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Chapter 1

Term 1

1.1 Word games

1.1.1 ENGLISH HOME LANGUAGE
1.1.2 Grade 5
1.1.3 JEEPERS CREEPERS
1.1.4 Module 1
1.1.5 WORD GAMES

1.1.6 1. Listening skills

Listen carefully to the following passage while your educator is reading it to you. Can you fill in the blank spaces?

POLLY WANTS A DICTIONARY

World’s most talkative parrot understands too!

We all say it when we’ve had enough – and Alex, an African Grey parrot, is no exception. When he feels his mistress is trying to stuff too many facts into his head he wastes no time telling her exactly how he feels.

“I’m leaving now,” he declares, and if she dares tell him he’s being ______ he makes his impatience felt with a squawked, “I want to go”, then turns his ______ away to show his disdain.

_______ doesn’t just learn things parrot-fashion, says Dr Irene Pepperberg, the University of Arizona academic who’s been _______ him for 18 years. “He doesn’t just copy people, he _______ what you say and what he says.”

---

1This content is available online at <http://cnx.org/content/m22445/1.1/>. Available for free at Connexions <http://cnx.org/content/col10971/1.1>
When Dr Pepperberg gives Alex a piece of ________ and asks what it is, he moves it around in his curved beak a few times and says: “Wood”. If she’s holding two plastic keys, one smaller blue one and a ________ green one and she asks him: “What’s the difference, Alex?” he’ll immediately answer: “__________” “Which one’s bigger?” she’ll ask. “Green,” he’ll reply.

Alex can identify 50 __________, among them cork – his favourite – water, wheat, wool, a ball, a toy car and a toy telephone which he calls “beeper.” Dr Pepperberg says he can ask for toys and clothes, recognize size and __________ and even count to six.

If he wants to call someone he’ll squawk, “Come here” or “Come back.” He’s very curious and his ________ questions are “What’s that?” and “What colour?”

But spending time and money on Alex isn’t just some bird-brained idea. The techniques used to teach him are already helping autistic and mentally handicapped children to learn.

Adapted slightly from: YOU magazine, 22 June 1995

[LO 1.5]

1.1.7 2. Insects in tune

CHALLENGE!
Select an easy tune, preferably that of a nursery rhyme or folk song.
See how many insect names you can fit into the melody.
Sing it to the rest of your class.
Get them to LISTEN and count as you sing.
Which group has managed to fit the most creepies into the song?

FOR YOU TO DO:

<table>
<thead>
<tr>
<th></th>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
<th>Group 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count the number of creepies mentioned in each song</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tick the group who had the best song and presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 1.1

(not to be assessed)

[LO 1.1]

1.1.8 3. Group discussion

Figure 1.2

Available for free at Connexions <http://cnx.org/content/col10971/1.1>
Study the cartoon strip and discuss the questions in your groups:

1. Give the main character a name:
2. 

Figure 2 to 4:

- What is happening in the cartoon strip?

1. (a) How would you describe this man?
   (b) Why is it particularly brave to do what he is doing?
2. Look at the fifth figure:
   (a) How is the man reacting to the spider?
   (b) What is he saying? Write in the speech bubble.
   (c) Do you think it is silly to fear spiders? Give reasons.
   (d) What is the artist trying to tell us with this cartoon?
3. How do you react to spiders and other creepy crawlies?

[LO 2.1.6; 2.2.1; 3.1.5; 3.2.1]

1. Revolutionary new product!

Available for free at Connexions <http://cnx.org/content/col10971/1.1>
In your area insects and bugs have become resistant to insecticides and have begun multiplying at an alarming rate.

You and your team of designers have come up with a solution:
together you have designed a contraption that scares or repels these creatures.
Draw your design on a sheet of newsprint.
Discuss how it works and of what it is made.
Put it on display for all to see and tell the rest of the class all about your invention.
Once you have completed the task, evaluate your input and that of your group by completing the rubric.

<table>
<thead>
<tr>
<th>I enjoyed this task!</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I did not enjoy this task.</td>
<td>Why?</td>
</tr>
<tr>
<td>Everybody in the group co-operated very well. Problems were solved amicably.</td>
<td>Yes</td>
</tr>
<tr>
<td>Everybody contributed something to the task in some or other way.</td>
<td>Yes</td>
</tr>
<tr>
<td>A very creative design. Group members used initiative.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Table 1.2

[LO 1.6; 2.1.3; 2.3; 4.1.3]

1. Murderous Mosquitoes

You are one of a group of people who have been stung by killer mosquitoes ...... there is only one vial of the antidote.

(a) Decide why you should receive the antidote. You may “adopt” a personality from the present, the past or the future. Pretend to be that person. You may use one prop only.

(b) You are going to have to persuade the rest of the group that you need the antidote more than they do. Jot down a few key words.

<table>
<thead>
<tr>
<th>Categories</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voice</td>
<td>Mumbles, forgets words, too soft.</td>
<td>Is occasionally heard, monotone.</td>
<td>Loud enough, but sometimes fades or too fast or slow.</td>
<td>Speaks clearly at an appropriate pace.</td>
<td>Clear voice. Confident and variety of pace.</td>
</tr>
</tbody>
</table>

continued on next page
Contact with audience

Looks down, fumbles with papers etc. Unprepared

Mostly looks down or fumbles. Unprepared mostly.

Mostly looks at audience. Occasionally drops or fumbles. A little drawing on emotion.

Eye contact maintained. Prepared well. Emotions drawn upon. Hardly fumbles.


Reasoning and information

Strays from topic. Speaks about unrelated issues. No reason given.

Few reasons given; sometimes appropriate. Mostly emphasizes inappropriate issues.

Sticks to topic mostly. Info and reasoning relevant.

Good reasoning. Emphasizes appropriate issues.

Well thought out. Information relevant and valid. Has used initiative.

Table 1.3

[LO 2.3; 5.1.1]

1.1.9 Assessment

LO 1

LISTENING: The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

We know this when the learner:

1.1 enjoys listening to different kinds of oral texts such as stories, myths, choral chants, jokes and riddles, and short plays and responds appropriately;

1.5 listens to different types of informational texts (directions, instructions, speeches, radio talk shows, television documentaries), notes main ideas or specific details, and uses information appropriately;

1.6 listens actively, considering other points of view, and responds with sensitivity to ideas and suggestions.

LO 2

SPEAKING: The learner will be able to communicate effectively in spoken language in a wide range of situations.

We know this when the learner:

2.1 communicates experiences, ideas and information in different and fairly challenging contexts for different audiences and purposes:

2.1.3 shares ideas and offers opinions on less familiar topics and events, using speculation and hypothesis;

2.1.6 expresses and justifies own opinion with reasons;

2.2 uses interaction strategies to communicate effectively in group situations:

2.2.1 takes turns, stays on topic, asks relevant questions, maintains discussion and responds to other's ideas with empathy and respect;

2.3 uses appropriate body language and presentation skills:

2.3.1 shifts eye contact to include as much of the audience as possible;

2.3.2 uses appropriate intonation and facial expressions;

2.3.3 adjusts tempo and volume for emphasis;

2.3.4 pauses at appropriate places and adjusts pace to needs of audience.

LO 3

READING AND VIEWING: The learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

We know this when the learner:

Available for free at Connexions (<http://cnx.org/content/col10971/1.1>)
3.1 reads a variety of South African and international fiction and non-fiction for different purposes (e.g. poems, book reviews, short novels, newsletters, reference books);
3.1.1 reads independently, selecting appropriate reading and comprehension strategies for the purpose;
3.1.2 skims to get the general idea;
3.1.3 scans for specific details;
3.1.5 uses previous knowledge or textual clues to determine meaning and make inferences;
3.1.8 reads aloud clearly, adjusting speed according to purpose and audience;
3.2 views and comments on various visual and multimedia texts for different purposes (e.g. advertisements, video/films, television dramas and, where available, computers and CD-ROMs);
3.2.1 discusses message conveyed;
3.7 recognises the different structures, language use, purposes and audiences of different texts:
3.7.1 identifies the way different kinds of texts are organised (e.g. fables, letters, book reviews);
3.9 understands and responds appropriately to a range of information texts:
3.9.1 identifies main and supporting ideas, notes specific details and summarises information;
3.11 selects relevant reading material and applies research skills to find information in dictionaries, reference books and textbooks from community sources or electronic media (where available);

LO 4

WRITING The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

We know this when the learner:
4.1 writes different kinds of texts for different purposes and audiences:
4.1.1 writes for personal, exploratory, playful, imaginative and creative purposes (e.g. diary, humorous anecdotes, story, poem);
4.1.2 writes informational texts expressing ideas clearly and logically for different audiences (e.g. notices, reports);
4.1.3 writes and designs visual texts expressing information clearly and creatively (e.g. advertisements, newsletters, map with pictures and labels);
4.4 applies knowledge of language at various levels:
4.4.1 word level;
4.4.3 paragraph level;

LO 5

THINKING AND REASONING The learner will be able to use language to think and reason, and access, process and use information for learning.

We know this when the learner:
5.1 uses language to think and reason:
5.1.1 identifies cause and effect in oral and written texts and explains the relationship;
5.4 uses language to think creatively:
5.4.2 predicts what might happen in an imagined situation.

1.1.10 Memorandum

1. POLLY WANTS A DICTIONARY

We all say it when we've had enough - and Alex, an African Grey parrot, is no exception. When he feels his mistress is trying to stuff too many facts into his head, he wastes no time telling her exactly how he feels.

"I'm leaving now," he declares, and if she dares tell him he's being silly, he makes his impatience felt with a squawked, "I want to go", then turns his head away to show his disdain.

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green one and she asks him, “What’s the difference, Alex?” he’ll immediately answer, “Size”. “Which one’s bigger?” she’ll ask. “Green,” he’ll reply.

Alex can identify 50 objects, among them cork – his favourite – water, wheat, plastic, wool, a ball, a toy car and a toy telephone which he calls “beeper.” Dr Pepperberg says he can ask for toys and clothes, recognize size and colour and even count to six.

If he wants to call someone he’ll squawk, “Come here” or “Come back.” He’s very curious and his favourite questions are “What’s that?” and “What colour?”

For the teacher: use this opportunity to discuss various grades of dictionaries and the meanings given. Compare dictionary meanings given.

1.2 Reading and comprehension

1.2.1 ENGLISH HOME LANGUAGE

1.2.2 Grade 5

1.2.3 JEEPERS CREEPERS

1.2.4 Module 2

1.2.5 READING AND COMPREHENSION

1.2.6 What’s on the menu?

Read the following extracts before answering the questions.

Cambodia and Venezuela: Tarantulas

A tourist who was brave enough to eat a tarantula in Cambodia described the spiders as being “greasy but good”. According to him, the legs are crispy, and the big hairy body is a mouthful. Describing the taste, he said: “If day-old deep-fried chicken had no bones, hair instead of feathers and was the size of a newborn sparrow, it might taste like tarantula.” Traditionally they’re grilled and served as a snack.

Indonesia: Dragonflies

Indonesia, the world’s fourth most populated country, is known for its great beauty. It’s also famous for exotic insect dishes, the most popular being dragonfly. Dragonflies hover over rice paddy fields, and enthusiastic hunters chase them with thin poles with nails attached at one end. The aim is to hook the nail through one of the dragonfly’s wings. They’re then threaded onto thin strips of palm, fried in coconut oil and eaten like sweets. For a more substantial meal they’re de-winged, salted and fried in coconut oil with sweet pepper and served with rice.

Irian Jaya: Sago Grubs and Stinkbugs

Irian Jaya is part of Indonesia, but residents share the island with Papua New Guinea. Sago grubs live in rotting sago palm trees. The trees are chopped down and locals reach into the hollow of the trunk to grab handfuls of the grubs, which are immediately roasted. They have a dry outer skin but are fatty on the inside, with a distinct flavour of bacon.

Another favourite in the area is stinkbugs. Children are fond of hunting them for a mid-morning snack and they’re considered a special protein treat. Older boys climb the trees where they live while children below softly call “mo, mo, mo, mo”. They say this chanting keeps the bugs still. Although they live up to their name and have a very unpleasant smell, the children happily pop them into their mouths.

China: Water Beetles and Scorpions

In southern China most restaurants prepare food in the Cantonese style, using only the freshest ingredients. The shiny black hard-shelled water beetle is a favourite and restaurants can hardly keep up with the demand for this crunchy little treat. The beetles are served marinated in ginger and soy sauce.

This content is available online at <http://cnx.org/content/m22446/1.1/>.
First the legs are broken off, then the hard outer skeleton is cracked open and the white insides are sucked out. They’re quite messy to eat but apparently are so delicious it’s worth the effort. Their white flesh has the consistency of crayfish. Scorpion, served in a variety of ways, is another Chinese delicacy. They’re even eaten live! Live scorpions are put in a bowl of water, then removed and dropped into rice wine for a few minutes. The scorpions stop struggling and go into a coma. The tail stingers and poison sacs are removed and the scorpions are eaten.

Mexico: Grasshoppers and Red Agave Worms

Grasshoppers are plentiful in all regions of Mexico. They’re easy to collect and preserve and are eaten all over the country, but are especially popular in the southern state of Oaxaca. They’re caught by dragging plastic bags along the ground, trapping them as they jump in. The insects are tossed in lemon, salt and garlic and pan-fried for a snack. One of the most popular dishes is grasshopper tacos, served with lemon, salt and avocados on a corn pancake known as a tortilla. It’s said no trip to Mexico is complete without a bottle of tequila, especially the bottles containing a caterpillar. The worms prove the tequila is genuine, because real tequila is produced only from the agave plant, the only place the caterpillars exist. What tourists don’t often experience is these red caterpillars served as dinner. Typically, they’re fried and served with small corn tortillas, fried beans, grated cheese, sour cream and avocado.

Thailand: Water bugs

Water bugs are about the size of an average woman’s finger. They are caught at night by being lured towards a blue fluorescent light. The bugs have the consistency of biltong and are served with tomato or deep-fried in batter. They’re very tough on the outside but the insides are gooey and have a sharp taste.

Do you understand?

1. Use your dictionary to find the proper meanings to these words:
2. tourist:
3. ingredients:
4. treat:
5. delicious:
6. See if you can use these words correctly in sentences of your own. Try your sentences out on your partner!

Underline the correct answer:

- A tarantula is a:
  - Baby chicken
  - Hairy spider
  - Crispy sparrow

- People eat caterpillars in:

Botswana
Mexico
China
(2)

1. Find another word in the passage meaning the same as:
2. container:
3. eating noises

(2)

1. Is the following statement true or false? Give a reason for your answer.
Scorpions are eaten live
(1)
Answer the following questions.

- How are tarantulas prepared?
(1)
- Complete the sentence: Diners in restaurants frequently order the shiny black water beetle because ______ (2)
- Find the words in the passage which describe how the tarantulas taste:
and (2)
- Where would you go to eat an insect that has the “consistency of crayfish”?
(1)
- Give a word from the passage to describe what the insides of the water beetle looks like.
(1)
- What happens when the scorpions are put into the rice wine?
(2)
- Which of the following three insects would you eat? Give a reason why.
tarantula:
water bug:
grasshopper:
(1)
TOTAL: 15
[LO 3.1.2; 3.1.3; 3.1.5; 3.9.1; 3.1.1]

1.2.7 A, B, C . . . ORDER
Aiding Reading
How would you go about arranging words in alphabetical order, in an organised fashion?
Exercise 1
Arrange the following words in alphabetical order, according to . . .

<table>
<thead>
<tr>
<th></th>
<th>... the 1st letter</th>
<th>... the 2nd letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>hear</td>
<td>steep</td>
<td></td>
</tr>
<tr>
<td>bear</td>
<td>sheep</td>
<td></td>
</tr>
<tr>
<td>tear</td>
<td>sleep</td>
<td></td>
</tr>
<tr>
<td>near</td>
<td>sweep</td>
<td></td>
</tr>
<tr>
<td>rear</td>
<td>suite</td>
<td></td>
</tr>
</tbody>
</table>

Table 1.4

Available for free at Connexions <http://cnx.org/content/col10971/1.1>
Exercise 2
Arrange the following in alphabetical order:

1. untruth; untrue; untuned; untouched; untidy
2. zombie; zip; zest; zoom; zoology; zone
3. songwriter; songbird; songster; songbook; songsmith
4. milestone; mildew; mileage; mild; mile; milepost

[LO 6.1.4]

1.2.8 The wide-mouthed frog

Retold by Linda Rode, published by Tafelberg (and retold again!)

Hearing frogs sing their nightly chorus reminds me of long lazy summer evenings on the veranda at home, sipping steaming coffee or ice-cold lemonade and contemplating the day. It reminds me of the stories my dad would tell us as the moon rose higher in the sky and we got sleepier and sleepier and the steady rise and fall of the froggy melody, accompanying us to dreamland.

One of the stories he told was of how Grandpa Wide-mouth once made his wide mouth v-e-r-y, v-e-r-y small!

Once upon a time, a very long time ago a family of wide-mouthed frogs lived next to a little stream on a farm. They were a contented family and very happy where they lived, except for one frog who wanted to go and explore the world. "Quaa...k," he croaked chirpily and popped out of the reeds and up to the farm.

Plop! Plop! Plop! In the farmyard he spotted a strange speckled creature, covered in brownish feathers and pecking on the ground.

Their conversation went something like this:
"Who are you?" croaked the frog.
"I'm a hen" cackled the creature.
"What are you doing?" he croaked, puzzled.
"I'm looking for food," the hen replied. "I eat worms and mealies!"
"How interesting," the happy little frog croaked, his curiosity satisfied.

Plop! Plop! Plop! Our froggy friend plopped along until he got to a field. There he saw a huge black and white creature, munching on grass.

Their conversation went something like this:
"Who are you?"
"I'm a cow."
"And what are you doing?"
"I'm eating. I eat grass and lucerne," murmured the cow dreamily, while chewing a cud.
"How interesting," croaked the happy little frog, his curiosity satisfied.

Hop! Hop! Hop! Suddenly he found himself at a huge vlei. There was water everywhere. Just as he was about to jump in and cool down, he spotted two dead-straight reeds in front of his nose. He flung back his head and looked up. And up. And up.
“Who are you?” he croaked in a strangled voice, as his neck was taking strain.
“T’m a heron,” said the strange thing with white feathers. It had a long neck, beady eyes and a very
sharp beak.
“And what are you doing?” squeaked the frog, flipping over onto his back in the water, so that he could
see this creature properly.
“Looking for food,” the heron replied.
“Wha..at do you eat?”
“Wide-mouthed frogs,” snapped the heron.
“End whe-do-u-git-him?” squeaked the frog, pursing his lips together tightly.
The heron darted downwards, but the frog leapt between the heron’s legs and jumped away as quickly
as he could. Plop! Plop! Plop! He hopped back to the stream.
All his wide-mouthed froggy friends were very eager to hear of his travels and he told them all about the
sharp-beaked heron who ate wide-mouthed frogs. The frogs were tickled pink to hear ho*w he had escaped
and hopped around excitedly, pursing their lips tightly and squeaking, “End-whe-do-u-git-him? End-whe-
do-u-git-him?”
So that one day when they are faced with a hungry heron, they will know wha..at to do!
Make sure that you know the story well.
Turn to your partner and retell the story.
Listen to your partner retell the story to you.
Which one of you was most accurate in retelling the tale?
Did you enjoy the story? Why?
Find another story / fable / folk tale about an insect or animal. Read it and tell your partner the story.

Listen to your partner tell you about the story he/she has read.

[LO 3.1.1]
It takes practice to read fluently.
When you were very small and just learning to ride your bike, it took time and lotsof practice before
you could ride with confidence.
Reading is no different. You will need to practise your piece over and over again, making sure you know
how to pronounce challenging words and even know their meanings, before you can read confidently and
fluently.

TASK:
Prepare a piece of reading of your own chioecto read to the class and to your teacher.

[LO 3.1.8]
ASSESSMENT CRITERIA FOR READING

Peer assessment:

<table>
<thead>
<tr>
<th>Categories</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voice</td>
<td>Mumbles. Monotone.</td>
<td>Is occasionally heard, monotone.</td>
<td>Loud enough, but sometimes fades or too fast or slow, reads jerkily.</td>
<td>Reads clearly to an appropriate pace.</td>
</tr>
</tbody>
</table>

continued on next page
|-----------------------|----------------------------------------|----------------------------------------|--------------------------|--------------------------------------------------|

Table 1.6

Assessment by teacher:

<table>
<thead>
<tr>
<th>Categories</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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</table>

|-----------------------|----------------------------------------|----------------------------------------|--------------------------|--------------------------------------------------|

Table 1.7

1.2.9 LEARN TO ENJOY

Some people believe that poems need to be learnt or that you have to read them seriously – but poems can be fun, too!

Do you still remember this nursery rhyme?

Can you sing it?

Three blind mice

Three blind mice, three blind mice,

See how they run, see how they run!

They all run after the farmer’s wife,

Who cut off their tails with the carving knife,

Did you ever see such a thing in your life,

As three blind mice?

(taken from My Best Book or Nursery Rhymes, Brown Watson, 1988)

How many other poems about creepy creatures can you find? Bring them along to class so that we can enjoy them together.

Write them out neatly and hang them on the wall (with or without illustrations).

[LO 3.1.1; 3.1.8]

1.2.10 Assessment

LO 3

READING AND VIEWING: The learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

We know this when the learner:

3.1 reads a variety of South African and international fiction and non-fiction for different purposes (e.g. poems, book reviews, short novels, newsletters, reference books);
3.1.1 reads independently, selecting appropriate reading and comprehension strategies for the purpose;
3.1.2 skims to get the general idea;
3.1.3 scans for specific details;
3.1.5 uses previous knowledge or textual clues to determine meaning and make inferences;
3.1.8 reads aloud clearly, adjusting speed according to purpose and audience;
3.2 views and comments on various visual and multimedia texts for different purposes (e.g. advertisements, video/films, television dramas and, where available, computers and CD-ROMs):
   3.2.1 discusses message conveyed;
3.7 recognises the different structures, language use, purposes and audiences of different texts:
   3.7.1 identifies the way different kinds of texts are organised (e.g. fables, letters, book reviews);
3.9 understands and responds appropriately to a range of information texts:
3.9.1 identifies main and supporting ideas, notes specific details and summarises information;
3.11 selects relevant reading material and applies research skills to find information in dictionaries, reference books and textbooks from community sources or electronic media (where available);

1.2.11 Memorandum

Do you understand?
For the teacher: use this opportunity to discuss various grades of dictionaries and the meanings given.
Compare dictionary meanings given.

nr. 4
(a) container: bowl
(b) eating noisily: slurping

nr. 5
True. While alive they are put into a bowl of water, then into rice wine, before their stingers, etc. are removed. They are then eaten.

nr. 6
(a) Tarantulas are grilled.
(b) they are delicious / they taste like crayfish.
(c) greasy; crispy; good
(d) . . . southern Chinese restaurant . . .
(e) The word is “white”.
(f) They stop struggling and go into a coma.

- OPEN MEMO
1.3 Writing and reasoning

1.3.1 ENGLISH HOME LANGUAGE

1.3.2 Grade 5

1.3.3 JEEPERS CREEPERS

1.3.4 Module 3

1.3.5 WRITING AND REASONING

1.3.6 Let’s write our own cinquain!

A cinquain is a poem consisting of five lines. Each line follows a special rule. Take a look at the example.

<table>
<thead>
<tr>
<th>L 1:</th>
<th>title / name</th>
<th>(1 word)</th>
</tr>
</thead>
<tbody>
<tr>
<td>L 2:</td>
<td>describe it</td>
<td>(2 words)</td>
</tr>
<tr>
<td>L 3:</td>
<td>how it moves</td>
<td>(3 words)</td>
</tr>
<tr>
<td>L 4:</td>
<td>your thoughts / feelings about it</td>
<td>(4 words)</td>
</tr>
<tr>
<td>L 5:</td>
<td>re-interpret the title</td>
<td>(1 word)</td>
</tr>
</tbody>
</table>

Spider
Hairy, scary,
Scuttling, climbing, hiding
Get out of here!
SQUASH!

Table 1.8

Try this one:
Line 1: Snake
Line 2: ________ ________
Line 3: ________ ________ ________ ________
Line 4: _______ ________ ________ ________ ________
Line 5: ________

And this one:
Line 1: Bee
Line 2: ________ ________
Line 3: ________ ________ ________ ________ ________
Line 4: ________ ________ ________ ________ ________ ________ ________
Line 5: ________

Now choose your own topic and write a cinquain of your own.

<table>
<thead>
<tr>
<th>I enjoyed this task!</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I did not enjoy this task.</td>
<td>Why?</td>
</tr>
</tbody>
</table>

This content is available online at <http://cnx.org/content/m22447/1.1/>.

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Table 1.9

CHECKLIST: only tick the appropriate blocks

<table>
<thead>
<tr>
<th>Poem has 5 lines</th>
<th>Line 1 is the title</th>
<th>Line 2 describes the title</th>
<th>Line 3 describes how it moves</th>
</tr>
</thead>
<tbody>
<tr>
<td>Line 4 are thoughts or feelings</td>
<td>Line 5 refers to the title</td>
<td>Lines are written underneath each other</td>
<td>I / you need to try again</td>
</tr>
</tbody>
</table>

Table 1.10

[LO 3.7.1; 4.1.1]

1.3.7 Dangerous substances

Figure 1.6

Baby chokes on snail pellet “sweets”
  Grandmother recovering from ingesting ant poison
  Liquid in cold-drink bottle paralyses teenager
  Toddler dies after drinking poison
  Tell, in not more than 10 sentences, why you would not store your poisons and pesticides among the sauce bottles in the grocery cupboard.
  [LO 4.1.2]

1.3.8 A different website

Figure 1.7

You are the fly stuck in the middle of this web. What are your thoughts as the hungry spider slowly makes his way towards you? Write on the web, starting on the outer side and moving towards the centre.
  [LO 4.1.1; 5.4.2]

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1.3.9 Assessment

**LO 3**

**READING AND VIEWING** The learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

We know this when the learner:

3.1 reads a variety of South African and international fiction and non-fiction for different purposes (e.g. poems, book reviews, short novels, newsletters, reference books);
3.1.1 reads independently, selecting appropriate reading and comprehension strategies for the purpose;
3.1.2 skims to get the general idea;
3.1.3 scans for specific details;
3.1.5 uses previous knowledge or textual clues to determine meaning and make inferences;
3.1.8 reads aloud clearly, adjusting speed according to purpose and audience;
3.2 views and comments on various visual and multimedia texts for different purposes (e.g. advertisements, video/films, television dramas and, where available, computers and CD-ROMs):
3.2.1 discusses message conveyed;
3.7 recognises the different structures, language use, purposes and audiences of different texts:
3.7.1 identifies the way different kinds of texts are organised (e.g. fables, letters, book reviews);
3.9 understands and responds appropriately to a range of information texts:
3.9.1 identifies main and supporting ideas, notes specific details and summarises information;
3.11 selects relevant reading material and applies research skills to find information in dictionaries, reference books and textbooks from community sources or electronic media (where available);

**LO 4**

**WRITING** The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

We know this when the learner:

4.1 writes different kinds of texts for different purposes and audiences:
4.1.1 writes for personal, exploratory, playful, imaginative and creative purposes (e.g. diary, humorous anecdotes, story, poem);
4.1.2 writes informational texts expressing ideas clearly and logically for different audiences (e.g. notices, reports);
4.1.3 writes and designs visual texts expressing information clearly and creatively (e.g. advertisements, newsletters, map with pictures and labels);
4.4 applies knowledge of language at various levels:
4.4.1 word level;
4.4.3 paragraph level;

**LO 5**

**THINKING AND REASONING** The learner will be able to use language to think and reason, and access, process and use information for learning.

We know this when the learner:

5.1 uses language to think and reason:
5.1.1 identifies cause and effect in oral and written texts and explains the relationship;
5.4 uses language to think creatively:
5.4.2 predicts what might happen in an imagined situation.
1.4 Punctuation, gender, vocabulary

1.4.1 ENGLISH HOME LANGUAGE

1.4.2 Grade 5

1.4.3 JEEPERS CREEPERS

1.4.4 Module 4

1.4.5 PUNCTUATION; GENDER; VOCABULARY

1.4.6 Follow the paws . . .

Gemma and Pasha will be travelling with us this year. We will meet up with them in each unit. Look out for them and their friends!

