard rock mining. This is where ore is recovered from deep within the earth, where

workers chip away at the rock and collect rock that contains gold. The rock is then crushed and the gold is separated with the use of chemicals.

Different techniques are used to extract the gold from the rock. The two most common methods are cyanide extraction and mercury extraction.

Extraction technique 1: Cyanide extraction

This method is carried out when the small crushed rock that contains ore is crushed into fine pieces. It is then mixed with a solution of sodium cyanide to remove the gold. Thereafter it is mixed with zinc to separate the metal from the cyanide and sulphuric acid is used to remove the zinc.

Extraction technique 2: Mercury extraction

This process involves removing gold from rock with mercury. The fine pieces of ore – bearing rock are mixed with mercury. The mercury then separates the ore from the gold.

Once the gold is collected, it is then heated to burn off any mercury that could still be on the rocks. This technique is commonly used by small-scale miners.

Making jewellery from gold

Gold is rare. This makes it very valuable. Gold never rusts or gets dirty. It is soft, and can be shaped and hammered without breaking. A very small piece of gold can be hammered into a very thin sheet. Gold is beautiful to look at. It is colourful and shines brightly when polished.

Gold can be used to make jewellery. People who make jewellery are called goldsmiths.

Fair Trade

Trading is not always fair for everyone. The average person living in the USA earns about \$46 500 (R408 400) a year. The average person living in South Africa earns about \$10 000 (R80 000) a year, and the average person in Mozambique takes home about \$900 (R7 200) a year.

Why are there such big differences between how much people earn in different countries? One reason is that earnings depend on what people or countries are able to produce, manufacture and trade.

Vocabulary

Dominated – controlled, led **Corrupt** – dishonest and crooked

What we mean by “fair trade”?

World markets where goods are bought and sold are **dominated** by big companies. Fair trade is a worldwide movement that tries to give more say to small producers.

Fair trade attempts to give small-scale farmers, workers and crafters opportunities to sell their goods at a fair price. Small-scale producers should be given access to loans from the bank so that they can expand their business.

Fair trade:

- Does not use child labour
- Pays fair wages
- Provides decent working conditions
- Allows workers to join trade unions
- Encourages protecting the environment
- Discourages the use of poisonous pesticides.

What we mean by “unfair trade”

Unfair trade is when business use dishonest, false or corrupt methods to make money. Unfair trade practices include twisting facts, harsh treatment of workers, poor working and living conditions as well as not allowing workers to join labour unions.

Work and exploitation

People who are poor are often exploited in the trading system. When you are exploited, it means that someone treats you unfairly. Here are some ways in which poor people are exploited in the workplace.

- They are overworked
- They are underpaid for the work they do or the things they sell □ They are treated badly

The organisation FAIRTRADE

Fairtrade is an international organization that helps farm producers in developing countries get better deals in the working and selling of their products. In June 2008, around 7.5 million producers and their families were benefiting from infrastructures, technical assistance and community development projects funded by Fair Trade.



The organization has a number of roles:

- They demand that companies pay better prices, which must never fall below market price.
- They assist farmers by setting up groups that can work together. These groups are called **co-operatives**.
- Companies that sell products in a fair way are allowed to use the Fairtrade logo. This means that people know that they are buying products that have been made without exploiting people.

Bibliography: K Angier, D Carr, J Cockburn and J Wallace – Our World, Our Society Grade 6

TERM THREE

Reinforcement

Activities

Afrikaans:

Skryf en Aanbied

Skryf oor 'n snaakse voorval

Skryf 'n storie van tussen 100 en 120 woorde (drie of vier paragrawe) waarin jy vertel van 'n probleem wat jy met 'n maatjie of broer/suster gehad het. Vertel waarom julle gestry het, en hoe julle die probleem opgelos het.

Volg hierdie stappe:

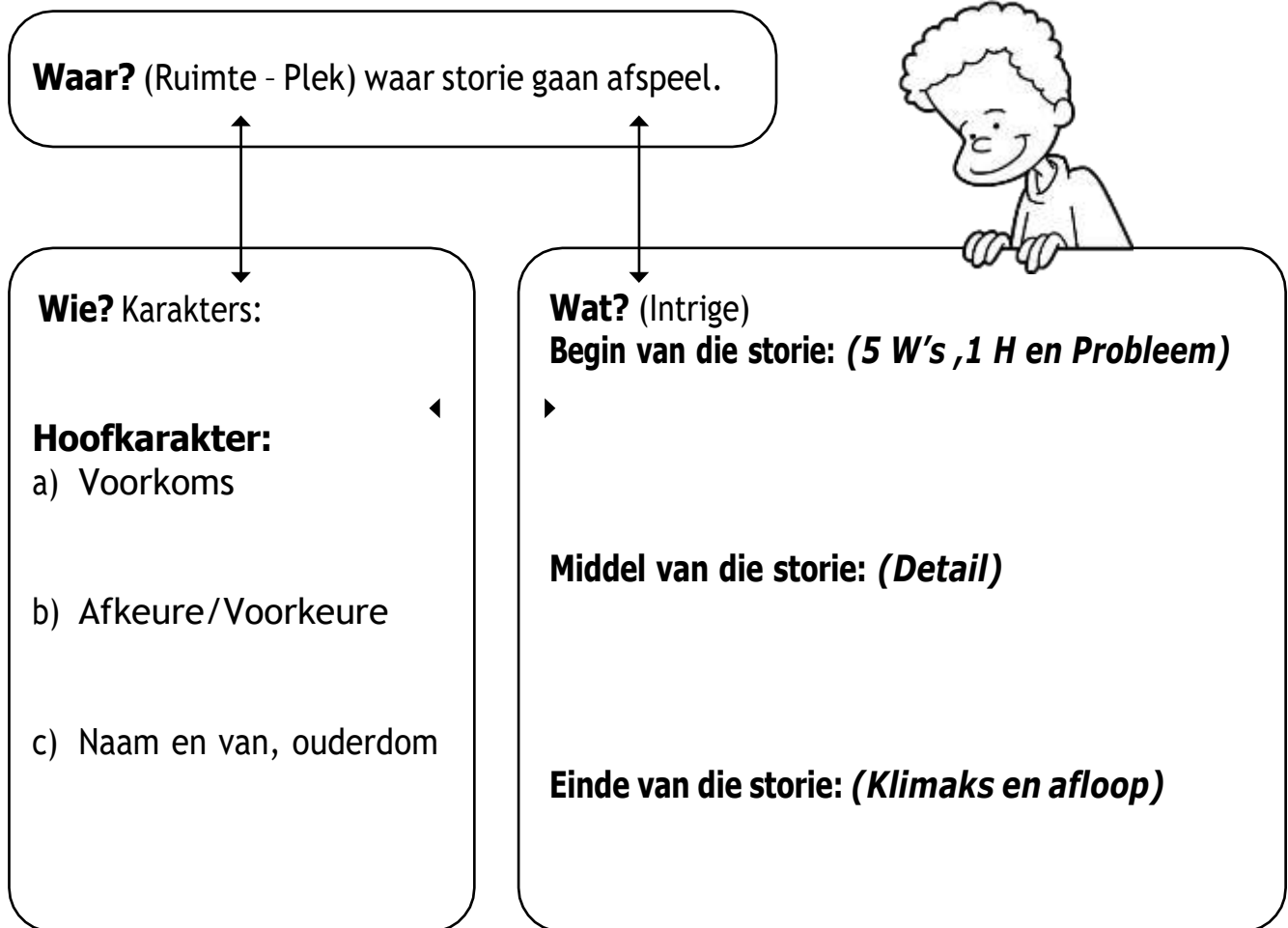
1. Beplan jou storie: Teken 'n breinkaart
2. Rofwerk: Skryf jou eerste weergawe.
3. Proeflees: Lees jou rofwerk en maak seker dat daar geen spelfoute is nie. Jy kan ook jou woorde verander as jy dink dat dit jou stories sal verbeter.
4. Finale weergawe: Skryf jou storie netjies in jou klaswerkboek. Proeflees weer.

Wenke:

1. Gebruik die storieraamwerk. (Plan the story before you start writing.)
2. Sluit karakters en agtergrond in. (Ask: Who are the characters? Where are they from? What do they like and what don't they like?)
3. Sluit 'n eenvoudige intrige/probleem in. (Include an interesting problem and solve that problem.)
4. Vertel die gebeure in die regte volgorde. (Tell the story in the correct order.)
5. Gebruik die regte grammatika, woordeskat, spelling en inligting.



My storieraamwerk:



Taalstruktuur en Konvensies

Onderwerp en gesegde

Soos jy weet, bestaan sinne uit 'n klomp verskillende woorde en verskillende dele. Twee van die dele waaruit 'n enkelvoudige sin bestaan, is die **onderwerp** en die **gesegde**.

- Die onderwerp (wie of wat) **DOEN** die aksie in die sin.
- Die gesegde (werkwoord) is die **AKSIE**.

Voorbeeld:

Die meisie



Wie of wat?

"Die meisie" is die

spring



Aksie "spring"
is die
gesegde

op haar bed



Kom ons oefen!

Omkring die onderwerp en onderstreep die gesegde in die sinne:

1. Ek slaap in my bed.
2. Ek en my maat lag lekker vir die snaakse grap. Die
3. bakker bak brood.
4. Louise maak heerlike toebroodjies.



6. Ek seek die tamaties in die yskas.Die

7. kinders sit op hulle stoele.

8.

Lees mooi:

9. Skielik hoor sy'n harde geluid.

10. Ons moet wegkruip!



Taalstruktuur en Konvensies

Woorde met d/t en v/f

In hierdie les sal ons kyk na woorde wat met d/t en v/f gespel word. Omdat hierdie letters dieselfde klink is dit maklik om spelfoute te maak!

A. Woorde wat eindig op v/f

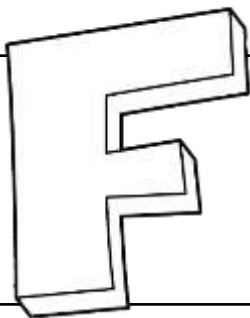
Dele van jou lyf en dinge wat met plaasdiere te doen het word gewoonlik met 'n "v" gespel, bv. voet, vinger, vel, volstruis, voer, veer...

Die voorvoegsel "ver-" word ook altyd met 'n "v" gespel, bv. verniel, vermaak, verjaar,...

Dinge wat 'n mens kan wees, begin gewoonlik met 'n "f", bv. fyn, fraai, fier, fiks, familie...



Onthou dat ons nie een enkele woord in Afrikaans kry wat op 'n “v” eindig nie!



fiets, film, fluks, familie, fiks, fees, fyn, fier, laf, koffie,
salf, toffie, kalf, gerief, fluit, fluister, frommel, fontein,
flenters, fop

vinnig, vin, vis, viool, vanaand, vet, vark, valk, voëltjie,
venster, vuil, vermoor, val, voor, vlinder, vra, voet,
vinger, vel, volstruis, voer, veer

B. Woorde wat einfing op d/t

As jy nie seker is of 'n woord op d of t eindig nie, probeer om die woord se meervoud te vorm of die woord te verbuig.

As jy in die woord se meervoud 'n "d" hoor, sal die woord in die enkelvoud ook met 'n "d" gespeel word. Byvoorbeeld:

moord = moorde
hart = harte } meervoud

hard = harde bloed } verbuiging

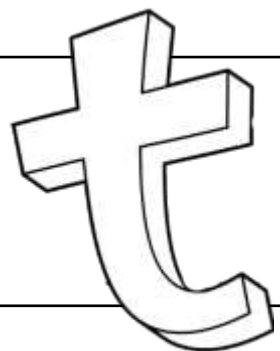
Leer die volgende woorde:



dood, bloed, bed, geld, veld, hard, hand,
kind, grond, moord, baard, bord, brand,
altyd, hond, speld, hoed



hart, swart, beurt, tent, groot,
voet, hut, tert, grot, kat, neut



C. Oefening – voltooi die woord

Voltooi die woord deur die regte letter te skryf in die spasie waar weggelaat.

1. ___lamink
2. ___erloor
3. ___ader
4. ___oltooi
5. kal___
6. pa___
7. voe___sel
8. doo___
9. swar___
10. waar___

D. Oefening – kies die regte woord

Kies die woord wat reg gespel is uit woorde wat volg.

1. foedsel / voetsel / voedsel/ foetsel
2. soet / soed
3. gelt / geld
4. bloed / bloet
5. groot / grood
6. vamilie / familie
7. baard / baart
8. bed / bet
9. hud / hut
10. tert / terd



E. Oefening – alfabetiese rangskikking

Rangskik die woorde in die regte alfabetiese volgorde:

dood bloed bed geld veld hard

hand kind grond moord baard bord

brand altyd hond speld hoed



NATURAL SCIENCE:

Diseases

1. Tooth decay

- A diet with too much sweets and fizzy cool drinks will cause tooth decay.
- Acid will make holes or cavities in the teeth.
- Avoid this by going to the dentist regularly and brushing your teeth.

2. Obesity

- Obesity occurs when someone eats too much rich energy foods with no exercise.
- These people often develop health problems.
- Prevent obesity with regular exercise and a balanced diet.

3. Diabetes.

- People who have diabetes have too much or too little glucose sugar in the blood.
- Lose weight and exercise regularly to prevent this disease.
- Eat a balanced diet.

Activity:



1. Write a menu for a person to have a balanced diet.

Include an exercise program. (breakfast / lunch / supper)

English home language

Figures of speech

Personification

- Gives human qualities /characteristic to a non-human/object.
- For example, the trees danced back and forth to the wind.
- In this example, the tree is a non-human object which is given a natural characteristic dancing.

Metaphor

- A comparison without using the word 'like or as'
- In a literal poem metaphor can add more detailed description to something, giving the reader a more in depth experience.
- For example, he is clever monkey.

Simile

- A comparison using the word "like or as".
- For example, her skin is as white as snow or John sleeps like a baby all night. This example is comparing Lindiwe's skin to snow.

Alliteration

- Is when each word begins with the same letter.
- E.g. Susan sings sweetly

Rhyme

- The repetition of sounds.
- The repetition can occur in between or at the beginning of words.

E.g. light, fight, kite, height, balloons, moons •

Onomatopoeia

The sound of the word gives a sense meaning of its meaning •

E.g drip, crunch, splat

Homework

Russell Hoban

Homework sits on top of Sunday,
squashing Sunday flat.
Homework has the smell of Monday,
homework's very fat.
Heavy books and piles of paper,
answers I don't know.

