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Microsoft account

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SHORT STORIES



YEAR 1

 TERM 2 - WEEK 1 & 2

THEME: BULLYING

TEXT: SHORT STORY

Listening & Speaking: Listens to and speaks about a Short Story

A space in the cupboard

Mum bought a new glass mixing bowl. She said, "it can go in the cupboard when there's space." This may sound weird, but I feel like that new bowl, and this is why:

I started school in the middle of the year. I'm not shy and tried to make new friends but another girl, Buhle, would stop others from talking and playing with me. The other learners would look a little sad but would not come and play.

I didn't have friends because of Buhle, and I felt just like that mixing bowl that was lonely with no space.

After a few weeks school got worse. Buhle started spreading gossip about me. I felt lonely and sad.

One day during break, one learner pulled me into an empty classroom – it was Bheki. Bheki said that Buhle does not want them to be friends with me. They don't want Buhle to be mean to me and want us all to be good friends. Bheki said that I should stand up to her.

I was afraid to stand up to Buhle so did nothing.

One day I bumped into Buhle. "Watch it!" she shouted.

I looked up at her and said, "I'm sorry, now please say that you are sorry for being mean to me." Buhle was surprised. The other learners clapped and that's when Buhle said she was sorry and that we should all be friends.

When I got home, I found that Mum had found a space for the bowl just as I found friends.

Pre-listening			
•	Guess what the story will be about by looking at the picture/cover page and the title.		

I think the story is about _____

•	Do you think the characters in the story are	people, animals or things? Why do you
	think so?	
	I think the characters are	because
_	Guess where does the story take place?	

,	r
I think the story takes place	
,	

Post listening

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5.

Answer the following questions orally.

What did mum buy?
 Mum bought

4. Who felt lonely like the mixing bowl
_____ felt lonely like the mixing bowl.

Why did Bheki warn the narrator?

Bheki warned the narrator because_______

6. How did the narrator feel after he/she stood up against Buhle?

The narrator felt______after she stood up against Buhle.

7.	Is the narrator a boy or a girl and why	do you say so?
	I think the narrator is a	because

9. Give the narrator a name and say why you chose that name.

I think the narrator's name should be______ because _____



 Use the phonic sounds learnt below to build 3 letter words.

b	u	S	N
3	•	е	V
а		6	
g	d	0	I

Theme vocabulary

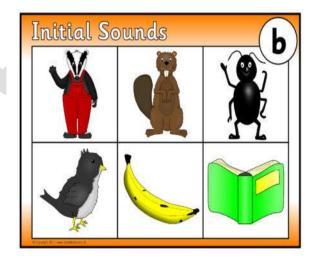
New words	Sight words	Phonics 'B-' 'b-' words
Weird	Be	Buhle
Lonely	Because	Bheki
gossip	I	Ве
spreading	it	Bumped
bumped	the	Bowl
mean	this	break
surprised	a	bought

Activity 1

From the story pick /point to words which you see or hear for the first time, sight words and words with a 'b-'sound. Write the words in the column provided below.

Activity:

Name the objects in the picture.



YEAR 1

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 TERM 2 - WEEK 1 & 2

THEME: BULLYING

TEXT: SHORT STORY

Reading & Viewing: Reads a Short Story



Shared Reading

A space in the cupboard

Mum bought a new glass mixing bowl. She said, "it can go in the cupboard when there's space." This may sound weird, but I feel like that new bowl, and this is why:

I started school in the middle of the year. I'm not shy and tried to make new friends but another girl, Buhle, would stop others from talking and playing with me. The other learners would look a little sad <u>but</u> would not come and play.

I didn't have friends <u>because</u> of Buhle, and I felt just like that mixing bowl that was lonely with no space.

After a few weeks school got worse. Buhle started spreading gossip about me. I felt lonely and sad.

One day during break, one learner pulled me into an empty classroom – it was Bheki. Bheki said that Buhle does not want them to be friends with me. They don't want Buhle to be mean to me <u>and</u> want us all to be good friends. Bheki said that I should stand up to her.

I was afraid to stand up to Buhle so did nothing.

One day I bumped into Buhle. "Watch it!" she shouted.

I looked up at her and said, "I'm sorry, now please say that you

are sorry for being mean to me." Buhle was surprised. The other learners clapped <u>and</u> that's when Buhle said she was sorry and that we should all be friends.

When I got home, I found that Mum had found a space for the bowl just as I found friends.





Activity 1: Letter sound game



- In pairs listen carefully to your teacher and each time she says a word with a 'b'sound, clap once.
- The one who clapped first is given the chance to say another 'b-'word of his/her choice.
- Pairs write down five 'b-words' of their choice and read them to the class.



Activity 2: PATS- Point, Act, Tell, Say the 'b-words' below.

Bag	beg	Big	Box	bug
Bat	bed	Bin	Boy	bus

Write the 'b-words' in your dictionary

Activity 3: Read the words in the column below aloud.

New words /vocabulary	Sight words	Phonics 'B-' 'b-' words
Weird	Ве	Buhle
Lonely	because	Bheki
Gossip	1	be
Spreading	It	bumped
Bumped	The	bowl
mean	This	break
surprised	а	bought

Activity 3: (present and past tense)

Use different highlighters to match the verbs in box A with box B

Box A	Box B
Start	Pulled
Pull	Looked
Bump	Shouted
Look	Started
Shout	Bumped

Group guided reading (30 minutes)

- Read the story with your teacher in your group.
- If you are not reading with your teacher complete the activity below with your partner.

Read the text on your own / with your partner and answer the questions

'Long ago, about 600 years ago, the city was abandoned. It is not clear why everyone left, but many archaeologists believe it was because of drought and because people wanted to move closer to the gold trading areas. So, the city was abandoned, and over many years, the buildings fell apart and became ruins,' explained her father.

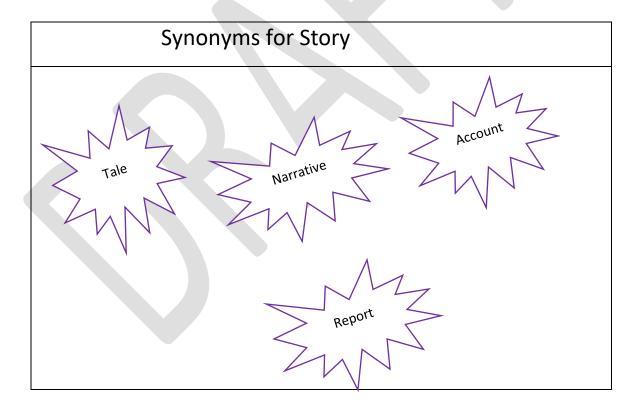
'Why do you love going there?' asked one of Nomalanga's sisters.

Mr Mabuwa smiled, 'I love going there because it is amazing to see how people built such wonderful buildings without machinery, electricity or technology. I love to imagine what life was like back in that time. It makes me very proud to be an African.'

Nomlanga looked at her father and smiled. She promised herself that one day she would visit the Great Zimbabwe ruins.

1	where is Mr Mabuwa's favourite place to visit?
	His favourite place to visit is
2.	Who built the city of Great Zimbabwe?

- 3. The people who built the city of Great Zimbabwe were_____
- 4. Why does Mr. Mabuwa like visiting the Great Zimbabwe ruins?He likes visiting the Great Zimbabwe ruins because _______
- 6. Write down the word which is NOT a correct synonym (word with the same meaning) for the following words:
 - a. beautiful superb / picturesque / unattractive
 - b. happy miserable / cheerful / content



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 TERM 2 - WEEK 1 & 2

THEME: BULLYING

TEXT: SHORT STORY

Writing and presenting: Write answers to comprehension questions



Activity 1: Use the word bank below to answer the following questions after reading.

School	Home	Buhle
stopped bullying	Mum	Narrator
continued bullying	Bheki	glass mixing bowl

1.	Who are the characters in the story?
	The characters are
2.	Who is the main character?
	The main character is
3.	Where does the story take place?
O.	The story takes place at and at
0	
3.	Who is the bully in the story? The bully in the story is
	The bully in the story is
4.	Who is being bullied in the story?
	is being bullied in the story?
5.	To what did the narrator compared herself with?
	The narrator compare herself to
6	I think the bully

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	Activity 2: Draw a picture about bullying and write a heading of your
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YEAR: 1

TERM 2 - WEEK 1 & 2

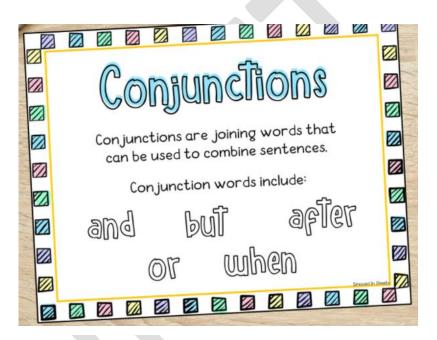
THEME: BULLYING

TEXT: SHORT STORY

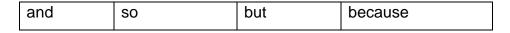
Language structure and conventions: Conjunctions



Activity 1: Use the word bank below to answer the following questions after reading.