What is Gemma doing wrong? Why is she not making sense?

That’s right !!

We stop at the end of a sentence when we speak. Sometimes while we are speaking, we even pause a while. We use our voices differently when we ask a question or exclaim at something. When we write, we use full stops, commas, question marks and exclamation marks – and this makes what we say, easier to understand.

1.4.7 Let’s start with the capital letters

Briefly jot down where we would use capital letters.

Circle all the places in the following paragraph where capital letters have not been used:

---

4This content is available online at <http://cnx.org/content/m22448/1.1/>.

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Let’s quickly make notes so that we do not forget what we have discovered.

We use **capital letters** for the following:

- **specific names** of people and places, of towns and countries, of buildings, of books – in fact, anything that is a proper noun (do you still remember what you learnt about proper nouns last year?). Write down a few examples and do the same for each of the following:
- names of the days of the week, months of the year and festivals
- the **first word** of a new sentence:
- the word “I”
- Can you think of three more examples? Write them down.

**STOP! CHECK! REWRITE CORRECTLY!**

1. xuas tied mr baboon up and drank water from the dam.
2. sir warthog, jack jackal and leo leopard refused to guard the dam on monday and tuesday.
3. i read this story to thandi, susie and calvin.
4. peter promised to buy the book in cape town after christmas.

Now I know where to use capital letters! [LO 4.4.3; 6.2.6]

### 1.4.8 Punctuation

What are the following punctuation marks called and how are they used?

(a) A full stop is used **.** Complete and give an example.
(b) A question mark is used **?**. Example (write your own sentence):
(c) An **!** mark is used to show **.** Example: (own sentence)

**STOP! CHECK! REWRITE CORRECTLY!**

- mr tortoise said he would save the water for the animals
- no
- did the leopard and jackal offer to help
- may i have some more water
- let me go
- xuas hopped onto mr tortoise's back and sat down
- **Commas** are used:
  - to separate the items in a list, e.g. **,**
  - to separate the rest of the sentence from the person being spoken to, e.g. (Thank you, Thabo.) Write down your own example.
  - to stress specific words in the beginning of a sentence, e.g. (Yes, I will go home now.) Write down your own example.
• to separate the two parts of a sentence when a person or thing is described or named in two ways, e.g.
  Gemma, the naughty puppy, chewed up my slippers. (Can you give your own example?)

STOP! CHECK! REWRITE CORRECTLY IN YOUR BOOK OR ON A SHEET OF PAPER
(The asterisks serve as clues to help you.)

1. *bees love roses* *pansies* *poppies and dahlias*
2. *maja* *the bee* *is sunning herself on a petal*
3. *no* *leave the insect alone*
4. *yes* *I don’t mind spiders at all*
5. *peter* *my friend* *is frightened of spiders*
6. *mark* *are you also scared*

And how about these?

1. i’ll beat you with my tail
2. xuas slapped smacked beat and hammered mr tortoise on his back
3. mr leopard come and see what is happening at the dam
4. no leave mr baboon alone
5. are you also sly mr tortoise
6. tortoise lion leopard and jackal laughed to see the hare’s short tail
7. xuas the clever hare had outwitted them again

[LO 4.4.3; 6.2.6]

Write out the following passage, using capital letters, full stops, commas, question marks and exclamation marks where necessary:

1. is he snoring
2. do tourists eat spiders in cambodia
3. i enjoy my insect snacks fried grilled or baked in a sauce
4. no take that scorpion away
5. grant my best friend ate a dung beetle in nigeria at easter
6. dragonflies beetles scorpions spiders and grubs are dipped in cadbury’s chocolate and enjoyed worldwide
7. have you tried scorpion soup before
8. siswe a chef from botswana specializes in slug stirfries
9. what do mopani worms taste like thabo

What was Gemma saying at the beginning of this section? Rewrite her words, using the correct punctuation so that she makes sense.

[LO 4.4.3]

Can you think of any other male and female words, relating to animals?
List them opposite each other in two columns.
Now use the list provided below in order to complete the following sentences:

1. A ___ is a man who has never been married.
2. My brother’s daughter is my ___.
3. When my grandfather passed away, my granny became a ___.
4. We milk the ___ every morning before breakfast, while the ___ grazes nearby in the field.

___ gives birth to a baby girl last week: ___ is my new ___.
2. The sow and the ___ are eating slops out of the trough.
3. I have two children; a son and a ___.
4. Many talented actors and ___ act in Isindigo.
5. The policewoman saved the life of the child and is now a ___ .
6. A man who betrays his country is known as a ___ .
7. The woman who sewed my dress is a very fine ___ .
8. I am bridesmaid to my sister, while Peter is the ___ to the groom at the wedding.

[LO 4.4.1; 6.1.4; 6.2.3]

<table>
<thead>
<tr>
<th>actress – actor</th>
<th>wife – husband</th>
</tr>
</thead>
<tbody>
<tr>
<td>aunt – uncle</td>
<td>female – male</td>
</tr>
<tr>
<td>bridesmaid – best man</td>
<td>girl – boy</td>
</tr>
<tr>
<td>countess – count</td>
<td>heroine – hero</td>
</tr>
<tr>
<td>daughter – son</td>
<td>hers – his</td>
</tr>
<tr>
<td>goddess – god</td>
<td>hostess – host</td>
</tr>
<tr>
<td>grandmother – grandfather</td>
<td>instructress – instructor</td>
</tr>
<tr>
<td>granny – grandpa</td>
<td>lady – lord</td>
</tr>
<tr>
<td>heiress – heir</td>
<td>landlady – landlord</td>
</tr>
<tr>
<td>mayoress – mayor</td>
<td>seamstress – tailor</td>
</tr>
<tr>
<td>mother – father</td>
<td>she – he</td>
</tr>
<tr>
<td>niece – nephew</td>
<td>spinster – bachelor</td>
</tr>
<tr>
<td>policewoman – policeman</td>
<td>stewardess – steward</td>
</tr>
<tr>
<td>princess – prince</td>
<td>traitress – traitor</td>
</tr>
<tr>
<td>queen – king</td>
<td>waitress – waiter</td>
</tr>
<tr>
<td>sister – brother</td>
<td>widow – widower</td>
</tr>
<tr>
<td>wife – husband</td>
<td>witch – wizard</td>
</tr>
</tbody>
</table>

Table 1.11

1.4.9 Spelling and vocabulary (1)
This unit is all about “creepy-crawly creatures” and so far, in this unit, we have come across spiders, caterpillars and ants.

Quickly jot down any words that come into your mind when you think about the topic.
(If you cannot remember, scan the words each entitled in “Bugs Galore!”)
[LO 6.1.4]
Select one of the words and quickly check the spelling in the dictionary.

1. Write it on the board. Make sure that it is not on the board already.
2. Now, as a class, eliminate the words that are too easy or too difficult. Leave at least 20 words on the board.
3. Write down 10 words. Are you sure that you understand all these words?

[LO 6.1.3]
1.4.10 Spelling and vocabulary (2)

How many words ending in **ear** and **ant** can you find? Write them down.

[LO 6.1.1]

1.4.11 Assessment

LO 4

**WRITING**
The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

We know this when the learner:

4.1 writes different kinds of texts for different purposes and audiences:

4.1.1 writes for personal, exploratory, playful, imaginative and creative purposes (e.g. diary, humorous anecdotes, story, poem);

4.1.2 writes informational texts expressing ideas clearly and logically for different audiences (e.g. notices, reports);

4.1.3 writes and designs visual texts expressing information clearly and creatively (e.g. advertisements, newsletters, map with pictures and labels);

4.4 applies knowledge of language at various levels:

4.4.1 word level;

4.4.3 paragraph level;

LO 6

**LANGUAGE STRUCTURE AND USE**
The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

We know this when the learner:

6.1 works with words:

6.1.1 uses prefixes, stems and suffixes//extensions to form words;

6.1.3 records words in a personal dictionary;

6.1.4 uses phonics and spelling rules to spell words correctly;

6.2 works with sentences:

6.2.3 identifies and uses nouns, pronouns, prepositions, articles and conjunctions;

6.2.6 consolidates use of punctuation learned so far.

1.4.12 Memorandum

3. **PUNCTUATION**

- at the end of a sentence.
- at the end of a question.
- An **exclamationmark** is used to show **emotion, shock, anger, excitement**.

(d) **I ate bread, cheese, an apple and an orange.**
CHAPTER 1. TERM 1

1.5 Spelling

1.5.1 ENGLISH HOME LANGUAGE

1.5.2 Grade 5

1.5.3 CREEPY CRAWLIES

1.5.4 module 5

1.5.5 SPELLING

1. Spelling can be fun!

Game 1: Word chains

1. You can play this game in groups.
2. One person begins by writing down a word. The next person must begin the next word with the last letter of the previous word, e.g.

Chewagoneverainbowwestearacevilabel

1. Can you circle your classroom with a word chain?

Game 2: Growing words

Begin with a one letter word, such as i, a or o. Make the word grow, by adding one letter at a time. Each time you must make a new word, e.g.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>o</td>
</tr>
<tr>
<td>an</td>
<td>do</td>
</tr>
<tr>
<td>ant</td>
<td>nod</td>
</tr>
<tr>
<td>pant</td>
<td>node</td>
</tr>
<tr>
<td>paint</td>
<td>nodes</td>
</tr>
<tr>
<td>paints</td>
<td></td>
</tr>
</tbody>
</table>

Table 1.12

Challenge your friends to see how long a list they can make.

Game 3: Word-loop

1. Decipher this word-loop. Read clockwise.
2. All letters are to be used. Do not use words more than once.
3. Sometimes small words may be found within bigger ones.

Game 4: Time Trials

1. The challenge is: How many 1 / 2 / 3 / 4 syllable words, beginning with . . . , can you write down in 60 seconds:
2. No dictionaries may be used. Break up into smaller groups to check each other’s words.
3. Keep score, giving values to the words according to syllables / length.

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Available for free at Connexions <http://cnx.org/content/col10971/1.1>
Game 5: Scrambled Eggs

Just as all things are connected in this world, letters can be connected in so many different ways. Below are a bunch of eggs with a letter on each one. See how many words you can scramble up; but no jumping over the eggs!

Figure 1.10

HOW TO LEARN A SPELLING WORD!!

<table>
<thead>
<tr>
<th>'CH'</th>
<th>'NCH'</th>
<th>'TCH'</th>
</tr>
</thead>
<tbody>
<tr>
<td>'ch' follows a long vowel</td>
<td>'nch' follows a short vowel</td>
<td>'tch' follows a short vowel</td>
</tr>
<tr>
<td>church</td>
<td>pinch</td>
<td>thatch</td>
</tr>
<tr>
<td>church</td>
<td>pinch</td>
<td>thatch</td>
</tr>
<tr>
<td>inch</td>
<td>hatchet</td>
<td>watch</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 1.13

You must add to the list!
[LO 6.1.4]
SHAKE THE WHIP!!
Try these!
Remember to study the word.
Cover it up!
Try to spell it!
Write it.
Check your word!
These words are missing their first letters – solve the mystery!

Available for free at Connexions <http://cnx.org/content/col10971/1.1>
Challenge!! How many of these words can you fit into a nonsense sentence?

Fill in the missing words to complete the rhymes:

To reach the coffee on the __ stand on tiptoe and stretch yourself!

I’m so ____ I need a drink. Water tastes awful, so I ____!

Little Bo Beep has lost her sheep — ____ would they be fast asleep?

____ and lightning makes me quiver. I get so scared I start to ____ .

1.5.6 Assessment

LO 6

LANGUAGE STRUCTURE AND USE

The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

We know this when the learner:

6.1 works with words:
6.1.1 uses prefixes, stems and suffixes/extensions to form words;
6.1.3 records words in a personal dictionary;
6.1.4 uses phonics and spelling rules to spell words correctly;
6.2 works with sentences:
6.2.3 identifies and uses nouns, pronouns, prepositions, articles and conjunctions;
6.2.6 consolidates use of punctuation learned so far.

1.6 Vocabulary

1.6.1 ENGLISH HOME LANGUAGE

1.6.2 Grade 5

1.6.3 FABULOUS

1.6.4 Module 6

1.6.5 VOCABULARY

1. Do you know what the following are used for? Write down your answers on a sheet of paper or in your workbook. Reply in writing, as above.

(a) face-cloth
(b) face-cream
(c) face-powder
(d) face-pack
(e) face-lift

This content is available online at <http://cnx.org/content/m22454/1.1/>.

Available for free at Connexions <http://cnx.org/content/col10971/1.1>
2. What does it mean to...
   (a) save face?
   (b) be face to face with someone?
   (c) put on a brave face?

[LO 3.6]
Fight! Fight!(Adapted)
1. These paragraphs are not in the correct order.
2. Cut them out and paste them down on a folio page in a logical order.
3. Work with a partner and compare your order with that of another group.
A. “You again, Wood!” the teacher shouted, enraged. “I’ve just about had enough of you today. Get to the Headmaster immediately!”
B. Rihaan was bent double, coughing and spluttering.
C. “Please, sir, he started it, sir”, he said, pointing at Rihaan. “He just came up and hit me for nothing.”
D. “Stop it!” thundered a voice in Brad’s ear. Mr. Singh had hurried late from the staffroom to do his playground duty.
E. A punch to Rihaan’s mouth signalled the beginning of the end of it. One of Brad’s punches was blocked by Rihaan. He aimed a blow at the top of Brad’s head. The first glance off his forearm and almost the full force of the punch went on to sink into Rihaan’s throat, full on his Adam’s apple.
F. Brad stared at him with angry eyes.
G. He turned to Brad whose name he could not remember. “And you, boy. Get up there and tell the Headmaster why I sent you. For fighting,” he reminded them unnecessarily. “Go on!”
H. No fighter can go on without wind, and nothing stops breathing quicker than a chop to the throat. Within two seconds, Rihaan was reduced to an open target. Brad took a step back, pulled back his right arm, and took aim at Rihaan’s nose. There was a sudden silence from the crowd. This was the climax. Everyone was waiting.
I. Rihaan, his eyes red and bulging, managed to draw a couple of shaky, sobbing breaths.
You will realise that many answers sound correct and make sense, even though they differ from group to group.
[LO 2.1.6; 3.1.3; 5.3.5]
LET’S TALK . . . ABOUT PUNISHMENT
What types of punishment are you given at home and at school?
What types of punishment are the most effective?
What punishment would you give for . . .

| . . .fighting, . . . | . . .stealing? | . . .vandalism? | . . .disobedience? |
| . . .smoking? | . . .swearing? | . . .cheating? | . . .lying? |

Table 1.15

[LO 1.6; 1.7; 2.1.5; 2.1.6; 2.2.1; 2.4.3]
Let’s talk about . . . handling CONFLICT

- OK – so instead of beating each other up, they could have solved the problem by . . .
- So what did you do instead? I mean, Rihaan and Brad are obviously very angry with each other!
- What could have been so bad to have caused Rihaan and Brad to get violent?
- Yes, but one doesn’t have to fight like that. Hitting and punching doesn’t make you a hero.
- I don’t like fighting. I think it is . . .
- Hmm, and what do you prove by fighting? You end up . . .
- How could I, as an onlooker, have helped to diffuse the situation?

Available for free at Connexions <http://cnx.org/content/col10971/1.1>
Separate into groups and discuss the statements and queries.
Jot your answers down on a sheet of newsprint.
After the allotted time, present your findings to your peers.

[LO 2.1.6; 2.2.2; 2.2.4]

FAMILIES . . . (adapted from an unknown source)
Discuss: The following words should not be new or strange to you.

Parents: mother, father, mom, dad, husband, wife, single parent
Siblings: brother, sister, step-brother, step-sister, twins, triplets, quads
Your guardian: godmother, godfather
Relatives: uncle, aunt, nieces, nephews, cousin/s
Extended family: step-mother, step-father, step-brother, step-sister
Grandparents: granny, grandpa, grandmother, grandfather

1. Andrea’s family

![Figure 1.11](http://cnx.org/content/col10971/1.1)
2. Complete the following text:

Andrea’s (a) is called Tracey. Her (b) are called Alexander and Grant. Their father has a (c) called Tracey. Tracey’s (d) is called Chris. The oldest person in the photograph is their ... (e).

Answers:

(a) ___________________
(b) ___________________
(c) ___________________
(d) ___________________
(e) ___________________

3. Look at the photograph of Andrea’s neighbours. Describe them to your partner. Use words from the grid at the top of the previous page and give the family members names.
1.6.6 Assessment

LO 1

LISTENING The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

We know this when the learner:

1.2 identifies the main message and themes in oral texts and relates them to everyday life;
1.3 identifies features of oral texts (structure, language, tone, register, etc.) that make them appropriate for different purposes and audiences;
1.5 listens to different types of information texts (directions, instructions, speeches, radio talk shows, television documentaries), notes main ideas or specific details, and uses information appropriately;
1.6 listens actively, considering other points of view, and responds with sensitivity to ideas and suggestions;
1.7 discusses the social, moral and cultural values, attitudes and assumptions in oral texts, and comments on what is included and excluded (e.g. "Is the moral of the story true for all circumstances? What circumstances are not covered in this story?").

LO 2

SPEAKING The learner will be able to communicate effectively in spoken language in a wide range of situations.

We know this when the learner:

2.1 communicates experiences, ideas and information in different and fairly challenging contexts for different audiences and purposes.
2.1.2 uses language for creative and imaginative self-expression (e.g. expresses feelings and thoughts, dramatises);
2.1.3 shares ideas and offers opinions on less familiar topics and events, using speculation and hypothesis;
2.1.4 describes events, presents feedback, and gives directions clearly and in an understandable way;
2.1.5 asks critical questions which do not have obvious answers, and can respond thoughtfully to such questions;
2.1.6 expresses and justifies own opinion with reasons

2.2 uses interaction strategies to communicate effectively in group situations:
2.2.1 takes turns, stays on topic, asks relevant questions, maintains discussion and responds to other’s ideas with empathy and respect;
2.2.2 gives balanced and constructive feedback;
2.2.3 uses appropriate intonation and facial expressions;
2.2.4 shows sensitivity to the rights and feelings of others during group work.
2.3 uses appropriate body language and presentation skills:
2.3.2 uses appropriate intonation and facial expressions;
2.3.3 adjusts tempo and volume for emphasis.
2.4 uses appropriate language for different purposes and audiences:
2.4.1 uses language with the appropriate register in less familiar situations;
2.4.3 uses language carefully to express complex but common emotions such as anger, impatience, sympathy, admiration.

LO 3

READING AND VIEWING The learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

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4.1.1 writes for personal, exploratory, playful, imaginative and creative purposes (e.g. diary, humorous anecdotes, story, poem);
4.1.2 writes informational texts expressing ideas clearly and logically for different audiences (e.g. notices, reports);
4.2 develops and organises ideas through a writing process:
4.2.2 develops the topic by consulting relevant sources, selecting relevant information and organising ideas;
4.3 produces neat and legible work with attention to presentation (e.g. cover page, title, headings, and suitable graphics);
4.4 applies knowledge of language at various levels:
4.4.1 word level;

Available for free at Connexions <http://cnx.org/content/col10971/1.1>
4.4.3 paragraph level;
LO 5
THINKING AND REASONING The learner will able to use language to think and reason, and access, process and use information for learning.
We know this when the learner:
5.2 uses language to investigate and explore:
5.2.1 formulates relevant questions to guide search for information;
5.2.2 uses interviews to gather information;
5.2.3 can rephrase questions to get more relevant information;
5.3 processes information:
5.3.5 organises information into a paragraph, table, timeline, chart or other appropriate written or graphical representation;

1.6.7 Memorandum

Wordsearch
Approximately 124 words are hidden in this wordsearch. It will be quite fun to elicit the answers from the groups and list them on the board.
Fight Fight!
Once again, there is more than one correct sequence to this order of these paragraphs. By discussion and listening to the groups and their reasoning, you will be able to show the learners the different sequences. To make it easier for yourself as educator, copy the strips onto larger sheets of paper and put them up on the board, so that it ends up as a visual exercise and discussion. Ensure they learners understand why certain sequences do not work.

Families
1. (a) Dad
   (b) Andrea
   (c) Alexander and Grant
   (d) husband and wife
   (e) F
   (f) T
   (g) T
   (h) F
   (i) T
   (j) T
2. (a) aunt
   (b) brothers
   (c) sister
   (d) husband
   (e) granny
3. (many possibilities)
Flying blind
(adapted from a story by Sandy Guy and David Crofts, Reader’s Digest July 2001)

Nathan Ross was worried. Something wasn’t right. It was about eight, the wind was lashing the rain and Ross’s border collie was running around, barking furiously. Ross was standing in his yard in the raging thunderstorm, listening hard.

Ross had been interested in flying since he could remember and he made a hobby of tracking planes as they soared past. He listened again and could hear a small aircraft circling Tenterfield, flying past his house again and again. Suddenly the red and green lights of the Cessna broke through the cloud cover. Judging by the way the little aircraft was bucking in the sky he realised that something was seriously wrong. Either the pilot was lost or in trouble – or both.

Ross, who has a dectronics and communication business, owns an airband portable radio, which looks like a cell phone and can be used to contact aircraft overhead. With this radio, he began to call the pilot. First he could hear only static, but then the radio came alive.

“This is Juliet Uniform Alpha – and no, I’m not OK, repeat, not OK. I’m not sure how much fuel I have left. I can barely see and I need help!”

“Don’t worry,” Ross reassured him, “We’ll organise something.” Ross did not feel as confident as he sounded, as he knew that Tenterfield’s airstrip was a grassy field with no runway lights or control tower. Getting the pilot down in the dark and rain on the airstrip surrounded by hills and mountains would be very tough.

Ross was concerned that it would be hours before the clouds would clear enough for the pilot to be able to see the airstrip. He knew there was a chance that he could crash into one of the hills surrounding the town. His best bet was to call Robert Wild, a local pilot who knew the airstrip well, and ask for his help.

Thirty minutes later, after having found flares, Wild spoke to Esmond Yasi, the pilot, and told him to follow the streetlights to the edge of town and then car lights on the main road out of town to the airfield.

“Tenterfield Ground, I’m at 700 feet and don’t know how much lower I can go.” The pilot’s frightened voice rang in Ross’s ears. “Stay calm, mate,” Ross said, noticing that the radiophone battery was running low.

“Forget about finishing lighting the flares,” Ross said to Wild, “The cloud cover is descending too fast and he must land now!” Blue and red police lights flashed in the dark. Townsfolk wishing to help sat in their cars, watching, with their headlights on.

From inside the cockpit, Yasi headed the plane for the airstrip. Suddenly he was momentarily blinded by a colossal flash of lightning and where Tenterfield’s lights had blinked just seconds before, there was total darkness. “It’s a blackout!” the voice from the ground told Yasi.

In desperation, Ross turned on the hazard lights of his car and roared his Mitsubishi through the wet streets of the town, heading for the airstrip, with the Cessna only 250 feet above him.

Flying nearly blind, Yasi did not realise that had come very close to crashing into Howard’s Hill as he flew above and behind Ross’s car. He saw the flashing lights of the police cars and the headlights of the other vehicles as he lowered the wing-flaps, readying the plane for landing.
His hands were shaking on the controls. He eased the controls back to keep the aircraft’s nose up. Car headlights whizzed past – and with a light thud, the rear wheels touched the ground. He had landed and was safe!

Well, what do you think of this story? Once again, you need to practise in order to read fluently. Let’s assess fluency this week.

<table>
<thead>
<tr>
<th>CATEGORIES</th>
<th>1 - 2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voice</td>
<td>Mumbles; Monotone</td>
<td>Loud enough; Too fast or too slow</td>
<td>Clear voice; Confident; Appropriate pace</td>
</tr>
<tr>
<td>Contact with audience</td>
<td>No eye contact; Unprepared</td>
<td>Mostly looks at audience while reading</td>
<td>Well prepared; Good eye contact</td>
</tr>
<tr>
<td>Fluency</td>
<td>Reads jerkily; Needs practice</td>
<td>Has practised; Reading satisfactory; Semi-fluent</td>
<td>Reads fluently; Practised; Good flow and pace</td>
</tr>
</tbody>
</table>

**Table 1.17**

more READING: own choice

Find a fairytale or fable of your choice, select 20 – 25 lines of the story (not the beginning) and practise it. Read it to your partner.

Assess yourself and your partner.

<table>
<thead>
<tr>
<th>My reading</th>
<th>…………………… ’s reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loud enough</td>
<td></td>
</tr>
<tr>
<td>Reads clearly</td>
<td></td>
</tr>
<tr>
<td>Has eye contact</td>
<td></td>
</tr>
<tr>
<td>Reads fluently</td>
<td></td>
</tr>
<tr>
<td>Appropriate speed</td>
<td></td>
</tr>
<tr>
<td>Confident</td>
<td></td>
</tr>
<tr>
<td>Well prepared</td>
<td></td>
</tr>
</tbody>
</table>

**Table 1.18**

[LO 3.1.8]

FOREIGNERS People, countries, products

“In Rome, do as the ______ do”.

Complete the following:

... a Spanish dancer ... ... Dutch cheese ... “I love you”, in German

**Table 1.19**

Exercise 1
Table 1.20

Exercise 2
Fill in the missing words:

(a) Australians live in ___.
(b) Welsh people live in ___.
(c) In __ the Swiss farmers make cheese.
(d) __ fashion designers live in Italy.
(e) In Japan, the ___ eat a staple diet of rice.
(f) We have ___ visitors from Norway.
(g) In England we ate ___ cucumber sandwiches.
(h) In ___ the Dutch people speak Dutch.
(i) I ate Greek salad in ___.
(j) The Spaniards are outstanding in ___ dancing.

Table 1.21

Exercise 3
Think of some more!

<table>
<thead>
<tr>
<th>Country</th>
<th>People</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. Finland</td>
<td>Fins</td>
<td>Finnish</td>
</tr>
</tbody>
</table>

Table 1.22
1.7.6 Assessment

LO 3

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1.7.7 Memorandum

Exercise 1: Foreigners
- Capetonians; Parisiennes; Russians; Zimbabweans; Poles; South Africans; Chinese; Namibians; Germans

Exercise 2: Missing words
(a) Australia
(b) Wales
(c) Switzerland
(d) Italian
(e) Japanese
(f) Norwegian
(g) English
(h) Holland
(i) Greece
(j) Spanish

1.8 Comprehension and spelling*

1.8.1 ENGLISH HOME LANGUAGE

1.8.2 Grade 5

1.8.3 FABULOUS

1.8.4 Module 8

1.8.5 COMPREHENSION AND SPELLING

Read the extract and answer the questions carefully.

Funny farm: is Kit-Kat nuts? Squirrels find a new mother

There’s a serious psychological problem developing in the Malherbe household in Paarl.

Snap, Crackle and Pop are three orphaned baby squirrels who have been saved from certain death and are now being suckled by the family cat, Kit-Kat. It’s a well-known fact that cats normally love to hunt

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*This content is available online at [http://cnx.org/content/m22466/1.1/].

Available for free at Connexions [http://cnx.org/content/col10971/1.1]
squirrels and the question arises: is “mommy” Kit-Kat going to teach Snap, Crackle and Pop all she knows, as mothers do?

If this is the case, there are bound to be some really mixed up animals on the Malherbe farm, Spes Bona, outside Paarl. Are the three little squirrels going to be taught to hunt on their own? And what will happen if they are confronted by some strange cat? Will they scamper away or recognise it as just another “mommy” to cuddle?

This confusion started unfolding two weeks ago when a neighbour, Elize Grobbelaar, brought the three pink little orphans around. They had fallen out of an old oak tree when a branch broke loose. The Grobbelaars were going away for the weekend and couldn’t look after them.

Berena Malherbe took them in and that is where the fun started. They were introduced to Kit-Kat who has three kittens of her own, and suddenly there was one happy family, all suckling away. Now, two weeks later, Snap, Crackle and Pop are scampering all over the place, the three kittens joining in because they are fascinated by the long tails of their “sisters”, Snap and Crackle, and “brother” Pop.

The Malherbes don’t have many trees and therefore not many squirrels, and Pama Malherbe isn’t too happy because the new babies nibble his pumpkins and butternuts. It would be okay if they ate them, but instead they simply take a bite out of each.