Sunday evening's almost finished,
now I'm going to go
Do my homework in the kitchen.
Maybe just a snack,
then I'll sit down and
start soon as I run back
for some chocolate sandwich cookies.
Then I'll really do
all that homework in a minute.
First I'll see what new
show they have got on television
in the living room.
Everybody's laughing there,
but misery and gloom
and a full refrigerator are where I am at
I'll just have another sandwich.
Homework's very fat.



Activity 1: about the text

Look at the text at the text and answer the question that follows.

- a. What type of text is this?
- b. What is the purpose of the text?
- c. Who is the audience?
- d. Where can you find this type of text?
- e. What do you think the text is about?
- f. What do you like about homework?
- g. What is it you do not like about homework?
- h. Have you written/heard a poem before? What was the poem about?

Activity 2: genre

1. The writer of the poem use special elements in the text to guide a reader.

Look at the poem above and see if you can complete the table by identifying the different elements in a poem.

- a. Complete the following table

element	Example from the text
Title	e.g Homework
stanzas	
lines	
Language/ figures of speech: alliteration, personification, rhyme, metaphor	
Fonts size	

Pictures (if there is)	
------------------------	--

- b. Why do you think the writer used different fonts in the poem. For example, the font of the title of the poem is different from the rest of the poem

Activity 2: language focus

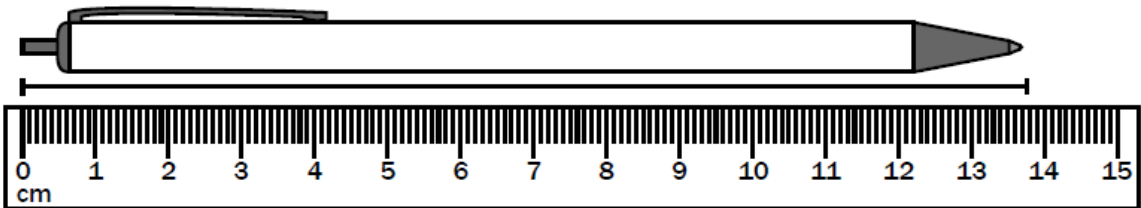
1. Writers often use words with care to create special effects
 - a. What is the line is repeated in the poem and why?
 - b. What does the word “squashing” in line 2 mean?
 - c. What is a personification?
 - d. Giving an example in the poem where the writer used personification.
 - e. Give an example of alliteration in the poem
 - f. The line “ Homework has a smell of Monday” is what kind of figure of speech
 - g. What kind of image does the words “misery and gloom” create about how the writer feels about homework in line 20?
 - h. Write two words that rhyme in the poem.

Mathematics

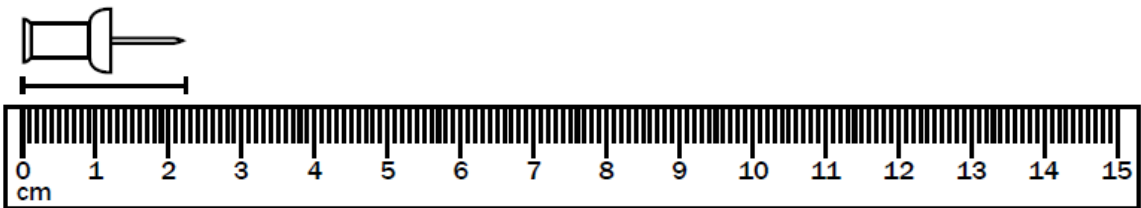
Measuring Centimeters

Measure each object using the ruler shown. Round to the nearest centimeter.

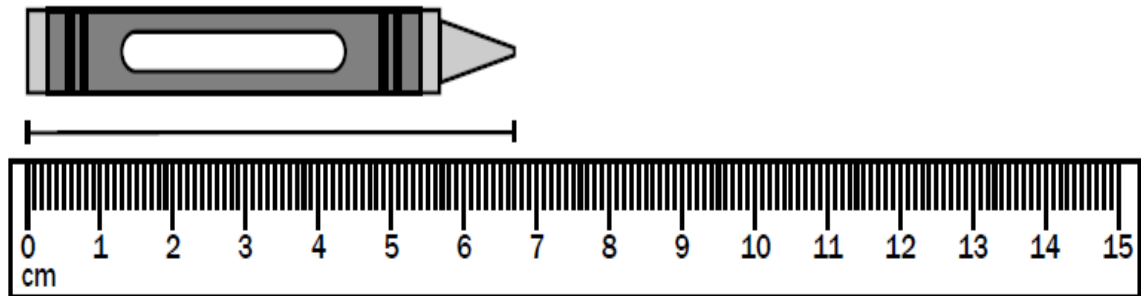
a.



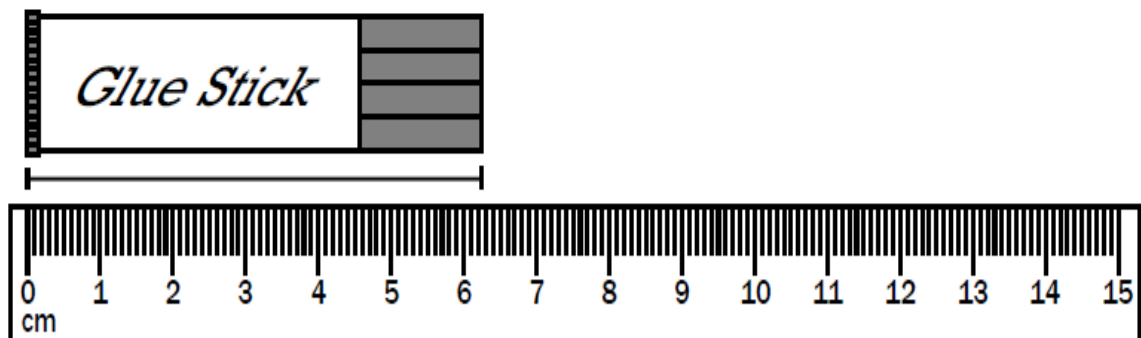
b.



c.



d.

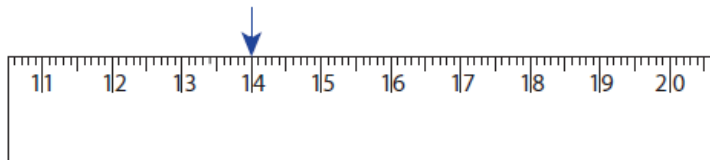


Reading & Marking Ruler

Whole centimeter: S1

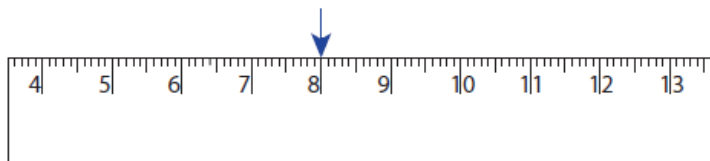
Write the reading shown by the pointer in each problem.

1)



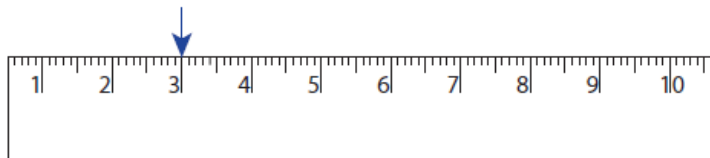
_____ cm

2)



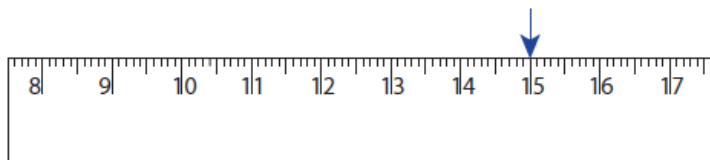
_____ cm

3)



_____ cm

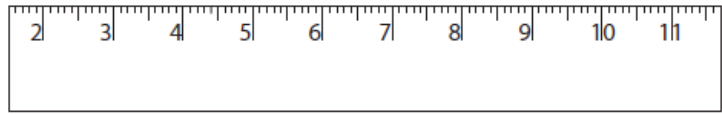
4)



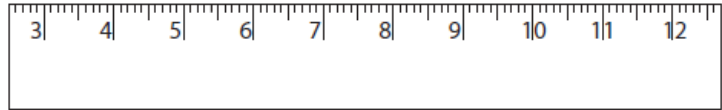
_____ cm

Draw the pointer to show the reading in each problem.

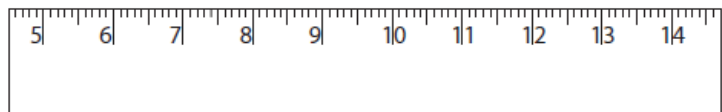
5) 5 cm



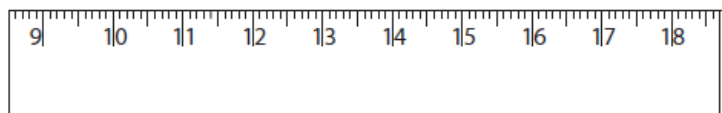
6) 11 cm



7) 9 cm



8) 17 cm



Choosing 2D Shapes

Identify the 2D shapes and check the appropriate boxes.

1)

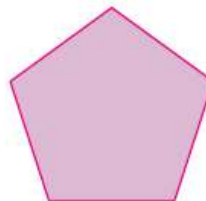


☐ parallelogram

☐ square

☐ triangle

2)



☐ pentagon

☐ rhombus

☐ trapezoid

3)

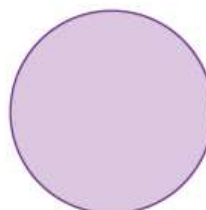


☐ rhombus

☐ trapezoid

☐ hexagon

4)

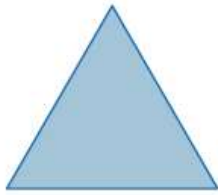


☐ circle

☐ triangle

☐ square

5)



- ☐ rectangle
- ☐ rhombus
- ☐ triangle

6)



- ☐ pentagon
- ☐ parallelogram
- ☐ square

7)



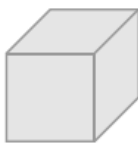
- ☐ hexagon
- ☐ pentagon
- ☐ trapezoid

8)



- ☐ parallelogram
- ☐ rhombus
- ☐ rectangle

Solid Figures



Cube



Sphere



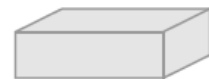
Cylinder



Cone



Pyramid



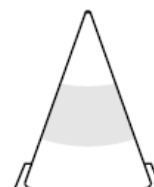
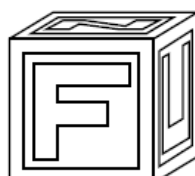
Rectangular Prism

Write the name of the solid figure that each object looks like.





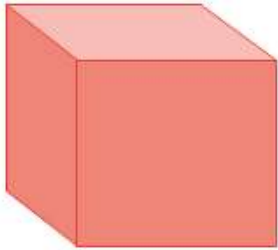




Identifying 3D Shapes

Identify each 3D shape, and check the appropriate option.

1)



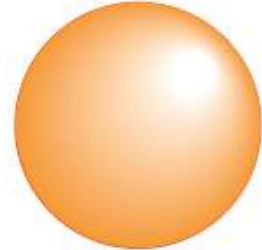
- ☐ sphere
- ☐ cube
- ☐ pyramid

2)



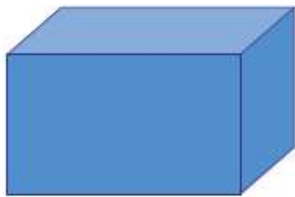
- ☐ cylinder
- ☐ prism
- ☐ cone

3)



- ☐ prism
- ☐ pyramid
- ☐ sphere

4)



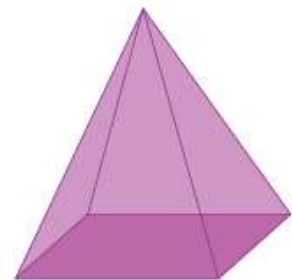
- ☐ cone
- ☐ pyramid
- ☐ prism

5)



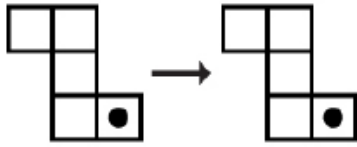
- ☐ prism
- ☐ cone
- ☐ cube

6)

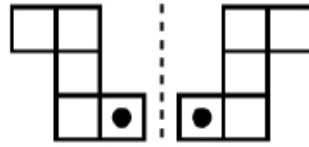


- ☐ pyramid
- ☐ prism
- ☐ cylinder

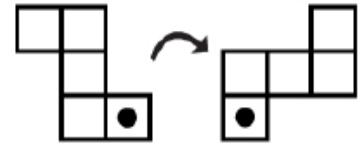
Translations, Reflections, Rotations



TRANSLATION

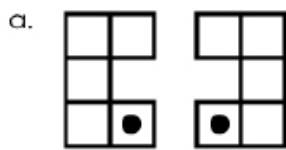


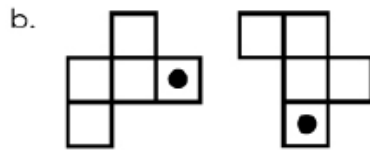
REFLECTION

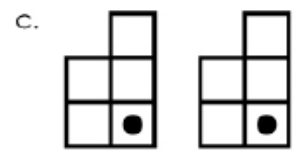


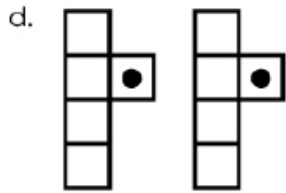
ROTATION

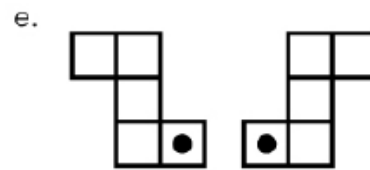
Tell how each figure was moved. Write translation, rotation or reflection.