Activity 2: Complete the following sentences by filling in the conjunctions.



- 1. I didn't have friends _____ of Buhle.
- 2. Mum bought a mixing bowl _____ a platter.
- 3. I was afraid to stand up to Buhle _____did nothing.

- 4. Buhle said she was sorry _____that we should all be friends.
- 5. I tried to make new friends ______ Buhle stopped me.

Colour the words that are conjunctions			
She	while	and	Please
If	but	why	So
Bowl	they	friends	because



Activity 3: Underline the conjunctions in the following sentences.

- 1. Justin turned the lights on because it was dark.
- 2. The girl loves cookies and ice cream.
- 3. We can buy lunch at school or bring a lunchbox.
- 4. Cats are cuddly, but they can scratch.
- 5. She cried because she hurt herself.
- 6. We do our work, but we prefer to play.
- 7. I did not eat my lunch because I was not hungry.
- 8. He is cold so he wears a jersey.
- 9. He is tired so he took a nap.

YEAR 2

 TERM: 2

THEME: BULLYING

TEXT: SHORT STORY

Listening and Speaking: Listens to and speaks about a story

A space in the cupboard

Mum bought a new glass mixing bowl. She said, "it can go in the cupboard when there's space." This may sound weird, but I feel like that new bowl, and this is why:

I started school in the middle of the year. I'm not shy and tried to make new friends but another girl, Buhle, would stop others from talking and playing with me. The other learners would look a little sad but would not come and play.

I didn't have friends because of Buhle, and I felt just like that mixing bowl that was lonely with no space.

After a few weeks school got worse. Buhle started spreading gossip about me. I felt lonely and sad.

One day during break, one learner pulled me into an empty classroom – it was Bheki. Bheki said that Buhle does not want them to be friends with me. They don't want Buhle to be mean to me and want us all to be good friends. Bheki said that I should stand up to her.

I was afraid to stand up to Buhle so did nothing.

One day I bumped into Buhle. "Watch it!" she shouted.

I looked up at her and said, "I'm sorry, now please say that you are sorry for being mean to me." Buhle was surprised. The other learners clapped and that's when Buhle said she was sorry and that we should all be friends.

When I got home, I found that Mum had found a space for the bowl just as I found friends.

Pre-listening: Activity 1

Look at the picture and the title of the story and answer the following questions (oral).



_ _

_ _

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1.	What is the title of the story?
	The title of the story is
2.	What do you think the story is about?
	I think the story is about
3.	Where does the story take place?
	The story takes place and at
4.	Predict what will happen in the story? I think
5.	Predict the end of the story? I think
Dur	ing Listening
•	Sit still and listen attentively to the story. Check the facts of the story against predictions you made in the above activity.
Pos	t listening: Activity 2
Fill ir	the information based on the story which your teacher read.
1.	Characters in the story are
2.	The setting is at
3.	What did mum buy?

Why does the narrator compare herself to the bow	1.	Why does the	narrator com	pare herself to	the bowl?
--	----	--------------	--------------	-----------------	-----------

5. The narrator compares herself to the bowl because	
--	--

6. In your own words describe the type of person Buhle is and give a reason why you think so?
I think Buhle is

7. What would you do if you were the narrator?



Phonics: s-blends

Say the phonics aloud (sp-, st-, sn-, sl-)Phonemic						
	<u>awareness</u>					
Fill ir	Fill in the sounds you have learnt s-blends					
sp-	st-	sn-	sl-			
Build words using the sounds you have learnt						
spot	Stand	snob	slow			
spread	Stop	snap	slim			

Syllabification: Clap as you say each word above.

Pronounce all words correctly (phonics and vocabulary words)

Theme Vocabulary					
Write the theme vocabulary in your personal dictionary.					
bully bumped rumours horrible					
reading	weird	cheered	surprised		
an	mixing bowl	watch	worse		

Activity 3: Syllabify these words

bully	
surprised	
horrible	
spreading	

Activity 4: Vocabulary Building

Colour in the word once you have found it (vocabulary)

Spreading	S	u	r	Р	r	i	S	е	d	X
Mixing	У	Х	h	0	r	r	i	b		е
Mean	X	С	h	Ε	е	r	е	d	X	m
Weird	h	У	X	В	u	m	p	е	d	X
Cheered	s	р	r	Ε	а	d	i	n	g	X
Surprised	р	1	X	W	е	İ	r	d	X	Z
Bumped	j	X	m	Ε	а	n	X	b	h	g
Horrible	m	I	X	I	n	g	b	0	W	l

Use one word to construct your own sentence.

Theme: Bullying Complete the table below using the KWL thoughts process.					
K — What I know	W — What I would like to know	L — What I would like to learn			

YEAR 2

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TERM 2 - WEEK 7 & 8

THEME: BULLYING

TEXT: SHORT STORY

Reading & viewing: Listens to a story



Shared Reading

Pre-read

Look at the picture and title of the story and answer the following questions.



- Discuss the title of the story in relation to the theme of the story.
- Predict what happens in the next paragraph.
- How does the story connect with the picture and the title?

During Reading

- Listen attentively while your teacher reads the story.
- Read the story with your teacher.
- Identify high frequency/sight words, new vocabulary and phonics.

A spot in the cupboard

Mum bought a new glass mixing bowl. She said, "it can go in the cupboard when there's a spot." This may sound weird, but I feel like that new bowl, and this is why:

I started school in the middle of the year. I'm not shy and tried to make new friends but another girl, Buhle, would stop others from talking and playing with me. The other learners would look a little sad but would not come and play.

I didn't have friends because of Buhle, and I felt just like that mixing bowl that was lonely with no spot in the cupboard.

After a few weeks school got worse. Buhle started spreading rumours about me. I felt horrible.

One day during break, one learner pulled me into an empty classroom – it was Bheki. Bheki said that Buhle does not want them to be friends with me. They don't want Buhle to be mean to me and want us all to be good friends. Bheki said that I should stand up to her.

I was afraid to stand up to Buhle the bully, so I did nothing.

One day I bumped into Buhle. "Watch it!" she shouted.

I looked up at her and said, "I'm sorry, now please say that you are sorry for being mean to me." Buhle was surprised. The other learners cheered and that's when Buhle said she was sorry and that we should all be friends.

When I got home, I found that Mum had found a spot for the bowl just as I found friends.



Post Read:

_

 Answer the following questions:

1. Who is the main character in the story?

2.	When did the narrator start school?
3.	What made the narrator not to make friends?
4.	Bheki pulled the narrator into a classroom. What did she tell her to do about Buhle's behaviour?
5.	What made the narrator to feel horrible?
6.	How did the bullying story end?
7.	Circle the letter of the answer that does not compare the narrator to the bowl.
Α	They were both ugly.
В	They were both new.
С	They both felt lonely at first.
D	They both wanted a spot.
Gro	up Guided Reading (30 minutes)
•	Read in your group with your teacher.
•	If you are not reading with your teacher, complete the worksheet provided by your
	teacher.

PATS - POINT, ACT, TELL and SAY the words in the column below

PATS- Point, Act, Tell, Say the 's'- blends
spot stand snob slow spot slow

YEAR 2

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TERM 2 - WEEK 7 & 8

THEME: BULLYING

TEXT: SHORT STORY

Writing and Presenting: Sequencing story in the correct order

Read the passage below and answer the following questions:

I started school in the middle of the year. I'm not shy and tried to make new friends but another girl, Buhle, would stop others from talking and playing with me. The other learners would look a little sad but would not come and play.

I didn't have friends because of Buhle, and I felt just like that mixing bowl that was lonely.

1. Answer questions according to the features of the text.

Characters in the story:	The setting:	The conflict
The people or animals in	The place or location of the	Misunderstanding or fight
the story.	story	What misunderstanding or
Who are the characters in the	Where does the story take	fight do the characters have?
story?	place?	

2.	The sentences below are in the wrong sequence. Re-number them (1-5) as
	they occur in the story.

0

	Sentences	Answers
1.	Buhle stopped the other learners from becoming my friends.	
2.	We all become friends.	
3.	I started school in the middle of the year.	
4.	I challenged Buhle to apologise to me.	
5.	Bheki told me to stand up to her.	

4. What is one of your favorite stories?

_ _

3.

YEAR 2

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TERM 2 - WEEK 7 & 8

THEME: BULLYING

TEXT: SHORT STORY

Language structure and conventions: Homophones & Homonym

Homophones

Some words sound the same,

mean different things and are spelt differently.

their/there

where/wear

flower/flour

knight/night

Practice to make sure you use the right word in your writing

Homonym

If the two words:

- > sound the same
- mean different things
- but are spelt the same

Then they are homonyms

I pay a fine.

I am feeling fine.

Activity 1: Work in pairs. Read the sentences below with different meanings.

Spot	The mixing bowl did not have a spot in the cupboard.
	Mum's dress has a black <u>spot.</u>
Snap	Snap your fingers to the rhythm of the song.
	Mum will snap with anger.
Spread	Buhle spread rumours about the new learner.
	Spread the blanket on the grass for our picnic.
Stand	Stand up and go.
	There are five apples on the stand.