Apparently, however, he is heavily outvoted by the family, which includes twins Koch and Pollie, 7, Jossie, 3, baby De Waal, 1, dogs Wellington, Sarah and Bella, piglets Vroetel and Troetel and an assortment of lambs, all called Lambchop. It seems as if the squirrels are here to stay.

1.8.6

Adapted from (The Argus, Saturday, 8-9 February 1997)

**Figure 1.13**

Wow! Imagine that!

Turn to your partner and tell him/her in only one sentence what this article is all about.

In order to help you answer the questions in full sentences, each answer has been started for you.

1. What kind of animal is Kit-Kat?
   Kit-Kat is __ (1)

2. What are these squirrels being fed? (1)

3. How many squirrels fell out of the tree?
   __ squirrels fell out of the tree. (1)

4. What have these people named the orphans?
   They have named the orphans __ (1)

5. Where are these squirrels being raised?
   They __ (1)

6. Which two words from the passage tell us what the squirrels looked like when they arrived at the Malherbe’s farm?
The words __ and __ (2)
7. Complete the sentence:
The squirrels are naughty, because they __ (1)
8. What have the Malherbe’s named their lambs?
The lambs are __ (1)
9. The Malherbe family are animal lovers.
Why is this statement TRUE? (1)
[15]
[LO 3.1.1; 3.1.3; 3.1.5; 3.1.7]
Assessment of Comprehension

| 1. I could answer most of the sentences correctly. | Yes | No |
| 2. I could complete the sentences given to help me answer the questions. | Yes | No |
| 3. I understood most of the story I read. | Yes | No |
| 4. I remembered to use capital letters and full stops. | Yes | No |

Table 1.23

FANTASTIC!
Let’s read! The dictionary helps us to spell correctly
1. Look up these words in the dictionary. Circle those that are spelt correctly.

| Function; | Frolic; | Feint; | Fawlt; | furr |

Table 1.24

2. Most words have only one correct spelling. A few have more than one. The dictionary will give the preferred spelling first. However, all the spellings given are correct. What is the second spelling for each of these words?

| ax: | adviser: | fulfill: |

Table 1.25

1. Sometimes you know what a word sounds like but you cannot remember with which letter it begins; and you cannot find it in the dictionary. If this is the case, use the following “clue-list”.

| If it soundsLike this: | If it soundsLike this: | If it soundsLike this: | Try this: | If it soundsLike this: | Try this: |

continued on next page
4. Check your dictionary as you do the following exercise:

(a) These words begin with an **f** sound. Add **f** or **ph** to spell each word correctly:

<table>
<thead>
<tr>
<th>....actory</th>
<th>....ial (small bottle)</th>
<th>....ysical</th>
<th>....antom</th>
</tr>
</thead>
<tbody>
<tr>
<td>....otograph</td>
<td>....anatic</td>
<td>....eather</td>
<td>....ist</td>
</tr>
</tbody>
</table>

(b) These words begin with a **k** sound. Add **c**, **k** or **ch** to spell each word correctly:

<table>
<thead>
<tr>
<th>....itten</th>
<th>....aracter</th>
<th>....arrot</th>
<th>....emical</th>
</tr>
</thead>
<tbody>
<tr>
<td>....orus</td>
<td>....idney</td>
<td>....udu</td>
<td>....ough</td>
</tr>
</tbody>
</table>

(c) These words begin with an **n** sound. Add **n**, **kn**, **gn**, or **pn** to spell each word correctly:

<table>
<thead>
<tr>
<th>....ome</th>
<th>....it</th>
<th>....ight (2)</th>
<th>....eumonia</th>
</tr>
</thead>
<tbody>
<tr>
<td>....ame</td>
<td>....ever</td>
<td>....ock</td>
<td>....ature</td>
</tr>
</tbody>
</table>

(d) These words begin with an **s** sound. Add **s**, **c**, **ps** or **sc** to spell these words correctly:

<table>
<thead>
<tr>
<th>....ingle</th>
<th>....ircle</th>
<th>....alm</th>
<th>....ychic</th>
</tr>
</thead>
<tbody>
<tr>
<td>....ene</td>
<td>....itizen</td>
<td>....ented</td>
<td>....imple</td>
</tr>
</tbody>
</table>

(e) These words begin with a **sh** sound. Add **sh**, **ch** and **su** to spell each word correctly:

<table>
<thead>
<tr>
<th>....oulder</th>
<th>....ef</th>
<th>....gar</th>
<th>....iffon</th>
</tr>
</thead>
<tbody>
<tr>
<td>....eet</td>
<td>....eler</td>
<td>....ovel</td>
<td>....ic</td>
</tr>
</tbody>
</table>

(f) These words begin with an **r** sound. Add **r**, **wr**, and **rh** to spell each word correctly:
Table 1.32

(g) These words begin with a j sound. Add j or g to spell each word correctly.

|......iggle |......inkle |......yme |......noceros |
|......ist |......ubarb |......ward |......iddle |

Table 1.33

(h) These words begin with a g sound. Add g, gu or gh to spell each word correctly:

|......azz |......udge |......em (jewel) |......acket |
|......enius |......iraffe |......ail |......opsy |

Table 1.34

(i) These words begin with a z sound. Add z or x to spell each word correctly:

|......ero |......innia (flower) |......ylophone |......ulu |

Table 1.35

(Source unknown)Adapted for Gr. 5

[LO 6.1.3; 6.1.4]

MULTIPLE ENTRIES OR HOMOGRAPHSHaving the dictionary: Aiding reading (adapted from an unknown source)

1. When an entry word is listed more than once, these multiple entries are called homographs. Homographs are words which are spelt the same, but have different meanings and different origins. Take a look at the following multiple entries:

1. batter, v. 1. to hit repeatedly. 2. to damage by blows or rough treatment. (from old French battre meaning to beat which came from Latin baturre also meaning to beat).

2. batter, n. a beaten mixture of flour, milk and eggs, used in cooking, (cake batter). Especially for pancakes and for coating food before frying. (from 14th century French bature meaning a beating).

3. batter, n. a player who bats a ball esp. in cricket or baseball. (from the Old English batt meaning a club).

Table 1.36

(a) Which batter would you bake?
(b) Which batter would hit a ball?
(c) Which batter would hurt or injure?
2. Refer to the entries for the word ‘flag’ and shade the correct answer:

1. **flag.** 1. piece of cloth attached to a pole as an emblem or signal. - ... to mark with a flag or sticker  
2. to lose enthusiasm  
3. to signal (a vehicle) to stop by waving the arm  
4. a flat paving stone  
   (Simplified from the *Collins Pocket English Dictionary*)

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) We were flagged down at the scene of the accident.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>(b) As the day grew warmer, the runners’ enthusiasm flagged.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>(c) The hospital hoists a blue flag whenever a baby boy is born.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>(d) I tripped over a flagstone and injured my arm.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Table 1.37

3. Write your own sentence for each entry of the word “flat” found in the dictionary.

Table 1.38

1.8.7 Assessment

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**LO 4**

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4.1.1 writes for personal, exploratory, playful, imaginative and creative purposes (e.g. diary, humorous anecdotes, story, poem);

4.1.2 writes informational texts expressing ideas clearly and logically for different audiences (e.g. notices, reports);

4.2 develops and organises ideas through a writing process;

4.2.2 develops the topic by consulting relevant sources, selecting relevant information and organising ideas;

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4.3 produces neat and legible work with attention to presentation (e.g. cover page, title, headings, and suitable graphics);
4.4 applies knowledge of language at various levels:
  4.4.1 word level;
  4.4.3 paragraph level;
1.0 6
**LANGUAGE STRUCTURE AND USE** The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

We know this when the learner:
6.1 works with words:
  6.1.1 uses prefixes, stems and suffixes/extensions to form words;
  6.1.3 records words in a personal dictionary;
  6.1.4 uses phonics and spelling rules to spell words correctly;
6.2 works with sentences:
  6.2.3 identifies and uses nouns, pronouns, prepositions, articles and conjunctions;
  6.2.6 consolidates use of punctuation learned so far.
6.4 develops awareness and use of style:
  6.4.1 uses language appropriate for the audience, purpose and context (e.g. formal / informal register);

**1.8.8 Memorandum**

Comprehension
1. a cat
2. breast milk
3. 3
4. Snap, Crackle and Pop
5. on the Malherbe’s farm / outside Paarl / by the Malherbe family
6. pink / little
7. eat bites out of Pama Malherbe’s butternuts
8. Lambchop
9. open memo, justified
Fantastic
3.
(a) factory; phial; physical; phantom; photograph; fanatic; feather; first
(b) kitten; character; carrot; chemical; chorus; kidney; kudu; cough
(c) gnome; kniet; knight / night; pneumonia; gnome; never; knock; nature
(d) single; circle; psalm; psychic; scene; citizen; scented; simple
(e) shoulder; chef; sugar; chiffon; sheet; shelter; shovel; chic
(f) wriggle; wrinkle; rhyme; rhinoceros; wrist; rhubarb; rewards; riddle
(g) jazz; judge; gem; jacket; genius; giraffe; jail; gypsy
(h) gaze; guess; ghetto; ghost; guide; glamour; gargoyles; guard
(i) zero; zinnia; xylophone; zulu

Homographs
1. (a) 2
(b) 3
(c) 1
2.
(a) 3
(b) 2

Available for free at Connexions <http://cnx.org/content/col10971/1.1>
1.9 Listening skills and tongue twisters

1.9.1 ENGLISH HOME LANGUAGE

1.9.2 Grade 5

1.9.3 FABULOUS

1.9.4 Module 9

1.9.5 LISTENING SKILLS AND TONGUE TWISTERS

Once they were FREAKS, today the girls adore them!

Victor and Gabriel Gomez, known worldwide as the Wolf Boys, have become heroes since joining the circus.

People used to avoid them and they were called freaks, but now they are even more popular than the musclemen in the show.

These Mexican brothers suffer from a rare and incurable disease called hypertrichosis or “werewolf syndrome.” This means that thick, dark animal-like hair covers their faces, neck and arms from a very young age.

The townsfolk were certain that they were cursed. The brothers were stared at and mocked in their hometown and they became so unhappy that they refused to go to school, preferring to stay at home.

But this all changed when the circus came to town and their grandmother insisted they join. Robert Campa, the manager, trained the very intelligent boys to be trapeze artists, jugglers and acrobats and he hired a teacher so that they could continue with their education.

“I am so happy,” says Gabriel, “I earn a good salary, I have learnt and seen interesting things and I have self-respect. We can afford to send our family lots of money.”

Instead of hurtful comments and insults, the boys are admired and receive many compliments, especially from their female admirers.

Victor (13) says his life changed into a fairy-tale with a happy ending, since joining the circus. “People still call us the Wolf Boys, but they do it with love,” he says.

British children’s rights organisations have condemned using children in freak shows. They have insisted that the practice end, pointing out that even animal acts have been banned in circuses.

Victor and Gabriel do not agree and hope to continue with their profession.

(Adapted from the You magazine, 9 Nov. 1995)

1. Listen very carefully to this article being read to you, before indicating whether the statements are true or false.

---

9This content is available online at <http://cnx.org/content/m22468/1.1/>. Available for free at Connexions <http://cnx.org/content/col10971/1.1>
(a) Victor and Gabriel are known as the Wolf Boys.  
(b) The brothers and their family lived in Spain.  
(c) The boys are covered in a thick animal-like fur.  
(d) They refused to go to school because they were naughty.  
(e) Robert Campa was the teacher who was hired to continue their schooling.  
(f) The boys were trained to juggle and sing.  
(g) Gabriel and Victor send money home to their family.  
(h) The girls adore the Wolf Boys and give them compliments.  
(i) Some children’s rights organisations want freak shows using children, to stop.  
(j) Circus acts using animals are still illegal.

<table>
<thead>
<tr>
<th></th>
<th>T</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c)</td>
<td></td>
<td></td>
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<tr>
<td>(d)</td>
<td></td>
<td></td>
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<tr>
<td>(e)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(f)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(g)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(h)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(j)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Table 1.39**

[LO 1.5; 1.6]

<table>
<thead>
<tr>
<th></th>
<th>Check for myself</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- I listened very carefully to the piece of reading
  - Yes
  - No

- I could answer the T / F statements successfully.
  - Yes
  - No

- I could not remember much of what I heard.
  - Yes
  - No

<table>
<thead>
<tr>
<th></th>
<th>My work could improve if</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*continued on next page*
<table>
<thead>
<tr>
<th>Individual Performance Scale</th>
<th></th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Listened well. Answered most of the questions successfully.</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>• Result average. More practice required.</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>• Mediocre result. Concentration erratic. More practice required.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 1.40

continued on next page
2. **Note to the teacher**

Music / songs work very well as listening skills.

Try to find and use the following.

*Fernando* (Abba)

*Four important Porters* (Ipi Ntombi)

**FRENZY!**

Study this cartoon. What do you think happens in this tale? Why is it funny? Dramatise the story in your groups, before filling in the speech bubbles.

---

**Table 1.41**

<table>
<thead>
<tr>
<th>Checklist for teacher</th>
</tr>
</thead>
</table>

*continued on next page*
<table>
<thead>
<tr>
<th>• Understood the humour</th>
<th>Clearly</th>
<th>Mostly</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Developed the storyline</td>
<td>Clearly</td>
<td>Mostly</td>
<td>Not at all</td>
</tr>
<tr>
<td>• Wrote relevant speeches for the characters</td>
<td>Clearly</td>
<td>Mostly</td>
<td>Not at all</td>
</tr>
</tbody>
</table>

**Table 1.42**

[LO 1.2; 1.3; 2.4.1; 4.1.1]

**M. CONFUSION!**

Tongue twisters!

We all know these tongue twisters! How quickly can you say them without getting confused?

Betty Botta bought some butter.

“But,” said she, “this butter’s bitter!

If I put it in my batter,

It will make my batter bitter.

But a bit o’better butter

Will but make my batter better.”

So she bought a bit o’butter

Better than the bitter butter,

Made her bitter batter better.

So ’twas better Betty Botta

Bought a bit o’better butter.

A flea and a fly in a flue

Were caught, so what could they do?

Said the fly, “Let us flee.”

‘Let us fly,” said the flea.

So they flew through a flaw in the flue.

(Source unknown)

• Can you find any others? Write them down and share them with the class. Hang them on the wall or compile a booklet, adding any new ones that you may come across.

(Not to be assessed)
1.9.6 Assessment

LO 1 
**LISTENING** The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

We know this when the learner:

1.2 identifies the main message and themes in oral texts and relates them to everyday life;
1.3 identifies features of oral texts (structure, language, tone, register, etc.) that make them appropriate for different purposes and audiences;
1.5 listens to different types of information texts (directions, instructions, speeches, radio talk shows, television documentaries), notes main ideas or specific details, and uses information appropriately;
1.6 listens actively, considering other points of view, and responds with sensitivity to ideas and suggestions;
1.7 discusses the social, moral and cultural values, attitudes and assumptions in oral texts, and comments on what is included and excluded (e.g. “Is the moral of the story true for all circumstances? What circumstances are not covered in this story?”).

LO 2 
**SPEAKING** The learner will be able to communicate effectively in spoken language in a wide range of situations.

We know this when the learner:

2.1 communicates experiences, ideas and information in different and fairly challenging contexts for different audiences and purposes:
2.1.2 uses language for creative and imaginative self-expression (e.g. expresses feelings and thoughts, dramatises);
2.1.3 shares ideas and offers opinions on less familiar topics and events, using speculation and hypothesis;
2.1.4 describes events, presents feedback, and gives directions clearly and in an understandable way;
2.1.5 asks critical questions which do not have obvious answers, and can respond thoughtfully to such questions;
2.1.6 expresses and justifies own opinion with reasons
2.2 uses interaction strategies to communicate effectively in group situations:
2.2.1 takes turns, stays on topic, asks relevant questions, maintains discussion and responds to other’s ideas with empathy and respect;
2.2.2 gives balanced and constructive feedback;
2.2.3 uses appropriate intonation and facial expressions;
2.2.4 shows sensitivity to the rights and feelings of others during group work.
2.3 uses appropriate body language and presentation skills:
2.3.2 uses appropriate intonation and facial expressions;
2.3.3 adjusts tempo and volume for emphasis.
2.4 uses appropriate language for different purposes and audiences:
2.4.1 uses language with the appropriate register in less familiar situations;
2.4.3 uses language carefully to express complex but common emotions such as anger, impatience, sympathy, admiration.

LO 4 
**WRITING** The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

We know this when the learner:

4.1 writes different kinds of texts for different purposes and audiences:
4.1.1 writes for personal, exploratory, playful, imaginative and creative purposes (e.g. diary, humorous anecdotes, story, poem);
4.1.2 writes informational texts expressing ideas clearly and logically for different audiences (e.g. notices, reports);
4.2 develops and organises ideas through a writing process:

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4.2.2 develops the topic by consulting relevant sources, selecting relevant information and organising ideas;
4.3 produces neat and legible work with attention to presentation (e.g. cover page, title, headings, and suitable graphics);
4.4 applies knowledge of language at various levels:
4.4.1 word level;
4.4.3 paragraph level.

1.9.7 Memorandum
Listening skill
1. T
2. F
3. T
4. F
5. F
6. F
7. T
8. T
9. T
10. F

1.10 Interviewing

1.10.1 ENGLISH HOME LANGUAGE

1.10.2 Grade 5

1.10.3 FABULOUS

1.10.4 Module 10

1.10.5 INTERVIEWING; DIALOGUE; SPELLING

FINDING OUT!
1. How to interview someone successfully
An interviewer needs to ask questions that do not require a yes or a no answer only. When interviewing somebody, your questions should encourage the person to give detailed answers or more information.
The following types of questions can help you when you plan your interview. Select those that you would like to use and complete the questions. Can you add any of your own to the list?
What happened when ___?
Can you remember when ___?
Where were you ___?
Describe your feelings ___?
Why did you ___?
What do you think will ___?
What about ___?
Please tell our listeners exactly ___
Work with a partner. One of you is the interviewer and must interview the other.
You may select topics of your own. Use current news stories. You may only use one prop each.

10This content is available online at <http://cnx.org/content/m22469/1.1/>.

Available for free at Connexions <http://cnx.org/content/col10971/1.1>
CHAPTER 1. TERM 1

Figure 1.15
Available for free at Connexions®. http://cnx.org/content/col10971/1.1

HAPPINESS IS ... NO MORE ECSTASY!
Officer Dean Potter was honoured on Saturday evening for being instrumental in the tracking down and arrest of the notorious Happy Gang, drugdealers ...

MIRACULOUS SURVIVAL!
Robin Rheeder, 26, miraculously survived the bombing and collapse of the Twin Towers yesterday. Thomas, an IT specialist, was ...

NEVER AGAIN!
Young pickpocket sobs after arrest ...

TO THE RESCUE!
Epping Fire Brigade has reason to be proud of one of their young firemen, who used his initiative in rescuing a young puppy on ...

THANKS A MILLION!
The Lotto jackpot of R22 million was won yesterday by a recipient wishing to remain anonymous ...

"THERE WAS NOTHING I COULD DO!"
A young mother, Sue Wang, was car-jacked and her baby kidnapped late on Tuesday night....
<table>
<thead>
<tr>
<th>Checklist</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The questions lead to informative answers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The interviewer spoke clearly and audibly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Enough time was given to answer properly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The topic was interesting and newsworthy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The interviewer introduced the guest.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. This was an enjoyable task.</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Table 1.43

<table>
<thead>
<tr>
<th>Assessment by educator</th>
<th>0 = Difficulty</th>
<th>1 = Not coping</th>
<th>2 = Aid needed</th>
<th>3 = Needs practice</th>
<th>4 = Satisfactory</th>
<th>5 = Very well done</th>
<th>6 = Excellent</th>
<th>Competent.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Speaks clearly, at an appropriate pace.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Voice loud enough. Variety of tone.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Questions well prepared. Not ambiguous.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Displays an interest in answers given.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*continued on next page*
Table 1.44

[LO 2.1.5; 2.3.2; 2.3.3; 5.2.1; 5.2.2; 5.2.3]

WRITING A DIALOGUE:
Write an interview, or a part of it, in dialogue form. Give it a heading. Allow each person to speak five times.

Interview between ____________ and _______________
AFTER ________________
[LO 4.1.2; 4.2.2; 6.4.1]

Words ending in -URE
1. Fill in the missing letters and match the word to the correct picture.
   (a) treas__
   (b) furnit__
   (c) pict__
   (d) punct__
   (e) temperat__

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2. Fill in the missing letters and complete the sentences by filling in the missing words.

<table>
<thead>
<tr>
<th>Fract___________</th>
<th>Lect___________</th>
<th>Nat___</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advent___</td>
<td>Meas___</td>
<td></td>
</tr>
</tbody>
</table>

Table 1.45

(a) The doctor is checking Amy’s leg for a ____
(b) When baking, you must remember to ____ your ingredients accurately.
(c) The professor is giving his students a ____.
(d) They are following a ____ trail through the forest and up the mountain.
(e) A river rafting experience is a great ____.

3. Words with double letters
What do each of these words have in common?
Separate the words into three categories according to this similarity.

<table>
<thead>
<tr>
<th>tomorrow</th>
<th>dazzle</th>
<th>arrest</th>
<th>quarrel</th>
</tr>
</thead>
<tbody>
<tr>
<td>suffer</td>
<td>toffee</td>
<td>puzzle</td>
<td>suffocate</td>
</tr>
<tr>
<td>irritate</td>
<td></td>
<td></td>
<td>muzzle</td>
</tr>
</tbody>
</table>

Table 1.46

Select two words and use them in good, clear and explanatory sentences.
[LO 6.1.1]
1.10.6 Assessment

LO 2

SPEAKING The learner will be able to communicate effectively in spoken language in a wide range of situations.

We know this when the learner:
2.1 communicates experiences, ideas and information in different and fairly challenging contexts for different audiences and purposes:
   2.1.2 uses language for creative and imaginative self-expression (e.g. expresses feelings and thoughts, dramatises);
   2.1.3 shares ideas and offers opinions on less familiar topics and events, using speculation and hypothesis;
   2.1.4 describes events, presents feedback, and gives directions clearly and in an understandable way;
   2.1.5 asks critical questions which do not have obvious answers, and can respond thoughtfully to such questions;
   2.1.6 expresses and justifies own opinion with reasons
2.2 uses interaction strategies to communicate effectively in group situations:
   2.2.1 takes turns, stays on topic, asks relevant questions, maintains discussion and responds to other’s ideas with empathy and respect;
   2.2.2 gives balanced and constructive feedback;
   2.2.3 uses appropriate intonation and facial expressions;
   2.2.4 shows sensitivity to the rights and feelings of others during group work.
2.3 uses appropriate body language and presentation skills:
   2.3.1 uses appropriate intonation and facial expressions;
   2.3.3 adjusts tempo and volume for emphasis.
2.4 uses appropriate language for different purposes and audiences:
   2.4.1 uses language with the appropriate register in less familiar situations;
   2.4.3 uses language carefully to express complex but common emotions such as anger, impatience, sympathy, admiration.

LO 4

WRITING The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

We know this when the learner:
4.1 writes different kinds of texts for different purposes and audiences:
   4.1.1 writes for personal, exploratory, playful, imaginative and creative purposes (e.g. diary, humorous anecdotes, story, poem);
   4.1.2 writes informational texts expressing ideas clearly and logically for different audiences (e.g. notices, reports);
4.2 develops and organises ideas through a writing process:
   4.2.2 develops the topic by consulting relevant sources, selecting relevant information and organising ideas;
4.3 produces neat and legible work with attention to presentation (e.g. cover page, title, headings, and suitable graphics);
4.4 applies knowledge of language at various levels:
   4.4.1 word level;
   4.4.3 paragraph level.

LO 5

THINKING AND REASONING The learner will be able to use language to think and reason, and access, process and use information for learning.

We know this when the learner:
5.2 uses language to investigate and explore:
   5.2.1 formulates relevant questions to guide search for information;
   5.2.2 uses interviews to gather information;

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5.2.3 can rephrase questions to get more relevant information;
5.3 processes information:
5.3.5 organises information into a paragraph, table, timeline, chart or other appropriate written or graphical representation;

LO 6

**LANGUAGE STRUCTURE AND USE** The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

We know this when the learner:
6.1 works with words:
6.1.1 uses prefixes, stems and suffixes/extensions to form words;
6.1.3 records words in a personal dictionary;
6.1.4 uses phonics and spelling rules to spell words correctly;
6.2 works with sentences:
6.2.3 identifies and uses nouns, pronouns, prepositions, articles and conjunctions;
6.2.6 consolidates use of punctuation learned so far.
6.4 develops awareness and use of style:
6.4.1 uses language appropriate for the audience, purpose and context (e.g. formal / informal register);

1.10.7 Memorandum

**Spelling**
1. add the -ure ending to each given word
2. add the -ure ending to each given word
a. fracture
b. measure
c. lecture
d. nature
e. adventure
3. tomorrow; quarrel; arrest; irritate
dazzle; puzzle; muzzle
suffer; toffee; suffocate

1.11 Nouns

1.11.1 ENGLISH HOME LANGUAGE

1.11.2 Grade 5

1.11.3 FABULOUS

1.11.4 Module 11

1.11.5 NOUNS

Different types of nouns:

- Common nouns:
  A word used for any person, animal, place or item (not specific) – ordinary, everyday things, e.g. puppy.
- Proper nouns:
  The name of a particular person, animal, place or item and always begins with a capital letter (specific) – e.g. Pasha.

This content is available online at <http://cnx.org/content/m22478/1.1/>.

Available for free at Connexions <http://cnx.org/content/col10971/1.1>
Here’s a clue concerning the proper noun: because it is the specific name of something or someone, it is written with a capital letter.

Collective nouns:
A word used for a collection or group of similar persons, animals or items e.g. a pile of bones.

Abstract nouns:
Words which name feelings or qualities (cannot feel these with your hands) - (We do not do this in detail at all).

Exercise 1
Identify the different nouns from the following columns.

<table>
<thead>
<tr>
<th></th>
<th>Common noun</th>
<th>2</th>
<th>Proper noun</th>
<th>3</th>
<th>Collective noun</th>
<th>4</th>
<th>Abstract noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Casper</td>
<td></td>
<td></td>
<td></td>
<td>a swarm of bees</td>
<td></td>
<td>peace</td>
</tr>
<tr>
<td>2</td>
<td>ghost</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A crowd of onlookers</td>
</tr>
<tr>
<td>3</td>
<td>cat</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>anger</td>
</tr>
<tr>
<td>4</td>
<td>Pretoria</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>bouquet</td>
</tr>
<tr>
<td>5</td>
<td>astonishment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Pasha</td>
</tr>
<tr>
<td>6</td>
<td>A litter of kittens</td>
<td></td>
<td></td>
<td></td>
<td>price</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Monday</td>
<td></td>
<td></td>
<td></td>
<td>December</td>
<td></td>
<td>World War 1</td>
</tr>
</tbody>
</table>

Table 1.47

Put the correct number into the space provided. Refer to the above grid for help if necessary.

Table 1.48

COMMON NOUNS

Exercise 2
1. Verbally list words that name:
   (a) six occupations
   (b) six animals
   (c) six foods
   (d) six items from your pencil bag

COMMON NOUNS AND PROPER NOUNS

Exercise 3
2. In the sentences below,
   (a) pick out the common nouns that name people and circle them in RED.
   (b) pick out the common nouns that name objects and underline them in BLUE.
   (c) pick out the proper nouns and outline them in GREEN.
   (i) Elize Grobbelaar, a neighbour, found the little squirrels.
   (ii) Berena’s cat, Kit-Kat, became the orphans’ mother.
   (iii) The kittens are fascinated with Snap, Crackle and Pop.
   (iv) Pama, the father and farmer, says they eat his pumpkins and butternuts.

Exercise 4

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3. Rewrite the following sentences using capital letters to begin the proper nouns:
(a) He is a game ranger in the Kruger National Park.
(b) My aunt Anne works as a secretary for the Nature Conservation Society.
(c) The only lioness left in captivity in Natal can be viewed at Durban Zoo.
(d) Port Elizabeth is a holiday resort in the Eastern Cape.
(e) We have an "I love Cape Town" sticker on the back of our Opel Astra.