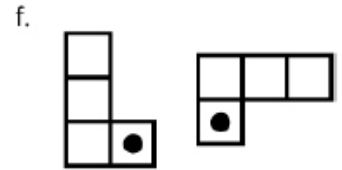


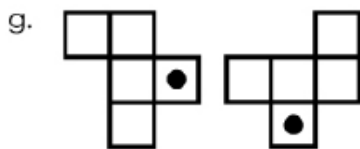


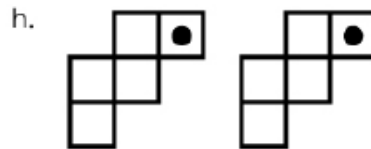


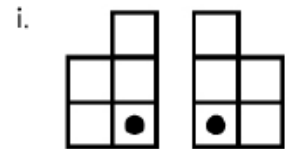


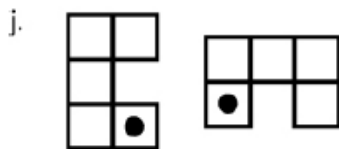


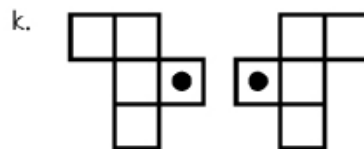


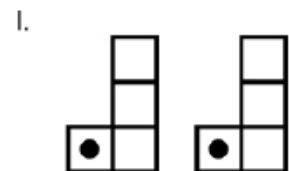






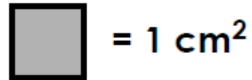




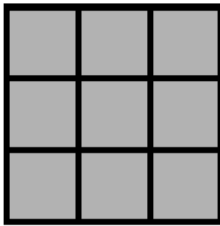


Area of a Shape

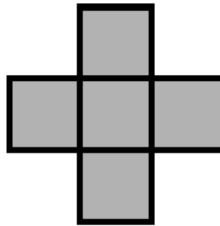
Find the area of each shape by counting the square centimeters (cm^2).



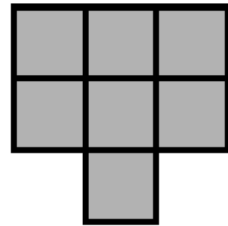
a.



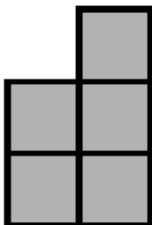
b.



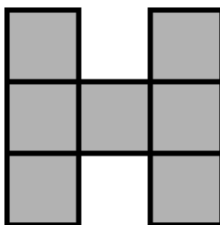
c.



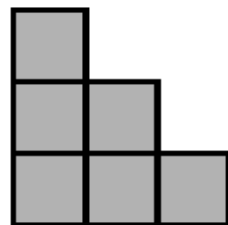
d.



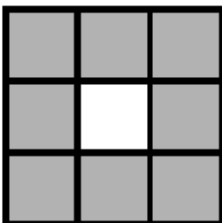
e.



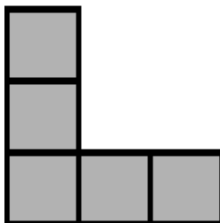
f.



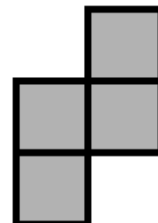
g.



h.



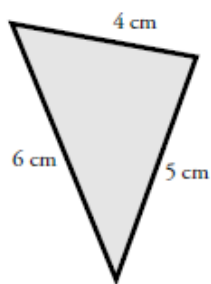
i.



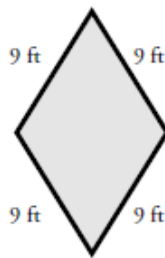
Perimeter of a Polygon

Find the perimeter of each shape by adding the lengths of each side. Be sure to include the units in your answer.

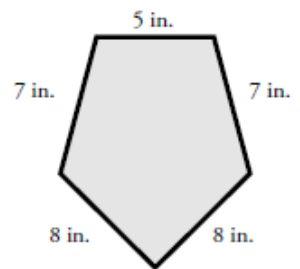
a.



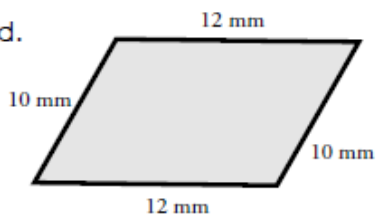
b.



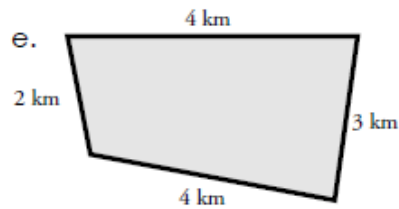
c.



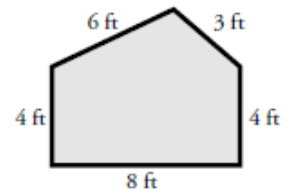
d.



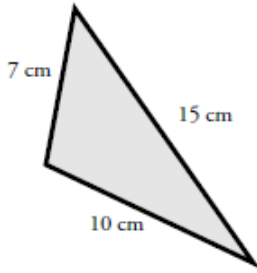
e.



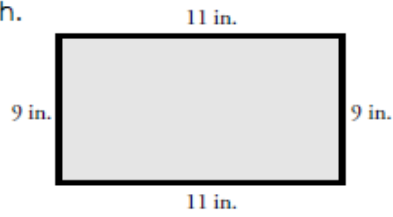
f.



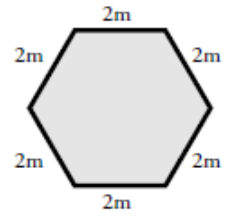
g.



h.



i.



Volume Cubes

Volume is the measure of space inside a solid object, such as a cube or rectangular prism. Volume is measured in **cubic units**.



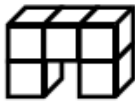
= 1 cubic cm or 1cm^3



= 3cm^3

Find the volume of each shape. Use cubic centimeters (cm^3) for your units.

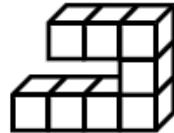
a.



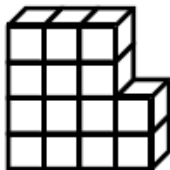
b.



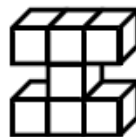
c.



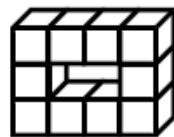
d.



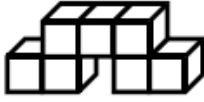
e.



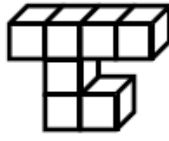
f.



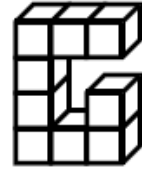
g.



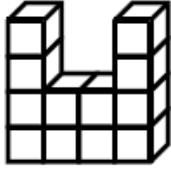
h.



i.



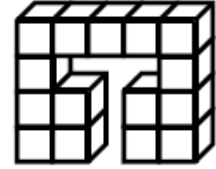
j.



k.



l.



Grade 6

History Term 3

Democracy and the Constitution

Contents

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Our national government	23
The first democratic government in South Africa: 1994	23
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How people govern themselves in a democracy

New words

Independent: This means separate from one another or not linked in any way. **Free and fair**

elections: These are elections in which all citizens are allowed to participate. No one has changed the results, or tried to force people to vote for a particular party.

Active citizen: Citizens who play a role in their country by participating in an election. **Secret ballot:** A ballot is the piece of paper that you vote on, and if it is secret no one can see who you voted for.

Constitution: A constitution is the highest law in a country. A constitution explains the rights and responsibilities of the government and of each citizen.

Accountable: This means to be held responsible for your actions and for what you promised you would do.

Our national government

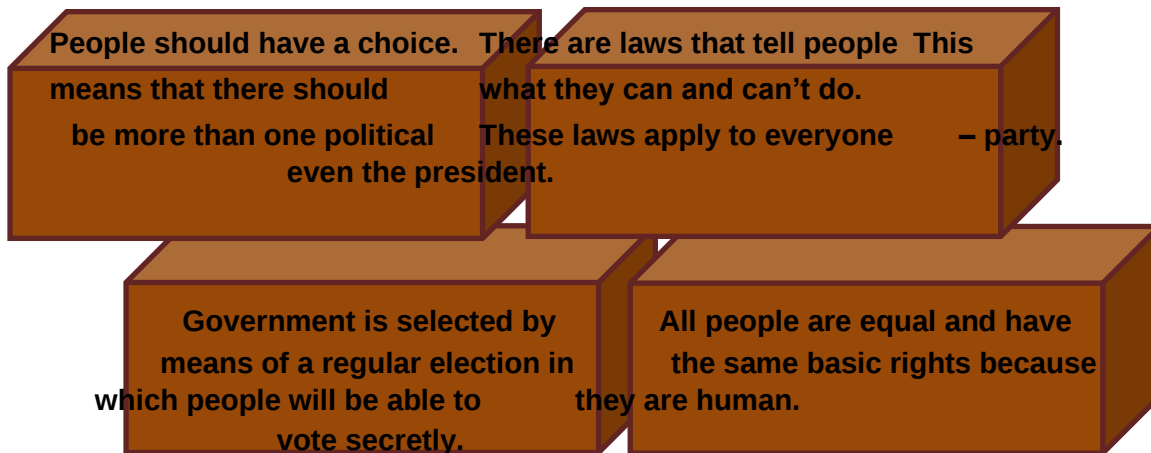
Since 1994, South Africa has been a democracy. This means that all the people of South Africa have a say in how the country is governed by the national government and that they are equal in the eyes of the law. The whole of South Africa is represented and ruled by the national government. The Constitution and the Bill of Rights protect the rights of all South Africans.

The first democratic government in South Africa: 1994

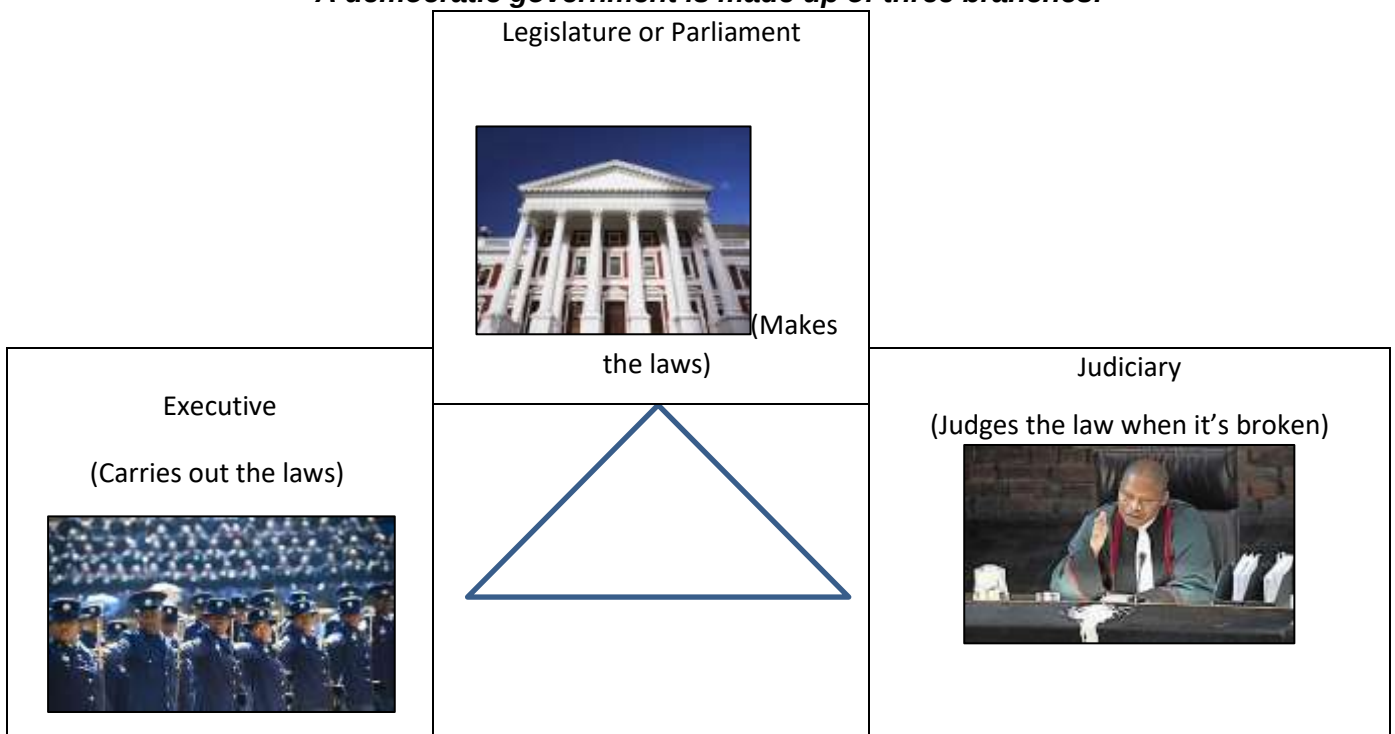
Many South Africans suffered because of the previous government's apartheid policies before 1994. Only people who were classified as white were allowed to vote in elections under the apartheid government. The apartheid government believed that any race other than white was inferior. This meant that most South African people were not allowed to choose their own leaders. A country is not democratic when it only allows some of its citizens to vote. In 1994, when South Africa held elections after the end of apartheid, all South African adults were allowed to vote. This was when South Africa became a democracy.

In the first democratic elections, all South Africans over the age of 18 were allowed to vote. This was the first time that many people were given the opportunity to vote and it was a very emotional experience to participate in the 1994 election. They had a say in who governs the country - some people had waited their whole lives to do this. In 1994, the African National Congress (ANC) won the election with Nelson Mandela as the party leader. Nelson Mandela became the first democratically elected president of South Africa. South Africa has continued to be a democracy since 1994. Key factors, known as the building blocks of democracy, must be protected in a democracy.

The building blocks of democracy.



A democratic government is made up of three branches:



These three branches must be independent of one another but they must work together to govern the country. This means they must not influence each other or try to tell each other what to do.

Political parties and voting in national elections

The country's leaders are chosen in a free and fair election in a democracy. All citizens of the appropriate age are allowed to vote and after they have voted they become known as active citizens.

In the national elections, in South Africa, all people who are citizens and who are 18 years and older may vote. The national elections are held every five years.

A very important part of the democracy is that every person's vote is kept a secret. This is known as a secret ballot.



When you vote in an election it is important that nobody can see who you are voting for. In a democracy, the party (or parties) with the most votes wins the election and the parties with the least votes have to accept that they have lost.



The table below shows the national election results of the 1994; 1999; 2004 and 2009.

Political party	1994	1999	2004	2009
African National Congress (ANC)	62.6%	66.4%	69.7%	65.9%
National Party (NP); renamed the New National Party (NNP)	20.4%	6.9%	1.7%	-
Inkatha Freedom Party (IFP)	10.5%	8.6%	7.0%	4.5%
Freedom Front (FF); renamed the Freedom Front Plus	2.2%	0.8%	0.9%	0.8%

Democratic Party (DP); renamed Democratic Alliance (DA)	1.7%	9.6%	12.4%	16.7%
Pan Africanist Congress (PAC)	1.2%	0.7%	0.7%	0.3%
African Christian Democratic Party (ACDP)	0.5%	1.4%	1.6%	0.8%
United Democratic Movement (UDM)	-	3.4%	2.3%	0.8%
Independent Democrats (ID)	-	-	1.7%	0.9%
Congress of the people (COPE)	-	-	-	7.4%

(Source: www.electionresources.org.za)

Activity 1: Interpret election results (pairs and class)

Study the table of election results with your partner and then discuss the following questions. Write the answers into your workbooks.