Activity 2: Underline the correct homophone and read the sentence to the group.

- 1. I can (see, sea) a (sport, spot) on mum's dress.
- 2. I need a (pair, pear) of trainers I want to play (sport, spot) on Wednesday.
- 3. Buhle will (write, right) a letter to Bheki because she did the (write, right) thing.
- 4. Bheki did not want to (loose/lose) Buhle's friendship.
- 5. Buhle continued to (stare/stair) at us.

Activity 3: Degrees of comparison

Read the words below.

Big	Bigger	Biggest
Smart	Smarter	Smartest
Tall	Taller	Tallest
Small	smaller	Smallest

Activity 4: Choose a word which will give the sentence more meaning.

I am (big, bigger, biggest) than Buhle, but she is the (smart, smarter, smartest) of us all. Bheki is (tall, taller, tallest) but she cannot lift the (small, smaller, smallest) chair up.

Activity 5: Underline the adjective and circle the nouns in the following sentences.

- 1. I picked a beautiful flower for mum.
- 2. Mum bought a blue mixing bowl.
- 3. Buhle's school bag is big and ugly.
- 4. It is a bright sunny day, let's go swimming.

YEAR THREE

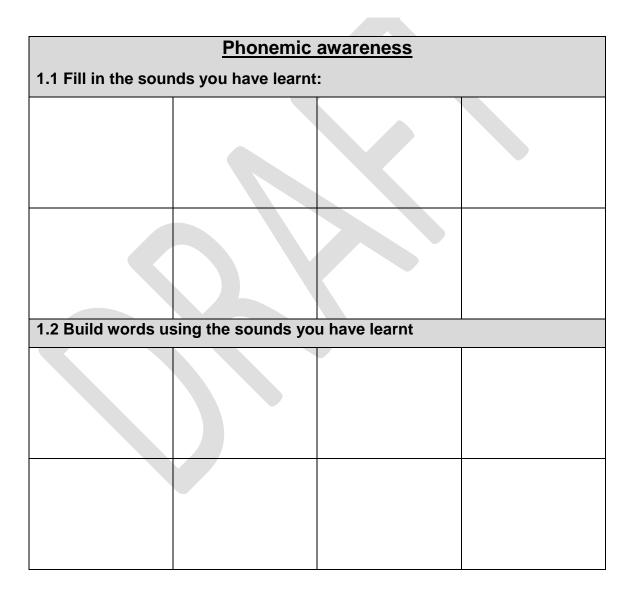
TERM 4 - WEEK 1 & 2

THEME: FAMILY DINNER

TEXT: SHORT STORY

Listening & Speaking: Oral

Activity 1



Activity 2: Your teacher will teach you the meanings of these words. Learn to read these words by sight.

Theme Vocabulary					
Write the theme vocabulary in your personal dictionary.					
groceries	broccoli	difficult	exasperated		
impossible	frustrating	expected	complain		
different	budget	outbursts	meal plan		
recipe	dinner	favourite	side dishes		
Ew!	Um	Ugh!	Woah!		

Activity 3: Class discussion

Take part in a class discussion on what it is like planning a family dinner.

- Have you ever helped your parents cook family dinner?
- Do you enjoy helping to cook dinner?
- Do your parents ask you what you want to eat for dinner?
- Have you helped your parents with the grocery shopping/ writing the grocery shopping list?
- What is the mood during family dinner?
- What kind of conversation takes place around the family dinner table?
- Do you have any responsibilities/duties for the family dinner?

3.2 Complete the K-W-L table in your classwork book.

Theme: Family Dinner Complete the table below using the KWL thoughts process.				
K – What I know	W - What I would	L - What I would like to		
	like to know	learn		

Activity 4: Question of the day

What is your favourite meal to eat?				
My favourite meal to eat is				
crispy roast chicken and pap	barbequed chicken wings and crispy chips	spicy chicken curry and white rice		

YEAR THREE

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TERM 4 - WEEK 1 & 2

THEME: FAMILY DINNER

TEXT: SHORT STORY

Listening & Speaking: Listens to and speaks about a family dinner

Activity 1:



Listen very carefully as your teacher reads the first part of the story Family Dinner

Dinner Disaster

"Ugh, cabbage stew again? I hate cabbage stew!" Tshepo yelled. "I'm not eating this."

Tshepo's mum and dad looked at each other. Tshepo's **outbursts** had been happening at least once a week.

"You know what, Tshepo? We're going to let you take over dinnertime from now on. You can pick the meals and cook them, as long as they're healthy," Mum said.

"Good, we're going to eat good food every night!" Tshepo answered.

The next day, Dad sat down with Tshepo to make the **meal plan** so he could go grocery shopping. Tshepo had already been thinking about his favourite dinners. "We're going to have chicken tonight, and spaghetti tomorrow, and macaroni and cheese the next day," Tshepo started.

"Woah hold on now," Dad said. "What else are we going to have with the chicken? We need to have at least one vegetable with each meal, and usually we have another side to go with it."



"Nthabi does not like corn," said Dad.

"Well, it's my choice, so I'm going to make corn," Tshepo **replied**.



"OK, but she might **complain** at dinner tonight. Are you ready for that?" Dad asked.

"Yeah, whatever," Tshepo answered.

 Tshepo and his dad spent the next hour **figuring** out the whole week's meals and side dishes. It was a lot more work than Tshepo **expected**, and almost every time he picked something out, his dad would tell him that someone in the family <u>wouldn't</u> like it. It was very **frustrating**.

"This is impossible!" Tshepo said, exasperated.

"Yes, it is **difficult.** Your mother and I try very hard to make everyone happy, but everyone has **different** tastes, and sometimes, we just <u>can't</u> please everyone."

"Fine, we'll have to just go with this plan this week. Next week I'll try to make everyone happy," replied Tshepo.

When his Dad was finished **grocery** shopping, was time for Tshepo to make his first meal. His parents were both in the kitchen to help him since he didn't know how to cook yet. They



It

looked up the **recipes** for chicken, rice, and **broccoli** with cheese. Wow, <u>that's</u> a lot to do, Tshepo thought, as he looked at the **instructions** for everything. He was usually playing video games or outside while his parents made dinner.

It took almost an hour to make dinner. There were so many steps! Tshepo was tired and extra hungry when dinner was finished. He was also proud of himself - he made dinner! And he knew he would like it tonight!

"Ew, this rice tastes funny," Nthabi said. Tshepo took a bite. It did taste a little funny. But <u>he'd</u> worked so hard! He felt like he might cry.

"It's OK, Tshepo, cooking is **tough**. It takes a long time to **figure** it out. Nthabi, be nice. Your brother worked really hard on this dinner," Mum said.



Speaking:

All n your groups take turns answering the questions below. Remember to answer in a complete sentence. Use the conversation frame to start.



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In your groups take turns answering the questions below. Remember to answer in a complete sentence. Use the conversation frame to start.

- a) This story is about
- b) The setting of this story is
- c) The main character in the story is
- d) The problem in the story is
- e) I can connect to Tshepo because
- f) I think Tshepo's parents felt because
- g) I enjoyed/did not enjoy listening to this story because.....

YEAR THREE

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TERM 4 - WEEK 1 & 2

THEME: FAMILY DINNER

TEXT: SHORT STORY

Reading and viewing: Reads Part 2 of the Short story



Listen and follow along with the story as your teacher reads. Reading Strategy: Making connections

Dinner Disaster

Make Connections

To connect what you read to your life. It may have happened to you, a friend or you may have read about it somewhere else.

Part 2

The next day, Tshepo didn't want to cook dinner. "It's difficult," he **explained** to Mum.



"It is **difficult**, but your father and I do it anyway. How are we going to eat, otherwise?" said Mum.

"We should just go out to eat every night, then everyone can get what they want, and no one has to cook or clean," Tshepo **answered.**

"I guess we need to work **budgeting** into this, too," Mum **quietly sighed**. "We spent about R550 on **groceries** this week. That was for 7 nights of **dinner**, so if we **divide** that, it comes out to about R78 each night. Does that make sense so far?" "Yes," **replied** Tshepo.

"Last time we went out to dinner," began Mum, "we spent about R250.

How does that compare to the groceries?"

"That's a lot more than R78."

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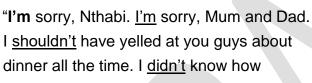
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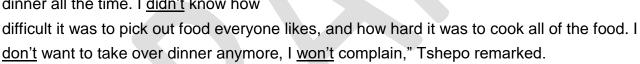
"It is, and that adds up. It would be really nice to go out every night, but that would mean you <u>couldn't</u> play soccer, and Nthabi couldn't do netball. <u>We'd</u> probably have to move to a smaller house and Dad, and I would have to share a car. Do you think <u>that's</u> worth it?" Mum **asked.**

"Oh, wow, I guess not. <u>I'll</u> get started with dinner," said Tshepo. Again, he was tired and hungry when dinner was finally ready.

"I don't like corn," cried Nthabi. Tshepo realized then how his parents must feel every

time he complained about dinner. It took all of Tshepo's willpower not to yell at his little sister. He had worked so hard on dinner, and it was **impossible** to make sure everyone liked every part of every meal!