Exercise 5
(a) Find yourself a partner and let’s play the Alphabet Game.
(b) Select a letter of the alphabet in a fair manner.
(c) Try to complete the list before your partner can.

<table>
<thead>
<tr>
<th>Letter</th>
<th>Country or city</th>
<th>Fruit / Vegetable</th>
<th>Makes / Names: cars</th>
<th>Animal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Table 1.49

1.11.6 Memorandum

Exercise 1
Common Nouns: ghost; cat
Proper Nouns: Casper; Pretoria; Monday; Pasha; December; World War 1
Collective Nouns: a swarm of bees; a litter of kittens; a crowd of onlookers; bouquet
Abstract Nouns: astonishment; peace; a feeling of freedom; anger; fear

Exercise 3
Common Nouns that name people: neighbour; mother; father; farmer
Common Nouns that name objects: pumpkins; butternuts
Proper Nouns: Elize Grobbelaar; Berena’s; Kit-Kat; Snap; Crackle; Pop; Pama

Exercise 4
(i) -
(ii) Aunt; Nature Conservation Society
(iii) Natal; Zoo
(iv) -
(v) -
1.12 Nouns in general

1.12.1 ENGLISH HOME LANGUAGE

1.12.2 Grade 5

1.12.3 FABULOUS

1.12.4 Module 12

1.12.5 NOUNS IN GENERAL

NOUNS IN GENERAL

Exercise 6

1. Complete the sentences by filling in the missing nouns:

(a) ___ is a very clever ___ .
(b) He produced a ___ of kittens and they played with a ___ of wool.
(c) The cat sleeps in a ___ in his home in ___ Street.
(d) ___, the cat, feels a lot of ___ when he catches his tail in the closing door.
(e) He sits in the ___, nursing his injured ___ .

COLLECTIVE NOUNS

Exercise 7

2. Which one fits? Use a ruler to connect the incomplete statement to the answer:

<table>
<thead>
<tr>
<th>litter of</th>
<th>players</th>
</tr>
</thead>
<tbody>
<tr>
<td>a pride of</td>
<td>cattle</td>
</tr>
<tr>
<td>a swarm of</td>
<td>singers</td>
</tr>
<tr>
<td>a herd of</td>
<td>puppies / kittens</td>
</tr>
<tr>
<td>a flock of</td>
<td>fish / whales</td>
</tr>
<tr>
<td>a school of</td>
<td>bees or locusts</td>
</tr>
<tr>
<td>a bouquet of</td>
<td>stairs or aircraft</td>
</tr>
<tr>
<td>a flight of</td>
<td>soldiers</td>
</tr>
<tr>
<td>a canteen of</td>
<td>wolves or cards</td>
</tr>
<tr>
<td>a horde of</td>
<td>savages</td>
</tr>
<tr>
<td>a fleet of</td>
<td>flowers</td>
</tr>
<tr>
<td>a pack of</td>
<td>motor cars</td>
</tr>
<tr>
<td>a troop of</td>
<td>cutlery</td>
</tr>
<tr>
<td>a team of</td>
<td>lions</td>
</tr>
<tr>
<td>a choir of</td>
<td>sheep</td>
</tr>
</tbody>
</table>

Table 1.50

3. Learn these:

- a host of angels
- a series of events

---

This content is available online at [http://cnx.org/content/m22480/1.1/].

Available for free at Connexions [http://cnx.org/content/col10971/1.1].
a circle of friends
a mob of hooligans
a pocket of oranges
a shower of rain
a colony of seals
a column of smoke
a cluster of stars
a bundle of washing

How about trying to make up some of your own? Try to be original.

a wall of ___
a string of ___
a ___ of clouds
a ___ of ants

4. Rewrite the following sentences, putting in the capital letters where necessary:

(a) mordred, the wily wolf, eyed lard lying in the sun.
(b) The pork times, a local newspaper, ran an article about bacon, rasher and lard.
(c) mordred planned to have the piggies on christmas eve for dinner.
(d) The fry river flowed past bacon’s house, nr 3 forest drive, bushville.
(e) “I am starving! bacon and eggs will do!” moaned mordred.
(f) the forest is situated on top of porkchop ridge, just below roast ridge.

Quickly explain to Gemma why these words have to be written with capital letters.

WHAT DO YOU KNOW? CHECK!

1. Which words in the list should be written with capital letters? Why?
   table
   tulip street
   tygervalley
   tortoise

2. Identify the underlined nouns:
   Winnie the Pooh’s depression is due to his honeypot being empty and a swarm of bees guarding the nest in the old log.

3. Fill in the missing collective nouns:
   (a) a ___ of geese
   (b) a ___ of stairs
   (c) a host of ___
   (d) a circle of ___

---

Checklist for myself

- I can identify common nouns in text. Yes No

continued on next page
• I can identify Proper nouns and write them with capital letters.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

• I can use collective nouns in sentences successfully.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

Table 1.51

DIMINUTIVES
In our first unit we met Gemma. She is still a young dog and is called a _______
Young animals, as well as small objects, are often given a special name.
Match these young animals to their parents

<table>
<thead>
<tr>
<th>owlet</th>
<th>owl</th>
</tr>
</thead>
<tbody>
<tr>
<td>gosling</td>
<td>duck</td>
</tr>
<tr>
<td>duckling</td>
<td>cow</td>
</tr>
<tr>
<td>kitten</td>
<td>hen</td>
</tr>
<tr>
<td>calf</td>
<td>cat</td>
</tr>
<tr>
<td>foal</td>
<td>goose</td>
</tr>
<tr>
<td>lamb</td>
<td>goat</td>
</tr>
<tr>
<td>chick</td>
<td>ewe</td>
</tr>
<tr>
<td>nestling</td>
<td>bird</td>
</tr>
<tr>
<td>kid</td>
<td>mare</td>
</tr>
</tbody>
</table>

Table 1.52

The baby of a dog and the baby of a seal have the same name. The baby of a cow and the baby of an elephant have the same name.
What is it? What is it?

Table 1.53

1.12.6 Assessment

LO 4

WRITING: The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.
We know this when the learner:

4.1 writes different kinds of texts for different purposes and audiences:
4.1.1 writes for personal, exploratory, playful, imaginative and creative purposes (e.g. diary, humorous anecdotes, story, poem);
4.1.2 writes informational texts expressing ideas clearly and logically for different audiences (e.g. notices, reports);
4.2 develops and organises ideas through a writing process:
4.2.2 develops the topic by consulting relevant sources, selecting relevant information and organising ideas;
4.3 produces neat and legible work with attention to presentation (e.g. cover page, title, headings, and suitable graphics);
4.4 applies knowledge of language at various levels:
4.4.1 word level;
4.4.3 paragraph level.

LO 6

LANGUAGE STRUCTURE AND USE The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

We know this when the learner:

6.1 works with words:
6.1.1 uses prefixes, stems and suffixes/extensions to form words;
6.1.3 records words in a personal dictionary;
6.1.4 uses phonics and spelling rules to spell words correctly;
6.2 works with sentences:
6.2.3 identifies and uses nouns, pronouns, prepositions, articles and conjunctions;
6.2.6 consolidates use of punctuation learned so far.
6.4 develops awareness and use of style:
6.4.1 uses language appropriate for the audience, purpose and context (e.g. formal / informal register);

1.12.7 Memorandum

Exercise 7:
A litter of puppies
A pride of lions
A swarm of bees
A herd of cattle
A flock of sheep
A school of fish / whales
A flight of stairs or aircraft
A canteen of cutlery
A pack of wolves or cards
A troop of soldiers
A team of players
A horde of savages
A choir of singers
A fleet of motor cars
The following words are written with capitals:
Mordred; Lard; Pork Times; Bacon; Rasher; Lard; Mordred; Christmas Eve; Fry River; Bacon’s house;
Forest Drive; Bushville; Bacon and ; Mordred; The forest; Porkchop Ridge; Roast Ridge
What do you know?
(a) Tulip Street; Tygervalley
(b)
1. Proper Noun
2. Abstract Noun
3. Common Noun
4. Collective Noun
5. Common Noun

(c)
1. gaggle
2. flight
3. angels
4. friends

Diminutives

Puppy

- owlet - owl / gosling - goose / duckling - duck / kitten - cat / calf - cow /
- foal - mare / lamb - ewe / chick - hen / nestling - bird / kid - goat

1. bullock; booklet; lambkin; puppy
2. maiden; coronet; satchel; statuette

1.13 Singular and plural\(^\text{13}\)

1.13.1 ENGLISH HOME LANGUAGE

1.13.2 Grade 5

1.13.3 TICKLE YOUR TASTE BUDS

1.13.4 Module 13

1.13.5 SINGULAR AND PLURAL

"Singular and Plural" simply means: "One and Many"

\(^{13}\text{This content is available online at <http://cnx.org/content/m22487/1.1/>.}\)
Pasha, how come there is only ONE of me and yet so MANY babies?

(sniff-sniff)

Be careful, little puppy ... their noses and ears can be easily hurt!

Let me check quickly ... eh ... 1, 2, 3, 4, ...
O dear. I’ll have to start again ... 1, 2, 3, ...

Punk Cat and Pasha, her mate, are raising a litter of kittens. Gemma, our little hairy friend, is very interested in the sleeping, breathing pile of fur, noses, ears, paws and tails.

What letter do you find at the end of each plural noun? ___

Yes! Most singular nouns gain an -s when changed to the plural form.

Some words change slightly in the plural form. Help Pasha to teach Gemma how to discover the simple, yet valuable, clues and help them to use the clues in the rules.
The first one is done for you. Look for **CLUES**! Let me show you!

<table>
<thead>
<tr>
<th>Singular noun</th>
<th>On what letter/s does the singular noun end?</th>
<th>Plural noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>class</td>
<td>ss</td>
<td>classes</td>
</tr>
<tr>
<td>box</td>
<td>x</td>
<td>boxes</td>
</tr>
<tr>
<td>coach</td>
<td>ch</td>
<td>coaches</td>
</tr>
<tr>
<td>bush</td>
<td>sh</td>
<td>bushes</td>
</tr>
<tr>
<td>bus</td>
<td>s</td>
<td>buses</td>
</tr>
</tbody>
</table>

**Table 1.54**

What was added to the word when it changed to the plural form?

That’s right! **ES**
Now try these!

<table>
<thead>
<tr>
<th>city</th>
<th>cities</th>
</tr>
</thead>
<tbody>
<tr>
<td>fly</td>
<td>flies</td>
</tr>
<tr>
<td>country</td>
<td>countries</td>
</tr>
</tbody>
</table>

Table 1.55

(Clue: what is found before the -y?)
If a noun ends in 'y' following a consonant, change the __

<table>
<thead>
<tr>
<th>day</th>
<th>ay</th>
</tr>
</thead>
<tbody>
<tr>
<td>monkey</td>
<td>ey</td>
</tr>
<tr>
<td>toy</td>
<td>oy</td>
</tr>
</tbody>
</table>

Table 1.56

(Clue: what is found before the -y?)

<table>
<thead>
<tr>
<th>f</th>
<th>shelves</th>
</tr>
</thead>
<tbody>
<tr>
<td>f</td>
<td>roofs</td>
</tr>
<tr>
<td>fe</td>
<td>wives</td>
</tr>
</tbody>
</table>

Table 1.57

(This one is tricky!)
When a noun ends in a single ____ or ____ , change the 'f' into __
There is no firm rule for these words. Some plurals end in ‘es’; others only take an ‘s’. (All musical terms end in ‘-os’.)

Some nouns don’t really have rules as to how they change. Take a look and then add a couple of your own examples:
- mouse - mice
- foot - feet
- child - children
- woman - women

Write down your own examples.

Can you think of any nouns that do not change in the plural form? In other words, they stay the same. Write down a few examples.

1. Change these singular nouns into the plural form:

<table>
<thead>
<tr>
<th>1.1</th>
<th>baby</th>
<th>1.2</th>
<th>thief</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3</td>
<td>calf</td>
<td>1.4</td>
<td>bull</td>
</tr>
<tr>
<td>1.5</td>
<td>chief</td>
<td>1.6</td>
<td>chimney</td>
</tr>
<tr>
<td>1.7</td>
<td>cry</td>
<td>1.8</td>
<td>water</td>
</tr>
<tr>
<td>1.9</td>
<td>secretary</td>
<td>1.10</td>
<td>elf</td>
</tr>
<tr>
<td>1.11</td>
<td>journey</td>
<td>1.12</td>
<td>torch</td>
</tr>
<tr>
<td>1.13</td>
<td>fox</td>
<td>1.14</td>
<td>atlas</td>
</tr>
<tr>
<td>1.15</td>
<td>key</td>
<td>1.16</td>
<td>story</td>
</tr>
<tr>
<td>1.17</td>
<td>silo</td>
<td>1.18</td>
<td>radio</td>
</tr>
<tr>
<td>1.19</td>
<td>house</td>
<td>1.20</td>
<td>louse</td>
</tr>
</tbody>
</table>

   Table 1.59

1. Change these nouns into their singular form:
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>batteries</td>
<td>2.2</td>
</tr>
<tr>
<td>2.3</td>
<td>buck</td>
<td>2.4</td>
</tr>
<tr>
<td>2.5</td>
<td>churches</td>
<td>2.6</td>
</tr>
<tr>
<td>2.7</td>
<td>memories</td>
<td>2.8</td>
</tr>
<tr>
<td>2.9</td>
<td>trolleys</td>
<td>2.10</td>
</tr>
<tr>
<td>2.11</td>
<td>batteries</td>
<td>2.12</td>
</tr>
<tr>
<td>2.13</td>
<td>buck</td>
<td>2.14</td>
</tr>
<tr>
<td>2.15</td>
<td>churches</td>
<td>2.16</td>
</tr>
<tr>
<td>2.17</td>
<td>memories</td>
<td>2.18</td>
</tr>
<tr>
<td>2.19</td>
<td>trolleys</td>
<td>2.20</td>
</tr>
</tbody>
</table>

**Table 1.60**

[LO 6.1.1; 6.1.4; 6.2.3]

### 1.13.6 Assessment

**LO 2**

**SPEAKING** The learner will be able to communicate effectively in spoken language in a wide range of situations.

We know this when the learner:

- Communicates experiences, ideas and information in different and fairly challenging contexts for different audiences and purposes:
  - 2.1 uses language thoughtfully for interpersonal communication (e.g. praising someone’s efforts, disagreeing with someone);
  - 2.4 describes events, presents feedback, and gives directions clearly and in an understandable way;
  - 2.2 uses interaction strategies to communicate effectively in group situations:
    - 2.2.1 takes turns, stays on topic, asks relevant questions, maintains discussion and responds to other’s ideas with empathy and respect;
    - 2.2.3 uses appropriate intonation and facial expressions;
    - 2.3 shows sensitivity to the rights and feelings of others during group work.
  - 2.3.2 uses appropriate body language and presentation skills:
  - 2.3.3 adjusts tempo and volume for emphasis.
  - 2.3.4 pauses at appropriate places and adjusts pace to needs of audience;
  - 2.4 uses appropriate language for different purposes and audiences:
    - 2.4.1 uses language with the appropriate register in less familiar situations;
  - 2.4.3 uses language carefully to express complex but common emotions such as anger, impatience, sympathy, admiration.
  - 2.4.4 identifies and challenges discriminatory use of language.

**LO 6**

**LANGUAGE STRUCTURE AND USE** The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

We know this when the learner:

- Works with words:
  - 6.1 uses prefixes, stems and suffixes/extensions to form words;
  - 6.1.3 records words in a personal dictionary;
6.1.4 uses phonics and spelling rules to spell words correctly;
6.2 works with sentences:
6.2.3 identifies and uses nouns, pronouns, prepositions, articles and conjunctions;
6.2.6 consolidates use of punctuation learned so far.
6.4 develops awareness and use of style:
6.4.1 uses language appropriate for the audience, purpose and context (e.g.
formal / informal register);

1.13.7 Memorandum

Singular and Plural

The tasks on singular and plural are covered thoroughly in this unit. I have aimed to give the learners
clues and strategies with regards to knowing when and how to use plurals, with special emphasis on spelling.

Read and:

1. underline all the singular nouns (singular = ONE).

mate ; litter ; friend ; pile

1. circle the plural nouns in RED (plural – more than ONE).

kittens ; fur (in this case, plural) ; noses ; ears ; paws ; tails

Discuss : What letter do you find at the end of each plural noun?
Yes! Most singular nouns gain an -s when changed to the plural form.

Identify other plural noun endings from these words. Write the singular noun in the boxes provided.

The boxes on the shelves were filled with toys, potatoes and radios.

They were being sent to poor children of different countries.

<table>
<thead>
<tr>
<th>city</th>
<th>The singular noun ends on a consonant and a -y</th>
<th>cities</th>
<th>The -y changes into an ies</th>
</tr>
</thead>
<tbody>
<tr>
<td>fly</td>
<td></td>
<td>flies</td>
<td></td>
</tr>
<tr>
<td>country</td>
<td></td>
<td>countries</td>
<td></td>
</tr>
</tbody>
</table>

Table 1.61

If a noun ends in a ‘y’ following a consonant, change the y to an ies.

<table>
<thead>
<tr>
<th>day</th>
<th>The singular noun ends in a vowel and a -y.</th>
<th>days</th>
<th>Only an -s is added</th>
</tr>
</thead>
<tbody>
<tr>
<td>monkey</td>
<td></td>
<td>monkeys</td>
<td></td>
</tr>
<tr>
<td>toy</td>
<td></td>
<td>toys</td>
<td></td>
</tr>
</tbody>
</table>

Table 1.62

If a noun ends in a -y following a vowel, only add an -s.
The changes in to \textbf{–ves} or only gains an \textbf{–s}.

<table>
<thead>
<tr>
<th>shelf</th>
<th>f</th>
<th>shelves</th>
<th>The f changes into \textbf{–ves} or only gains an \textbf{–s}.</th>
</tr>
</thead>
<tbody>
<tr>
<td>roof</td>
<td>f</td>
<td>roofs</td>
<td></td>
</tr>
<tr>
<td>wife</td>
<td>fe</td>
<td>wives</td>
<td></td>
</tr>
</tbody>
</table>

Table 1.63

(This one is tricky!)
When a noun ends in a single \textbf{f} or \textbf{fe}, change the \textbf{f} into \textbf{–ves}; \textbf{alternatively the word gains an \textbf{–s}}.

<table>
<thead>
<tr>
<th>potato</th>
<th>o</th>
<th>potatoes</th>
<th>es</th>
</tr>
</thead>
<tbody>
<tr>
<td>tomato</td>
<td>o</td>
<td>tomatoes</td>
<td></td>
</tr>
<tr>
<td>mosquito</td>
<td>o</td>
<td>mosquitoes</td>
<td></td>
</tr>
</tbody>
</table>

Table 1.64

There is no firm rule for these words. Some plurals end in ‘es’; others only take an ‘s’. (All musical terms end in ‘-os’.)
Some nouns don’t really have rules as to how they change.

Take a look and then add a couple of your own examples:
mouse - mice
foot - feet
child - children
Examples of plurals which learners could give:
louse – lice; policeman – policemen; fireman – firemen; woman – women; goose – geese

Can you think of any nouns which do not change in the plural form? In other words, they stay the same
- (usually name of animals) -
sheep; water; salmon; buck; deer; fish; moose; aircraft; series; reindeer
Some nouns take a singular form as they are ‘uncountable’:
advice; gold; luggage; hair; parking; paper; weather
Some words appear only in plural form:
scissors; clothes; thanks; police; news; riches; stairs; measles; mumps

Answers

<table>
<thead>
<tr>
<th>1. babies</th>
<th>2. thieves</th>
<th>3. calves</th>
<th>4. bulls</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. chiefs</td>
<td>6. chimneys</td>
<td>7. skies</td>
<td>8. water</td>
</tr>
<tr>
<td>9. secretaries</td>
<td>10. elves</td>
<td>11. journeys</td>
<td>12. torches</td>
</tr>
<tr>
<td>13. foxes</td>
<td>14. atlases</td>
<td>15. keys</td>
<td>16. parties</td>
</tr>
<tr>
<td>17. silos</td>
<td>18. radios</td>
<td>19. houses</td>
<td>20. lice</td>
</tr>
</tbody>
</table>

Table 1.65

Next activity

<table>
<thead>
<tr>
<th>1. battery</th>
<th>2. buck</th>
<th>3. church</th>
<th>4. memory</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. trolley</td>
<td>6. leaf</td>
<td>7. photo</td>
<td>8. gas</td>
</tr>
<tr>
<td>9. loaf</td>
<td>10. sheep</td>
<td>11. buffalo</td>
<td>12. wolf</td>
</tr>
<tr>
<td>13. inferno</td>
<td>14. hero</td>
<td>15. remedy</td>
<td>16. mouse</td>
</tr>
<tr>
<td>17. elephant</td>
<td>18. bench</td>
<td>19. goose</td>
<td>20. woman</td>
</tr>
</tbody>
</table>

Available for free at Connexions <http://cnx.org/content/col10971/1.1>
1.14 Term 2

1.14.1 verbs and tenses

1.14.1.1 ENGLISH HOME LANGUAGE

1.14.1.2 Grade 5

1.14.1.3 TICKLE YOUR TASTE BUDS

1.14.1.4 Module 14

1.14.1.5 VERBS AND TENSES

Verbs are ACTION words!

---

Figure 1.20

What is happening to Gemma in this picture? List six actions:

Let’s play a little game: close your eyes and think of an action. Now turn to your partner and mime (act without talking or sound effects) – your partner must guess what you are miming. Swap around and now guess what your partner is miming.

These actions are known as verbs. Every sentence has at least one verb.

Figure 1.21

Find the “action words” in these sentences and underline them in blue:

1. Our tomatoes grow plump and juicy in the sun.
2. We cram thirty-six tomatoes into each bottle of sauce.
3. We also add herbs, vinegar and spices.
4. We enjoy our product.

Oops! Help! All the actions have been muddled in this recipe.

Vanilla Fudge

---

14This content is available online at <http://cnx.org/content/m22494/1.1/>.

Available for free at Connexions <http://cnx.org/content/col10971/1.1>
450 g granulated sugar
50 g butter
397 g full-cream sweetened condensed milk
150 g milk
1 tsp vanilla essence
Pack all the ingredients into a saucepan.
Pour over a low heat until the sugar and butter reaches, then eat steadily, boil quite frequently, until the mixture have dissolved the “soft ball” stage.
Stir the mixture in a pan until it stirring cloudy.

STOP!
LET'S TRY AGAIN!
( ) all the ingredients into a saucepan, ( ) over a low heat until the sugar and butter ( ) ( ), then ( ) steadily, ( ) quite frequently, until the mixture ( ) the "soft ball" stage. ( ) the mixture in a pan until it ( ) cloudy. ( ) a tin, ( ) in the mixture, allow to set, then ( ) into pieces with a sharp knife. ( ) in a box. ( ) and ( )!

Figure 1.22

Not so easy? If you are stuck, you may select the answers from below:
(1) (2) (3) (4) (5) (6) (7) (8) cut; eat; have dissolved; stir; butter; put; boil; pour;
(9) (10) (11) (12) (13) (14) enjoy; pack; stirring; turns; beat; reaches

Figure 1.23
Did you notice that one of the verbs consists of two words? These words are also called verbs:
am is are was were have has had
They can help other verbs or can be used on their own.

Underline the verbs in this exercise:
1. Eggs are the power behind brainpower.
2. Buy a bag of potatoes today, as they contain all the goodness.
3. I am buying this brand of dog food, because I believe that it is just what my dog deserves.

Fill each of the blank spaces with one of the following verbs:
am is are was were have has had
1. The kittens ___ attacked Gemma while she sleeping.
2. Gemma ___ sniffing a nasturtium.
3. Did you know that nasturtiums ___ edible?
4. I ___ arranging the petals in a salad.

5. She ___ eaten today.
6. The naughty kittens ___ stalking the dog.
7. She ___ sneezing from the pollen.
8. She ___ an inquisitive puppy.
(Have you noticed a pattern in the cases where these verbs help other verbs?)

Try these:
9. I ___ ordered a cake from Crumbs, the bakery.
10. The cake ___ to resemble a Porsche.
11. Tina Turner ___ one of their clients.
12. Their bakers ___ world famous.
13. They ___ icing a butterfly for the Queen Mother
15. It ___ a personalised number plate.
16. I ___ delighted with the result.

[LO 4.4.2; 4.4.3; 6.2.3]

1.14.1.6 Assessment

LO 4

WRITING
The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

We know this when the learner:
4.1 writes different kinds of texts for different purposes and audiences:
   4.1.1 writes for personal, exploratory, playful, imaginative and creative purposes (e.g. diary, humorous anecdotes, story, poem);
   4.1.2 writes informational texts expressing ideas clearly and logically for different audiences (e.g. notices, reports);
4.1.3 writes and designs visual texts expressing information clearly and creatively (e.g. advertisements, newsletters, map with pictures and labels);
4.1.4 transfers information from one form into another (e.g. information from a table into a written paragraph or graph);
4.3 produces neat and legible work with attention to presentation (e.g. cover page, title, headings, and suitable graphics);
4.4 applies knowledge of language at various levels:
4.4.1 word level;
4.4.2 sentence level;
4.4.3 paragraph level;
1.0 6

LANGUAGE STRUCTURE AND USE
The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.
We know this when the learner:
6.1 works with words:
6.1.1 uses prefixes, stems and suffixes/extensions to form words;
6.1.3 records words in a personal dictionary;
6.1.4 uses phonics and spelling rules to spell words correctly;
6.2 works with sentences:
6.2.3 identifies and uses nouns, pronouns, prepositions, articles and conjunctions;
6.2.6 consolidates use of punctuation learned so far.
6.4 develops awareness and use of style:
6.4.1 uses language appropriate for the audience, purpose and context (e.g. formal / informal register);

1.14.1.7 Memorandum

Verbs
Instruct the learners to identify verbs in the given sentences:
1. Our tomatoes grow plump and juicy in the sun.
2. We cram thirty-six tomatoes into each bottle of sauce.
3. We add herbs, vinegar and spices.
4. We enjoy our product.
Answers to the recipe activity:
6...4...3...7...11....14...13...12...5...8...1...10...2...9

1. Eggs are the power behind brainpower.
2. Buy a bag of potatoes today, as they contain all the goodness.
3. I am buying this brand of dog food, because it is just what my dog deserves.

1. The kittens had attacked Gemma while she was sleeping.
2. Gemma is / was sniffing a nasturtium.
3. Did you know that nasturtiums are edible?
4. I am / was arranging the petals in a salad.
5. She has / had eaten today.
6. The naughty kittens are / were stalking the dog.
7. She is / was sneezing from the pollen.
8. She is / was an inquisitive puppy.
1.14.2 Word power

1.14.2.1 English Home Language

1.14.2.2 Grade 5

1.14.2.3 TICKLE YOUR TASTE BUDS

1.14.2.4 Module 15

1.14.2.5 Word Power

OCTOPOEMS

Try your hand at describing a person or topic through this eight-line formula.

<table>
<thead>
<tr>
<th>Formula!</th>
<th>Example!</th>
</tr>
</thead>
<tbody>
<tr>
<td>line 1:</td>
<td>Topic is a colour</td>
</tr>
<tr>
<td>line 2:</td>
<td>a season</td>
</tr>
<tr>
<td>line 3:</td>
<td>a place</td>
</tr>
<tr>
<td>line 4:</td>
<td>a type of weather</td>
</tr>
<tr>
<td>line 5:</td>
<td>a type of clothing</td>
</tr>
<tr>
<td>line 6:</td>
<td>a piece of furniture</td>
</tr>
<tr>
<td>line 7:</td>
<td>a TV show</td>
</tr>
<tr>
<td>line 8:</td>
<td>a type of food</td>
</tr>
</tbody>
</table>

Table 1.67

Try these:
A chef, a waiter, a fireman, a cow, a dinosaur, a teacher . . . or any other topic of your choice.

<table>
<thead>
<tr>
<th>First attempt with a partner</th>
<th>First attempt solo</th>
</tr>
</thead>
</table>

Table 1.68

<table>
<thead>
<tr>
<th>How well did I do?</th>
<th>Self</th>
<th>Peer</th>
</tr>
</thead>
<tbody>
<tr>
<td>I could choose a topic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I could write eight lines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I could write each line as stated in the formula</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fill your own criteria into this block</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 1.69

[LO 3.7.1; 4.1.1; 4.3]

Poems can be such fun!
Find some food poems to read and/or dramatise in groups.