1. Which political party has won all four democratic elections?
2. Which political party has grown the most over the course of the four elections?
3. Which political party has lost a lot of power over the course of the four elections?
4. If you were old enough to vote, do you know who you would vote for, and why?

The purpose of the Constitution

The newly elected democratic government of 1994 drew up a constitution as one of their first tasks. A constitution is a collection of laws that protects the rights of individuals. It also states the manner in which a country must be run. In 1996, the constitution was accepted.

It is the most powerful law of the country. The police, the army and even the government must obey the constitution. The constitution does the following:

- It describes how the government functions; how it is formed and how it is elected.
- It outlines the power that the government has.
- It makes sure that the rights of all the citizens are protected.
- It sets out how the government will be accountable to the people who elect it.

The South African Constitution

New words

Dignity: This is a person's sense of worth – their pride and self – respect.

Justice: Upholding that which is fair and right.

Parliament: This is a large group of people who meet to make the laws that govern the country. In a democracy, these people are chosen by the citizens of the country. **Legislature:** Another word for the parliament. This is the part of the government that has the power to make or change laws.

Cabinet: The cabinet is the highest level of the executive.

Minister: A person who is the head of a government department in parliament, such as education, health or sport.

Judiciary: A country's system of the courts of law.

Human rights: Things that all people should be allowed to have by law. This includes the right to life, freedom and dignity.

Hate speech: When what someone says does damage to a person or other people.

Hate speech discriminates against another person or group.

Violates: This means to break or disturb.

Responsibility: Taking care to do the right things.

Human rights activist: This is a person who believes strongly in human rights and will fight for it.

Religious tolerance: When someone accepts all religions and people of different beliefs, even if they don't follow that belief.

Gender discrimination: To treat someone differently because they are female (or because they are male).

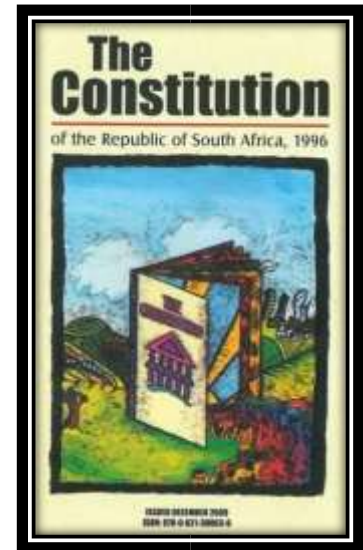
Banned: During the apartheid years this was an order from government that prevented a person from moving about freely, from attending meetings or other public gatherings and from publishing any of their work.

Corporal punishment: Punishment that is physical, like a hiding or caning. A teacher or principal hitting a child, as a form of discipline or punishment, is illegal in South Africa.

Vulnerable: This means able to be easily hurt or injured.

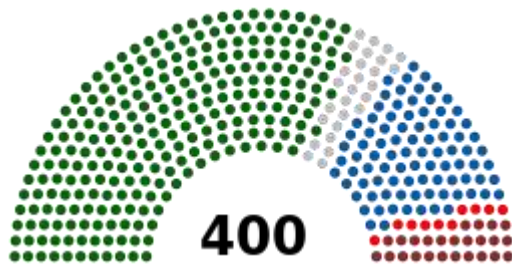
In the opening lines of the South African constitution, we can see the emphasis on dignity, justice and equality:

“We, the people of South Africa, recognise the injustices of our past; honour those who suffered for justice and freedom in our land respect those who have worked to build and develop our country; and believe that South Africa belongs to all who live in it, united in our diversity.”

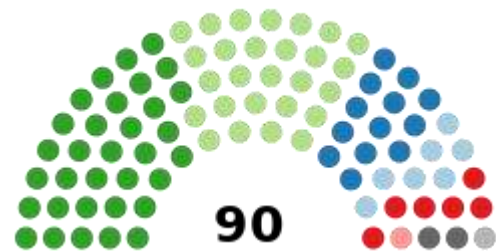


The constitution is harder to change than ordinary laws and requires two-thirds of the members of parliament to vote for it to be changed. The role of parliament is to make the laws of the country. The people who are in parliament are called Members of Parliament, or MPs. MPs are elected by the political parties that the people of South Africa voted into power. This means that MPs can belong to a party other than the party that is officially

‘the winner’ of an election. South Africa’s Parliament is based in Cape Town and it consists of two parts:



The National Assembly, which has 400 members. These 400 members are elected for 5 years. They discuss, vote for and make the laws of the country.



The national council of Provinces (NCOP), consists of 90 people - 10 representatives per province. Their role in parliament is to help write the laws that affect the provinces.

Inside the National Assembly of Parliament

Did you know?

The president of the country cannot simply enter parliament. He (or she) has to be invited to attend parliament by members of parliament.

Apart from the president, any citizen of the country has the right to enter parliament and listen to the sessions. The reason for this is that South Africa is a democracy and parliament represents the people of this country. All citizens also have the right to write to a member of parliament about an issue and they should receive a response.

The importance of rules and laws

In order to prevent chaos, society, like a sport, needs rules and laws to be in place. Imagine a cricket match with no rules or laws - there would be chaos on the field and, more than likely, somebody would be injured. As citizens of our country, rules and laws tell us what we can and can't do. The laws and rules help to ensure that people can live side by side, peacefully, with one another.

The Executive is the second branch of a democratic government. The Executive ensures that the rules and the laws of the country are followed. The Executive is like the umpire or the referee of a sport.

The executive consists of:

- The President of the country.
- The Deputy President of the country.
- The members of the cabinet.
- The police force, the army and all other government organisations that help to ensure that the laws of the land are followed.

The President, the Deputy President and specially chosen members of parliament make up the cabinet. The president chooses his or her cabinet members. These specifically chosen members become the ministers of specific things, like education, health or sport.

Activity 2: Discuss the importance of rules and laws (Class)

What is your class's favourite sport?

Now, imagine this sport without any rules or laws. Describe what it would look like if you were playing this sport as a class. How does this help to explain why rules and laws are so vitally important in any society?

Did you know?

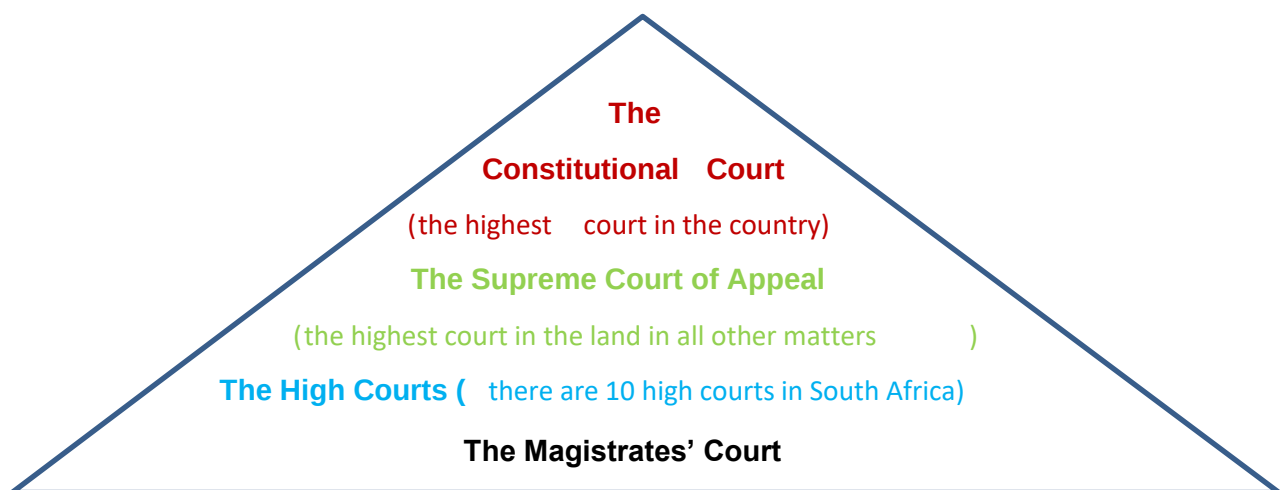
Almost half of the cabinet announced in 2010 consisted of women. This makes SA one of the leading countries in the world in gender equality in government.

The justice system and equality under the law

The role of the judiciary is to decide on fair consequence and judge people or situations when the law has been broken. This might say that a company must take certain actions according to the law or may mean sending a person to jail.

The justice system consists of the following: **Law courts** and **The judges**

In South Africa, there are four different levels of courts. Look at the following diagram that shows you these four levels:



One of the most important rights that the Constitution guarantees is that all people are equal before the law. This means that the court will judge you the same way as any other person no matter who you are. Even the president or the richest person in the country will be judged by the courts as if they are an ordinary person if they do not obey the law.

Activity 3: Discuss equality before the law and take notes (class)

Why is equality before the law such an important part of democracy?

Discuss the question as a class. Take notes of some of the most important points in your workbooks during the discussion.

The rights and responsibilities of citizens in a democracy

The rights that all people have everywhere are called human rights. It does not matter what your skin colour, how old you are, how much money you have or what your religion is. Every person has these rights. The Bill of Rights is a part of our constitution. The Bill of Rights protects our democracy as well the rights of people in this country. The following are some of the main points in South Africa's Bill of Rights:

- ☐ **Everyone has equal rights.**
- ☐ **Everyone has the right to freedom and security.**
- ☐ **Everyone has freedom of religion, belief, thought and opinion.**
- ☐ **Everyone has the right to vote for the person of their choice.**
- ☐ **Everyone has the right to be a citizen.**
- ☐ **Everyone has the right to choose what work they want to do.**
- ☐ **Everyone has the right to a clean and healthy environment.**
- ☐ **Everyone has the right to housing, healthcare, food and water.**
- ☐ **Children have special rights.**
- ☐ **Everyone has the right to education.**
- ☐ **Everyone has the right to use the language of their choice.**

Activity 4

All the rights contained in the Bill of Rights are important. However, you may think that some are more important than others.

1. In groups, choose the four rights that you think are the most important.
2. Make a note of these rights and briefly state why you think these are important to you.

Rights can also be limited. This means that they are restricted. For example, you have the right to freedom of expression in this country. You can say what you feel and you can speak freely, but that does not mean that you can harm other people by what you are saying.

When someone else is harmed by what a person said, it is called hate speech. Our country does not allow the use of hate speech. The reason for this is because it may violate their right to life and their right to dignity. Rights come with responsibility and our rights cannot prevent someone else from experiencing their rights.

Case study: Fatima Meer – a leader in building democracy

There are many people in our country that stood up and fought for democracy during apartheid. Fatima Meer, is one of those people. She was a human rights activist, a writer and a political leader.

Fatima Meer was born in Durban, in 1928. Her father was widely respected for his religious knowledge and he passed on his beliefs of religious tolerance. Fatima Meer started working for the family owned newspaper, *The Indian View*, on a part-time basis, when she was still in school. She was lucky to receive an excellent education and attended university. This was quite an achievement in her time as very few Muslim girls attended high school and an even smaller number of Indian women went on to graduate from university.

Fatima went on to become very involved in the fight against racial and gender discrimination during the time of the apartheid government. Here is a summary of her main activities:

- She became involved in the Passive Resistance campaign while she was still in high school.
- She participated in the Defiance Campaign in 1952. The government banned her for three years which meant she could not publish any of her writing or attend any public gatherings.
- She was the founding member of the Federation of South African Women, in 1955. This organisation marched to the Union Buildings in Pretoria on the 9 August, 1956 in the famous anti-pass march. This march is still remembered today as it is a public holiday, Women's Day.
- At the University of Natal, Fatima became the first black appointed lecturer at a white university, in 1956.
- She continued to organise and participate in demonstrations against the government in the 1960s.
- She was imprisoned for 6 months and banned for again for a further five years in the 1970s.
- Her house was petrol bombed in 1976 when someone tried to have her killed.
- Fatima opened high schools for black students and sent black students to India to study as she focused mainly on education in the 1980s.
- In 1994, when the new, democratic government was formed, Fatima Meer was asked to be a Member of Parliament for the African National Congress. She refused as she did not want only to be involved in government affairs. She continued to work for women's rights and justice for all, right up to her death in 2010.



Fatima Meer was a true leader in building democracy in this country.

Fatima Meer with President Nelson Mandela



The Constitutional Court

The front of the court has the words “Constitutional Court” written in all 11 official languages of South Africa.

The Constitutional Court is the most powerful court in South Africa. In 1995, President Nelson Mandela opened the Court. The main role of the Constitutional Court is to protect the human rights contained in the Bill of Rights and our country's Constitution.

Anyone can sit and listen to what is being said as the Court's hearings are open to the public.

The door of the Constitutional Court has the Bill of Rights carved into it. This is so that people who are blind can “feel” their rights.

The logo of the Constitutional Court shows justice taking place under a tree, as this is where people traditionally would meet to resolve disputes in African societies.



The issue of the death penalty was the first case brought before the Constitutional Court. If the criminal's crime was of a very serious nature, they could be put to death by hanging in South Africa, before 1994. The Constitutional Court ruled that the death penalty was unconstitutional; as a result, the death penalty no longer exists in South Africa.



Other famous rulings by the Constitutional Court include:

- Corporal punishment is illegal.
- The right to healthcare and access to HIV/AIDS treatment.
- The right of prisoners to vote.
- The right for a person not to be discriminated against by their employer because of their HIV status.
- The right for same – sex couples to get married.



Case Study: Pius Langa

Chief Justice and Head of the Constitutional Court 2005-2009



In the Constitutional Court, there are 11 judges who represent the interests of all the people of South Africa. The Chief Justice leads these judges.

Chief Justice Pius Langa was the head of the Constitutional Court from 2005 to 2009. Pius Langa was one of the first judges to be appointed to the Constitutional Court. He stood up against injustice and fought for the rights of all South Africans as a young lawyer and this earned him a good reputation. As the head of the Constitutional Court, he continued to play his role as a judge. For his contribution in upholding human rights and justice in this country, Pius Langa has received numerous awards.



The highest honour given to him was the Order of the Supreme Counsellor of the Baobab:

Gold. President Thabo Mbeki, gave him this award in 2008.

Activity 5: Discuss rulings by the Constitutional Court (groups)

Look at the list of the rulings made by the Constitutional Court and discuss these in your groups.