"Thank you, Tshepo," Mum and Dad **said.** Dad continued, "<u>We'll</u> take back dinner **responsibilities**. <u>You'll</u> have to do it enough when you're grown up!" Tshepo felt a lot better. He happily finished his dinner and never complained about a meal his parents made again.

"Thank you, Tshepo," Mum and Dad **said.** Dad continued, "<u>We'll</u> take back dinner **responsibilities**. <u>You'll</u> have to do it enough when you're grown up!" Tshepo felt a lot better. He happily finished his dinner and never complained about a meal his parents made again.

Amended from:

https://www.k5learning.com/worksheets/reading-comprehension/5th-grade-5-dinner-disaster.pdf



Reading and viewing: Answer the following questions on the short story.

Circle the letter of the correct answer.

The story is about ...

- A a boy who wants to learn how to prepare dinner for his family.
- **B** a boy who complains about the meals he needs to prepare.
- **C** a boy who complains about the meals his parents prepare.
- **D** a boy who can't decide what to prepare for dinner.
- **2.** Circle the letter of the correct answer

The main characters in the story are ...

- A Nthabi and her parents.
- **B** Tshepo and his parents.
- C Nthabi and Tshepo.
- C Tshepo's parents.
- 3. What reason does Tshepo's mum give why he should cook dinner?
- **4.** List two reasons Tshepo gives his mum why they should eat out every night.
- 5. Why is it not a good idea to eat out every night?
- **6.** How much does the family spend a week on groceries if they eat dinner at home?
- 7. What would the family have to give up if they ate dinner out every night? List 3 things.
- **8.** How did Tshepo feel after cooking dinner?
- **9.** What does Nthabi not like to eat?
- **10.** Do you agree with the statement below? (Yes or No). Give a reason for your answer.
- **11.** Tshepo is a good brother.
- **12.** What lesson did Tshepo learn?

- **13** Give a synonym (same meaning) for the word dinner.
- 14. Find 2 words in the text that means the same as an adult.

Make connections: Complete the table below

- a) Think about what a character does, thinks or feels.
- b) Can you think of something similar from your own life?
- c) Say: That reminds me ... or That's like when I ...

Does/Did	Think	Feel
Tshepo complains about the	Tshepo's parents felt	Tshepo's parents
food his parents cook for		think he is/was
dinner.		
That's like when		

If you had to prepare a supper for your family what would your menu be? Starters: Main Meal: Sides: My Menu

YEAR THREE

TERM 4 - WEEK 1 & 2

THEME: FAMILY DINNER

TEXT: SHORT STORY

Writing & Presenting: Writes a diary

What is a diary?

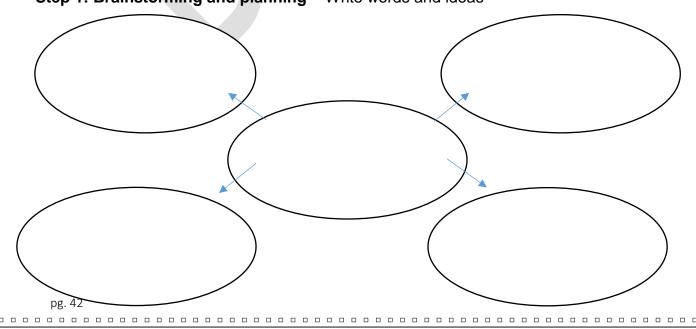
- A diary is a story about yourself and your daily life.
- Diaries are different from other stories because we write them in the first person ("Today I ... Then I ...").
- We also start each diary entry with the date on which we are writing it.
- Events should be written in the correct order.
- And because we are looking back at events that took place earlier in the day or week, we write our diaries in the past tense.



Imagine that you are either Tshepo or Nthabi from the story. Write a diary entry on the events from the story Dinner Disaster. Write 8-10 sentences.

Remember to follow all the steps in the writing process.

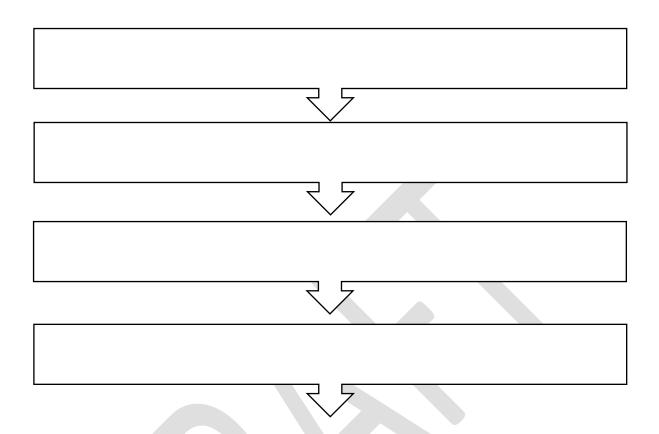
Step 1: Brainstorming and planning - Write words and ideas



Step 2: Drafting

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CHECKLIST

CRITERIA:	YES	NO
My diary entry describes my feelings and explains what I have seen and		
experienced.		
My diary is written in the first person.		
I have included the date.		
I have followed all the writing processes:		
brainstorming,		
rough/ first draft and		
final draft.		
I have edited my paragraph and there are no spelling and grammar errors.		

Step 2: Drafting

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 I have **revised** my diary entries and I know it reads clearly and makes sense when it is read aloud.

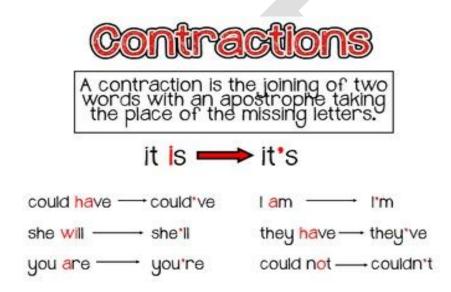
YEAR THREE

TERM 4 - WEEK 1 & 2

THEME: FAMILY DINNER

TEXT: SHORT STORY

Language Structure & Conventions:



Activity 1: Write the contraction for the given words.

is not	had not	
let us	he is	
we will	do not	

Activity 2: Write the two words that form these contractions.

he'd	doesn't	
that's	she's	
aren't	haven't	

Activity 3: Rewrite the following sentences using contractions

1. I will not complain.

- 2. I am sorry Nthabi.
- 3. I do not like corn.
- **4.** We would probably have to move to a new house.
- 5. You will have to do it enough when you are grown up.

Language Structures and Convention: Interjections



Activity 4: Match the interjection with its meaning

Ew!	This one says to slow down.
Um	It signals dislike
Woah	Frustration /disgust
Ugh!	Thinking

YEAR FOUR

 TERM 3 - WEEK 1 & 2

THEME: BULLYING

TEXT: SHORT STORY

Listening & Speaking: Oral

Activity 1:

Phonemic awareness				
1.1 Fill in the sounds you have learnt:				
1.2 Build words using the sounds you have learnt				

Activity 2:

Theme Vocabulary					
Write the theme vo	Write the theme vocabulary in your personal dictionary.				
glared	decided	captor	lonely		
apologies	lose	permanent	shy		
realized	urgently	disappointed	weird		

Activity 3: Class discussion

3.1	Take part in a	a class	discussion	on the theme
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3.1 Complete the K-W-L table in your classwork book

Theme: Complete the table below using the KWL thoughts process.			
K - What I know	W – What I would like to know	L – What I would like to learn	

Activity 4: Question of the day

Why do you think children bully? I think children bully because they have				
no friends	family problems	many worries		

I think children bully because they	
-------------------------------------	--

SHORT STORIES



YEAR FOUR

TERM 3 - WEEK 1 & 2

THEME: BULLYING

TEXT: SHORT STORY

Listening & Speaking: Oral Listening & Speaking: Listens to and speaks about a Short Story

Activity 1

Listen to your teacher reading a story. During listening your teacher will ask you to make predictions?

Before Listening

A spot in the cupboard

By Verity Hagan

Mum bought a new glass mixing bowl. She said it can go in the cupboard when there's room. This may sound weird, but I feel like I can really relate to that new bowl, and this is why.

In pairs predict what you think the story titled 'A spot in the cupboard' is going to be about.

Start by saying: I think the story is about ...

- **1.** What do you predict will happen next?
- 2. Why do you think that?

- **3.** What do you think we will learn from this text?
- **4.** Why? (What evidence do you have?)
- **5.** Do you think you will enjoy this text? Why?

During Listening:

 Listen and follow while your teacher reads the story.

That day we all <u>walked</u> to the taxi rank together as friends. When I <u>arrived</u> home, I found that Mum's big old platter had <u>smashed</u>; also broken down. It was replaced with another plate, a little, nicer and smaller so both the platter and the bowl could fit side by side.

We both finally had a spot in the cupboard...

Amended from: https://www.write4fun.net/view-entry/261651

- What do you predict will happen next?
- Is the narrator of the story a boy or a girl?
- I can predict that ______ because _____

After a few weeks school got worse. Instead of just telling me to leave, Buhle started spreading rumours about me. I felt horrible. It was about this time when the mixing bowl was dropped, leaving a chip. I felt like we were both breaking.