15This content is available online at <http://cnx.org/content/m22495/1.1/>.

Available for free at Connexions <http://cnx.org/content/col10971/1.1>
Here is a list of possible poems – just in case you are stuck:

- *Zanzibar Pete and Zoom-along* Dick by Nancy Chambers
- *After Breakfast* by Roy Fuller
- *I eat my peas with honey* (Anon)
- *How to open . . .* by John Fuller
- *Sweet Song* by Vernon Scannell
- *Late for Breakfast* by Mary Dawson
- *Greedy Dog* by James Hurley
- *The Vulture* by Hilaire Belloc
- *The Flattered Flying Fish* by E.V. Rieu
- *Boa Constrictor* by Shel Silverstein

KNOW YOUR WORD POWER!
Select the correct meaning for the word and test your word power!

| 1. menu:               | (a) a queue of people  
|                       | (b) an order form  
|                       | (c) list from which we can order to eat  
| 1. waiter:            | (a) someone who is late for an appointment  
|                       | (b) a servant  
|                       | (c) someone who takes your order and waits on you in a restaurant  
| 1. chef:              | (a) someone who cannot pronounce his words correctly  
|                       | (b) the headman of a tribe  
|                       | (c) a trained cook  
| 1. diner:             | (a) supper  
|                       | (b) someone who eats out at a restaurant  
|                       | (c) a served meal  
| 1. dessert:           | (a) a vast area where nothing grows  
|                       | (b) to run away  
|                       | (c) pudding  

*continued on next page*
### Table 1.70

| 1. napkin: | (a) usually a linen cloth used as a serviette  
(b) worn on a baby’s bottom  
(c) a short sleep |
| 1. maître ‘d: | (a) the head waiter in a restaurant  
(b) a French dish/meal  
(c) comes after maître ‘c |
| 1. tureen: | (a) the cloth used to wrap bodies of deceased people  
(b) a deep dish with lid, usually for soup  
(c) the female turtle |
| 1. liqueur: | (a) a sweet alcoholic drink  
(b) a lollipop  
(c) a fizzy cold drink |
| 1. hors d’oeuvre: | (a) a starter  
(b) another word for a horse  
(c) a herd of cattle |

**CHALLENGE!!**

Can you make a sketch incorporating all ten of the words in the illustrations? (Only use the correct ones!)

[LO 6.1.2]

Discussion and role-play (group work)

What do you think these diners are complaining about? Discuss various options with your group members.

Act out this scene.

Firstly dramatise it in a negative and aggressive way, and following that in a positive manner.

Which is the better way of handling the problem?

[LO 1.3; 1.4; 1.6; 2.2.1; 2.2.4; 2.4.3; 2.4.4; 5.1.3]

Complete the speech bubbles

Available for free at Connexions <http://cnx.org/content/col10971/1.1>
Figure 1.25

[LO 4.1.1; 4.4.2; 5.3.6; 5.4.1]
Figure 1.26

**CHECKLIST**

<table>
<thead>
<tr>
<th>Self</th>
<th>Peer</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Is it colourful and bright?</td>
<td></td>
</tr>
</tbody>
</table>

*continued on next page*
Table 1.71

[LO 4.1.3; 5.3.5]

Silent reading: Carefully read through the following passage and decide whether the given statements are True (T) or False (F).

**PEANUTS CAN KILL!**

It seems laughable that a tiny, tasty snack can cause severe reactions, even death, in most people!

Small children are very good about avoiding nuts if they are allergic to them, and their parents make few mistakes. Children are not in control of what they are given to eat. Mistakes are usually made by the adults who are not their parents. Not many people are aware of the severity of a peanut allergy. Peanuts are not always visible in foods. Some foods contain peanuts in a way that is not obvious and anyone can make a mistake occasionally.

A person who is severely allergic can have a fatal reaction to even the slightest contact with any form of peanut extract. Very few people are aware that peanuts continue to be a common ingredient in foods ranging from biscuits and muesli to crisps and Chinese dishes. Some people are so sensitive that they can develop an allergic reaction if they kiss someone who has eaten a peanut product, or if they eat with an utensil which has been in contact with peanuts.

**What is a peanut allergy?**

Peanut allergy is a serious and usually life-long allergy which can affect both children and adults. It is more likely to occur in children whose parents already suffer from some sort of allergy.

**Who is at risk?**

Children whose mothers regularly ate peanuts or peanut products while pregnant are at risk of having this allergy. Peanut allergy is also more common in children who were exposed to peanuts at an early age.

Available for free at Connexions <http://cnx.org/content/col10971/1.1>
What are the symptoms?
An allergic reaction will occur within half an hour of being exposed to peanuts. A combination of the following symptoms can appear – sometimes within minutes – of exposure: an itching in the mouth or throat; difficulty breathing and swallowing; a rash and flushed skin; stomach cramps and nausea; weakness, collapse or fainting; increased heart rate.

How does one prevent peanut allergy?
Avoid peanuts in any form
Compile a list of foods to avoid
Read the labels on all foods
Steer clear of any unknown foods.
Inform all teachers, family members, babysitters, friends and their mothers about the allergy and what to do in case of a reaction
Wear a Medic Alert bracelet
Always carry the correct medication, clearly labelled.

<table>
<thead>
<tr>
<th></th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Peanuts can cause fatal allergic reactions.</td>
<td>T F</td>
</tr>
<tr>
<td>2. Extracts of peanuts can be found in children's biscuits.</td>
<td>T F</td>
</tr>
<tr>
<td>3. You cannot react to peanuts if you kiss someone who has eaten a peanut butter sandwich.</td>
<td>T F</td>
</tr>
<tr>
<td>4. Peanut allergy only affects adults seriously.</td>
<td>T F</td>
</tr>
<tr>
<td>5. Allergic reactions only occur after half an hour of coming into contact with the substance.</td>
<td>T F</td>
</tr>
<tr>
<td>6. More than one symptom can appear at the same time during an allergic reaction.</td>
<td>T F</td>
</tr>
</tbody>
</table>

continued on next page
<table>
<thead>
<tr>
<th></th>
<th>Individuals with peanut allergy must avoid all contact with all peanut products at all times.</th>
<th>T</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>It is not necessary to read food labels, as peanuts are always obvious in foods.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>8.</td>
<td>Everybody coming into contact with the allergic person should be trained or informed as to what to do in the case of an allergic reaction.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>9.</td>
<td>Avoid all forms of ice cream.</td>
<td>T</td>
<td>F</td>
</tr>
</tbody>
</table>

Table 1.72

[LO 3.1.1; 3.8.1]

FIND OUT
How is an allergic reaction treated?
Can one outgrow an allergy to peanuts?
Is there a cure for peanut allergy?
REAL-LIFE ROLE PLAY
Choose one of the following characters:
a doctor specialising in allergies
a concerned patient
a child with a peanut allergy problem
the child’s teacher
What are the questions they could ask each other about the peanut allergy, and what are the answers they could be given.

1.14.2.6 Assessment

LO 1
LISTENING The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

We know this when the learner:
1.3 identifies features of oral texts (structure, language, tone, register, etc.) that make them appropriate for different purposes and audiences;
1.4 discusses how language is used to create a sense of atmosphere;

LO 2
SPEAKING The learner will be able to communicate effectively in spoken language in a wide range of situations.

We know this when the learner:
2.2 uses interaction strategies to communicate effectively in group situations:
2.2.1 takes turns, stays on topic, asks relevant questions, maintains discussion and responds to other’s ideas with empathy and respect;
2.2.3 uses appropriate intonation and facial expressions;
2.2.4 shows sensitivity to the rights and feelings of others during group work.

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2.3 uses appropriate body language and presentation skills:
2.3.2 uses appropriate intonation and facial expressions;
2.3.3 adjusts tempo and volume for emphasis.
2.3.4 pauses at appropriate places and adjusts pace to needs of audience;
2.4 uses appropriate language for different purposes and audiences:
2.4.1 uses language with the appropriate register in less familiar situations;
2.4.3 uses language carefully to express complex but common emotions such as anger, impatience, sympathy, admiration.
2.4.4 identifies and challenges discriminatory use of language.

LO 3

READING AND VIEWING
The learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.
We know this when the learner:
3.1 reads a variety of South African and international fiction and non-fiction for different purposes (e.g. poems, book reviews, short novels, newsletters, reference books);
3.1.1 reads independently, selecting appropriate reading and comprehension strategies for the purpose;
3.1.3 scans for specific details;
3.1.5 uses previous knowledge or textual clues to determine meaning and make inferences;
3.7 recognises the different structures, language use, purposes and audiences of different texts:
3.7.1 identifies the way different kinds of texts are organised (e.g. fables, letters, book reviews);
3.8 identifies and discusses environmental, cultural and social values in texts:
3.8.1 identifies and discusses point of view and its purpose and effect;
3.10 interprets and discusses more complex visual texts (e.g. tables, charts, posters, bar graphs, maps) and can change text from one form to another (e.g. a table of data into a graph).

LO 4

WRITING
The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.
We know this when the learner:
4.1 writes different kinds of texts for different purposes and audiences:
4.1.1 writes for personal, exploratory, playful, imaginative and creative purposes (e.g. diary, humorous anecdotes, story, poem);
4.1.2 writes informational texts expressing ideas clearly and logically for different audiences (e.g. notices, reports);
4.1.3 writes and designs visual texts expressing information clearly and creatively (e.g. advertisements, newsletters, map with pictures and labels);
4.1.4 transfers information from one form into another (e.g. information from a table into a written paragraph or graph);
4.3 produces neat and legible work with attention to presentation (e.g. cover page, title, headings, and suitable graphics);
4.4 applies knowledge of language at various levels:
4.4.1 word level;
4.4.2 sentence level;
4.4.3 paragraph level.

LO 5

THINKING AND REASONING
The learner will be able to use language to think and reason, and process and use information for learning.
We know this when the learner:
5.1 uses language to think and reason:
5.1.3 distinguishes between advantages and disadvantages of something and explains why;
5.3 processes information:

Available for free at Connexions <http://cnx.org/content/col10971/1.1>
5.3.1 collects and categorises relevant ideas and explains the reasons underlying the categorisation;
5.3.5 organises information into a paragraph, table, timeline, chart or other appropriate written or graphical representation;
5.3.6 evaluates and draws conclusions and can explain basis;
5.4 uses language to think creatively:
5.4.1 hypothesises possible results or endings to a sequence of steps or events;

LO 6

LANGUAGE STRUCTURE AND USE The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.
We know this when the learner:
6.1 works with words:
6.1.1 uses prefixes, stems and suffixes/extensions to form words;
6.1.3 records words in a personal dictionary;
6.1.4 uses phonics and spelling rules to spell words correctly;
6.2 works with sentences:
6.2.3 identifies and uses nouns, pronouns, prepositions, articles and conjunctions;
6.2.6 consolidates use of punctuation learned so far.
6.4 develops awareness and use of style:
6.4.1 uses language appropriate for the audience, purpose and context (e.g. formal / informal register);

1.14.2.7 Memorandum

Wordpower
Encourage the learners to use a dictionary for this exercise. Answers at the bottom of the page in module.
1. c 2. c 3. c 4. b 5. c 6. a 7. a 8. b 9. a 10. a
Silent reading

1.14.3 Spelling and the dictionary

1.14.3.1 ENGLISH HOME LANGUAGE

1.14.3.2 Grade 5

1.14.3.3 TICKLE YOUR TASTE BUDS

1.14.3.4 Module 16

1.14.3.5 SPELLING AND THE DICTIONARY

Can you still remember how to spell?
Both ‘c’ and ‘g’ have a hard and a soft sound!
Sound these words out loud. Which vowel follows the ‘c’ and the ‘g’ in these words?

<table>
<thead>
<tr>
<th>colour</th>
<th>gone</th>
<th>copper</th>
</tr>
</thead>
<tbody>
<tr>
<td>gate</td>
<td>gold</td>
<td>gutter</td>
</tr>
<tr>
<td>cutlery</td>
<td>cup</td>
<td>collar</td>
</tr>
<tr>
<td>cattle</td>
<td>college</td>
<td>gap</td>
</tr>
</tbody>
</table>

Table 1.73

16This content is available online at <http://cnx.org/content/m22496/1.1/>.

Available for free at Connexions <http://cnx.org/content/col10971/1.1>
When 'c' or 'g' are followed by __, __ or __, they have a hard sound.
When 'c' or 'g' are followed by __ or __, they usually have a soft sound.
Fill in the missing vowels and match the correct word to the picture:

| c__metry | c__ntury | g__rafe |
| c__role | g__ant | c__reus |
| C__g__rette | eng__ne | |

Table 1.74

Figure 1.27
[LO 6.1.4]  
USING THE DICTIONARY TO UNDERSTAND PARTS OF SPEECH
The dictionary divides the entry words into eight groups called parts of speech:

<table>
<thead>
<tr>
<th>adjective - adj</th>
<th>noun - n</th>
<th>verb - v</th>
<th>adverb - adv</th>
</tr>
</thead>
<tbody>
<tr>
<td>preposition - prep</td>
<td>Conjunction - conj</td>
<td>pronoun - pron</td>
<td>interjection - interj</td>
</tr>
</tbody>
</table>

Table 1.75

1. The part of speech is abbreviated and can appear at the beginning of an entry or near the end. What part of speech is the word barn?

barn (barn) n. a building used to shelter farm animals and to store grain.

2. Many words (like the word barn) are always the same part of speech. Some words, however, change from one part of speech to another. This depends on how the words are used in sentences.

coop (coop) n. 1. a pen for keeping animals such as rabbits or chickens; -v 2. to put or confine in a coop; 3. to keep in a small area. (The dog was cooped up all day in the house.)

The word coop is a verb in meaning nr _ and _, and a noun in meaning nr _.

3. Look up the word light. Write a short sentence using light as a:

(a) noun
(b) verb
(c) adjective

Table 1.76

USING ENTRIES TO FIND INFORMATION
As we all have dictionaries, I will supply you with the definitions for this exercise.

<table>
<thead>
<tr>
<th>beard /beerd/ n &amp; v *n 1. hair growing on the chin and lower cheeks of the face. 2. a similar tuft or part on an animal (esp. a goat). *v.tr oppose openly; defy. bearded adj. beardless adj.</th>
<th>gaff /gaf/ n &amp; v *. 1a. a stick with an iron hook for landing large fish. b. a barbed fishing spear. 2. a spar to which the head of a fore- and aft sail is bent. *v. tr. Seize (a fish) with a gaff.</th>
</tr>
</thead>
<tbody>
<tr>
<td>cookhouse /kook-ho-wss/ n. 1. a camp kitchen 2. an outdoor kitchen in warm countries. 3. a ship’s galley.</td>
<td>teacake /teelayk/ n. British. a light yeastbased usually sweet bun eaten at tea, often toasted.</td>
</tr>
</tbody>
</table>

Table 1.77

4. Look at the word beard.
   (a) What does it mean?
   (b) What part of speech is it?
   (c) What is the adjective form of the word?
5. How many meanings does cookhouse have?
6. Look at the word gaff.
   (a) What does the “n” and “v” stand for?
   (b) How many definitions are listed?
7. From which language is teacake derived?

Available for free at Connexions <http://cnx.org/content/col10971/1.1>
8. Any entry word may be listed more than once. The multiple entries are called homographs. Homographs are words which are spelled alike, but have different meanings and origins. Look at the word gall.

A: gall /gawl/ n. 1. Impudence. 2. asperity, rancour. 3. bitterness, anything bitter. 4. the bile of animals. 5. the gall-bladder and its contents.
B: gall /gawl/ n & v. 1. sore on the skin made by chaffing. 2. a place rubbed bare. *v. tr. 1. injure by rubbing. 2. vex, annoy, humiliate.
C: gall /gawl/ n. 1. a growth caused by insects or fungus on plants and trees, esp. oak

<table>
<thead>
<tr>
<th>(a) Which gall is produced in the body?</th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>(b) Which gall swells up leaves of plants?</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>(c) Which gall hurts?</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>(d) Which gall is caused by irritation?</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
</tbody>
</table>

Table 1.78

9. Use your dictionary to find these words which all begin with ‘tu’.
(a) smart jacket for formal occasions: tu __ __ __ __ __
(b) a greenish blue colour: tur __ __ __ __ __ __ __ __ __ __ __ __
(c) a tasty fish: tu __ __
(d) someone who teaches or instructs: tut __ __
(e) a kind of headdress: tu __ __ __ __ __ __ __ __ __ __
(f) small tower: tur __ __ __ __ __ __ __ __ __ __ __ __
(g) a water tortoise: tur __ __ __ __ __ __ __ __ __
(h) stiff net skirt worn by ballet dancers: tu __ __ __

[LO 6.1.1; 6.1.3; 6.1.4]

1.14.3.6 Assessment

LO 6

LANGUAGE STRUCTURE AND USE
The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

We know this when the learner:
6.1 works with words:
6.1.1 uses prefixes, stems and suffixes/extensions to form words;
6.1.3 records words in a personal dictionary;
6.1.4 uses phonics and spelling rules to spell words correctly;
6.2 works with sentences:
6.2.3 identifies and uses nouns, pronouns, prepositions, articles and conjunctions;
6.2.6 consolidates use of punctuation learned so far.
6.4 develops awareness and use of style:
6.4.1 uses language appropriate for the audience, purpose and context (e.g. formal / informal register);

1.14.3.7 Memorandum

C and g: When ‘c’ or ‘g’ are followed by a, o or u they have a hard sound.
When followed by e or i, they have a soft sound.
Dictionary

1. noun
2. The word coop is a verb in meaning nr 2 and 3 and a noun in meaning nr 1.

Look at the word **beard**.

<table>
<thead>
<tr>
<th>What does it mean?</th>
<th>hair growing on the chin of a man or a goat</th>
</tr>
</thead>
<tbody>
<tr>
<td>What part of speech is <strong>beard</strong>?</td>
<td>noun</td>
</tr>
<tr>
<td>What is the adjective form of the word?</td>
<td>bearded / beardless</td>
</tr>
</tbody>
</table>

Table 1.80

5. How many meanings does **cookhouse** have? 3

Table 1.81

<table>
<thead>
<tr>
<th>From which language is <strong>teacake</strong> derived?</th>
<th>British</th>
</tr>
</thead>
</table>

Table 1.82
(a) Which gall is produced in the body? A

(a) Which gall swells up leaves of plants? C

(a) Which gall hurts? B

(a) Which gall is caused by irritation? B

<table>
<thead>
<tr>
<th>Table 1.83</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nr 8</td>
</tr>
</tbody>
</table>
| Use your dictionary to find these words which all begin with ‘tu’.

- smart jacket for formal occasions: tuxedo
- a greenish blue colour: turquoise
- a tasty fish (delicious when tinned): tuna
- someone who teaches or instructs: tutor
- a kind of headdress: turban
- small tower: turret
- a water tortoise: turtle
- stiff net skirt worn by ballet dancers: tutu

1.14.4 Hobbies and interests

1.14.4.1 ENGLISH HOME LANGUAGE

1.14.4.2 Grade 5

1.14.4.3 PEOPLE WITH PASSION

1.14.4.4 Module 17

1.14.4.5 HOBBIES AND INTERESTS; OPINIONS

PEOPLE WITH PASSION!

Most people are interested in something.
Some people, however, are quite fanatical about their hobbies and interests.
Do a survey in your class about hobbies and interests
JUST A THOUGHT!
Many of today’s famous sportsmen and women started out by just enjoying the game!
[LO 2.1.3; 3.10; LO 5.3.1]
SAY YOUR SAY!
Select one of these inventions and state your point of view as to whether
- it is the best / worst invention ever

17This content is available online at <http://cnx.org/content/m22497/1.1/>.

Available for free at Connexions <http://cnx.org/content/col10971/1.1>
You might not necessarily agree with what other people say.
What should your reaction be when you disagree with someone?
And when you agree?
[LO 2.1.1; 2.4.2; 3.11; 5.1.3]
<table>
<thead>
<tr>
<th>1. Speaks clearly, at an appropriate pace.</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Good reasoning. Well thought out.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>1. Maintains eye contact. Audience clearly interested.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

*continued on next page*
<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Confident.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 1.84

Match each invention listed below, to its use:

![Figure 1.29](http://cnx.org/content/col10971/1.1)

1. instrument for measuring atmospheric pressure

Available for free at Connexions <http://cnx.org/content/col10971/1.1>
2. device used in sound-reproduction systems
3. device used to increase the sound of e.g. a musical instrument
4. used for two-way communications
5. electrical device used for transmitting speech along a wire
6. optical instrument used to magnify small objects
7. used for injecting fluids or cleaning wounds

instrument for listening to the sounds made within the body.

[LO 3.11; 6.1.3]

READ ALL ABOUT IT!

---

Figure 1.30

What is your opinion? Send us your point of view for publication.

'Cricket Cruncher' Causes Chaos

Mr Ivan Idea's newest invention to eliminate crickets has caused much dissension amongst insect and animal lovers.

His 'cricket cruncher' shoes, designed to squash (in his words) “those little black monsters”, have cynics smiling and insect and animal lovers irate. “The man is cruel!,” is the general feeling of the public.

- State an opinion against these crickets,
- State an opinion in favour of the crickets

Select an interesting news article.
Read it and tell what you have read to your partner, the group or your class.
Is it a good article?
Why?
Why did you choose it?
What is it about?
If you were a journalist, how would you change the angle of the article?
[LO 2.1.2; 2.1.3; 3.11; 5.4.4]

1.14.4.6 Assessment

LO 2

SPEAKING The learner will be able to communicate effectively in spoken language in a wide range of situations.

We know this when the learner:

2.1 communicates experiences, ideas and information in different and fairly challenging contexts for different audiences and purposes:

2.1.1 uses language thoughtfully for interpersonal communication (e.g. praising someone’s efforts, disagreeing with someone);
2.1.2 uses language for creative and imaginative self-expression (e.g. expresses feelings and thoughts, dramatises);
2.1.3 shares ideas and offers opinions on less familiar topics and events, using speculation and hypothesis;

Available for free at Connexions <http://cnx.org/content/col10971/1.1>
2.2 uses interaction strategies to communicate effectively in group situations:
2.3 uses appropriate body language and presentation skills:
2.4 uses appropriate language for different purposes and audiences:
2.4.1 uses language with the appropriate register in less familiar situations;
2.4.2 uses grammatical structures and idioms that are appropriate for the purpose;
2.4.3 uses language carefully to express complex but common emotions such as anger, impatience, sympathy, admiration.
2.4.4 identifies and challenges discriminatory use of language.
LO 3
READING AND VIEWING The learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.
We know this when the learner:
3.1 reads a variety of South African and international fiction and non-fiction for different purposes (e.g. poems, book reviews, short novels, newsletters, reference books);
3.1.1 reads independently, selecting appropriate reading and comprehension strategies for the purpose;
3.1.2 skims to get the general idea;
3.1.3 scans for specific details;
3.1.5 uses previous knowledge or textual clues to determine meaning and make inferences;
3.1.6 predicts content or ending;
3.1.8 reads aloud clearly, adjusting speed according to purpose and audience;
3.3 describes and analyses emotional response to texts;
3.9 understands and responds appropriately to a range of information texts:
3.9.2 reads and carries out fairly complex instructions, and follows directions with minimum assistance;
3.10 interprets and discusses more complex visual texts (e.g. tables, charts, posters, bar graphs, maps) and can change text from one form to another (e.g. a table of data into a graph);
3.11 selects relevant reading material and applies research skills to find information in dictionaries, reference books and textbooks from community sources or electronic media (where available).
LO 5
THINKING AND REASONING The learner will be able to use language to think and reason, and access, process and use information for learning.
We know this when the learner:
5.1 uses language to think and reason:
5.1.3 distinguishes between advantages and disadvantages of something and explains why;
5.3 processes information:
5.3.1 collects and categorises relevant ideas and explains the reasons underlying the categorisation;
5.3.3 organises information under different headings;
5.3.5 organises information into a paragraph, table, timeline, chart or other appropriate written or graphical representation;
5.3.6 evaluates and draws conclusions and can explain basis;
5.3.7 evaluates and draws conclusions and can explain basis;
5.4 uses language to think creatively:
5.4.4 experiments with visual and sound effects of language;
5.4.5 explores associations of words and concepts to get new angles on topics.
LO 6
LANGUAGE STRUCTURE AND USE The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.
We know this when the learner:
6.1 works with words:
6.1.3 records words in a personal dictionary;
6.1.4 uses phonics and spelling rules to spell words correctly;
6.2 works with sentences:
Available for free at Connexions <http://cnx.org/content/col10971/1.1>
6.2.3 identifies and uses nouns, pronouns, prepositions, articles and conjunctions.
6.3 works with texts:
6.3.3 shifts from one tense to another consistently and appropriately;
6.6 uses meta-language (terms such as articles, conjunctions, topic sentence, audience, tense, personification).

1.14.4.7 Memorandum
Inventions:
1. barometer
2. microphone
3. amplifier
4. radio
5. telephone
6. microscope
7. syringe
8. stethoscope

1.14.5 Newspapers and a play
1.14.5.1 ENGLISH HOME LANGUAGE
1.14.5.2 Grade 5
1.14.5.3 PEOPLE WITH PASSION
1.14.5.4 Module 18
1.14.5.5 NEWSPAPERS AND A PLAY
PAPER WORK!

1.14.5.5.1 What catches your eye first when you read the newspaper?

<table>
<thead>
<tr>
<th>the picture or photograph?</th>
<th>the headline?</th>
<th>the actual report or story?</th>
</tr>
</thead>
</table>

Table 1.85

Write eye-catching headlines for the following:

---

18. This content is available online at <http://cnx.org/content/m22498/1.1/>.
Write a brief report to match each of these headlines:

1. Lions in the Kruger National Park have been put on diet. Game rangers complained that the lions are too well fed, are gaining too much weight and have become very selective about what they will eat.

2. The Boswell Wilkie Circus has closed down due to rising costs and expenses.

3. A miracle drug is set to cure HIV. Dr A. D'ZES claimed yesterday that the medication, made from the potato plant, has been thoroughly researched and has had favourable results.

4. John Smith proposed to Kira Holt of Durbanville before the start of the movie at Malmesbury Drive-In last night. "Of course I said yes," beamed Kira. "and did not even hesitate!"

5. The burglar was spotted stuck between the burglar bars and the window when the owners woke the next morning. The police were called out to arrest him and were highly amused to find him already "behind bars".
[LO 4.4.3]
CUT AN ARTICLE OUT OF THE LOCAL NEWSPAPER. READ IT OUT LOUD TO THE MEMBERS OF YOUR GROUP. What is your opinion as to what you have read?
For group work, your class could make a scrapbook of all the articles. Other classes and teachers might like to have a look at it – and be inspired! Donate your scrapbook to the school principal or the library.
[LO 3.3]
GROUP WORK

CRAFTY CHARACTERS...

FINGER PUPPETS
YOU WILL NEED: Stiff paper; cardboard; empty toilet rolls. Pair of scissors and good glue. Coloured scraps of paper; raffia; wool. Corrugated cardboard; bits of fabric. Adhesive tape; ribbon; string; pencils and kokis

Available for free at Connexions <http://cnx.org/content/col10971/1.1>
[ LO 3.9.2]
POINTERS!
(to help you write your play)
CHECKLIST

1. We planned our story. | YES | NO

1. We all had an input in deciding what the story is about. | YES | NO

1. We all agreed on the characters and the plot | YES | NO

continued on next page
1. We wrote all the necessary drafts and revised them as we went along.

| YES | NO |

1. We were satisfied with our final draft.

| YES | NO |

1. This was an enjoyable task.

| YES | NO |

Table 1.86

[LO 4.2.1; 4.2.2; 4.2.3; 4.2.4; 4.2.5; 4.2.6; 4.2.7]

ASSESSMENT: WRITING THE PLAY

<table>
<thead>
<tr>
<th>Plot (storyline)</th>
<th>Exciting, and challenging 5</th>
<th>Mediocre storyline. Little challenge 4 - 3</th>
<th>Very little happens. Low interest level 2 - 1</th>
</tr>
</thead>
</table>

Table 1.87

As a class, discuss and decide two more criteria to use when assessing your play.