- Does anyone disagree with any of the rulings of Constitutional Court? What arguments could you use to try and change their mind about these rulings?
- Which one do you think is the most important issue? Why do you think this?
- Does everyone in your group agree with you? Why do you think this is so?

Children's rights and responsibilities

In any society, it is very important that children are protected and cared for. Children are vulnerable members of society. South Africa's Bill of Rights states that children have special rights which include the right to "special care and assistance".

The United Nations drew up the Convention of the Rights of the Child so South Africa is not alone in recognising that children's rights must be protected. South Africa and a further 191 countries have signed this document.



How are the rights of these children not being upheld?

[Children's Charter of South Africa](#)

A special summit was held in Cape Town in 1992. This summit was attended by over 200 children between the ages of 12 and 17. As children in South Africa, they discussed the problems they faced.

The Children's Charter of South Africa was drawn up at the end of the summit. "Children will no longer remain silent about their rights, but will speak out and even shout out their needs and demands".

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- ☐ All children have the right to a name.
- ☐ All children have the right to a place to live.
- ☐ Children should be able to grow up with love, affection and security.
- ☐ Children should not be made to work before a certain age.
- ☐ Children should not be beaten or abused.
- ☐ All children should be cared for when sick.
- ☐ Handicapped children have the right to special treatment and education .
- ☐ Children should not be used as soldiers in times of war.
- ☐ All children have the right to free education.
- ☐ Children should not be arrested and put in jail.
- ☐ All children have the right to enough food to eat.

National Symbols since 1994

In South Africa, we have a diverse number of people and cultures, but we are all South African. National symbols such as a national flag, an anthem and a coat of arms unite the people of a country and make them proud to be a part of that country and all its achievements.

The South African Coat of Arms

The most important symbol of the state is the Coat of arms. It is stamped on several of important documents which include: your birth certificate; death certificate, school and marriage certificates. It can be seen on one side of the coins in our country. When it is stamped on important documents, it shows The State's authority and approval.

On Freedom Day, the 27th of April 2000, South Africa got a new coat of arms. It replaced the old coat old arms which had been used since 1910. This new coat of arms represents the change in South Africa to a democracy. The words written in the Khoisan language on the new coat of arms is South Africa's motto. The motto means Unity in Diversity. The other symbols also have deeper meanings.



The South African coat of arms

Activity 6: Study the symbols of the coat of arms (pairs)

1. See if you can find the following symbols in the coat of arms:

- Wheat (symbol of growth and development)
- Elephants (strength, wisdom, moderation and eternity)
- Shield (spiritual defence and national identity)
- Figures greeting each other (symbolising unit)
- Spear and knobkerrie (symbols of defence, authority, power and because they are lying down, peace)
- Protea (emblem of our land's beauty and the flowering of our land's potential)
- Secretary bird (a protector, a messenger of the heavens and of power)
- Sun (rebirth and a symbol of the source of light)

2. What do you think the motto, *Unity in Diversity*, means?

3. Discuss, with your partner, what image of South Africa is created by its coat of arms.

The National Flag

When South Africa became a democracy in 1994, not only did it need a new coat of arms, it also needed a new flag. The old flag represented discrimination and injustice for many people and was a part of the apartheid government. On April 27th 1994, the new flag was used on the first day of the democratic elections. South Africans have embraced this new flag with its vibrant colours. It has helped to unite South Africans all across the country, especially during events such as the Rugby World Cup held in 1995.



What do you think about our national flag? Does it help to unite people?

In order to answer these questions two questions, conduct a survey as follows: Ask 8 to 10 people what they think of our national flag. (Make sure that you ask people of different ages and professions). Use the table below to help record their responses.

Question	Yes	No
1. Do you think that South Africa needed to have a new flag after apartheid ended?		
2. Do you like South Africa's national flag?		
3. Do you know what South Africa's flag looks like?		
4. Do you own a South African flag, or any objects such as an item of clothing that has the South African flag on it?		
5. Do you think the national flag plays an important role at international sporting events?		
6. Do you think that the South African flag helps to unify the people of the country?		

The National Anthem

After South Africa became a democracy in 1994, it also needed a new national anthem. A national anthem is a song that represents the country and its traditions and history. The new anthem is made up of two different anthems and is sung in five different languages.

Enoch Sontonga composed "Nkosi Sikelel iAfrika" in 1897. For many years, during apartheid, it was seen as the unofficial anthem of South Africa. It was written as a hymn that is sung in isiXhosa, isiZulu and Sesotho.

The second part of the new anthem, "Die Stem van Suid Afrika" was the official anthem of

South Africa before 1994. In today's anthem the one verse is sung in Afrikaans and the last verse is sung in English.

Here are the words of our national anthem, with the translation in English alongside:

Anthem	Translation
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Nkosi sikelel iAfrika Maluphakanyisw' uphondo lwayo, Yizwa imithandazo yethu Nkosi sikelela, thina lusapholwayo. Morena boloka setjhaba sa heso, O fedisedintwa le matshwenyeho, O se boloke, O se boloke setjhaba Sa heso, Setjhaba sa South Afrika – South Afrika Uit die blou van onse hemel, Uit die diepte van ons see, Oor ons ewige gebergtes, Waar die kranse antwoord gee, Sounds the call to come together, And united we shall stand, Let us live and strive for freedom, In South Africa our land.	Lord bless Africa May her spirit rise up high Hear thou our prayers Lord bless us. Lord bless Africa Banish wars and strife Lord, bless our nation Of South Africa. Ring out from our blue heavens From our deep blue seas breaking Round Over everlasting mountains Where the echoing crags resound.
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Bibliography: K Angier, D Carr, J Cockburn, J Wallace – Our World, Our society Grade 6

Grade 6

Geography Term 3 2018

Climate and Vegetation around the World

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CLIMATE AROUND THE WORLD

New words

Current condition – The way things are right now.

Average – The way things mostly are.

Global Warming – This is the increase in the earth's surface temperature. Global warming is linked to weather conditions around the world.

Moderate – another word for mild. It means not too hot or not too cold.

Temperate – This is the same as moderate. It describes places with a moderate climate.

The maps below show you the temperatures in January and temperatures in July cross the world.

The difference between weather and climate

Weather is the condition in the air or atmosphere in the present, or right now. We call this the **current condition**. When we use the word 'weather' we talk about temperature, clouds, wind and rainfall. Weather can remain the same, or it can change quickly.

For example, in Gauteng and the Free State, summer days are often hot and clear without any clouds in the sky. Then, in the afternoons, thunderclouds form and the day ends with a huge thunderstorm.

We use the word **climate** when we talk about the weather in general. Climate is the **average** of temperature, clouds, wind and rainfall conditions worked out over a minimum of 20 years.

Climate allows us to have a good idea of what the weather conditions will probably be like during a whole year. We can then say what we expect the temperature, winds and rainfall to be at a place in summer and in winter. This does not mean it will always be like that. Sometimes a place will get hotter or colder temperatures than normal or more rainfall or less rainfall.

Over the last few years, scientists have noticed that the world's climate is changing. Some places have been having more droughts than usual, while other places have more floods. Some places are experiencing hotter temperatures, while others have cooler temperatures. This change in the world's climate is linked to **global warming**. This is often talked about in the newspapers and on television.



Flooding



Drought



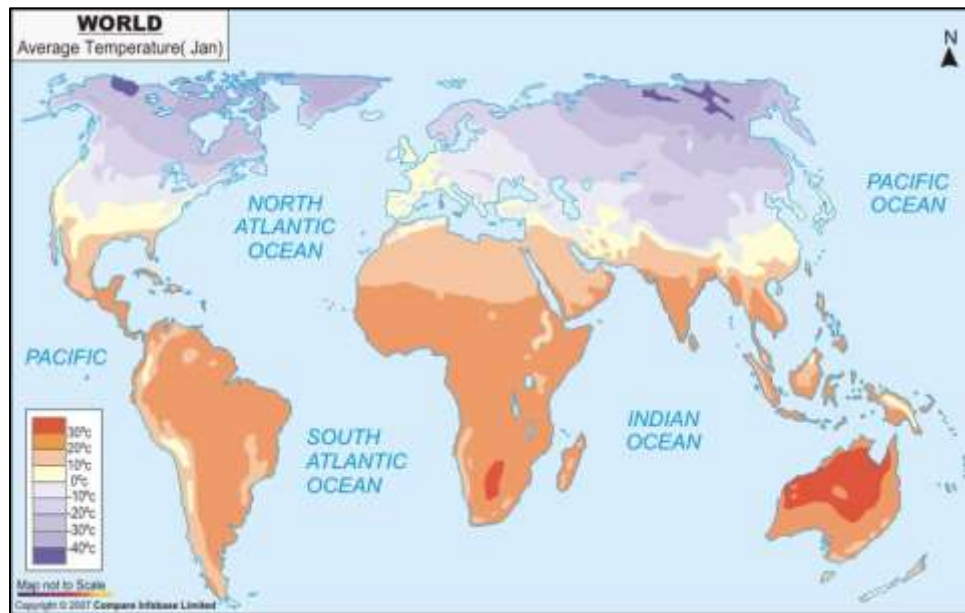
Heat



Cold

Hot, mild and cold climates of the world

The coldest parts of the world are at the North and South Poles. The hottest places are found along the equator. The height above sea level also affects temperature. This is because the higher up one goes the colder it gets. Places near the sea have a **moderate** or **temperate** climate. This is because the sea will cool the land in summer and warm the land in winter. Places next to the sea will not be too cold or too hot.



Map A: January temperatures of the world



Map B: July temperatures of the world

Did you know?

The hot deserts can have very cold temperatures at night. During the day the temperature can be 40°C in a desert and this can drop to below 0°C during the night.

Activity 1: Decide where the coldest and warmest climates are.

Study the January and July temperature maps and then answer these questions:

1. Which map shows summer temperatures for South Africa?
2. Which hemisphere has the hottest temperature? (North, South, West or East?)
3. What temperatures does South Africa experience in winter?
4. Look at the hottest and coldest temperatures in the world again and then compare South Africa's temperatures to these. Would you say South Africa has mild temperatures? Explain your answer.

Hot dry climates have temperatures which can rise to over 50°C in summer. This is too hot to be outside. Cold climates have temperatures which drop below - 40°C in winter. This is too cold to be outside. Most people in South Africa live in a mild climate. We do not get too hot or too cold.

The wet and dry areas of the world

Do you remember that the moisture in clouds comes from the sea? The wet areas of the world are found near warm oceans. Warm oceans are found in the areas around the equator. Wet areas along the equator get about 2 600mm of rainfall a year. This is five times more than the average rainfall for South Africa.

Dry areas are found inland, far away from the oceans. This is because winds that bring rainfall do not reach there. Dry areas are also found next to cold oceans. Cold oceans do not give the air enough moisture. Dry areas get between 25mm and 250mm of rainfall a year.

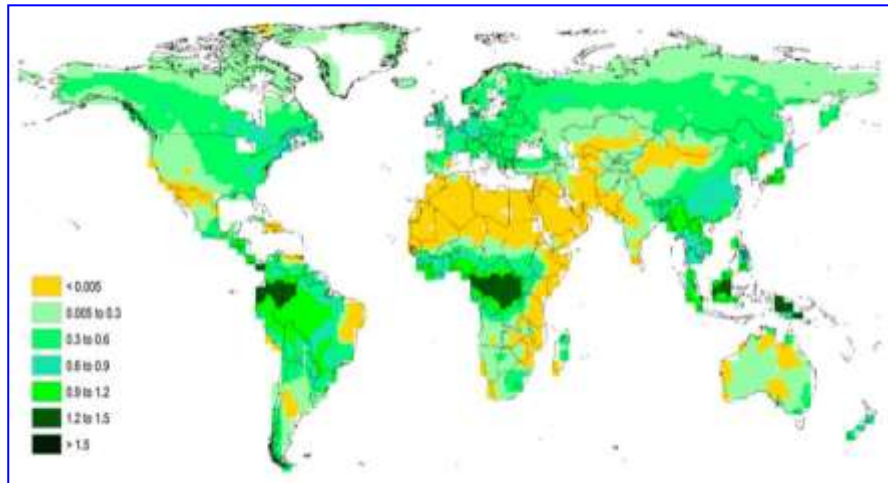
Activity 2:

Study the map of the world's annual rainfall. Is area A a wet or dry region?

Is area B a wet or dry region?

Is area C a wet or dry region?

Which continent has the most annual rainfall?



Annual rainfall of the world

Tropical Rainforests

New words

Adapted– Get used to or fit into the conditions.

Evergreen trees – These trees have leaves all the time. They do not lose their leaves in the winter season.

Endangered – when the number of animals or plants become very small – too small to reproduce enough to grow the numbers. This means they could die out and be lost forever.

Deforestation: This means cutting down forests so that the trees will not grow again. The forest land is used for other things such as farming, mining or towns.

Indigenous: Plants, animals or groups of people that live naturally in an area.

Tropical rainforests are forests that are warm and wet. There is very little change in the temperature - it is always hot. It rains all year round. Tropical rainforests are called the 'jewels of the earth' because half of the world's plant and animal species live in these forests. There are still some plants and animals in these forests that we know very little about.



Rainforests absorb 4.8 billion tons of carbon dioxide every year. This makes them very important for the survival of the world. One of the most well-known rainforests is the Amazon forest.

Did you know?

Humans need more oxygen than carbon dioxide. When we breathe we use up oxygen and breathe out carbon dioxide. Trees are very important because they turn carbon dioxide into oxygen. They also store carbon dioxide in their leaves and branches.

The location of rain forests of the world

Tropical rainforests are found along the low-lying areas of the equator. This is why they are warm and wet. These areas have very high rainfall, warm temperatures throughout the year and high **humidity**. **Humidity** is the amount of water vapour in the air. Humidity makes the air feel sticky.



Location of tropical rainforests of the world

The climate (temperature and rainfall) of tropical rainforests

Tropical rainforests have a very high annual rainfall. It is between 1 500mm and 3 500mm per year. The forests are very humid. The humidity is about 80% which means that almost all the air is filled with moisture. Because of this, the air feels sticky.

The forests have a very warm temperature of about 28°C all year around. There is also very little change in the temperature between day and night. This means the forests are hot and wet all the time.

The vegetation and wildlife of tropical Rain Forests

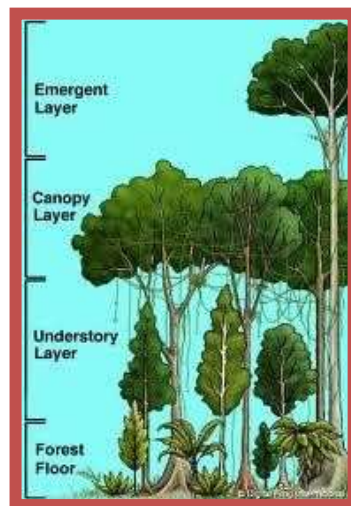
Tropical rainforests are the perfect living area for many different kinds of living things. This is because there is so much rain and it is warm all the time.