I was walking to lunch one time when someone grabbed my arm, pulling me into an empty classroom. I looked at the face of my captor- It was Bheki, one of my almost-friends. I opened my mouth to speak but she shook her head urgently.

"Buhle's being mean to you right? Everyone wants to help you, but Buhle can be jealous! She just doesn't want a new kid becoming friends with everyone. The other learners and I don't want Buhle to be mean to you, but we also don't want to lose her friendship." Bheki checked her watch, then looked at me. "Just stand up to her." Then she left like nothing had happened.

How could I stand up to Buhle? Too many things could go wrong, so I decided to leave it alone.

What would you do if you were in the same situation?

One day on my way to the bus stop I <u>bumped</u> into Buhle. "Watch it!" she <u>shouted</u>. I <u>looked</u> up at her. I realised that Buhle wasn't that much taller than me, or smarter, or anything else. I was just as good as her.

Before she could do anything else, I looked her in the eye and said, "Sorry I bumped into you. Now why don't you apologise for all the times you were mean to me?" Buhle **glared** at me.

My almost-friends **moved** to stand by me. "Can't we all just be friends?"

At that moment Buhle **realised** how being alone felt and that she was wrong. The bully had been broken down.

- What do you think the other learners are called 'almost friends'?
- Do you think the almost friends were as brave as the narrator? Why?

That day we all <u>walked</u> to the taxi rank together as friends. When I <u>arrived</u> home, I found that Mum's big old platter had <u>smashed</u>; also broken down. It was replaced with another plate, a little, nicer and smaller so both the platter and the bowl could fit side by side.

We both finally had a spot in the cupboard...

Amended from: https://www.write4fun.net/view-entry/261651

Post Listening:

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- 1 Listen to and follow the story again.
- 2 Identify and circle any words that you don't know.

Add the new words to your personal dictionary.

Check your predictions. Were your prediction correct? If not, what happened?

Complete the table below by filling in the underlined words (Past tense)

Add ed to the end of the verb

look +ed – looked	

Reading & viewing: Reads a Short Story



Read the story below with your teacher

A spot in the cupboard

By Verity Hagan

Mum bought a new glass mixing bowl. She said it can go in the cupboard when there's room. This may sound weird, but I feel like I can really relate to that new bowl, and this is the reason why.

I started school halfway through the year. I'm not shy at all, so I was always trying to make new friends, but another girl, Buhle, would always come up and tell me to leave. My almost-friends would look a little disappointed but not too upset. Everyone loved Buhle.

I didn't have any friends thanks to Buhle, and I kind of <u>felt</u> like that mixing bowl. I was lonely too. I always got close to making friends, but like the mixing bowl my position was never permanent.

After a few weeks school got worse. Instead of just telling me to leave, Buhle started spreading rumours about me. I felt horrible. It was about this time when the mixing bowl was dropped, leaving a chip. I felt like we were both breaking.

I was walking to lunch one time when someone grabbed my arm, pulling me into an empty classroom. I looked at the face of my captor- It was Bheki, one of my almost-friends. I opened my mouth to speak but she **shook** her head urgently.

"Buhle's being mean to you right? Everyone wants to help you, but Buhle can be jealous! She just doesn't want a new kid becoming friends with everyone. The other learners and I don't want Buhle to be mean to you, but we also don't want to <u>lose</u> her friendship." Bheki checked her watch, then looked at me. "Just stand up to her." Then she left like nothing had happened.

How could I stand up to Buhle? Too many things could go wrong, so I decided to leave it alone.

One day on my way to the taxi rank I bumped into Buhle. "Watch it!" she shouted.

I looked up at her. I realised that Buhle wasn't that much taller than me, or smarter, or anything else. I was just as good as her.

Before she could do anything else, I looked her in the eye and said, "Sorry I bumped into you. Now why don't you apologise for all the times you were mean to me?" Buhle glared at me.

My almost-friends moved to stand by me. "Can't we all just be friends?"

At that moment Buhle realised how being alone **felt** and that she was wrong. The bully had been broken down.



That day we all walked to the taxi rank together as friends.

When I arrived home, I found that Mum's big old platter had smashed; also broken down. It was replaced with another plate, a little, nicer and smaller so both the platter and the bowl could fit side by side.

We both finally had a spot in the cupboard...

https://www.write4fun.net/view-entry/261651



Vocabulary building:

Words I know	Words I have learnt	Words I do not know



Answer the following questions on the short story

1.	Circle the letter of the correct answer.
	The story is about
Α	standing up to a bully
В	the new bowl
С	a new school
D	Friendship
2.	Circle the letter of the correct answer.
	Where is the setting of the story?
Α	Classroom
В	Kitchen
С	School
D	House
4.	Why do you think the narrator started school halfway through of the year?
4. 5.	Why do you think the narrator started school halfway through of the year? From whose point of view is the story being told?
5.	From whose point of view is the story being told?
5. 6.	From whose point of view is the story being told? What problem did the narrator have?
5. 6.	From whose point of view is the story being told? What problem did the narrator have? Circle the letter of the correct answer
 6. 7. 	From whose point of view is the story being told? What problem did the narrator have? Circle the letter of the correct answer I kind of felt like that mixing bowl is an example of
5. 6. 7.	From whose point of view is the story being told? What problem did the narrator have? Circle the letter of the correct answer I kind of felt like that mixing bowl is an example of Onomatopoeia.
5. 6. 7. A	From whose point of view is the story being told? What problem did the narrator have? Circle the letter of the correct answer I kind of felt like that mixing bowl is an example of Onomatopoeia. Alliteration.

Explain why you think the conversation took place in an empty classroom?
What advice did the narrator receive?
Do you think the advice was good? Give a reason for your answer.
Explain what the narrator means when she says, "like the mixing bowl my pos
Tovor pormanent.



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Vocabulary building:

1 Draw lines and match the words on the left with their meanings on the right.

a. captor	immediate fast action
b. permanent	stare in an angry way
c. urgently	a person that catches another person
d. glared	to last for a long time

YEAR: 4

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TERM 3 - WEEK 1 & 2

THEME: BULLYING

TEXT: SHORT STORY

Writing & Presenting: Writes an email



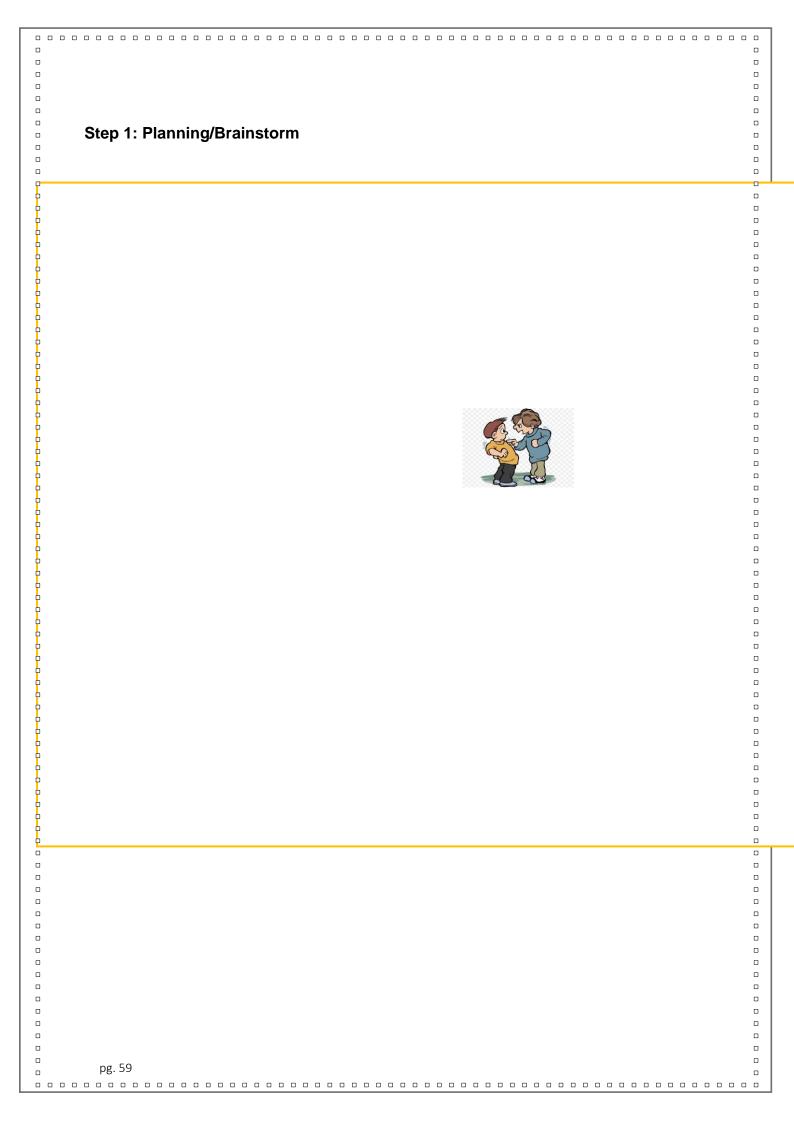
You took a stand against the class bully. Write an email to a grandparent/ aunt or uncleinforming them of:

- 1. Tell them why and how you stood up against the bully
- 2. How the bully changed
- 3. What you hope for next

Follow the steps in the writing process:



- Your email should have a clear structure (Greeting, Introduction, Body, Conclusion and Sign-off).
- Write between 150 200 words.