Now, perform your play!

[LO 2.4.1; 2.4.2; 2.4.3; 2.4.4; 5.4.4; 6.3.3]

1.14.5.6 Assessment

LO 2

SPEAKING The learner will be able to communicate effectively in spoken language in a wide range of situations.

We know this when the learner:

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2.1.3 shares ideas and offers opinions on less familiar topics and events, using speculation and hypothesis;

2.2 uses interaction strategies to communicate effectively in group situations:

2.3 uses appropriate body language and presentation skills:

2.4 uses appropriate language for different purposes and audiences:

2.4.1 uses language with the appropriate register in less familiar situations;

2.4.2 uses grammatical structures and idioms that are appropriate for the purpose;

2.4.3 uses language carefully to express complex but common emotions such as anger, impatience, sympathy, admiration.

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CHAPTER 1. TERM 1

2.4.4 identifies and challenges discriminatory use of language.

LO 3

READING AND VIEWING
The learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

We know this when the learner:
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  3.1.3 scans for specific details;
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  3.1.6 predicts content or ending;
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  3.9.2 reads and carries out fairly complex instructions, and follows directions with minimum assistance;
3.10 interprets and discusses more complex visual texts (e.g. tables, charts, posters, bar graphs, maps) and can change text from one form to another (e.g. a table of data into a graph);
3.11 selects relevant reading material and applies research skills to find information in dictionaries, reference books and textbooks from community sources or electronic media (where available).

LO 4

WRITING
The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

We know this when the learner:
4.1 writes different kinds of texts for different purposes and audiences:
  4.1.1 writes for personal, exploratory, playful, imaginative and creative purposes (e.g. diary, humorous anecdotes, story, poem);
  4.1.3 writes and designs visual texts expressing information clearly and creatively (e.g. advertisements, newsletters, map with pictures and labels);
4.2 develops and organises ideas through a writing process:
  4.2.1 explores and analyses a topic and brainstorms ideas using mind maps, flow charts, and lists;
  4.2.2 develops the topic by consulting relevant sources, selecting relevant information and organising ideas;
  4.2.3 produces a first draft with central idea and well-developed supporting paragraphs;
  4.2.4 uses simple, compound and complex sentences with awareness of the specific purpose and audience;
  4.2.5 revises work focusing on content, appropriate language, organisation and style, and uses feedback from classmates and / or teacher;
  4.2.6 proofreads and corrects final version;
  4.2.7 submits final draft and reflects on assessment of the piece;
4.4 applies knowledge of language at various levels:
  4.4.1 word level;
  4.4.2 sentence level;
  4.4.3 paragraph level;

LO 5

THINKING AND REASONING
The learner will be able to use language to think and reason, and access, process and use information for learning.

We know this when the learner:
5.1 uses language to think and reason:
  5.1.3 distinguishes between advantages and disadvantages of something and explains why;
5.3 processes information:

Available for free at Connexions <http://cnx.org/content/col10971/1.1>
5.3.1 collects and categorises relevant ideas and explains the reasons underlying the categorisation;
5.3.3 organises information under different headings;
5.3.5 organises information into a paragraph, table, timeline, chart or other appropriate written or graphical representation;
5.3.6 evaluates and draws conclusions and can explain basis;
5.4.4 experiments with visual and sound effects of language;
5.4.5 explores associations of words and concepts to get new angles on topics.

LO 6

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The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

We know this when the learner:
6.1 works with words:
6.1.3 records words in a personal dictionary;
6.1.4 uses phonics and spelling rules to spell words correctly;
6.2 works with sentences:
6.2.3 identifies and uses nouns, pronouns, prepositions, articles and conjunctions.
6.3 works with texts:
6.3.3 shifts from one tense to another consistently and appropriately;
6.6 uses meta-language (terms such as articles, conjunctions, topic sentence, audience, tense, personification).

1.14.6 Term 3
1.14.6.1 Describing words: Adjectives

1.14.6.1.1 ENGLISH HOME LANGUAGE
1.14.6.1.2 Grade 5
1.14.6.1.3 PEOPLE WITH PASSION
1.14.6.1.4 Module 17
1.14.6.1.5 DESCRIBING WORDS: ADJECTIVES

Punk-cat, the love-struck tom, gazes adoringly into Pasha’s green eyes. She purrs contentedly, while flicking her long fluffy tail quickly and arching her slender spine slowly.

Find the describing words:

Figure 1.36

---

19 This content is available online at <http://cnx.org/content/m22500/1.1/>.
Underline all the nouns in RED.
Underline all the verbs in GREEN.
Find the words that tell us more about (describe) the nouns. Circle them in RED.
Find the words that tell us more about (describe) the verbs. Circle them in GREEN.
These describing words have special names.
A word that describes the noun is called an **ADJECTIVE**.
A word that describes the verb is called an **ADVERB**.

**ADJECTIVES**

1. Let’s take a look at adjectives in greater detail.

Gemma’s wagging tail has jumbled up these words. Sort the words into categories and give each category a name. Place the words into the given ‘hats’.

<table>
<thead>
<tr>
<th>slow</th>
<th>round</th>
<th>rectangular</th>
<th>salty</th>
<th>sweet</th>
</tr>
</thead>
<tbody>
<tr>
<td>woolly</td>
<td>bitter</td>
<td>rapid</td>
<td>square</td>
<td>lonely</td>
</tr>
<tr>
<td>happy</td>
<td>rough</td>
<td>overcast</td>
<td>sunny</td>
<td>fast</td>
</tr>
<tr>
<td>oblong</td>
<td>sour</td>
<td>sad</td>
<td>jerky</td>
<td>smooth</td>
</tr>
<tr>
<td>triangular</td>
<td>cold</td>
<td>knobbly</td>
<td>tasteless</td>
<td>content</td>
</tr>
</tbody>
</table>

**Table 1.88**
Adjectives tell us more about the person, place, etc.

Fill in the missing adjectives:

- The __ man smacked the __ boy hard and he cried.
- The __ pear in my lunchbox smelled rotten.
- __ teachers accept __ work from __ pupils.
- The __ child behaved badly when he kicked the __ dog.
- The __ lady is reading a __ book.

1. Which of the following two paragraphs is more interesting to read? Why?

- Sonia Bata collects shoes as a hobby. These artefacts are stored in a building shaped like a box.
- Sonia Bata collects various shoes as a fascinating hobby. These ancient artefacts are stored in an interesting building shaped like a rectangular box.

Available for free at Connexions <http://cnx.org/content/col10971/1.1>
• Expand the following sentence, using adjectives.

The professor sold his invention to the manufacturer for a sum of money.

1. Take a look at the two pictures below and describe what you see. Write at least two descriptive sentences per sketch. Once you have finished, count how many adjectives you have used.

![Figure 1.38](image)

Figure 1.38

![Figure 1.39](image)

Figure 1.39

[LO 4.4.2; 5.3.3; 6.2.3; 6.6]

1.4.6.1.6 Assessment

LO 4

WRITING

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THINKING AND REASONING
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LO 6
LANGUAGE STRUCTURE AND USE
The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.
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6.2 works with sentences:
6.2.3 identifies and uses nouns, pronouns, prepositions, articles and conjunctions.
6.3 works with texts:
6.3.3 shifts from one tense to another consistently and appropriately;
6.6 uses meta-language (terms such as articles, conjunctions, topic sentence, audience, tense, personification).

1.14.6.1.7 Memorandum
Describing words
Nouns: tom-cat; eyes; tail; spine
Verbs; gazes; purrs; flicking; arching
The words describing the nouns are Adjectives. The words describing the verbs are Adverbs.
Answers to the task involving categorising words into hats

Available for free at Connexions <http://cnx.org/content/col10971/1.1>
CHAPTER 1. TERM 1

By placing the words in the ‘hats’, the learners are experiencing and categorising the words. This is a good activity and quite enjoyable. Friendly debates as to which word fits where and why are to be expected. Challenge the learners by making them add to the lists, or to begin a totally new list in the remaining hat!

Exercise 2:
So often the children only use the words ‘good’, ‘bad’ and ‘nice’ (even the word ‘ugly’) – mostly incorrectly, or in the wrong context. This exercise aims to encourage the learners to think of, and to use, other descriptive words. More than one answer could be correct.

Exercise 3:
Second paragraph is more interesting. The learners should be able to tell you that the paragraph is more interesting because there is more information. (It has been ‘coloured in’.)

Comparing Adjectives
How do I know when to use which form of the word.

- **CLUE:** When comparing **two**, add **ier** to the end of the word.

When comparing **three** or more **add iest** to the end of the word.

Exercise 1

<table>
<thead>
<tr>
<th>Movement</th>
<th>Shape</th>
<th>Taste</th>
<th>Feelings/emotions</th>
<th>Weather</th>
<th>Feel/Touch</th>
</tr>
</thead>
<tbody>
<tr>
<td>slow</td>
<td>jerky</td>
<td>salty</td>
<td>lonely</td>
<td>content</td>
<td>woolly</td>
</tr>
<tr>
<td>rapid</td>
<td>round</td>
<td>sweet</td>
<td>happy</td>
<td>sunny</td>
<td>rough</td>
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<td>fast</td>
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<td>sad</td>
<td>overcast</td>
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<td>(cold)</td>
<td>(cold)</td>
<td>knobbly</td>
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<tr>
<td></td>
<td>oblong</td>
<td>tasteless</td>
<td>content</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Table 1.89**

Available for free at Connexions <http://cnx.org/content/col10971/1.1>
1.14.6.2 Describing words: adjectives and adverbs

1.14.6.2.1 ENGLISH HOME LANGUAGE

1.14.6.2.2 Grade 5

1.14.6.2.3 PEOPLE WITH PASSION

1.14.6.2.4 Module 20

1.14.6.2.5 DESCRIBING WORDS: ADJECTIVES AND ADVERBS

COMPARING ADJECTIVES

<table>
<thead>
<tr>
<th>(a) silly</th>
<th>sillier</th>
<th>silliest</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) hard</td>
<td>harder</td>
<td>hardest</td>
</tr>
<tr>
<td>(a) quick</td>
<td>quicker</td>
<td>quickest</td>
</tr>
<tr>
<td>(a) old</td>
<td>older</td>
<td>oldest</td>
</tr>
</tbody>
</table>

Table 1.90

Three different forms of each word (small and happy) have been used. How do I know when to use which form of the word? CLUE: When comparing 2, add __ to the end of the word. When comparing 3 or more, add __ to the end of the word. This will help!

- double the final consonant if it follows a short vowel, e.g. fat fatter fattest
- In words ending in y, the y changes to i before adding -er or -est e.g. happy happier; happiest.
- If the word ends in e, only add -r or -st, e.g. pale paler palest

Table 1.91

This content is available online at <http://cnx.org/content/m22501/1.1/>.

Available for free at Connexions <http://cnx.org/content/col10971/1.1>
• Try these:

<table>
<thead>
<tr>
<th>one</th>
<th>two</th>
<th>three or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>larger</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>tallest</td>
<td></td>
</tr>
<tr>
<td>poorer</td>
<td></td>
<td></td>
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<tr>
<td>naught</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sillier</td>
<td></td>
<td></td>
</tr>
<tr>
<td>harder</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>quickest</td>
<td></td>
</tr>
<tr>
<td></td>
<td>oldest</td>
<td></td>
</tr>
</tbody>
</table>

Table 1.92

<table>
<thead>
<tr>
<th>bad</th>
<th>worse</th>
<th>worst</th>
</tr>
</thead>
<tbody>
<tr>
<td>good</td>
<td>better</td>
<td>best</td>
</tr>
<tr>
<td>much</td>
<td>more</td>
<td>most</td>
</tr>
<tr>
<td>little</td>
<td>less</td>
<td>least</td>
</tr>
<tr>
<td>dead</td>
<td>dead</td>
<td>dead</td>
</tr>
</tbody>
</table>

Table 1.93

Rewrite the following, using the proper form of the adjective in brackets.

• Bill Gates is the (rich) man in the world.
• Andrea is (young) than Pete.
• It was the (worse) toothache I have ever had.
• It is the (less) I can do to help.
• My toads hops the (fast) of all the toads.

Adjectives with three or four syllables don’t sound right when -er or -est are added. So, we use more or most.

• It is more dangerous to climb a mountain without a safety harness.

1. That bicycle is ___ expensive than this one.
2. This is the ___ comfortable chair in which I have ever sat.
3. You must be ___ careful with your books, Anne!
4. This is the ___ exciting story I have ever heard.
5. He is the ___ impatient person I know.

Can you think of any others like this?

[LO 4.4.2]
JUST FOR FUN.
“PICTURE-A-NOUN!”

1. Think of a noun.

Available for free at Connexions <http://cnx.org/content/col10971/1.1>
2. List 15 - 20 words describing this object.
3. Create a “picture” outline of this object, using your descriptive words.

(earthworm)

ADVERBS

Let’s recap
An adjective describes the ___ and an adverb describes the ACTION!

Let’s play a game! This is how it works:

1. Decide on an adverb, e.g. quickly.
2. Don’t tell anybody what you have chosen.
3. A volunteer goes to the front of the classroom and the class gives him or her an action to do, e.g. brushing his teeth.
4. He then has to act out the action of, e.g. brushing these teeth, in the manner of the adverb he has chosen.
5. The class must guess what his adverb is.
6. Each person has a turn to act.

Choose an adverb from the puffy cloud. Use it in a sentence.

Select the most suitable adverb from between brackets.

1. He cuddled the tiny puppy (roughly; tenderly; quickly).
2. A hug bear attacked the tourist (savagely; carefully; weakly).
3. My strong friend lifted the crate (easily; weakly; unhappily).
4. The whale chased the fish (lazily; slowly; hungrily) round the bay.
5. The exhausted crew sailed their yacht (energetically; carelessly; slowly) into the harbour.

Adverbs tell us HOW, WHEN and WHERE

Now fill in the missing adverbs, rewriting the sentence in full and using the word in brackets as a clue.

1. He ran to the shop ___ (when)
2. He ran to the shop ___ (how)
3. (When) ___ I paid all the accounts.
4. (How) ___ he got off his chair and stomped out of the room.
5. She ran ___ (where)
6. I have searched ___ (where)

Complete these sentences by filling in the missing adverbs:

1. Mr Riddle grew (how) ___ excited when he saw his formula

working.

1. He (how) ___ pressed a large button and a (how) ___ rumbling came from the test tube.
2. (when) ___ the whole contraption began to shake (how) ___ and gas began to hiss (where) ___ out of various tubes.
3. Mr Hugland noticed (when) ___ those bubbles were creeping

(how) ___ up the insides of the little glass tubes and squirting
(how) ___ into the great jar (where) ___.

Adverbs and Adjectives
As busy as a bee! Well done!  Able as an ant! Good work  Still a little sleepy! Need to concentrate a little harder

<table>
<thead>
<tr>
<th>one</th>
<th>two</th>
<th>three or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) large</td>
<td>larger</td>
<td>largest</td>
</tr>
</tbody>
</table>

Table 1.94

1.14.6.2.6 Assessment

LO 4

WRITING

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

We know this when the learner:

4.1 writes different kinds of texts for different purposes and audiences:

4.1.1 writes for personal, exploratory, playful, imaginative and creative purposes (e.g. diary, humorous anecdotes, story, poem);

4.1.3 writes and designs visual texts expressing information clearly and creatively (e.g. advertisements, newsletters, map with pictures and labels);

4.2 develops and organises ideas through a writing process:

4.2.1 explores and analyses a topic and brainstorms ideas using mind maps, flow charts, and lists;

4.2.2 develops the topic by consulting relevant sources, selecting relevant information and organising ideas;

4.2.3 produces a first draft with central idea and well-developed supporting paragraphs;

4.2.4 uses simple, compound and complex sentences with awareness of the specific purpose and audience;

4.2.5 revises work focusing on content, appropriate language, organisation and style, and uses feedback from classmates and / or teacher;

4.2.6 proofreads and corrects final version;

4.2.7 submits final draft and reflects on assessment of the piece;

4.4 applies knowledge of language at various levels:

4.4.1 word level;

4.4.2 sentence level;

4.4.3 paragraph level;

1.14.6.2.7 Memorandum

Exercise 1

continued on next page
<table>
<thead>
<tr>
<th>(a) <strong>tall</strong></th>
<th><strong>taller</strong></th>
<th><strong>tallest</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) <strong>poor</strong></td>
<td><strong>poorer</strong></td>
<td><strong>poorest</strong></td>
</tr>
<tr>
<td>(a) <strong>naughty</strong></td>
<td><strong>naughtier</strong></td>
<td><strong>naughtiest</strong></td>
</tr>
<tr>
<td>(a) <strong>silly</strong></td>
<td><strong>sillier</strong></td>
<td><strong>silliest</strong></td>
</tr>
<tr>
<td>(a) <strong>hard</strong></td>
<td><strong>harder</strong></td>
<td><strong>hardest</strong></td>
</tr>
<tr>
<td>(a) <strong>quick</strong></td>
<td><strong>quicker</strong></td>
<td><strong>quickest</strong></td>
</tr>
<tr>
<td>(a) <strong>old</strong></td>
<td><strong>older</strong></td>
<td><strong>oldest</strong></td>
</tr>
</tbody>
</table>

Table 1.95

Exercise 2:

(a) richest
(b) younger
(c)
(d) worst
(e) least
(f) fastest

Exercise 3:

1. That bicycle is **moreexpensive** than this one.
2. This is the **mostcomfortable** chair in which I have ever sat.
3.
4. You must be **morecareful** with your books, Anne!
5. This is the **mostexciting** story I have ever heard.
6. He is the **mostimpatient** person I know.

Adverbs:

There is no definite answer for any of the exercises. They have to make sense to be correct.
1.14.6.3 Listening and reading

1.14.6.3.1 ENGLISH HOME LANGUAGE
1.14.6.3.2 Grade 5
1.14.6.3.3 PEOPLE WITH PASSION
1.14.6.3.4 Module 21
1.14.6.3.5 STORIES: LISTENING AND READING

LISTENING SKILL:
Listen to your teacher as she reads the following extract to you. Listen carefully a second time.
What is this extract about (main idea)? Tell this in only two sentences.
[LO 1.2]
Do NOT read this in advance! Fold your page up to cover up the extract.

HE SAVED THE DAY!
With only days to go to her June 28, 1881 wedding, the young bride-to-be was anxious. Her wedding cake was on a sailing ship waiting beyond the Knysna Heads for calm waters in order to cross into the lagoon.

An old chemist, Mr Groan, saved the day. He baked a three tier cake using Royal Baking Powder. It and the wedding were a great success!

Mrs Melville (the bride!) could have been very disappointed without Royal Baking Powder, the raising agent which since 1863 has guaranteed perfect baking results.

Royal's reliability changed baking forever. Agents such as yeast and pearlash had been used since the Egyptians in 1000 BC, not always successfully. Bread, cakes and scones were often acidic or discoloured.

Mr Groan could not have known how his good deed changed baking forever.

Figure 1.40

[LO 6.1.4]
Acrostic poems . . .
Choose a word. Write the letters vertically with words that describe the topic, e.g.

---

This content is available online at <http://cnx.org/content/m22504/1.1/>.

Available for free at Connexions <http://cnx.org/content/col10971/1.1/>
Big

<table>
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</tr>
<tr>
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</tr>
<tr>
<td>enthusiastic</td>
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<tr>
<td>reliable</td>
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</tbody>
</table>

Table 1.96

Now try to complete these:

<table>
<thead>
<tr>
<th>f</th>
<th>fragrant</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>l</td>
<td></td>
<td>O</td>
</tr>
<tr>
<td>o</td>
<td>effi</td>
<td>C ient</td>
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<td>T</td>
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<td>e</td>
<td></td>
<td>O</td>
</tr>
<tr>
<td>r</td>
<td></td>
<td>R</td>
</tr>
</tbody>
</table>

Table 1.97

Now try these on your own or with a partner:

<table>
<thead>
<tr>
<th>C</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>H</td>
<td>H</td>
</tr>
<tr>
<td>E</td>
<td>I</td>
</tr>
<tr>
<td>F</td>
<td>L</td>
</tr>
<tr>
<td>D</td>
<td>R</td>
</tr>
<tr>
<td>E</td>
<td>N</td>
</tr>
</tbody>
</table>

Table 1.98

FOR THE TEACHER: Enjoy the following:

The microscope, by M. Kumin
[LO 4.1.1]

Silent reading exercise: Fill in the missing words. Do not use the same word twice.
It is not often one hears a story like this one-
A Miracle Mother: I love him as if he were my own!

Baby Thulani was abandoned at birth at Langa railway station outside Cape Town. His first home was a place of safety. At (1) ____ months old he was so ill it was believed that he was dying of AIDS, and he was
(2) __ to the Red Cross Children’s Hospital. He was so (3) __ that it had been decided that no attempts should be made to resuscitate him if he got any sicker.

Wendy Tuffin, a 22-year-old psychology (4) ___ and hospital volunteer, fell in (5) ___ with the baby in the mere minute that he (6) ___ at her. Her resistance crumbled and she soon moved him to her family (7) ___ in Pinelands. Wendy took time off from her studies to be a full-time (8) ___ to him and now, two years later, with Thulani a healthy (9) ___ attending playschool, she has returned to her (10) ___ and studies.

Wendy has plans to adopt Thulani, but will have to wait until she turns 24 before she can legally adopt her son.

(Adapted/rewritten from an article in the Reader’s Digest/The Argus – D. Caelers)

[LO 3.1.6]

LET’S READ!
Do you still remember what we learnt in a former module?

PITCH!  
PACE  
PAUSE

Figure 1.41

In this module we are going to practise these three concepts again.

CHALLENGE!
Find an exciting story (use the library!) – one with PLENTY of action and suspense – and select a really exciting section to practice and READ!

[LO 3.1.8]

1.14.6.3.6 Assessment

LO 1
LISTENING The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

We know this when the learner:
1.2 identifies the main message and themes in oral texts and relates them to everyday life.

LO 3
READING AND VIEWING The learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

We know this when the learner:
3.1 reads a variety of South African and international fiction and non-fiction for different purposes (e.g. poems, book reviews, short novels, newsletters, reference books);
3.1.1 reads independently, selecting appropriate reading and comprehension strategies for the purpose;
3.1.2 skims to get the general idea;
3.1.3 scans for specific details;
3.1.5 uses previous knowledge or textual clues to determine meaning and make inferences;
3.1.6 predicts content or ending;
3.1.8 reads aloud clearly, adjusting speed according to purpose and audience;

Available for free at Connexions <http://cnx.org/content/col1071/1.1>
3.3 describes and analyses emotional response to texts;
3.9 understands and responds appropriately to a range of information texts:
3.9.2 reads and carries out fairly complex instructions, and follows directions with minimum assistance;
3.10 interprets and discusses more complex visual texts (e.g. tables, charts, posters, bar graphs, maps) and can change text from one form to another (e.g. a table of data into a graph);
3.11 selects relevant reading material and applies research skills to find information in dictionaries, reference books and textbooks from community sources or electronic media (where available).

LO 4
WRITING
The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.
We know this when the learner:
4.1 writes different kinds of texts for different purposes and audiences:
4.1.1 writes for personal, exploratory, playful, imaginative and creative purposes (e.g. diary, humorous anecdotes, story, poem);
4.1.3 writes and designs visual texts expressing information clearly and creatively (e.g. advertisements, newsletters, map with pictures and labels);
4.2 develops and organises ideas through a writing process:
4.2.1 explores and analyses a topic and brainstorms ideas using mind maps, flow charts, and lists;
4.2.2 develops the topic by consulting relevant sources, selecting relevant information and organising ideas;
4.2.3 produces a first draft with central idea and well-developed supporting paragraphs;
4.2.4 uses simple, compound and complex sentences with awareness of the specific purpose and audience;
4.2.5 revises work focusing on content, appropriate language, organisation and style, and uses feedback from classmates and / or teacher;
4.2.6 proofreads and corrects final version;
4.2.7 submits final draft and reflects on assessment of the piece;
4.4 applies knowledge of language at various levels:
4.4.1 word level;
4.4.2 sentence level;
4.4.3 paragraph level;

LO 6
LANGUAGE STRUCTURE AND USE
The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.
We know this when the learner:
6.1 works with words:
6.1.3 records words in a personal dictionary;
6.1.4 uses phonics and spelling rules to spell words correctly;
6.2 works with sentences:
6.2.3 identifies and uses nouns, pronouns, prepositions, articles and conjunctions.
6.3 works with texts:
6.3.3 shifts from one tense to another consistently and appropriately;
6.6 uses meta-language (terms such as articles, conjunctions, topic sentence, audience, tense, personification).

1.14.6.3.7 Memorandum
Spelling: sketch ; much ; scratch.
Silent reading:
Possible answers:
At three (1) months old he was so ill it was believed that he was dying of Aids, and he was (2) sent / transferred to the Red Cross Children's Hospital. He was so (3) sick / ill that it had been decided that no attempts should be made to resuscitate him if he got any sicker.

Wendy Tuffin, a 22-year-old psychology (4) student and hospital volunteer, fell in (5) love with the baby in the mere minute that he (6) looked / smiled / gazed at her. Her resistance crumbled and she soon moved him to her family (7) home in Pinelands. Wendy took time off from her studies to be a full-time (8) mom / mother / parent to him and now, two years later, with Thulani a healthy (9) toddler / child / 3 year old attending playschool, she has returned to her (10) books / classes and studies.

1.14.6.4 Term 4
1.14.6.4.1 Comprehension

1.14.6.4.1.1 ENGLISH HOME LANGUAGE
1.14.6.4.1.2 Grade 5
1.14.6.4.1.3 THAT SINKING FEELING
1.14.6.4.1.4 Module 22
1.14.6.4.1.5 COMPREHENSION

---

De Jonge Thomas
June 1, 1773 – Table Bay, Cape Town

The story of the wreck of De Jonge Thomas is one of the most remarkable in the history of Table Bay. It was to this ship that the legendary Wolraad Woltemade rode his horse into the raging sea to save lives.

De Jonge Thomas was lying anchored in Table Bay, along with 3 other ships belonging to the DEIC. These vessels should never have been there as it was the Company’s ruling that no ships should be anchored in the bay after May 15; due to the Cape’s unpredictable winter weather.

A gale had been blowing hard and prevented the ships from sailing. The Captain of De Jonge Thomas decided to attempt to beach the ship in a favourable spot, rather than have it driven ashore at the mercy of the storm. However, on impact the ship swung broadside (sideways) to the beach, mountainous waves broke over her and within minutes of beaching, she broke her back.

Soldiers were sent down to the beach to assist in the salvaging of the cargo and to offer help to the sailors aboard the wreck. As always, their first task was to erect a gibbit on the beach to hang any looters.

Wolraad Woltemade rode down to the beach to bring his son, a soldier, some food. He rode his horse, an excellent swimmer, into the raging surf and managed to rescue two sailors. He repeated this 6 times before collapsing with exhaustion. Hearing the despairing cries from the wreck, he rode out into the sea again –

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22This content is available online at http://cnx.org/content/m22505/1.1/.

Available for free at Connexions <http://cnx.org/content/col10971/1.1/>
but this time too many sailors grabbed onto his horse and both he and the horse, and the sailors, drowned in the waves.

(Taken/adapted from Shipwrecks of the Western Cape, by Brain Wexham)

COMPREHENSION
In your groups discuss the following and answer the following questions about the extract you have read:

- Find a word in the passage which:
  - means ‘to rescue’
  - is the opposite of ‘to demolish/break down’
  - means ‘a strong wind or storm’
  - means ‘extreme tiredness’

- Explain in your own words why the DEIC did not want ships to anchor in the bay during the winter season. Give 2 reasons.

- Why did the Captain decide to move his ship to a more favourable spot?

- What happened to the ship when “she broke her back”?

- What . . .
  - is a gibbit used for?
  - would you be doing if you were looting?
  - would you be doing if you were assisting someone?

- How many sailors did Wolraad Woltemade save?

[LO 3.1.1]
7.

Figure 1.43

(a) The soldiers were responsible for the death of Woltemade.
(b) The sailors he was trying to help, were responsible for Woltemade’s death.

[LO 1.6]
HOW DID WE MANAGE?