The warm temperatures and good rainfall mean the vegetation grows easily. The wide variety and large numbers of trees and plants provide food, lots of fruit and seeds. The vegetation also provides safety and places for different creatures to make their homes and nests. This is why there is so much wildlife in rainforests.

It is estimated that almost half of the world's plant and animal species are found in the rainforests of the world. Two-thirds of all flowering plants can be found in these rainforests. The wildlife and vegetation has **adapted** to the hot, humid and wet conditions. The forests are made up of many different types of trees and plants. The trees are called evergreen trees. These are trees that do not lose their leaves in winter.

The Vegetation of a Rainforest

The trees and other vegetation all grow to different heights. This creates layers in the forests. Different animals, birds and insects live in the different layers. The tall trees get a lot of sunlight and the short trees and vegetation are in the shade most of the time.



The following pictures show some of the unusual and exotic animals and birds that live in the tropical rainforests of the world.



Jaguar



Parrot



Poison dart frog



Toucan



Morpho butterfly



Anaconda



Tiger



Tapir



Flying squirrel



Tamarin monkey

Natural vegetation and wildlife in a tropical rainforest

Plants need sunlight and water to grow. The equator gets a lot of sunlight throughout the year and is also very wet. The natural vegetation grows easily and are mostly large forests of tall trees growing closely together.



The canopy is the layer of leaves and branches formed by the trees that are really close together. The canopy can be 30m high. Plants and animals live in the canopy because it provides food and shelter.

The word biodiversity describes all the plants and animals living in an area. If there are many different plants and animals, then the area has a high biodiversity. The tropical rainforest has a very high biodiversity because the climate and vegetation is able to provide water, food and shelter for many different species. Scientists think the tropical rainforest has half of all the plants and animals found on Earth.

In 10km² area of a tropical rainforest there are:

- Over 750 species of trees;
- 1 500 different kinds of flowering plants;
- 125 species of mammals;
- 400 species of birds; □ 100 types of reptile.

Some tropical rainforest areas have over 500 species of frogs.



Orang-utans live in tropical rainforests. They spend most of their time in the trees. Their arms are very long so they can swing from the trees and branches. They have special hands and feet so they can climb and hang easily in the trees. During the night they make beds in the trees. This protects them from enemies such as tigers. Orang-utans are **endangered**.



Orang -utan

Did you know?

Orang-utans are becoming endangered at a very fast rate. This is because the tropical forests in which they live are being destroyed. People also hunt the orang-utans for food.

Toucans are one of the many types of birds that live in tropical rainforests. Toucans have small wings so they can fly through the forest easily. Their toes allow them to grip onto branches easily. They have very strong beaks which are used to break open fruit and nuts. They are very colourful and so are difficult to see in the trees. They blend into the flowers and shadow of the trees so their enemies cannot see them.



The deforestation of tropical rain forests

Tropical rainforests are very important to the health of our planet. This is because they absorb so much carbon dioxide. They are also precious because of all the natural plant and animal life.

It is very sad that these rainforests are being cut down very quickly by humans. This leads to deforestation. Every minute of every day large areas of the world's tropical forest are being cut down.



The reason for this is that the land is being used to grow crops and graze cattle. The wood from the trees is also used to make furniture and is also used in building and mining industries. The forest land is also used for other things such as farming, mining or building towns.

Did you know?

40% of the world's oxygen is made by the tropical rain forests.

Destruction of rainforests

It is not only the plant life that is destroyed. The thousands of animals, insects and birds that live in these areas are killed or die because their homes and nests are no longer there.

Did you know?

Some scientists have worked out that within the next 40 to 50 years all the Rainforests will be cut down if we do not do something to stop it.

What is deforestation?

About 1 hectare of forest is destroyed every second – that's the same as two soccer fields. Every year, an area of tropical rainforest the size of the Free State is cut down. This is called **deforestation**.

Why are people cutting down the tropical rainforests?

- The wood is valuable for making furniture, paper and for firewood.
- People want more cleared land for farming cattle.
- The forests are cleared to make way for roads and highways.
- The land is cleared to mine minerals, gas and oil.

Why are rainforests important?

- They have many different species of plants and animals.
- Trees take in carbon dioxide and produce oxygen. This keeps the climate healthy and stable.
- Plants can provide cures for cancer and other diseases.

What happens because of deforestation?

- Plants and animals lose their habitats (place to live) and food. Some species die out completely.
- There is flooding and soil erosion because there are no plants left to hold the soil together.
- The world's climate is affected in a negative (bad) way.
- People who live in, and depend on the forests, are forced to move elsewhere.

The Tropical Forest Action Plan

The Tropical Forest Action Plan (TFAP) has been developed to try and stop the destruction of tropical forests. The plan wants to do the following:

- To look after the people who live in the tropical forests.
- To make areas of tropical rainforest reserves so that the forest cannot be cut down.
- To plant back indigenous trees in places where forests have been cut down.
- To make people understand why tropical forests are so important to all the worlds' people.

The TFAP can only be successful if all the countries, where the rainforests are found, want to protect the forests. The big problem is that wood provides lots of money, and people need land to farm and places to live. So, it is difficult to stop people from cutting down forests. Governments must find ways of making money from

the forests without cutting them down. Organisations are working with other organisations to help governments protect their forests.



The Forestry Stewardship Council is an organisation that tries to help governments protect their rainforests.

Activity 3:

Discuss these questions with your partner and then write the answers into your work books. Talk about these answers with the rest of the class.

1. Why are tropical rainforests important for our planet?
2. Why do people keep destroying these forests?
3. Do you think these people are right or wrong?
4. What are some possible solutions to the forests being destroyed?

Deforestation in Brazil

- Between August 2009 and July 2011, a total of 6 450km² of forest underwent deforestation.
- 27% of deforestation in the world takes place in Brazil.
- 60 – 70% of deforestation in Brazil is because of clearing for cattle ranches. The rest is largely the result of clearing for small subsistence farming.



Case Study: Ivory

Ivory Coast used rainforests. In of forest has



Deforestation in Coast

to be covered in tropical only 25 years 12 million hectares shrunk to 4 million hectares. Now

there are hardly any trees left. Forestry companies cut down more and more trees but did not replace them. Farmers cleared land for crops like coffee and cocoa.

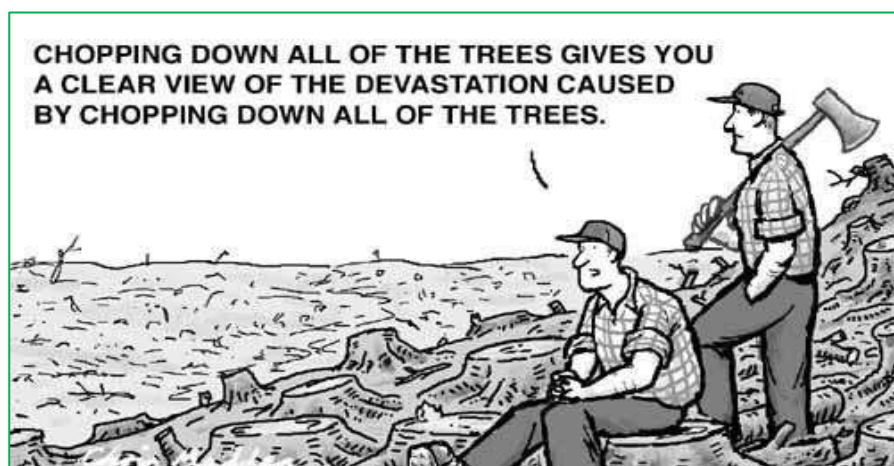
Losing their forests has affected the economy, the climate and the soil of the Ivory Coast.

- The fall in timber sales caused the country to get less money from exports.
- In the timber industry 30 000 workers have lost their jobs.
- As the forest was cleared, the rainwater either dried in the hot sun or ran off the land instead of seeping into the soil.
- There was no longer a carpet of leaves rotting to form compost so the soil became infertile.
- The drier savannah vegetation took over from the forest.

Activity 4:

Answer the questions about the case study.

1. What is deforestation?
2. Give two reasons why the trees are being cut down.
3. What happens to the animals when the trees are cut down?
4. What happens to the soil after the forest is cut down?
5. How does the natural vegetation change after the forest is cut down?
6. How has the Ivory Coast's economy suffered as a result of deforestation?



Hot Deserts

A desert is a region that receives an extremely low amount of rain or any other form of moisture. There is too little water for most plants to grow. It is difficult to live there.

**Did you know?**

The largest desert is the Sahara Desert in North Africa.

The driest desert is the Atacama Desert in Chile.

The oldest desert is the Namib in Namibia.



The location of hot deserts of the world

Climate (temperature and rainfall) of hot deserts

Hot deserts are very hot. The average day time temperatures are above 30°C but it can get a lot hotter in a desert to above 50°C. Hot deserts are found in areas that have very low rainfall. This means only between 10mm and 200mm of rain falls on average in a year.

Think about this:

Even though it is so difficult, some plants and animals have adapted to live in very hot deserts. Think of what you do to stay cool when it is very hot. You wear a hat, cotton clothes and may put up an umbrella to give you shade. Or you stay indoors and don't do too much activity. This is how many plants and animals live in the hot deserts.

In reality quite a few animals have worked out how to live in deserts. They remain hidden during daylight hours to control body temperature. By being still they will also need less water. They get moisture from the prey they eat. Lizards and scorpions are particularly well adapted to desert life.



Scorpion



Lizard

How people live in hot deserts

Deserts are well known for their lack of water but some groups of people have adapted ways to find water in this harsh environment. For example, the Bedouin people turn over half-buried stones just before dawn, so dew forms on them.

Did you know?

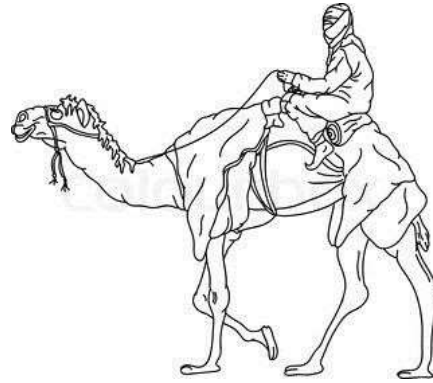
The camel is called the ship of the desert. Camels are ideally suited to Deserts because they can walk for three days without having a drink.

The Bedouin Lifestyle

Most of the people living in the Sahara Desert today are nomads who move from one area to another. This means there are many different nationalities and languages in the region but most people speak Arabic.

A group of people called Bedouins live in tents which are cool and shady in the hot desert.

An **oasis** is a water source in the desert that provides water for humans and animals.



The Bedouins use camels to carry their belongings across the desert.

The Nomads and Bedouins transported salt, spices, gold and ivory between the east and the west through the desert using camels. Timbuktu is a famous trading town, in the Sahara Desert, in the country of Mali.

Traditionally people have been able to live in deserts by hunting and gathering. The Khoisan and the Aborigines of the Australia deserts are such people. Settlements in deserts are found next to permanent water sources such as rivers and oases. The city of Cairo is on the Nile River which flows through the Sahara Desert.



Activity 5: Think about and research how people live in hot deserts.

1. Think about living in a hot desert.
2. Think of things you would like about living in a desert.
3. Think of things you would not like about living in a desert.

Case Study: The San of the Kalahari Desert

The San are hunter gatherers. They gather fruits from baobab and morula trees and find berries and roots to eat. They hunt buck with bows and arrows. They make the poison for their arrows from beetles, snakes, scorpions and spiders.

The San know how to survive on very little water. Water is very hard to find so it is precious. They suck water from underground through reeds. They store water in ostrich egg shells. They also get moisture from tsamma melons and sometimes drink water from the stomachs of buck. Sadly, many San have left the desert and moved into town.



Case Study: The Taureg of the Sahara

The Taureg are nomads who live in the Sahara Desert. They keep herds of cattle, goats and sheep. They use donkeys and camels to carry their goods and themselves through the desert. They travel from one water source to the next.

Their water sources are deep under the ground. They have dug wells to reach the water. Some of these wells are 60 metres deep. They get the water to the surface in a leather bag.

The Taureg get food from their animals. They drink their milk and kill a sheep or goat to eat on special occasions. They also use their animals to make all the goods they need.

They sew together the skins to make their tents and carry their water in leather bags.

When they reach a town they trade animals for rice, tea, sugar and salt.



Activity 6: Use case studies to compare the San and the Taureg in table format.

1. Compare how the San and the Taureg get their water.

2. Compare how the San and Taureg store their water.
3. Compare what the San and Taureg eat.
4. Compare how the San and Taureg travel from place to place.



Did you know?

The annual rainfall in the Sahara Desert is below 25mm per year. Even in the Sahara's wettest areas it may rain twice in one week and then not rain again for years.

The average annual temperature for the Sahara

Desert is 30° C but during the hottest months' temperatures can go over 50°C. Timbuktu is a city in Mali on the edge of the Sahara Desert.

Living in Timbuktu

People first settled in Timbuktu over 1000 years ago. It was a major centre on the caravan routes between north and south Sahara. Irrigation projects allow farmers to grow crops here.



Houses are built out of natural materials and can withstand the desert heat
and dust storms



Activity 7

Find Timbuktu in the atlas. Look at the rainfall and temperature graph for Timbuktu.

Then, answer these questions:

1. Describe the geographical position of Timbuktu: It is (north/south) of the equator in the (western/eastern) side of (name the continent)? It is on the (southern/northern) edge of the Sahara Desert?
2. What is the highest temperature and in which month does it occur?
3. What is the lowest temperature and in which month does it occur?
4. What is the temperature range?
5. What is the highest rainfall month?
6. Calculate the average annual rainfall for Timbuktu.
7. Can you explain why the average rainfall is much higher than the average for the Sahara Desert?
8. Complete the summary about Timbuktu.
9. Timbuktu is situated in the _____ nature region. This natural region has (high/low) rainfall throughout the year. The temperatures are (below 25°C) for the year. The temperature range is _____ °C.

Natural vegetation and wildlife in a desert

Because of the high temperatures and arid (dry) conditions of the Sahara Desert, the plant life is sparse and includes only around 500 species. These are mainly types of plant that are drought and heat resistant.

Plants have adapted to the heat and dryness by:

- Growing long roots.
- Having few leaves; and
- Storing water in leaves and stems.