Step 2:Write your first draft

Format	Insert	Draw	Options		🗓 Discard	➢ Send
B <i>I</i>	<u>U</u> ~	1 2 2 3	≣ ∨	Heading 1	V Undo	∠ Redo
From:						_
To:						-
CC:						_
Subject:						_
Hello						·•
Opening	<u></u>					
ZIN	7					
·V\	• • • • • • • • • • • • • • • • • • • •					
	• • • • • • • • • • • • • • • • • • • •					Body paragraph
						/
						Concluding Paragraph
						Strabu
			,			/
						·

Step 3 Revise: Ask a friend to edit the draft.

Step 4 Edit: Check spelling and punctuation. Make corrections to the draft.

Check List:

	Checklist- Informal email	Yes	No
	Occurred conseller Library		
1.	Correct email address –		
	name.surname@gmail.com		
2.	Subject line		
	Is your subject line concise and precise? Does it		
	give the person a clear idea of what the topic is?		
3.	Greeting		
	Did you use an appropriate greeting?		
4.	Opening line		
	Did you write the reason why you are writing?		
5.	Main Body paragraph		
	Did you give the information needed?		
6.	Conclusion		
	Did you summarise the content?		
7.	Signoff		
	Did you end off the email?		
8.	Has it been proof read?		
	Correct spelling & punctuation		

Step 5: Write your edited draft neatly.

For	mat	Inse	ert	Dra	W	Optio	ons			iii Discard	➢ Send
В	I	U		<u>:</u> =	1 =	\equiv		Heading 1	~	9 Undo	C Redo

From:	
То:	
CC:	
Subject:	

YEAR: 4

TERM 3 - WEEK 1 & 2

THEME: BULLYING

TEXT: SHORT STORY

Language Structures & Conventions: Tenses

Tenses:

The tense tells us when the action takes place. There are basically

three tenses: the verb in the sentence determines the tense.

Present (today) verb | paint a picture

Past (yesterday) verb + ed | painted a picture

Future (tomorrow) shall / will + verbl shall paint a picture

	Simple (generally)	Continuous (at the moment /ongoing)	Perfect (already completed)
Present	I drive	I am driving	I have driven
Past	I drove	I was driving	I had driven
Future	I shall drive	I shall be driving	I shall have driven

Activity 1



The story you have read and listened to is in the **past tense**.

Look at the sentences from the text.

Underline the past tense verbs in each sentence.

1. I started school halfway through the year.

7.	When I arrived home, I found that Mum's big old platter had smashed.
Acti	ity 2
	Rewrite the sentences in the simple past tense
1.	Someone (grab) my arm.
2.	I (decide) to leave it alone.
3.	She (checks) her watch.
4.	"Watch it!" she (shouts)
	The Simple Past Tense
ng 64	

My almost-friends would look a little disappointed but not too upset.

2.

3.

4.

5.

6.

2.

Everyone loved Buhle.

Buhle started spreading rumours about me.

We all walked to the taxi rank together as friends.

I looked at the face of my captor.



FOLKTALE

YEAR 1

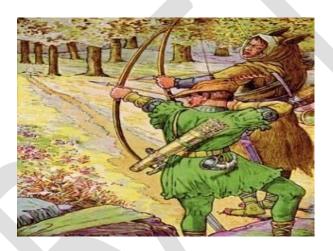
TERM 2- WEEK 7 & 8

THEME: SUPERHEROES

TEXT: FOLKLORE

Listening & Speaking

The legend of Robin Hood



In all the provinces, none was better with a bow and arrow than Robin Hood. He lived with his men in Sherwood Forest. That was the King's forest where King John kept his royal deer.

A few years before, a good king let the poor come into forest to hunt the deer to feed their families. When King John became king, he wanted to keep all the deer for himself. Nobody else were allowed to hunt for food for their families. He was called "Bad King John". Bad King John made it known throughout the land that anyone seen hunting in Sherwood Forest would be grabbed at once and thrown into prison.

Robin Hood did not like that one bit. That is why he had moved into Sherwood Forest. He dressed in green from cap to boots so the trees of Sherwood Forest could hide him as he hunted the King's deer. Other brave men came into Sherwood Forest, too. One by one they joined Robin Hood and became his Merry Men.

Robin Hood and his Merry Men would hide when corrupt royals passed through the woods. Then all at once, they would jump out and rob those royal men. He would then give the gold and money to the poor.

But the rich men who were robbed were not happy about it and told Bad King John. They tried to catch Robin Hood, but he was too quick and clever to fall into their traps.

Adapted from: https://storiestogrowby.org/story/robin-hood-and-the-golden-arrow-story-legend-stories-for-kids/



Listening and Speaking

Activate prior knowledge

Activation of prior knowledge to create context for learners



What does a forest look like?

What would you find in a forest?

What weapons can you use to hunt

What do hunters do?

Why do you think hunters hunt?

What can you do to feed poor people)?



Pre-, during, post

Pre listening

Ask the learners to put their heads on the desk Learners must be told to close their eyes Think about the picture, what sounds would you think you would hear (birds, insects), how does the grass/ground feel (damp, wet), what do you smell (grass/river/streams)

What do you think you will see?

During listening

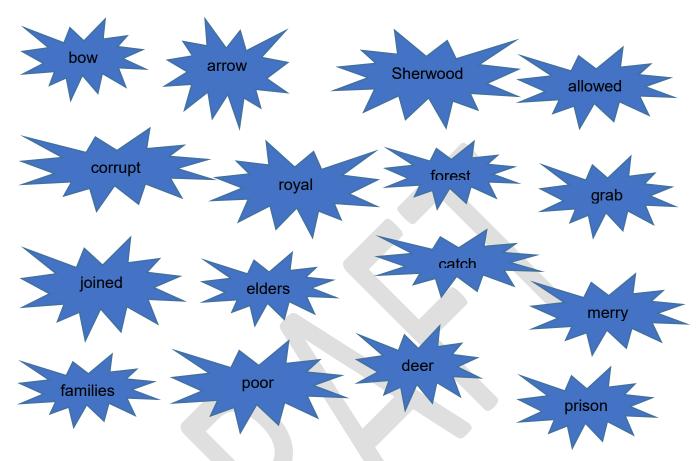
Listen to legend, stop to think about what you "hear, see, smell, feel/touch"

Post listening:

Class/group discussion

Teacher uses w- and h-questions





Questions for discussion

WHO	WHAT	WHEN	WHERE	WHY	HOW
Who was	What did	When did	Where did	Why did	How did
helping to	Robin Hood	Robin Hood	Robin Hood	Robin Hood	Robin Hood's
feed the poor	wear?	rob the	hide?	hunt the	friends help
people?		corrupt		king's deer?	him?
		royals?			
Who was	What did	When did	Where were	Why was the	How did
called "Bad"?	Robin Hood	Robin Hood	the bad	bad king	Robin Hood
	use to hunt?	give money	king's deer	angry?	get money to
		to the poor?	living?		give to the
					poor people?

Features of folklore

Folklore are stories, music, dance, legends, oral history, proverbs, jokes, popular beliefs, customs of ordinary groups of people.

Discuss the features of folklore: Setting, Characters and Problem



Discuss the **Setting** and write a key word in the block to the left

Discuss the **Characters** and write a key word in the block to the left

Discuss the **Problem** and write a key word in the block to the left

YEAR 1

TERM 2- WEEK 7 & 8

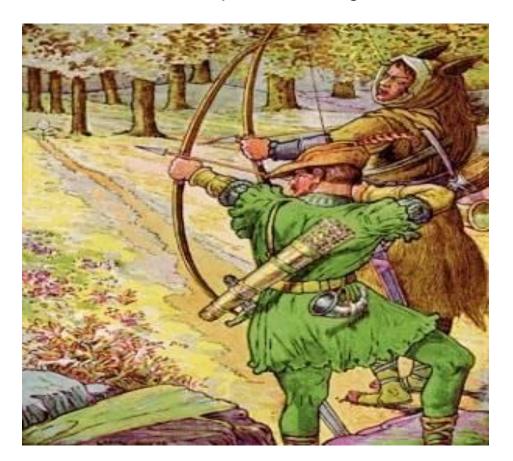
THEME: SUPERHEROES

TEXT: FOLKTALE



Reading and Viewing

Activate prior knowledge



- Using visual information
- What do you see in the picture?
- What gives you a clue what the person in the picture is doing?
- What images/drawings tells you where the events are taking place?
- What do you think will happen in the picture?





Pre-, during, post

Pre reading

Read the second and the last paragraph of the text. Learners discuss what they predict will happen in the folktale.

Second paragraph

A few years before, a good king let the poor come into forest to hunt the deer to feed their families. When King John became king, he wanted to keep all the deer for himself. Nobody else were allowed to hunt for food for their families. He was called "Bad King John". Bad King John made it known throughout the land that anyone seen hunting in Sherwood Forest would be grabbed at once and thrown into prison.