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
</tr>
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<tbody>
<tr>
<td>Did we listen to each other?</td>
<td></td>
</tr>
<tr>
<td>Did everyone have a chance to speak?</td>
<td></td>
</tr>
<tr>
<td>Did we use our time well?</td>
<td></td>
</tr>
<tr>
<td>Did we respect someone else’s point of view?</td>
<td></td>
</tr>
<tr>
<td>Did we listen quietly before responding?</td>
<td></td>
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</tbody>
</table>

Table 1.99

Available for free at Connexions <http://cnx.org/content/col10971/1.1>
REMINDER! Group work can only be successful, if you

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>• take turns!</td>
<td></td>
</tr>
<tr>
<td>• stick to the topic</td>
<td></td>
</tr>
<tr>
<td>• ask relevant questions</td>
<td></td>
</tr>
<tr>
<td>• respect others’ opinions</td>
<td></td>
</tr>
<tr>
<td>• listen</td>
<td></td>
</tr>
<tr>
<td>• give constructive feedback</td>
<td></td>
</tr>
</tbody>
</table>

Table 1.100

[LO 2.2.2; 3.6]
Figure 1.45

Waratah

The ‘unsinkable’ ship that vanished without a trace

At 6pm on the evening of Monday, 26 July 1909, the steamship, Waratah, pride of Lund’s Blue Anchor Line, left Durban harbour and sailed in a south-westerly direction for Cape Town, where she was scheduled to arrive on the morning of Thursday, 29 July – before continuing the voyage to London.

On the night of 28 July 1909, the ‘unsinkable’ steamship, Waratah, with 211 passengers and crew on board, vanished without a trace route from Durban to Cape Town. No trace of the vessel has ever been found.

Did she catch fire and sink before there was time to launch the lifeboats? Was she engulfed by a tremendous mid-ocean vortex caused by an underwater earthquake? Had she steamed head-on into a gigantic wave and been buried by thousands of tons of water? If this did occur, the Waratah may well have slid into a trough, and simply been engulfed. Perhaps the Waratah suffered engine or steering failure and, while labouring in heavy seas, a giant wave stove in her fore hatch. Could a series of freak waves have caused the Waratah, described by many passengers as ‘top-heavy’, - due to the coal she was carrying -, to heel over and overturn in the water?

No-one knows for certain why the Waratah went down... perhaps the most curious factor of all is not that she went down, but that no evidence of the sinking was left at the water’s surface!

(Taken/adapted from Unsolved Mysteries of Southern Africa, by Rob Marsh)

COMPREHENSION

Answer the following questions about the piece you have just read.

- Use a dictionary to find the meanings of the words printed in bold/italics in the extract:
  - continuing the voyage
  - of the vessel
  - no evidence of the sinking

- The following statements are false. Correct them:
  - The Waratah was a modern sailing ship.
  - A survivor – who described the events – was found washed up.
  - The Waratah left London for Cape Town.

- Underline or circle the correct answer:

The Waratah mysteriously disappeared on a [(a) Tuesday; Wednesday; Thursday] [(b) morning; afternoon; evening].

- Answer the following questions:
  - What does this mean: “pride of Lund’s Blue Anchor Line”?
  - What was so special about this particular steamship?
  - What is the most fascinating fact about the sinking of the Waratah?

- Complete these sentences, so as to make the statements true:

Available for free at Connexions <http://cnx.org/content/col10971/1.1>
There were more than _ on board the ship.
Researchers have never been able to find the wreck of the ship, because _

[LO 3.1.1; 3.1.2; 3.1.3]
JUST FOR FUN!
See what information you can find about the sinking of the Waratah.
In an issue of The Argus in 1997, it was reported that progress is being made in solving this mystery.

1.14.6.4.1.6 Assessment

LO 1
LISTENING The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.
We know this when the learner:
1.3 identifies features of oral texts (structure, language, tone, register, etc.) that make them appropriate for different purposes and audiences;
1.6 listens actively, considering other points of view, and responds with sensitivity to ideas and suggestions;
1.7 discusses the social, moral and cultural values, attitudes and assumptions in oral texts, and comments on what is included and excluded (e.g. “Is the moral of the story true for all circumstances? What circumstances are not covered in this story?”).

LO 2
SPEAKING The learner will be able to communicate effectively in spoken language in a wide range of situations.
We know this when the learner:
2.1 communicates experiences, ideas and information in different and fairly challenging contexts for different audiences and purposes:
2.1.1 uses language thoughtfully for interpersonal communication (e.g. praising someone’s efforts, disagreeing with someone);
2.2 uses interaction strategies to communicate effectively in group situations:
2.3 uses appropriate body language and presentation skills:
2.4 uses appropriate language for different purposes and audiences:
2.4.1 uses language with the appropriate register in less familiar situations;
2.4.2 uses grammatical structures and idioms that are appropriate for the purpose;
2.4.3 uses language carefully to express complex but common emotions such as anger, impatience, sympathy, admiration.
2.4.4 identifies and challenges discriminatory use of language.

LO 3
READING AND VIEWING The learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.
We know this when the learner:
3.1 reads a variety of South African and international fiction and non-fiction for different purposes (e.g. poems, book reviews, short novels, newsletters, reference books);
3.1.1 reads independently, selecting appropriate reading and comprehension strategies for the purpose;
3.1.2 skims to get the general idea;
3.1.3 scans for specific details;
3.1.5 uses previous knowledge or textual clues to determine meaning and make inferences;
3.1.6 predicts content or ending;
3.1.8 reads aloud clearly, adjusting speed according to purpose and audience;
3.3 describes and analyses emotional response to texts;
3.9 understands and responds appropriately to a range of information texts;
3.9.2 reads and carries out fairly complex instructions, and follows directions with minimum assistance;

Available for free at Connexions <http://cnx.org/content/col10971/1.1>
3.10 interprets and discusses more complex visual texts (e.g. tables, charts, posters, bar graphs, maps) and can change text from one form to another (e.g. a table of data into a graph);

3.11 selects relevant reading material and applies research skills to find information in dictionaries, reference books and textbooks from community sources or electronic media (where available).

1.14.6.4.1.7 Memorandum

Comprehension:
1.
   • save
(b) salvage
   (c) gale
   (d) exhaustion
2. (own words – no ships anchored there as a ruling; Cape’s unpredictable winter weather)
3. so that it would not be driven ashore by the storm
4. her keel broke / she broke in half / broke in two
5. (a) hanging people
   (b) stealing goods
   (c) helping or aiding
6. 12
   Comprehension:
   1. Depending on the source used, there could be more than one correct answer:
      (a) trip
      (b) ship
      (c) proof
   2. Learners must provide proof from the reading that the statement is false.
   3.
      (a) Wednesday
      (b) Evening
   4.
      (a) their best / their flagship
      (b) unsinkable
      (c) vanished without a trace
   5.
      (a) 200 (were 211 on board)
      (b) it vanished without a trace / no evidence of where it went down.

1.14.6.4.2 Reading

1.14.6.4.2.1 ENGLISH HOME LANGUAGE

1.14.6.4.2.2 Grade 5

1.14.6.4.2.3 THAT SINKING FEELING

1.14.6.4.2.4 Module 21

1.14.6.4.2.5 READING

Read the article (Text 1) on the next page carefully.

This content is available online at <http://cnx.org/content/m22509/1.1/>.

Available for free at Connexions <http://cnx.org/content/col10971/1.1>
What is this article about (main idea)?
What do we learn from this article about Tony Bullimore’s character? And motivate ‘why’!

<table>
<thead>
<tr>
<th>What?</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 1.101

What did you read about Tony Bullimore that was positive? And negative?
What do you find interesting about this article?

Take turns with your partner, reading out aloud. Assess each other. Fill in the missing criteria.

<table>
<thead>
<tr>
<th>ASSESS YOURSELF AND YOUR PARTNER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
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<td></td>
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<tr>
<td></td>
</tr>
</tbody>
</table>

Table 1.102

[LO 3.3; 3.4] Read the article marked text 2:

- How does this article differ from the article marked text 1?
- Which newspaper/magazine article is more sympathetic/negative in the way of reporting?
- How do you know that?
- Have the writer’s different views/opinions of the person/event? What are they?

[LO 3.3; 3.4; 3.8.3]

TEXT 1

1.14.6.4.2.5.1 Trapped under his capsized yacht – brave sailor’s battle to survive

1.14.6.4.2.5.2 Four dark days in an air bubble

He lay curled up in the cramped space, trying to survive the bone-chilling cold. But not even his specially designed survival suit could keep him warm.

Tony Bullimore had no idea how long he’d been trapped in the pitch darkness of his capsized yacht. Two days? Three?

He’d fashioned a crude hammock form cargo netting after the cabin had begun flooding. It now hung about a metre down from the floor of the upturned yacht, only centimetres above the sloshing, freezing water.

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If he wanted to turn over or change position he first had to get out of the hammock, which put him up to his neck in the icy water.

Tony’s thoughts were in a turmoil. He thought of his wife, Lela, and his family in England. He would have been reported missing by now and they’d be very worried.

He knew he had to keep his hopes up, but it wasn’t easy. After all, he was somewhere in the remoteness of the great Southern Ocean. The closest land was Antarctica or Australia, both about 2,500 km away.

His fresh water supply was almost exhausted and all he had to eat was a slab of chocolate. How long would the air trapped beneath the upturned hull keep him alive?

He couldn’t help feeling the end was near. At 57 he’d had a full and rewarding life. It was time to come to terms with his fate, he thought. He just hoped Lela would . . .

Suddenly his thoughts were interrupted by loud banging above him. Tony sat up, his heart racing. On a number of occasions he’d thought he heard sounds of possible rescue, only to find the noise had been caused by some loose equipment rolling about.

Bang-bang-bang! This time it was unmistakable.

Desperately he hunted around for something to bang back with, but in the end had to use his fists. "I’m coming out! I’m coming out!" he yelled.

Tony took a few deep breaths, dived into the icy water and swam out from under the upturned hull. With bursting lungs he surfaced outside.

He was greeted by the most wonderful sight he’d ever seen — rescue workers in bright orange jackets in an inflatable craft. Behind them was the Australian Navy’s frigate HMAS Adelaide. A helicopter hovered overhead.

“It’s a miracle! It’s an absolute miracle!” he said through cracked lips as he was taken aboard the frigate.

Only later would Tony find out he’d spent four full days bobbing about in the hostile vastness of the Southern Ocean. And the world shared his amazement at his miraculous rescue.

The yacht had been sailing in fine weather for four days. In the still air the blue water of the Southern Ocean was as smooth as a millpond.

To Tony Bullimore, one of 10 participants in the gruelling Vendee Globe single-handed around-the-world race, it was a welcome relief from the storm that had raged earlier.

He used the opportunity to dry his clothes and tidy the equipment aboard his yacht Global Exide Challenger. Once again he could cook up one of his favourite meals — a delicious hot curry.

But although he took things easier than he’d been able to during the storm, he didn’t relax completely. The waters he was in, south of latitude 50o S, had a reputation for sudden storms.

So when the wind suddenly came up late in the afternoon on Sunday January 5, Tony was ready.

Without a weather fax and with the satellite equipment broken during an earlier storm, he had to rely on an old salt’s technique of “smelling” the weather.

And what he smelled wasn’t good.

Within an hour the wind was howling at 60 knots and the yacht began to roll wildly in the huge swells. But still he wasn’t worried.

“I got it going beautifully,” he said later. “Bare poles (no sails), lashed everything down, got everything tucked away down below and put everything in such a position I could be chucked from one side of the boat to the other without damage.”

But he was drinking a cup of tea when disaster struck.

“I was sitting there with my cup of tea and then—bang! The keel popped off.”

The boat immediately rolled, leaving Tony trapped in the cabin inside the upturned hull.

Things weren’t too bad for him during the night. But in the early hours of the morning disaster struck again — one of the portholes was smashed and icy water poured through it. In seconds Tony was up to his shoulders in water.

His first priority was to make a hammock to lie in so he could keep himself out of the icy water. Feeling around in pitch darkness he found a piece of cargo netting. For the next few fateful days it would be his only haven.
“I had to find a spot as high as possible. The smashed porthole was acting like a vacuum. It sucked everything out of the boat. It was quite amusing,” he recalls. The swells sloshed the water around inside the boat and it was impossible to stay dry. Even in his R5 000 survival suit, with its four layers of protective material, Tony was chilled to the bone.

Many times had had to brave the cold water and get out of his hammock, mainly to see to the life raft on the deck, now below the surface of the water.

“I was afraid that if it was adrift and anyone came across it they’d just look and say, ‘Ah, it’s all finished’ and any rescue would be abandoned.”

To ensure the life raft was lashed tightly, he had to dive into the water, swim through the entrance into the cockpit and onto the deck.

The whole exercise had to be done underwater and he had to do it in stages – as a lifelong smoker he could hold his breath for only a minute at a time.

“I went up there about a dozen times and each time I’d go back to my little bolthole to warm up for a few hours,” he says.

Tony told his story in fits and starts in the sickbay of the rescue ship.

His feet were swollen from excessive exposure and poor blood circulation. He’d lost the end of one little finger when a door slammed as the yacht rolled, and there were signs of frostbite on one hand.

Despite his condition he hadn’t lost his sense of humour. To the amusement of the crew, his first request on being rescued was typically British – for a cup of tea.

“I’ve been in some situations in my life that I could tell you about.” Tony said as his rescuers listened attentively. “But this was the hardest. I’ve done more than 20 000 miles of ocean racing but I’ve never been through anything like this.”

He confessed there was a time shortly before the rescue when he thought it was over for him.

Then he recalled the experience of a friend who’d had a heart attack. “When he got over, it he opened his bed-room window and said, ‘God, it’s like being born all over again’. That’s how I feel now.”

TEXT 2

1.14.6.4.2.5.3 Rough sailing in SA for yacht race hero

“Miracle” sailor sparked apartheid row

Johannesburg – Yachtsman Tony Bullimore, who was plucked from icy seas in a dramatic sea rescue, has faced difficulty many times – including once in South Africa, when he was challenged to a duel to the death over his outspoken opposition to apartheid.

But the plucky, daredevil Briton has never been so close to meeting his maker. His yacht capsized in the Vendee Globe solo round-the-world challenge and he spent four days floating inside the hull of his boat, waiting to be rescued.

Reports from the Australian naval vessel that rescued Bullimore indicate the intrepid sailor may lose two of his fingers and will face surgery as soon as he reaches port. One of his fingers was severed when his yacht capsized and another was severely damaged by frostbite.

Bullimore came to South Africa in the early 1960s after leaving Britain and conning his way on board a yacht headed south. He had no crew experience.

His gift of the gab often got him into hot water. After three years here, he left South Africa – where he ran a judo school – and returned to Britain because he claimed he was fed up with apartheid hypocrisy.

He hit the headlines when he was photographed throwing a Springbok badge into a dustbin as a symbolic gesture of his contempt for racism.

He claimed to have been awarded Springbok colours for judo, but inquiries showed Bullimore had never been awarded colours as he claimed, or represented the country at the Olympics.

In the article accompanying the picture, Bullimore was quoted as saying: “I have no respect for this badge that masquerades as a badge of honour from a country of racists”.

Journalists also revealed that Bullimore had actually retrieved the badge from the dustbin. His opposition to apartheid caused a local uproar and one Durban judo champion even challenged Bullimore to a duel to the death in defence of Springbok honour.

Available for free at Connexions <http://cnx.org/content/col10971/1.1>
Durban businessman Glen Billson, a judo expert, threatened to teach the British upstart a lesson and challenged him to a “fight till the death.”

Bullimore’s anti-apartheid stance was well known. When he returned to Britain he started a disco which attracted mainly black customers. The club was known as the Bamboo Club and it was a landmark in Bristol.

Bullimore told people he had decided to leave South Africa because the people “didn’t like me getting friendly with blacks.”

Last week, his West Indian wife Lalel was seen on national television telling viewers that she had never given up hope of him being found alive.

It wasn't the first time she had to worry about her husband. Twice before his yacht had been wrecked in bad seas.

He was once almost killed when his yacht hit rocks near the port of Brest. The wreckage of his boat washed around him while he clung on to the rocks.

In another incident, his yacht flipped and a crewmate was killed.

But his latest skirmish was definitely the worst. Bullimore had only a bar of chocolate and a cup or two of fresh water. He tried to inflate his rescue raft but was stuck in a submerged section and every effort to get to the raft saw him plunge metres below icy waters.

He was fast losing hope of being rescued and was preparing himself for death when he heard banging noises from outside.

The Navy was helped in its rescue by satellite location beacons fitted to all vessels that competed in the race. Skippers had been trained to activate the beacon when they ran into trouble.

In all three rescues in the Vendee race of Bullimore, and of Frenchmen Thiery Dubois and Raphael Dinelli – the emergency switches were activated.

Bullimore was the last of the three competitors rescued, but the most grateful.

“I’ve been in some bad situations before, but this was the hardest. I think if I had words to describe it, it would be a miracle. An absolute miracle.”

Refer to text 2: Discussion

Tony Bullimore told people he had decided to leave South Africa because the people “________________________”.

(Fill in the missing words).

Figure 1.46

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What do you say? Fill in the speech bubble! Discuss these reactions. How should we react to other cultures?

[LO 1.6; 2.1.6; 3.8.1; 3.8.2; 5.1.4]

1.4.6.4.2.6 Assessment

LO 1

LISTENING The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

We know this when the learner:
1.3 identifies features of oral texts (structure, language, tone, register, etc.) that make them appropriate for different purposes and audiences;
1.6 listens actively, considering other points of view, and responds with sensitivity to ideas and suggestions;
1.7 discusses the social, moral and cultural values, attitudes and assumptions in oral texts, and comments on what is included and excluded (e.g. “Is the moral of the story true for all circumstances? What circumstances are not covered in this story?”).

LO 2

SPEAKING The learner will be able to communicate effectively in spoken language in a wide range of situations.

We know this when the learner:
2.1 communicates experiences, ideas and information in different and fairly challenging contexts for different audiences and purposes:
2.1.1 uses language thoughtfully for interpersonal communication (e.g. praising someone’s efforts, disagreeing with someone);
2.2 uses interaction strategies to communicate effectively in group situations:
2.3 uses appropriate body language and presentation skills:
2.4 uses appropriate language for different purposes and audiences:
2.4.1 uses language with the appropriate register in less familiar situations;
2.4.2 uses grammatical structures and idioms that are appropriate for the purpose;
2.4.3 uses language carefully to express complex but common emotions such as anger, impatience, sympathy, admiration.
2.4.4 identifies and challenges discriminatory use of language.

LO 3

READING AND VIEWING The learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

We know this when the learner:
3.1 reads a variety of South African and international fiction and non-fiction for different purposes (e.g. poems, book reviews, short novels, newsletters, reference books);
3.1.1 reads independently, selecting appropriate reading and comprehension strategies for the purpose;
3.1.2 skims to get the general idea;
3.1.3 scans for specific details;
3.1.5 uses previous knowledge or textual clues to determine meaning and make inferences;
3.1.6 predicts content or ending;
3.1.8 reads aloud clearly, adjusting speed according to purpose and audience;
3.3 describes and analyses emotional response to texts;
3.9 understands and responds appropriately to a range of information texts:
3.9.2 reads and carries out fairly complex instructions, and follows directions with minimum assistance;
3.10 interprets and discusses more complex visual texts (e.g. tables, charts, posters, bar graphs, maps) and can change text from one form to another (e.g. a table of data into a graph);
3.11 selects relevant reading material and applies research skills to find information in dictionaries, reference books and textbooks from community sources or electronic media (where available).

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LO 5

THINKING AND REASONING

The learner will be able to use language to think and reason, and access, process and use information for learning.

We know this when the learner:

5.1 uses language to think and reason:

5.1.3 differentiates between advantages and disadvantages of something and explains why;

5.3 processes information:

5.3.1 collects and categorises relevant ideas and explains the reasons underlying the categorisation;

5.3.3 organises information under different headings;

5.3.5 organises information into a paragraph, table, timeline, chart or other appropriate written or graphical representation;

5.3.6 evaluates and draws conclusions and can explain basis;

5.4 uses language to think creatively:

5.4.4 experiments with visual and sound effects of language;

5.4.5 explores associations of words and concepts to get new angles on topics.

1.14.6.4.3 Communication

1.14.6.4.3.1 ENGLISH HOME LANGUAGE

1.14.6.4.3.2 Grade 5

1.14.6.4.3.3 THAT SINKING FEELING

1.14.6.4.3.4 Module 24

1.14.6.4.3.5 COMMUNICATION

LISTEN TO THIS!

Communication can be described as an exchange of ideas and feelings, and also as the successful giving and receiving of information.

The choice of words and their arrangement in sentences is very important if one wants to convey the message correctly.

DISCUSSION

What frustrates you about giving or receiving a verbal message?

How many times are you misunderstood?

Do these misunderstandings cause ... confusion? ... chaos?

Maybe even anger between you and someone else?

Look at this interesting sentence:

“Hastily summoning an ambulance, the corpse was taken to the morgue.”

1. Who called for the ambulance ____ the corpse?

2. How should this sentence have been written?

If you wish to communicate effectively and successfully, you will need to be clear in that which you say and write.

Exercise 1

How should the following sentences be written so that they communicate the intended meaning in each case?

1. This is a quiet, happy neighbourhood with dogs and children riding bicycles.

2. An umbrella was lost by a young lady with silver ribs.

3. The young man had his arm tattooed in the Army, but now that he is getting married he’d like it taken off.

24This content is available online at <http://cnx.org/content/m22511/1.1/>.

Available for free at Connexions <http://cnx.org/content/col10971/1.1>
4. The students observed the aeroplanes flying in formation through the window.
5. If the milk does not agree with the baby, boil it.

(All work on this page selected from an unknown source.)

Exercise 2

1. The salesgirl unpacked the stockings from their boxes and threw them in the bin.
2. All meat in this window is from local farmers killed on the premises. (Sign in a shop window).
3. For a delicious baked custard — in a bowl, mix 3 eggs, a quarter of a cup of sugar and warm milk. cook standing in boiling water.
4. Be sure to try Sanderson’s Savoury Sausages. You'll never get better.

Exercise 3

Words that are confusing. Select the correct word from the brackets:

1. He is determined to **precede**/**proceed** with his coaching.
2. **(Whose/Who's)** taken my lunch?
3. Her writing was so untidy that it was almost **eligible**/**illegible**.
4. **(Your/You're)** not leaving the country.
5. The **(personal/personnel)** manager was responsible for helping the staff.

Exercise 4

Correct the faults in the following sentences:

1. She performed **real good**.
2. Neither Mark **or** John are going to the cinema.
3. She couldn’t find her brother **nowhere**.
4. We must **learn to behave** himself.
5. There are less people here today than **there was** yesterday.
6. They swam faster than him.

[LO 3.6; 4.4.1; 5.1.5]

Exercise 5

Rewrite each of these sentences, omitting unnecessary words.

1. In my opinion, I think you will win the race.
2. In his report, the pilot reported that the plane’s radio was faulty.
3. The lifeboat was the necessary essential.
4. He hurried into the room in great haste.
5. I will repeat again the instructions I gave you yesterday.

[LO 5.1.1]

MAGIC MEMORIES

Exercise 1

Find the blocks in which there are words missing capital letters. Rewrite the words correctly:

<table>
<thead>
<tr>
<th>wolraad</th>
<th>woltemade</th>
<th>swim</th>
<th>false bay</th>
<th>britain</th>
</tr>
</thead>
<tbody>
<tr>
<td>evidence</td>
<td>waratah</td>
<td>Tuesday</td>
<td>vessel</td>
<td></td>
</tr>
<tr>
<td>cape town</td>
<td>harbour</td>
<td>mystery</td>
<td>the argus</td>
<td></td>
</tr>
<tr>
<td>captain smith</td>
<td>wreck</td>
<td>steamship</td>
<td>adderley street</td>
<td></td>
</tr>
</tbody>
</table>
Table 1.103

Exercise 2
Correct these sentences, filling in the capitals where they have been omitted:

1. the ship, kakapo, ran aground in chapmans bay at slangkop, on 26 May 1900.
2. the steamer was on her maiden voyage from england and was heading to cape town.
3. a representative of the cape times heard that the tug, t.e. fuller, was dispatched to the rescue on the Saturday.
4. I attempted to speak to captain scott but he would not reply.
5. this piece of coast between hout bay point and kommetjie point is dangerous.
6. all efforts to tow the kakapo back into the sea were abandoned.

Exercise 3
Punctuate the following sentences:

1. what did you say susan
2. I could not hear you because peter was playing his phillips hi-fi full-blast could you repeat yourself please
3. one two three ... jump
4. our meal consisted of a hard biscuit a shrivelled up orange a half a mug of water and a piece of dry fish
5. captain smith a skinny man of the lily rose panicked when he saw the lights of the canada a freight ship bearing down on hem out of the dark
6. was the man shaking or was the cabin vibrating
7. help

Exercise 4

1. where have you been phillip
2. peter and i visited the waterfront oceanarium on tuesday and we were lucky enough to see a sunfish two sharks a dolphin a baby whale and several eels.
3. gosh that must have been exciting
4. yes it was very interesting
5. have you ever visited the port elizabeth dolphinarium phillip
6. dolly the dolphin does the most incredible tricks for the audience and she is helped by admiral fishsticks a sweet little seal
7. dolly and admiral fishsticks are fed shredded crab snoek tuna and octopus twice daily

[LO 4.4.3; 6.2.6]

DEGREES OF COMPARISON: ADJECTIVES
Peter runs fast. Pietie runs faster. Pedro runs the fastest.

Adjectives normally take –er and –est to form the comparative and superlative degrees of comparison.

This is not always the case.

Adjectives which do not follow the rules:
good better best
little less least
much / many more most
bad worse worst

Exercise 1
What is the correct form of the adjective in each of these sentences? Rewrite the full sentences correctly.

1. That was the (long) trip I have ever taken.
2. John is (tall) than his brother, but (short) than his friends.
3. It is the (cold) month, but the (hot) day of the year.
4. June is the (clever), but also the (friendly) girl in the class.
5. Tom made the (little) mistakes in the test and won the prize.
6. Their behaviour is the (bad) I've ever seen.
7. Their team beat us because they are the (good).
8. Yes, indeed, my joke is (funny) than yours.
9. Your dad is (fat) than mine, but your mom is the (thin) in the neighbourhood.
10. Anne is the (pretty) girl in the whole school.

Exercise 2

Some adjectives need help – from the words more and most. Complete the following table, copying the first words and adding the two missing words next to each of them.

<table>
<thead>
<tr>
<th>1. interesting</th>
<th>more interesting</th>
<th>most interesting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>1. painful</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. beautiful</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1. difficult</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. terrifying</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 1.104

Exercise 3

Use more or most to complete the following. Rewrite in full:

1. He is _ sensible than Alice, but _ unreliable.
2. It was the _ expensive gift I had ever received.
3. He is the _ unpleasant child I know, while you are the _ selfish.
4. The pattern cutter is _ skilful than her colleague

Exercise 4

Form adjectives from these nouns:

1. cat
2. noise
3. wool
4. silence
5. fire
6. flame
7. salt
8. class

ADVERBS!

Adverbs always tell you more about the verbs (action words). They can give more information about how (manner), when (time) and where (place).

Yesterday Peter ate the chocolate greedily.

(Yesterday tells us when he ate the chocolate; greedily tells us how he ate the chocolate).

He ate it here.

Here tells us where he ate the chocolate.

Exercise 1

Form adverbs (manner) by adding -ly to the following adjectives. Some of the spellings might change.

| 1. quiet   | 1. pleasant |
| 1. easy    | 1. helpful  |
| 1. careful | 1. polite   |
| 1. clever  | 1. ferocious|
| 1. happy   | 1. timid    |
| 1. forceful| 1. miserable|
| 1. lazy    | 1. sad      |

Table 1.105

(Orally) Make sentences with at least 5 of the above-listed words.

Exercise 2

Complete each of the following sentences by filling each blank space with an adverb of the type mentioned in brackets: (T); (P); (M):

1. (T) _ we did not leave (P) _ until after lunch.
2. Stop what you are doing and come here (T) _.
3. (P) _ is where our house once stood.
4. The brave dog held on (M) _ to the man’s trousers.
5. The model dressed (M) _ for the show.