The harsh conditions and dust storms in the Sahara Desert affect what types of animals are able to survive there. In the central driest part of the desert, there are only about 70 different animal species.

Animals have adapted to the desert by:

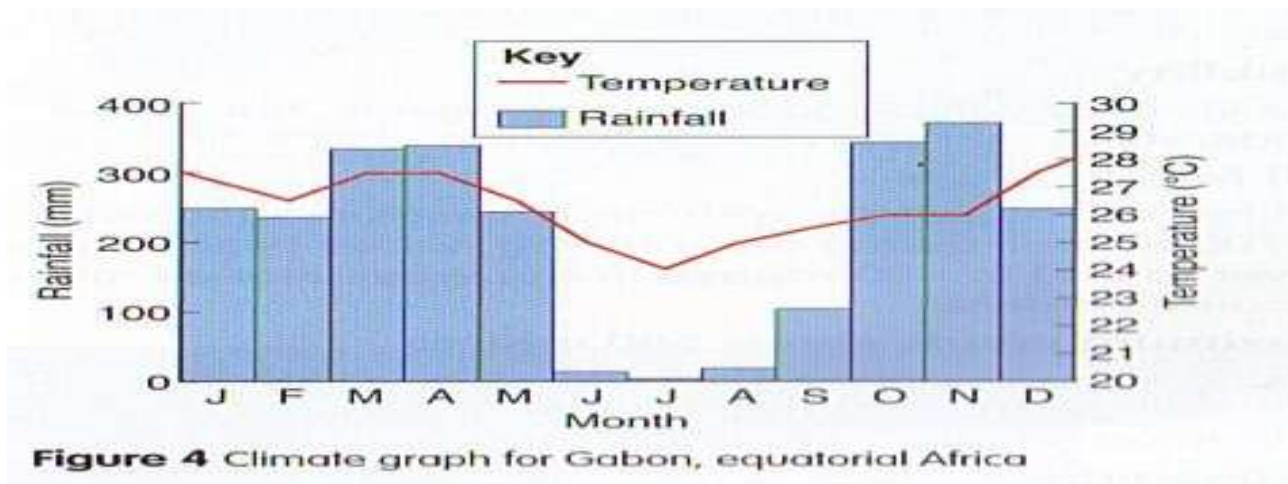
- Hunting at night when it is cool;
- Living underground by day;
- Reducing the amount of water, they lose from their bodies
- Having large ears with lots of tiny blood vessels - heat escapes from the blood vessels.
- This helps cool their bodies. Panting also helps them to lose body heat.



Activity 8

Study the bar graph and answer the following questions:

1. What is the hottest month of a temperate coniferous forest? What is the temperature?
2. In which month does it rain the most?
3. What is the average temperature for the year?



Temperate coniferous forests

New words

Acidic: When the soil turns sour.

Conifer: A conifer is a type of tree that produces cones and evergreen needles.

Coniferous: Having many conifer trees.

Evergreen: A plant that does not lose its leaves in winter.

Temperate coniferous forest regions have warm summers, cool winters and low rainfall. This means that most trees are evergreen, so they can produce food whenever there is enough sunlight. The plants in a coniferous forest are adapted to a short growing season.



Natural vegetation and wildlife of temperate coniferous forests

There is more wildlife found in the temperate coniferous forests than the hot deserts but not as much as in the tropical rain forests. The forest vegetation and mosses provide food and shelter for animals, birds and insects. There are fewer reptiles as it is very cold in winter.

The vegetation of temperate coniferous forests has to cope with the long cold winters and the thin poor soils. The trees are **evergreen** and the most common are the fir and the pine tree.

The fir tree, which is a common tree in coniferous forests, is shaped like a pyramid so that snow will not collect and break the branches.

The leaves are thin and needle-like so the leaves lower down can get sunlight in winter and snow will slide off the leaves. The leaves are not nutritious so they are not eaten by the animals. The leaves are covered in wax so they do not lose too much water and protects them from the cold.

Did you know?

Pine needles are very acidic. When they fall on the ground they make the soil acidic.

That is why so few plants can grow under pine trees.



Lynxes live off small animals and birds found in the forests. They have long legs and fur on the soles of their feet so they can hunt in the snow. They have a thick light brown fur to keep them warm in winter and help hide away in the shadows of the forests. They have a short tail so they don't lose too much heat.

Human Activities

- The forest soil is poor so it is no good for farming.

Instead, large areas of temperate coniferous forest regions have been cleared by logging. Logs are floated down rivers to saw mills. The soft wood is good for making paper, matches, furniture and houses.

This is the most important way people make a living from the forests.

- A large number of forests are plantations. In plantation forests, areas are planted with a single tree species. These trees grow straight and quickly which means they can be logged sooner.
- Many coniferous forests are located near large industrial centres and urban areas where lots of people live. Forests are also destroyed by pollution in the air from these industries and from heavy traffic.
- Population growth and the expansion of cities mean many forests are being cleared to make way for roads, towns and cities.
- Mining is another reason why forests are cut down.
- People gather berries, nuts and fruit in summer and fish and hunt animals.
- People ski on the snow slopes in winter.

Bibliography: K Angier, D Carr, J Cockburn, J Wallace

TERM FOUR

Reinforcement

Activities

Afrikaans:

Idiome

Lees die idiome in kolom A en soek die betekenis van elkeen in kolom B.

1. Hy het nie 'n kat se kans nie.

a. As die baas (die ouers) weg is, maak sy werkers (die kinders) nes hulle wil.

b. Dinge eers goed deurkyk voordat jy iets aanpak.

c. Dit is 'n moeilike saak en moet versigtig aangepak word.

d. Feitlik geen kans hê nie.

2. As die kat weg is, is die muis baas.
3. So min van iets weet as 'n kat van saffraan.

4. Dis nie 'n kat om sonder handskoene aan te pak nie.
5. Die kat uit die boom kyk.
6. 'n Kat in die sak koop

1. _____

2. _____

3. _

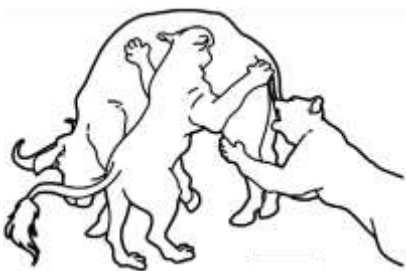
4. _____

5. _____

6. _

Kyk mooi na die prentjies en kies 'n idioom wat jy dink die beste by elke prentjie pas.

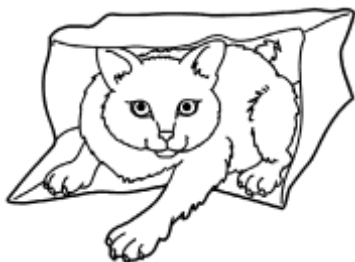
1.



2.



3.



4.



5.



Antwoorde

Lees die idioome in kolom A en soek die betekenis van elkeen in kolom B.

1. Hy het nie 'n kat se kans nie.



2. As die kat weg is, is die muis baas.
3. So min van iets weet as 'n kat van saffraan.



4. Dis nie 'n kat om sonder handskoene aan te pak nie.
5. Die kat uit die boom kyk.
6. 'n Kat in die sak koop

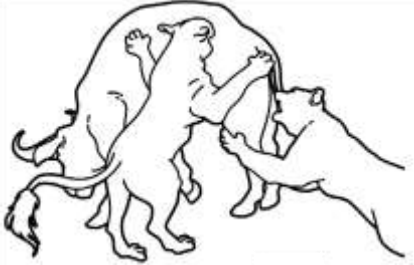
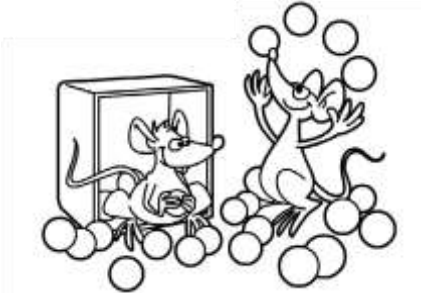
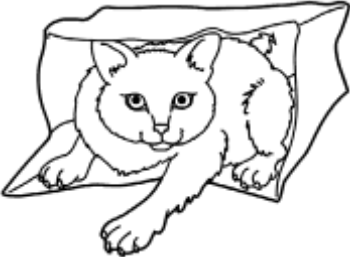


- a. As die baas (die ouers) weg is, maak sy werkers (die kinders) nes hulle wil.
b. Dinge eers goed deurkyk voordat jy iets aanpak.
c. Dit is 'n moeilike saak en moet versigtig aangepak word.
d. Feitlik geen kans hê nie.
e. Deur 'n verkoper bedrieg word wanneer jy iets koop.
f. Geen kennis hoegenaamd van iets hê nie.

- 1) **d** 2) **a** 3) **f** 4) **c** 5) **b** 6) **e**

Kyk mooi na die prentjies en kies 'n idioom wat jy dink die beste by elke prentjie pas.

(Pictures: See examples)

1. 	<i>Hy het nie 'n kat se kans nie.</i>
2. 	<i>As die kat weg is, is die muis baas.</i>
3. 	<i>'n Kat in die sak koop.</i>
4. 	<i>Die kat uit die boom kyk.</i>

5.



Dis nie 'n kat om sonder handskoene aan te pak nie.

Voornaamwoorde

- Voornaamwoorde word in die plek van eiename (selfstandige naamwoorde) gebruik sodat ons nie nodig het om die persoon se naam oor en oor te gebruik nie.

Persoonlike voornaamwoorde staan in die plek van:

'n Persoon of persone, bv. **Gert en Susan** eet roomys. **Hulle** eet roomys.

ek	jy	u	hy	sy	ons	julle	hulle	dit
----	----	---	----	----	-----	-------	-------	-----

- Voornaamwoorde kan besit aandui (met ander woorde dit kan sê aan wie iets behoort).

Besitlike voornaamwoorde:

Ek het 'n koffer. Dit is **my** koffer. Die koffer is **myne**.

syne	joune	hulle s'n	hare	ons s'n	julle s'n	myne
------	-------	-----------	------	---------	-----------	------

Oefening 1:

Voltooi die volgende sinne deur besitlike voornaamwoorde te gebruik.

- Jy het 'n boek. Dis _____ boek. Die boek is _____.
- Hy het 'n bal. Dis _____ bal. Die bal is _____.
- Sy het 'n hoed. Dis _____ hoed. Die hoed is _____.
- Ons het 'n huis. Dis _____ huis. Die huis is _____.
- Hulle het 'n perd. Dis _____ perd. Die perd is _____.

6. Julle het 'n motor. Dis _____ motor. Die motor is _____.

Oefening 2:

Vervang die woorde tussen hakies met 'n voornaamwoord.

1. Pa sê dat (Pa se) hoed weg is.

2. Susan sê dat die koffer (Susan s'n) is.

3. Pa en Ma sê die koffers is (Pa en Ma) s'n.

4. Ek en Jan gaan (ek en Jan se) kos eet.

5. Tom het (Tom se) vinger met (Tom se) mes gesny.

6. San trek (San se) rok aan.



Lidwoorde:

In Afrikaans is daar twee lidwoorde, naamlik die en 'n.

- a. **Die** word die bepaalde lidwoord genoem, omdat dit wys op 'n spesifieke persoon of ding, bv. **Die kat het laasnag vreeslik voor my venster geraas.** (Verwys na 'n spesifieke kat, gewoonlik jou eie kat.)
- b. Die **'n** is 'n onbepaalde lidwoord. Dit wys op 'n persoon of iets in 'n onbepaalde groep, bv. 'n **Kat het laasnag vreeslik voor my venster geraas.** (Ek weet nie wiese kat dit is nie en hoe die kat lyk nie.)

Oefening 3:

Voltooi die volgende sinne met lidwoorde:

1. _____ motor is ons onderwyser s'n.
2. Hy is _____ goeie speler.
3. _____ man is haastig.
4. Dit is _____ haastige man.
5. _____ Polisieman het die dief gevang.
6. _____ ongeluk het gister gebeur.



NATURAL SCIENCE:

Ecosystems

- A habitat is a place where plants and animals live.
- The interaction between the living and non-living things in the habitat is called ecosystems.
- The different ecosystems are:
 - a. Deserts
 - b. Rivers
 - c. Mountains
 - d. Seas
 - e. Rocky coastlines
 - f. Wetlands
 - g. Grasslands
 - h. Forest
- A variety of living organisms is called biodiversity.

Activity:



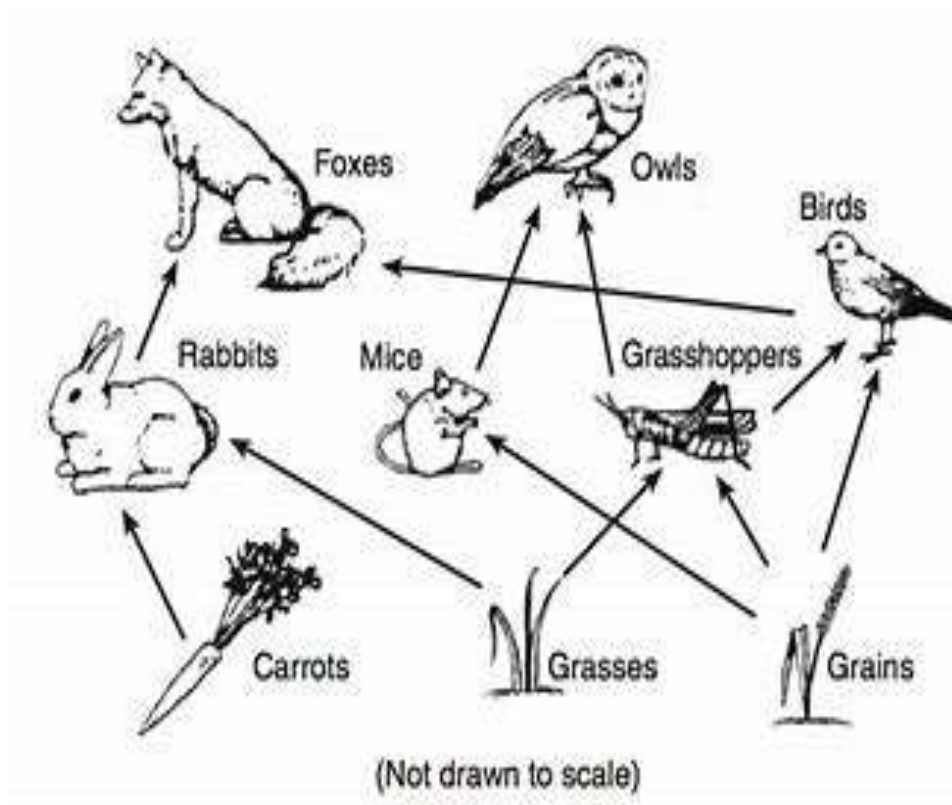
Look at the following picture and describe the living and non-living organism relationship.