Last paragraph

But the rich men who were robbed were not happy about it and told Bad King John.

They tried to catch Robin Hood, but he was too quick and clever to fall into their traps.

Predict what will happen using the following sentence starters:

- I think the story is about...
- I think the villain is..... because.......
- The victim/victims are
- The message of the text is that......

During reading

Read the text and underline words that you don't know or understand.

Post reading

Listen to your teacher reading a folktale about how the cheetah's cheeks were stained. During listening your teacher will ask you to make some predictions.



Vocabulary

Vocabulary	Unfamiliar words
bow	
arrow	
forest	
royal	
deer	
allowed	
hunt	
prison	
merry	
corrupt	
joined	
Sherwood	

Find the words in the grid below and circle it with green pencil.

The legend of Robin Hood

а	а	x	n	а	i	q	n	n	v
t	b	o	b	d	р	n	g	i	ı
r	g	О	1	b	b	n	b	1	h
а	О	w	z	k	е	x	d	е	t
v	р	t	m	f	0	r	е	s	t
е	o	w	m	у	h	е	r	o	q
1	r	u	g	f	1	у	r	i	р
е	m	h	f	f	m	у	x	q	е
r	С	r	i	m	i	n	а	1	t
q	w	s	m	а	r	r	О	w	x

Word bank

arrow hero

criminal traveler forest

Can find some of your own words in the grid?





Shared Reading: Read the story with your teacher.



Answer the following questions on the legend.

- 1. Circle the letter of the correct answer.
 - The legend is about
- A. protecting wild animals
- B. taking all that you can get
- C. helping poor people

D.	cheating the king
2.	Circle the letter of the correct answer.
	Where is the setting of the legend?
A.	castle
B.	forest
C.	prison
D.	school
3.	What problem did the Robin Hood have with the new king?
4.	Why did Robin Hood wear green clothes?
5.	Who complained about Robin Hood?
1.	Circle the letter of the correct answer.
	The text is an example of
A.	a novel.
B.	a poem.
C.	a legend.
D.	a folklore.
Use o	different colour pencils and connect the description sentence to the correct word.

Name:	Date:	

The legend of Robin Hood

- 1. Sharp object used with a bow
- 2. A place with a lot of trees
- 3. Someone to admire or look up to
- 4. A person who travels to different places
- 5. A person who is an outlaw

- A. forest
- B. hero
- C. criminal
- D. arrow
- E. traveler

Game: Word Bingo

Name:	Date:

The legend of Robin Hood

forest	criminal	traveler	greedy
Robin	arrest	rob	friends
arrow	money	hero	bow
poor	merry	corrupt	traveler

Game: Word Bingo

PHONEMIC AWARENESS FILL IN THE SOUNDS YOU HAVE LEARNT:						
BUILD WORDS USING THE SOUNDS YOU HAVE LEARNT						

THEME VOCABULARY WRITE THE THEME VOCABULARY IN YOUR PERSONAL DICTIONARY.						

YEAR THREE

TERM 2 - WEEK 5 & 6

THEME: WORK AND HONESTY

Text: Folklore



Writing and Presenting

Activate prior knowledge









Class/group discussion

- What do you see in the pictures?
- Can you remember who the hero in the legend was?
- Have you been in a situation where someone was very selfish?
- 1 Circle the correct answer.

Who tried to help poor people?

- A The king
- B Rich royals
- C Robin Hood

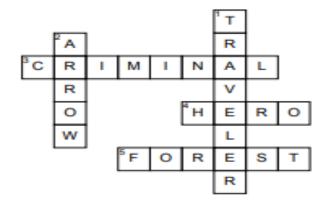
D	Other poor people						
2.	Where did Robin Hood live?						
3.	3. What kind of clothes did Robin Hood wear?						
Rewrit	e the mixed sentences in the sentence bank in the correct order in which the						
events	s took place:						
	A good king allowed poor people to hunt for food in his forest.						
	2. Corrupt people tried to capture Robin Hood.						
	3. Robin Hood decided to hunt for food for poor people.						
©	4. After the good king died, a bad king arrested poor						
	people for hunting for food in his forest.						
1.							
2							
3							
4							





Complete the following crossword puzzle

The legend of Robin Hood



Across

- 3. A person who is an outlaw
- 4. Someone to admire or look up to
- 5. A place with a lot of trees

Down

- A person who travels to different places
- 2. Sharp object used with a bow

Word Bank

criminal hero forest traveler arrow

Unscramble the following words and write it in the space provided



Name:			Date:
	Robin	Hood	
1. hroe			
2. wbo			
3. wraro			
4. ryrem			
Word Bank hero merry	bow	gold	arrow

Write a paragraph of 3 – 5 sentences that describe Robin Hood.

	Word Bank	
green clothes	bow and arrow	caring for the poor
lives in a forest	friendly	

YEAR THREE

TERM 2- WEEK 5 & 6

THEME: WORK AND HONESTY

TEXT: FOLKLORE: LEGEND



Language Structures & Conventions

Activate prior knowledge



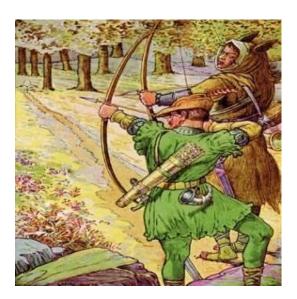
Class/group discussion

Can you remember what happened in the folktale?

Which word would you use to describe the following characters of the folktale?

- Robin Hood
- King John
- Robin Hood's men

Activate prior knowledge



Class/group discussion

Can you remember what happened in the folktale?

Which word would you use to describe the following characters of the folktale?

- Robin Hood
- King John
- Robin Hood's men

Adjectives

Underline the correct adjective in brackets

Robin Hood was a (good/bad) hunter.

The forest had (large/tiny) trees.

The people who hunted in the forest were thrown in a (dark/comfortable) prison.

Rewrite the following nouns in the column that indicated if it is countable or uncountable noun.

Sand money gold deel glass allow	sand	money	gold	deer	grass	arrow
----------------------------------	------	-------	------	------	-------	-------

Countable noun	Uncountable noun



Complete the table below by filling in the degrees of comparison.

big	bigger	biggest
fat		fattest
poor	poorer	
	faster	faster



YEAR THREE

TERM 2 - WEEK 5 & 6

THEME: WORK AND HONESTY

TEXT: FOLKTALE

Listening & Speaking

Why The Cheetah's Cheeks Have Tearstains



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Long ago a lazy hunter was sitting under a tree. He was thinking that it was too hot to hunt for food. On the grassy veld there were fat springbok. He wished he could have the meat without the work. Then he saw a female cheetah seeking food. The cheetah saw a springbok and hunted it down. The rest of the herd raced away as the cheetah killed her prey.

The cheetah dragged her kill to her three beautiful cubs. The lazy hunter wished that he could have such a good hunter provide for him. Then he had an evil idea. He decided that he would steal one of the cheetah cubs and train it to hunt for him.

Later, the mother cheetah left her cubs to go and drink water. The hunter went down to steal all three cubs, because three cheetahs can hunt more than just one cheetah.

When their mother returned and found her babies gone, she was heartbroken. The poor mother cheetah cried and cried until her tears made dark stains down her cheeks. She

wept all night and into the next day. An old man heard her cries and went to see what the noise was all about. When he discovered what the hunter had done, he became very angry. The lazy hunter was not only a thief, but he was also dishonest.

The old man returned to the village and told the elders what has happened. The villagers became angry. They found the lazy hunter and drove him away. The old man took the three cheetah cubs back to their mother, but the tears of the mother cheetah stained her face forever. Today the cheetah wears the tearstains on its face as a reminder to be honest in whatever we do.

Work hard and be honest in what you do.

Adapted from https://www.canteach.ca/resources/social-studies/society-and-culture/african-folk-tales/why-the-cheetahs-cheeks-are-stained/

Complete the table belo	ow using the KWL though	ts process.
K — What I know	W — What I would like to know	L — What I would like to learn



Listening and Speaking

Activation of prior knowledge to create context for learners



Do you know what a cheetah is?
Where would you find a cheetah?
What do you think cheetahs eat?
What do hunters do?
Why do you think hunters hunt?
Where do hunters hunt?

Pre-, during, post

Pre listening

Ask the learners to put their heads on the desk

Learners must be told to close their eyes

Think about the picture, what sounds would you think you would hear (birds, grass ruffled), how does the grass/ground feel (hard, warm), what do you smell (grass/ground)

What do you think you will see?