[LO 4.4.2]

1.14.6.4.3.6 Assessment

LO 4

WRITING
The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

We know this when the learner:
4.1 writes different kinds of texts for different purposes and audiences:
4.1.1 writes for personal, exploratory, playful, imaginative and creative purposes (e.g. diary, humorous anecdotes, story, poem);
4.1.3 writes and designs visual texts expressing information clearly and creatively (e.g. advertisements, newsletters, map with pictures and labels);
4.2 develops and organises ideas through a writing process:
4.2.1 explores and analyses a topic and brainstorms ideas using mind maps, flow charts, and lists;
4.2.2 develops the topic by consulting relevant sources, selecting relevant information and organising ideas;
4.2.3 produces a first draft with central idea and well-developed supporting paragraphs;
4.2.4 uses simple, compound and complex sentences with awareness of the specific purpose and audience;
4.2.5 revises work focusing on content, appropriate language, organisation and style, and uses feedback from classmates and / or teacher;
4.2.6 proofreads and corrects final version;
4.2.7 submits final draft and reflects on assessment of the piece;
4.4 applies knowledge of language at various levels:
4.4.1 word level;
4.4.2 sentence level;
4.4.3 paragraph level;
LO 5

THINKING AND REASONING The learner will be able to use language to think and reason, and access, process and use information for learning.

We know this when the learner:
5.1 uses language to think and reason:
5.1.3 distinguishes between advantages and disadvantages of something and explains why;
5.3 processes information:
5.3.1 collects and categorises relevant ideas and explains the reasons underlying the categorisation;
5.3.3 organises information under different headings;
5.3.5 organises information into a paragraph, table, timeline, chart or other appropriate written or graphical representation;
5.3.6 evaluates and draws conclusions and can explain basis;
5.3.7 evaluates and draws conclusions and can explain basis;
5.4 uses language to think creatively:
5.4.4 experiments with visual and sound effects of language;
5.4.5 explores associations of words and concepts to get new angles on topics.

1.14.6.4.3.7 Memorandum

Degrees of Comparison
Exercise 1

Available for free at Connexions <http://cnx.org/content/col10971/1.1>
1. longest
2. taller ; shorter
3. coldest ; hottest
4. cleverest ; friendliest
5. least
6. worst
7. best
8. funnier
9. fatter ; thinnest
10. prettiest

Exercise 2
Self explanatory

Exercise 4
1. cat-like ; cattish
2. noisy
3. woolen ; woolly
4. silent
5. fiery
6. flaming
7. salty
8. classy

Adverbs
Exercise 1
1. quietly
2. pleasantly
3. easily
4. helpfully
5. carefully
6. politely
7. cleverly
8. ferociously
9. happily
10. timidly
11. forcefully
12. miserably
13. lazily
14. sadly

1.14.6.4.4 Taboo language and slanguage

1.14.6.4.4.1 ENGLISH HOME LANGUAGE

1.14.6.4.4.2 Grade 5

1.14.6.4.4.3 THAT SINKING FEELING

1.14.6.4.4.4 Module 25

1.14.6.4.4.5 TABOO LANGUAGE AND SLANGUAGE

Taboo language

^25This content is available online at <http://cnx.org/content/m22520/1.1/>. Available for free at Connexions <http://cnx.org/content/col10971/1.1>
(Socially unacceptable language)
This is the use of expletives / use of “filthy” language.

How would you explain the meaning of “filthy” language to someone who did not understand the term?

In all societies there are certain words which are considered taboo. Taboo is a Tongan word which means “acts that are forbidden or to be avoided, or reference to these acts.” Some words are taboo because they refer to religious customs.

In our culture, taboo words or socially unacceptable language can be defined as:

1. using the Lord’s name in vain;
2. calling people by the names of private body parts;
3. referring to body parts in a crude fashion;
4. talking ‘dirty’
5. (can you add to this list?)

1. Who would use this type of language?
2. When would this type of language be used?
3. Why would people speak this way?
4. Where/In which situations would this type of language be used?

[LO 1.7; 2.4.4; 6.5]
SLANGUAGE
(Slang language)
Almost everyone uses slang on some occasions. Slang can be defined as “one of those things that everybody can recognize and nobody can define.” The use of slang introduces many new words into the language by combining old words into new meanings, or an entirely new word. Words are ‘slang’ when they have not gained total acceptability.

An introduction to language by V Fromkin and R Rodman

1. Do you know what the following words mean, or how they would be used?

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<thead>
<tr>
<th>to be spaced out</th>
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<tbody>
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<td>have a hang-up</td>
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<td>something is cool</td>
<td>the fuzz</td>
</tr>
</tbody>
</table>

Table 1.106

1. Slang words, after a while, can be accepted as ‘regular’ words. The following are now accepted into normal language (what do they mean?):

<table>
<thead>
<tr>
<th>TV</th>
</tr>
</thead>
<tbody>
<tr>
<td>hot-dog</td>
</tr>
<tr>
<td>belly-button</td>
</tr>
<tr>
<td>once in a blue moon</td>
</tr>
</tbody>
</table>

Table 1.107

1. You have been asked to help compile items for a new dictionary of slang. List five slang words that you know, and provide a short definition for each word:

Available for free at Connexions <http://cnx.org/content/col10971/1.1>
(a) – (e)

[LO 1.3; 2.4.1; 6.5]
Spelling and Vocabulary
SHIP-WORDS!

• Use more than one dictionary to find these answers:

• What do we call any large sea-going vessel? (sh_)
• **Ship-fever** is also known as
• **Ship’s biscuit** can be described as a _ biscuit.
• If you belonged to the **ship’s company**, you would be a member of the _
• Somebody who constructs ships, is known as a sh_
• If you were the **shipmaster**, you would be the _ of the ship.
• If your room is neat, trim and tidy, it would be sh_
• Another word for **shipment**, is _
• The place where ships are built and repaired, is a sh_
• The slope on which a ship is built and from which it is launched, is called the sh_

**CHALLENGE!**

What animal is known as “the ship of the desert”?
What does it mean when someone says “my ship came in / home”?
What is a “shipboard romance”?

**WORDS ENDING IN -SHIP**

1. closeness, rapport, the relationship between friends f_
2. suffering, misery, distress, unhappiness, bad luck h_
3. wooing, liking, loving, flattering and treating someone you want to marry c_

[LO 3.11]
The really big love boat story
(by Fiona Chisholm – About the movie – TITANIC)

Read this extract taken from Arts and Entertainment, Cape Times, Friday, 19 December 1997. Some words in the extract have been left out and replaced with a number; other words have been printed in bold and underlined.

**TITANIC.** With Leonardo DiCaprio, Kate Winslet, Billy Zane, Kathy Bates and Gloria Stuart. Directed by James Cameron.

This Titanic takes a long time to ...(a).... In fact, the three-hour movie lasts an hour longer than the **real-life tragedy**, which occurred when the “unsinkable” ship split in half on her **maiden voyage** of April 15, 1912 and sent 1,500 souls to their deaths in the icy North Atlantic.

Not that director James Cameron’s epic is an actuality account. It is about a romance between two young people, Rose deWitt Bukater (Kate Winslet) and Jack Dawson (Leonardo DiCaprio) from different social backgrounds, who fall in love on board the Titanic and who share the drama of the ship’s collision with an iceberg and the resultant confusion, chaos and tragedy.

The story of their brief, forbidden, love affair unfolds as a flashback told by a wrinkled old lady of 102 (played by 87-year-old Gloria Stuart) who was that once-beautiful Rose.

She tells her tale to a pair of brash treasure hunters involved in a salvage operation to cream any bounty they can still find from the watery innards of the two giant pieces of the ship which, in 1985, were found 4000 m below the surface.

What interest them particularly is her knowledge of a fabulous diamond necklace which they expected to find in the ...(b).... of on the first class ...(c)...., but which was missing when they finally succeeded in bringing that safe to the ...(d)....

Available for free at Connexions <http://cnx.org/content/col10971/1.1>
... The old lady and her love affair which saved her from remaining a pampered girl in a gilded cage, engaged to a spoilt rich brat Cal Hockley (Billy Zane), is sensitively told.

And the convincing acting partnership developing between Winslet as the feisty Rose in first-class and DiCaprio, as the free-spirited and daring Jack in ...(e)..., makes the improbable story work. Cameron has overplayed the strict social class system and the luxury on board the Titanic but underplayed the historically-known bunglings which contributed to the loss of life. He does make it clear that there were far too few lifeboats (more would have cluttered up the decks) but, almost as a throwaway line, lets it be known that there were no binoculars on the bridge.

The special effects are, however, excellent. Not so much the extended scenes of the water rushing into the cabins, ...(f)..., passageways and smashing all before it, scenes which have been done before, but in the images of this huge ship gradually sinking lower and lower into the water before splitting in two.

In its final death throes, the Titanic’s ...(g)... lifted 80 m out of the water and stood almost vertical to the ocean’s surface like the tail of a giant whale, before it crashed into the sea. Being an extra in the show must have been tough. Specially in those frenzied moments when people fought for a place on board the lifeboats; or fell into the water from a dizzy height or floated in their life jackets as corpses snow white with cold. These sequences were filmed in an enormous tank and they feel like the real thing. Other telling moments are in the fiercely-hot engine rooms, where blackened men like galley slaves shovelled coal into furnaces to drive the ship to even greater speeds, for the satisfaction of their master dining in style in the first class.

The tragedy of the Titanic will always move and sadden.
(Adapted slightly from the article)

1. Each one of the following answers begins with an -s. Clues are given to help you.

1. (a) down; go lower; disappear; drop to the bottom of the sea
   (b) a strong lockable cabinet for valuables
   (c) a set of rooms in a hotel, or on board the ship
   (d) the top of; the skin; the boundary
   (e) the part of the ship allotted to passengers travelling at the cheapest rate (st__e)
   (f) a large room or hall; a public room on a ship (sa__n)
   (g) the rear part of the ship or boat
2. What would you use the following items for?
   (a) lifeboats
   3. binoculars
   4. a cabin
   5. a life jacket
3. Explain in your own words – what each of the following mean. (Verbal exercise).

<table>
<thead>
<tr>
<th>real-life tragedy</th>
<th>maiden voyage</th>
<th>on board</th>
</tr>
</thead>
<tbody>
<tr>
<td>chaos</td>
<td>treasure hunter</td>
<td>salvage operation</td>
</tr>
<tr>
<td>bunglings</td>
<td>loss of life</td>
<td>special effects</td>
</tr>
</tbody>
</table>

Table 1.108

[LO 2.4.2; 3.11]

1. Match the word to the correct meaning. Use a ruler and rule a connecting line.
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>drama</td>
<td>a reward; gratuity; prize; treasure</td>
</tr>
<tr>
<td>collision</td>
<td>the superstructure on a ship from which the Captain and his officers direct the operations</td>
</tr>
<tr>
<td>confusion</td>
<td>smash/crash; violent impact of a moving body with another</td>
</tr>
<tr>
<td>bounty</td>
<td>a dead, usually human, body</td>
</tr>
<tr>
<td>luxury</td>
<td>disorder; disarray; chaos; pandemonium; shambles</td>
</tr>
<tr>
<td>decks</td>
<td>section in a ship housing the machinery/engine</td>
</tr>
<tr>
<td>bridge(ship)</td>
<td>an exciting or emotional set of events or circumstances</td>
</tr>
<tr>
<td>float</td>
<td>great comfort; grandeur; extravagance; richness; lavish</td>
</tr>
<tr>
<td>corpse</td>
<td>a platform/floor in a ship covering all or part of the hull’s area</td>
</tr>
<tr>
<td>engine room</td>
<td>bob; coast; drift; waft</td>
</tr>
</tbody>
</table>

**Table 1.109**

[LO 3.11; 4.4.1]

**1.14.6.4.4.6 Assessment**

**LO 1**

**LISTENING** The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

We know this when the learner:

1.3 identifies features of oral texts (structure, language, tone, register, etc.) that make them appropriate for different purposes and audiences;
1.6 listens actively, considering other points of view, and responds with sensitivity to ideas and suggestions;

1.7 discusses the social, moral and cultural values, attitudes and assumptions in oral texts, and comments on what is included and excluded (e.g. “Is the moral of the story true for all circumstances? What circumstances are not covered in this story?”).

LO 2

SPEAKING The learner will be able to communicate effectively in spoken language in a wide range of situations.

We know this when the learner:

2.1 communicates experiences, ideas and information in different and fairly challenging contexts for different audiences and purposes:

2.1.1 uses language thoughtfully for interpersonal communication (e.g. praising someone’s efforts, disagreeing with someone);

2.2 uses interaction strategies to communicate effectively in group situations:

2.3 uses appropriate body language and presentation skills:

2.4 uses appropriate language for different purposes and audiences:

2.4.1 uses language with the appropriate register in less familiar situations;

2.4.2 uses grammatical structures and idioms that are appropriate for the purpose;

2.4.3 uses language carefully to express complex but common emotions such as anger, impatience, sympathy, admiration.

2.4.4 identifies and challenges discriminatory use of language.

LO 3

READING AND VIEWING The learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

We know this when the learner:

3.1 reads a variety of South African and international fiction and non-fiction for different purposes (e.g. poems, book reviews, short novels, newsletters, reference books);

3.1.1 reads independently, selecting appropriate reading and comprehension strategies for the purpose;

3.1.2 skims to get the general idea;

3.1.3 scans for specific details;

3.1.5 uses previous knowledge or textual clues to determine meaning and make inferences;

3.1.6 predicts content or ending;

3.1.8 reads aloud clearly, adjusting speed according to purpose and audience;

3.3 describes and analyses emotional response to texts;

3.9 understands and responds appropriately to a range of information texts:

3.9.2 reads and carries out fairly complex instructions, and follows directions with minimum assistance;

3.10 interprets and discusses more complex visual texts (e.g. tables, charts, posters, bar graphs, maps) and can change text from one form to another (e.g. a table of data into a graph);

3.11 selects relevant reading material and applies research skills to find information in dictionaries, reference books and textbooks from community sources or electronic media (where available).

LO 4

WRITING The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

We know this when the learner:

4.1 writes different kinds of texts for different purposes and audiences:

4.1.1 writes for personal, exploratory, playful, imaginative and creative purposes (e.g. diary, humorous anecdotes, story, poem);

4.1.3 writes and designs visual texts expressing information clearly and creatively (e.g. advertisements, newsletters, map with pictures and labels);

4.2 develops and organises ideas through a writing process:
4.2.1 explores and analyses a topic and brainstorms ideas using mind maps, flow charts, and lists;
4.2.2 develops the topic by consulting relevant sources, selecting relevant information and organising ideas;
4.2.3 produces a first draft with central idea and well-developed supporting paragraphs;
4.2.4 uses simple, compound and complex sentences with awareness of the specific purpose and audience;
4.2.5 revises work focusing on content, appropriate language, organisation and style, and uses feedback from classmates and / or teacher;
4.2.6 proofreads and corrects final version;
4.2.7 submits final draft and reflects on assessment of the piece;
4.4 applies knowledge of language at various levels:
4.4.1 word level;
4.4.2 sentence level;
4.4.3 paragraph level;
LO 6

LANGUAGE STRUCTURE AND USE

The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

We know this when the learner:
6.1 works with words:
6.1.3 records words in a personal dictionary;
6.1.4 uses phonics and spelling rules to spell words correctly;
6.2 works with sentences:
6.2.3 identifies and uses nouns, pronouns, prepositions, articles and conjunctions.
6.3 works with texts:
6.3.3 shifts from one tense to another consistently and appropriately;
6.6 uses meta-language (terms such as articles, conjunctions, topic sentence, audience, tense, personification).

1.1.4.6.4.4.7 Memorandum

Slang
'spaced out' - not totally conscious / unable to pay attention
'hang-up' - to have a problem
barf - to throw up or vomit
pooped - exhausted or tired
grass / pot - dagga
cool - if something is ‘cool’, it is accepted or the ‘in’ thing
to ‘split’ - to leave quickly
fuzz - the police

Ship-words

1. ship
2. scurvy
3. dry biscuit
4. crew
5. shipwright / shipbuilder
6. shipshape
7. shipyard
8. slipway

1. friendship
2. hardship
3. courtship

Available for free at Connexions <http://cnx.org/content/col10971/1.1>
The Really Big Love Boat Story

1.
(a) sink
(b) safe
(c) suite
(d) surface
(e) stowage
(f) saloon
(g) keel

2.
(a) to row to safety in the case of a shipwreck
(b) to view far-away things or places from closer
(c) to sleep in
(d) to allow one to float in the water

4. The words have been rearranged so as to fit the meanings:
(a) bounty
(b) bridge
(c) collision
(d) corpse
(e) confusion
(f) engine room
(g) drama
(h) luxury
(i) decks
(j) float

1.14.6.4.5 Taboo language and slanguage

1.14.6.4.5.1 ENGLISH HOME LANGUAGE

1.14.6.4.5.2 Grade 5

1.14.6.4.5.3 THAT SINKING FEELING

1.14.6.4.5.4 Module 25

1.14.6.4.5.5 TABOO LANGUAGE AND SLANGUAGE

TABOO LANGUAGE

(Socially unacceptable language)
This is the use of expletives / use of “filthy” language.

How would you explain the meaning of “filthy” language to someone who did not understand the term?

In all societies there are certain words which are considered taboo. Taboo is a Tongan word which means “acts that are forbidden or to be avoided, or reference to these acts.” Some words are taboo because they refer to religious customs.

In our culture, taboo words or socially unacceptable language can be defined as:

1. using the Lord’s name in vain;
2. calling people by the names of private body parts;
3. referring to body parts in a crude fashion;
4. talking ‘dirty’
5. (can you add to this list?)

---

26This content is available online at <http://cnx.org/content/m22516/1.1/>.

Available for free at Connexions <http://cnx.org/content/col10971/1.1>
1. Who would use this type of language?
2. When would this type of language be used?
3. Why would people speak this way?
4. Where/In which situations would this type of language be used?

[LO 1.7; 2.4.4; 6.5]
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(Slang language)

Almost everyone uses slang on some occasions. Slang can be defined as “one of those things that everybody can recognize and nobody can define.” The use of slang introduces many new words into the language by combining old words into new meanings, or an entirely new word. Words are ‘slang’ when they have not gained total acceptability.

An introduction to language by V Fromkin and R Rodman

1. Do you know what the following words mean, or how they would be used?

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Table 1.110

1. Slang words, after a while, can be accepted as ‘regular’ words. The following are now accepted into normal language (what do they mean?):

<table>
<thead>
<tr>
<th>Table 1.111</th>
</tr>
</thead>
<tbody>
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<tr>
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1. You have been asked to help compile items for a new dictionary of slang. List five slang words that you know, and provide a short definition for each word:

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[LO 1.3; 2.4.1; 6.5]
Spelling and Vocabulary
SHIP-WORDS!

• Use more than one dictionary to find these answers:

• What do we call any large sea-going vessel? (sh_ )
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• Somebody who constructs ships, is known as a sh _
• If you were the shipmaster, you would be the _ of the ship.
• If your room is neat, trim and tidy, it would be sh _
• Another word for shipment is ___.
• The place where ships are built and repaired, is a shipyard.
• The slope on which a ship is built and from which it is launched, is called the shipyard.

CHALLENGE!
What animal is known as “the ship of the desert”?  
What does it mean when someone says “my ship came in / home”?  
What is a “shipboard romance”?

WORDS ENDING IN -SHIP

1. closeness, rapport, the relationship between friends ___.  
2. suffering, misery, distress, unhappiness, bad luck ___.  
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[LO 3.11]  
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This Titanic takes a long time to ...(a) . . . In fact, the three-hour movie lasts an hour longer than the real-life tragedy, which occurred when the “unsinkable” ship split in half on her maiden voyage of April 15, 1912 and sent 1500 souls to their deaths in the icy North Atlantic.

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She tells her tale to a pair of brash treasure hunters involved in a salvage operation to cream any bounty they can still find from the watery inards of the two giant pieces of the ship which, in 1985, were found 4000 m below the surface.

What interest them particularly is her knowledge of a fabulous diamond necklace which they expected to find in the ...(b) . . . on the first class ...(c) . . ., but which was missing when they finally succeeded in bringing that safe to the ...(d) . . .

. . . The old lady and her love affair which saved her from remaining a pampered girl in a gilded cage, engaged to a spoilt rich brat Cal Hockley (Billy Zane), is sensitively told.

And the convincing acting partnership developing between Winslet as the feisty Rose in first-class and DiCaprio, as the free-spirited and daring Jack in ...(e) . . ., makes the improbable story work. Cameron has overplayed the strict social class system and the luxury on board the Titanic but underplayed the historically-known bunglings which contributed to the loss of life. He does make it clear that there were far too few lifeboats (more would have cluttered up the decks) but, almost as a throwaway line, lets it be known that there were no binoculars on the bridge.

The special effects are, however, excellent. Not so much the extended scenes of the water rushing into the cabins, ...(f) . . ., passageways and smashing all before it, scenes which have been done before, but in the images of this huge ship gradually sinking lower and lower into the water before splitting in two.

In its final death throes, the Titanic’s ...(g) . . . lifted 80 m out of the water and stood almost vertical to the ocean’s surface like the tail of a giant whale, before it crashed into the sea. Being an extra in the show must have been tough. Specially in those frenzied moments when people fought for a place on board the lifeboats; or fell into the water from a dizzy height or floated in their life jackets as corpses snow white
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The tragedy of the Titanic will always move and sadden.

(Adapted slightly from the article)

1. Each one of the following answers begins with an –s. Clues are given to help you.

1. (a) down; go lower; disappear; drop to the bottom of the sea
   (b) a strong lockable cabinet for valuables
   (c) a set of rooms in a hotel, or on board the ship
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   (e) the part of the ship allotted to passengers travelling at the cheapest rate (st_ _e)
   (f) a large room or hall; a public room on a ship (sa_ _n)
   (g) the rear part of the ship or boat

2. What would you use the following items for?
   (a) lifeboats

3. binoculars

4. a cabin

5. a life jacket

6. Explain in your own words – what each of the following mean. (Verbal exercise).

<table>
<thead>
<tr>
<th>real-life tragedy</th>
<th>maiden voyage</th>
<th>on board</th>
</tr>
</thead>
<tbody>
<tr>
<td>chaos</td>
<td>treasure hunter</td>
<td>salvage operation</td>
</tr>
<tr>
<td>bunglings</td>
<td>loss of life</td>
<td>special effects</td>
</tr>
</tbody>
</table>

| Table 1.112 |

[LO 2.4.2; 3.11]

1. Match the word to the correct meaning. Use a ruler and rule a connecting line.

<table>
<thead>
<tr>
<th>(a) drama</th>
<th>a reward; gratuity; prize; treasure</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) collision</td>
<td>the superstructure on a ship from which the Captain and his officers direct the operations</td>
</tr>
</tbody>
</table>

continued on next page
| (a) confusion | smash/crash; violent impact of a moving body with another |
| (a) bounty | a dead, usually human, body |
| (a) luxury | disorder; disarray; chaos; pandemonium; shambles |
| (a) decks | section in a ship housing the machinery/engine |
| (a) bridge(ship) | an exciting or emotional set of events or circumstances |
| (a) float | great comfort; grandeur; extravagance; richness; lavish |
| (a) corpse | a platform/floor in a ship covering all or part of the hull’s area |
| (a) engine room | bob; coast; drift; waft |

**Table 1.113**

[LO 3.11; 4.4.1]

1.14.6.4.5.6 Assessment

**LO 1**

**LISTENING** The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

We know this when the learner:

1.3 identifies features of oral texts (structure, language, tone, register, etc.) that make them appropriate for different purposes and audiences;

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**LO 2**

**SPEAKING** The learner will be able to communicate effectively in spoken language in a wide range of situations.

We know this when the learner:

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2.1 communicates experiences, ideas and information in different and fairly challenging contexts for different audiences and purposes:
   2.1.1 uses language thoughtfully for interpersonal communication (e.g. praising someone’s efforts, disagreeing with someone);
   2.2 uses interaction strategies to communicate effectively in group situations:
   2.3 uses appropriate body language and presentation skills;
   2.4 uses appropriate language for different purposes and audiences:
       2.4.1 uses language with the appropriate register in less familiar situations;
       2.4.2 uses grammatical structures and idioms that are appropriate for the purpose;
       2.4.3 uses language carefully to express complex but common emotions such as anger, impatience, sympathy, admiration.
   2.4.4 identifies and challenges discriminatory use of language.

LO 3

READING AND VIEWING
The learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

We know this when the learner:
   3.1 reads a variety of South African and international fiction and non-fiction for different purposes (e.g. poems, book reviews, short novels, newsletters, reference books);
       3.1.1 reads independently, selecting appropriate reading and comprehension strategies for the purpose;
       3.1.2 skims to get the general idea;
       3.1.3 scans for specific details;
       3.1.5 uses previous knowledge or textual clues to determine meaning and make inferences;
       3.1.6 predicts content or ending;
       3.1.8 reads aloud clearly, adjusting speed according to purpose and audience;
   3.3 describes and analyses emotional response to texts;
   3.9 understands and responds appropriately to a range of information texts:
       3.9.2 reads and carries out fairly complex instructions, and follows directions with minimum assistance;
   3.10 interprets and discusses more complex visual texts (e.g. tables, charts, posters, bar graphs, maps) and can change text from one form to another (e.g. a table of data into a graph);
   3.11 selects relevant reading material and applies research skills to find information in dictionaries, reference books and textbooks from community sources or electronic media (where available).

LO 4

WRITING
The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

We know this when the learner:
   4.1 writes different kinds of texts for different purposes and audiences:
       4.1.1 writes for personal, exploratory, playful, imaginative and creative purposes (e.g. diary, humorous anecdotes, story, poem);
       4.1.3 writes and designs visual texts expressing information clearly and creatively (e.g. advertisements, newsletters, map with pictures and labels);
   4.2 develops and organises ideas through a writing process:
       4.2.1 explores and analyses a topic and brainstorms ideas using mind maps, flow charts, and lists;
       4.2.2 develops the topic by consulting relevant sources, selecting relevant information and organising ideas;
       4.2.3 produces a first draft with central idea and well-developed supporting paragraphs;
       4.2.4 uses simple, compound and complex sentences with awareness of the specific purpose and audience;
   4.2.5 revises work focusing on content, appropriate language, organisation and style, and uses feedback from classmates and / or teacher;
   4.2.6 proofreads and corrects final version;
   4.2.7 submits final draft and reflects on assessment of the piece;

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4.4 applies knowledge of language at various levels:
4.4.1 word level;
4.4.2 sentence level;
4.4.3 paragraph level;
LO 6

**LANGUAGE STRUCTURE AND USE** The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

We know this when the learner:
1. works with words:
   6.1.3 records words in a personal dictionary;
   6.1.4 uses phonics and spelling rules to spell words correctly;
   6.2 works with sentences:
   6.2.3 identifies and uses nouns, pronouns, prepositions, articles and conjunctions.
   6.3 works with texts:
   6.3.3 shifts from one tense to another consistently and appropriately;
   6.6 uses meta-language (terms such as articles, conjunctions, topic sentence, audience, tense, personification).

### 1.14.6.4.5.7 Memorandum

**Slang**

‘spaced out’ - not totally conscious / unable to pay attention
‘hang-up’ - to have a problem
barf - to throw up or vomit
pooped - exhausted or tired
grass / pot - dagga
cool - if something is ‘cool’, it is accepted or the ‘in’ thing
to ‘split’ - to leave quickly
fuzz - the police

**Ship-words**

1. ship
2. scurvy
3. dry biscuit
4. crew
5. shipwright / shipbuilder
6. shipshape
7. shipyard
8. slipway

1. friendship
2. hardship
3. courtship

**The Really Big Love Boat Story**

1.
   (a) sink
   (b) safe
   (c) suite
   (d) surface
   (e) stowage
   (f) saloon
   (g) keel

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2. 
(a) to row to safety in the case of a shipwreck
(b) to view far-away things or places from closer
(c) to sleep in
(d) to allow one to float in the water
4. The words have been rearranged so as to fit the meanings:
   (a) bounty
   (b) bridge
   (c) collision
   (d) corpse
   (e) confusion
   (f) engine room
   (g) drama
   (h) luxury
   (i) decks
   (j) float
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