What type of ecosystem is shown?

Food webs

- Plants and animals are connected by their feeding relationships.
- Producers are those organisms that make their own food.
- Consumers are animals that eat plants and other animals.
- A food web shows the connection between the plants and animals.

Activity:



1. Mention the web of the owl.
-
-

2. Who is the producer in the diagram?

3. Name 1 herbivore in the diagram.

Name 1 carnivore in the diagram.

ENGLISH HOME LANGUAGE

Writes instruction

Writing and presenting.

1. Imagine you are going to teach your friend how to make pasta. You need to give your friend the precise and clear instructions on to cook pasta. You can draw images as well if you like to show understanding. It should be between 80-100 words

Lets use the six stages writing process for this task which is:

1. **Plan**-planning and brainstorm in a mind map.
2. **Draft**-writing out your draft keeping to the correct formats.
3. **Revise**-check pictures and correct spelling.
4. **Edit**-make any correction needed.
5. **Proofread**- ask a partner to read through your work and comment.
6. **Present**-hand in the final draft

What you need to inclue when writing an instruction:

- Materials/ingredients needed.
- Each instruction starts a new line and is numbered.
- The numbers can be replaced by linking words such as first, second, after, next etc.

- The instruction should contain command form such as add, put, heat etc.
- The instruction must be exact
- Include images/drawings to make it easier to follow.
- Include the number of words at the end.

IDIOMS

An **IDIOM** is a combination of words that say one thing but actually means something else.

IDIOMS have two meanings:

a. **Literal meaning**

This refers to the actual or real meaning.

Eg. **To sit on the fence** means to actually sit on the fence.

b. **Figurative meaning**

This is saying one thing but implying something else.

Eg. **To sit on the fence** means to be undecided / can't make a clear decision.

1. MATCH THE IDIOMS WITH THE CORRECT MEANINGS.

IDIOM	MEANING	ANSWER
To rain cats and dogs.	A. To inform someone of the latest developments.	

To spread like wild fire.	B. To reappear after a long time away.	
To add fuel to the flames.	C. To make a bad situation worse.	
To keep someone posted.	D. To ask the wrong person.	
To bark up the wrong tree.	E. To spread very quickly.	
To come out of the woodwork.	F. To rain very heavily.	

ADVERBS

Adverbs tell us more about verbs.

Adverbs answer the following questions: **How? Where? When? Why?**

TYPES OF ADVERBS:

1.	Manner	How something happens. Eg. Slowly, quickly, softly, loudly, happily, sadly, carefully, well
2.	Place	Where something happens. Eg. Here, there, up, down, inside, outside, near, far, nowhere
3.	Time:	When something happens. Eg. Today, tomorrow, before, after, early, late, soon, never
4.	Frequency	How often something happens. Eg. Always, never, sometimes, seldom, usually, daily, frequently
5.	Degree	The extent that something happens. Eg. Almost, nearly, barely, hardly, completely, totally
6.	Certainty	How likely it is that something will happen.

		Eg. Definitely, probably, likely
--	--	----------------------------------

Activity: Underline the ADVERBS in the sentences below. The first one has been done for you.

1. Yesterday we wrote an English test.
2. Mum cleaned the house thoroughly.
3. The little baby gurgled happily in the cot.
4. The children played excitedly in the park.
5. Learners should come regularly to school.
6. We should always abide by the school rules.
7. Make sure you eat a healthy breakfast every morning

Estimating Grams and Kilograms

A **gram** (g) is used to measure the weight or mass of very light objects.
A small paperclip weighs about a gram.

A **kilogram** (kg) is used to measure the weight of heavier objects.
A one-liter bottle of water weighs about a kilogram.

Choose the best estimate for each object or animal shown.

1.



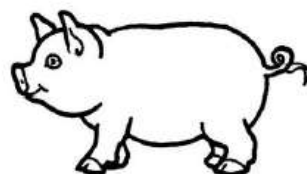
18 grams
4 kilograms
8 kilograms

2.



20 grams
500 grams
18 kilograms

3.



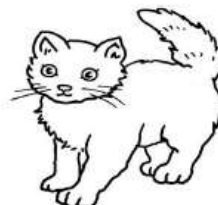
900 grams
9 kilograms
90 kilograms

4.



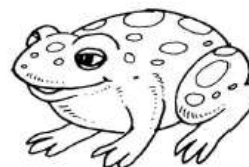
960 grams
18 kilograms
3 kilograms

5.



570 grams
7 kilograms
37 kilograms

6.



3 grams
300 grams
3 kilograms

7.



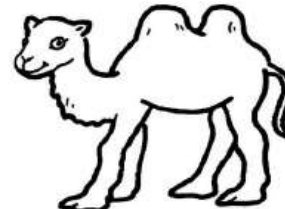
100 grams
1 kilogram
100 kilograms

8.



1 gram
50 grams
1 kilogram

9.



600 kilograms
60,000 kilograms
6,000 grams

Determine which letter best represents the weight.

Gram (g)

A gram is about the weight of a paperclip.



Kilogram (kg)

A kilogram is about the weight of a thick book.



Remember:

Kilo means 1,000. So a kilogram is 1,000 grams.

1 Kilogram is also about the same weight as 2 pounds.

1)



2 Liter of Soda

- A. 50 grams
- B. 2 kilograms
- C. 100 grams
- D. 3 grams

2)



Big Screen TV

- A. 20 grams
- B. 20 kilograms
- C. 100 grams
- D. 1000 kilograms

3)



Shovel

- A. 30 kilograms
- B. 5 kilograms
- C. 10 grams
- D. 1 gram

4)



Monitor

- A. 500 kilograms
- B. 8 kilograms
- C. 8 grams
- D. 500 grams

5)



Glue Stick

- A. 500 grams
- B. 1 kilogram
- C. 62 grams
- D. 1 gram

6)



Recliner

- A. 150 grams
- B. 1 kilogram
- C. 35 kilograms
- D. 90 grams

7)



Key

- A. 1 gram
- B. 100 kilograms
- C. 100 grams
- D. 1 kilogram

8)



File Cabinet

- A. 1 gram
- B. 55 kilograms
- C. 1 kilogram
- D. 300 grams

9)



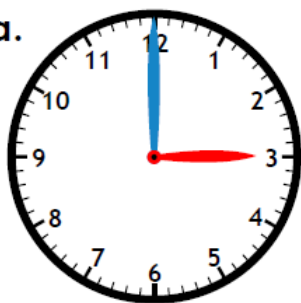
Broom

- A. 10 kilograms
- B. 200 kilograms
- C. 10 grams
- D. 500 grams

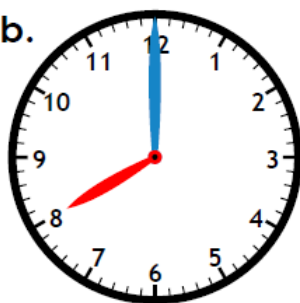
Telling Time

Write the time shown.

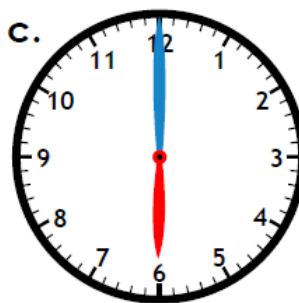
a.



b.



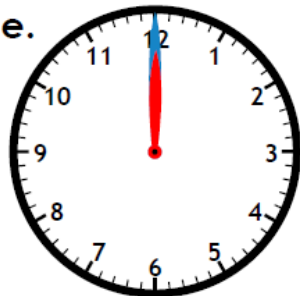
c.



d.



e.



f.



Determine which clock accurately shows the time.

1) 3:30

A.



B.



2) 5:45

A.



B.



3) 3:15

A.



B.



4) 5:15

A.



B.



5) 12:30

A.



B.



6) 4:45

A.



B.



7) 5:00

A.



B.



8) 12:30

A.



B.



9) 6:15

A.



B.



10) 3:30

A.

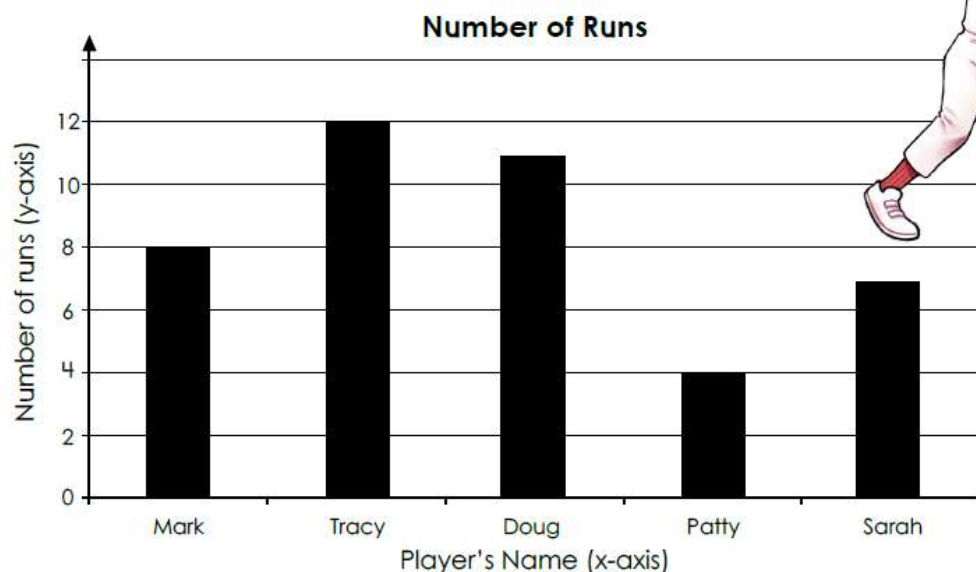


B.



Baseball Bar Graph

The school baseball team keeps track of how many runs each player gets. Use the graph below to answer the questions.



1. How many runs did Sarah have? 1. _____
2. How many runs did the player with the most runs have? 2. _____
3. How many more runs did Doug have than Sarah? 3. _____
4. How many fewer runs did Mark have than Tracy? 4. _____
5. How many runs did Mark and Patty have? 5. _____
6. Who has more runs: Mark and Doug or Tracy and Patty? 6. _____
7. Which two players' runs added together are less than Tracy's? 7. _____
8. Jose scores five more runs than Tracy.
How many runs did he score? 8. _____
9. List the players in order, from fewest runs to most runs.

Favorite Ice Cream Pictograph

Mrs. French and Mr. Miskey are planning a party for their classes. The students are asked to vote for their favorite ice cream flavor. The list below are the results.

Chocolate - 8

Vanilla - 7

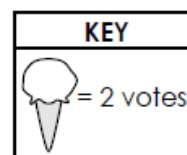
Chocolate Chip - 13

Cookie Dough - 8

Strawberry- 5

Use the information from the list to complete the pictograph below and answer the questions.

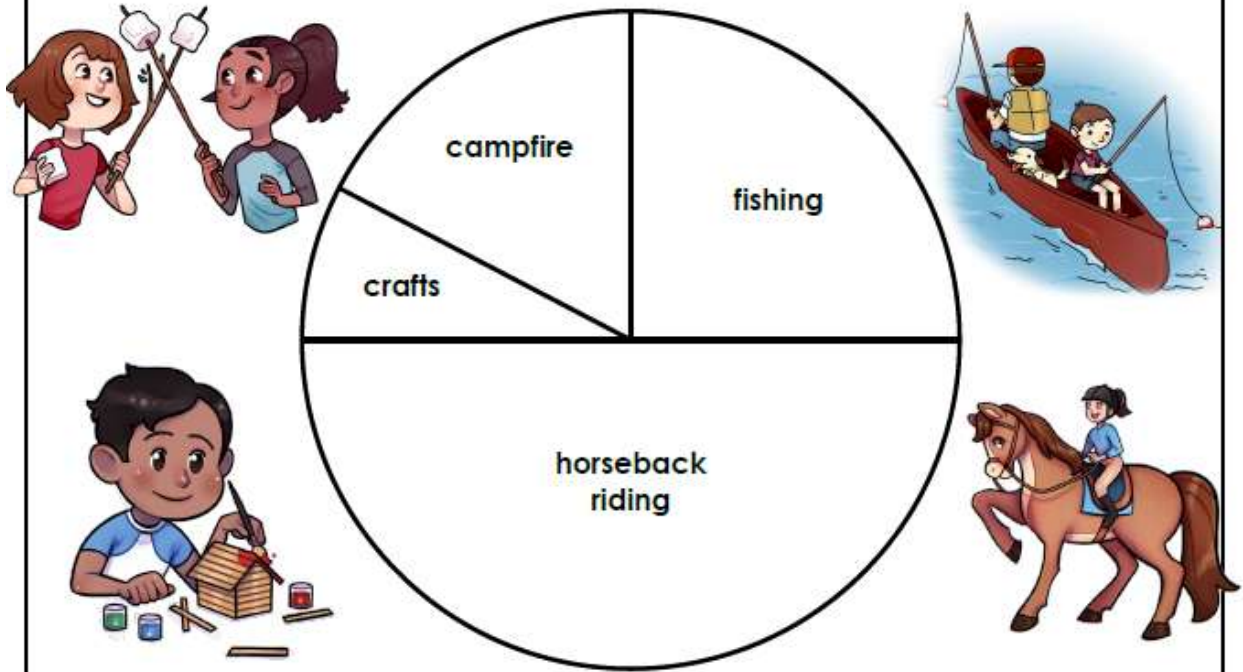
Flavor	Number of Votes
Chocolate	
Vanilla	
Chocolate Chip	
Cookie Dough	
Strawberry	



- | | |
|---|----------|
| 1. What two flavors did the students like the least? | 1. _____ |
| 2. How many students voted for either cookie dough or strawberry? | 2. _____ |
| 3. How many more students voted for chocolate chip than vanilla? | 3. _____ |
| 4. How many votes were there in all? | 4. _____ |

Summer Camp Activities

A group of kids spent a week at Big Tree Summer Camp. At the end of the week, the counselors asked campers what their favorite part of camp was. The pie graph shows their responses.



1. What activity did campers enjoy the most?
2. What fraction of the campers chose fishing as their favorite activity?
3. What fraction of the campers chose horseback riding as their favorite activity?
4. Did more campers choose campfire or crafts as their favorite activity?
5. Was campfire or fishing more popular with the campers?

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