During listening

Listen to folktale, stop to think about what you "hear, see, smell, feel/touch"

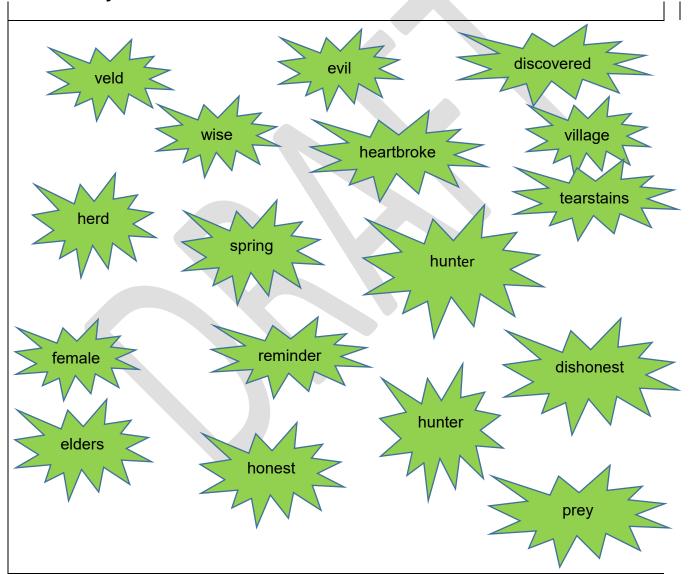
Post listening

Class/group discussion

- Teacher uses w- and h-questions
- Is the ending of the folktale happy/sad?
- What is the message/moral of the story?



Vocabulary



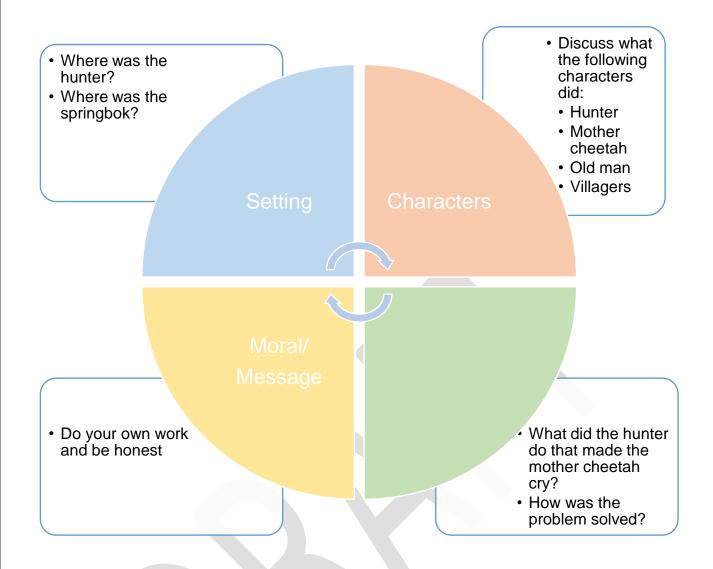
Questions for discussion

WHO	WHAT	WHEN	WHERE	WHY	HOW

Who was too	What was	When were	Where did	Why did the	How did the
lazy to hunt?	grazing on	the cubs	the cheetah	hunter steal	cheetah
	the veld?	returned to	mom go to	the cheetah	mother get
		their mother?	after she fed	cubs?	tearstains on
			her cubs?		her face?
Who was	What kind of	When did the	Where were	Why did the	How did the
wise in the	animals are	cheetah	the	mother	villagers feel
folktale?	in the	mother go to	springbok?	cheetah cry?	about what
	folktale?	drink water?			the hunter
					did?

Features of a folktale

Discuss the features of a folktale



Possible questions for class activity: Questions attempt to help learners to think of the story as a fable.

- 1. What animals are the characters in the story?
- 2. Does the story have a villain in it?
- 3. What positive character traits make the old man a hero?
- 4. Why do you think he is called "wise"?
- **5.** What lesson can we learn from the events? In other words, what does this folktale teach us?

YEAR THREE

TERM 2 - WEEK 5 & 6

THEME: WORK AND HONESTY

TEXT: FOLKTALE



Reading and Viewing

Activate prior knowledge

Using visual information

What do you see in the picture?

What gives you a clue what the person in the picture is doing?

What images/drawings tells you where the events are taking place?

What do you think will happen in the picture?





Pre-, during, post

Pre reading

pg. 9(

Read the first and the last paragraph of the text. Learners discuss what they predict will happen in the folktale.





Vocabulary	Unfamiliar words
hunter	
veld	
springbok	
female	
herd	
prey	
evil	
heartbroken	
discovered	
dishonest	
village	
tearstains	
reminder	
honest	
elders	
Wise	

Cut out the word at the bottom of the page and paste it under the matching picture.





















wise old m
veld
hunter
heartbroken
elders
elders
springbok
herd
Prey



Answer the following questions on the short story

,	Circle the letter of the correct answer.
(Sholo the letter of the correct anower.
-	Γhe folktale is about
ι	using other people to do your work
k	peing honest in what you do
r	raising cheetah cubs
ł	now to hunt
(Circle the letter of the correct answer.
	Where is the setting of the folktale? village
	waterhole
١	veld
t	own
_	
	Explain the plan that the hunter made?
_ -	Explain the plan that the hunter made?
	Explain the plan that the hunter made?
	Explain the plan that the hunter made?
_	
_	Explain the plan that the hunter made? What attracted the old man's attention?
_	
_	
	What attracted the old man's attention?

What lesson can you learn from the folktale?

- **2.** Circle the letter of the correct answer.
- **A** a story
- B a poem
- **C** a folktale
- **D** a novel

Game: Word Bingo

Instructions

tearstains	veld	honest	very angry
Springbok	wise	hunter	beautiful
very angry	veld	heartbroken	lazy
honest	hunter	female	cub
elders	very angry	honest	hunter
cheetah	angry	lazy	veld

cub	very angry	wise	honest
veld	angry	Springbok	tearstains
		I	
angry	hunter	tearstains	honest
veld	elders	Springbok	beautiful
very angry	female	veld	lazy
angry	honest	Springbok	heartbroken
female	very angry	cheetah	beautiful
Springbok	angry	elders	lazy
: 10 Players	- SENTE	ACHER	www.senteacher.org
angry	hunter	heartbroken	elders
tearstains	beautiful	cub	cheetah
	1	1	
elders	honest	very angry	heartbroken
female	beautiful	tearstains	wise
hunter	tearstains	cub	honest
angry	lazy	beautiful	veld

Caller Sheet - 15 Calls

honestangrybeautifulfemaletearstainsveldlazycubSpringbokwise

very angry heartbroken cheetah hunter elders

Phonemic awareness Fill in the sounds you have learnt:			
Build words	Build words using the sounds you have learnt		

Write the the	Them me vocabulary in your	e Vocabulary personal dictionary.	

YEAR THREE

TERM 2 - WEEK 5 & 6

THEME: WORK AND HONESTY

TEXT: FOLKTALE

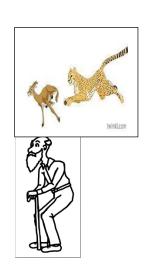


Writing and Presenting

Activate prior knowledge







Class/group discussion

What do you see in the pictures?

Can you remember what happened in the folktale?

Have you been in a situation where you saw someone do something dishonest/bad?

	Answer the following questions on the short story
1.	Circle the letter of the correct answer.
A B C D	Who worked for their food? The hunter The cheetah The springbok The cubs
2.	How many cheetah cubs were waiting for the mother cheetah?
3.	Why did the hunter steal the cheetah cubs?
Rewrite place.	the mixed sentences in the sentence bank in the correct order in which the events took



The old man heard the mother cheetah crying.

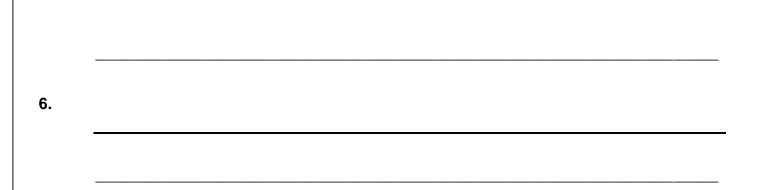
The villagers chased the lazy hunter away.

The mother cheetah caught a Springbok.

The hunter was too lazy to hunt.

The wise old man took the cheetah cubs back to their mother.

1.	
2.	
3.	
4.	
5.	





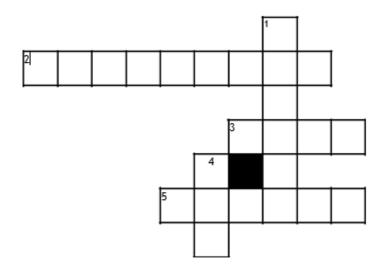
Summary of folktale:

- 1. Read the text again: 'Why The Cheetah's Cheeks Have Tearstains'
- 2. Make a summary using the sentence starters below.
 - The lazy hunter ...

 - The lazy hunter stole when the mother cheetah went to drink water.

A wise old man heard	
He told the elders of the village that	
The hunter was	
The cubs were returned to the mother	cheetah, but
Complete the following crossword puzzle.	
Name:	Date:

How the Cheetah's cheeks were Stained



<u>Across</u>

- 2. A South African animal
- 3. A place with grass and trees
- 5. A person who kills animals for food

<u>Down</u>

- 1. The opposite of dishonest
- 4. A baby cheetah

Word Bank

cub Springbok

honest Veld hunter

YEAR THREE

TERM 2 - WEEK 5 & 6

THEME: WORK AND HONESTY

TEXT: FOLKTALE



Language Structures & Conventions

Activate prior knowledge







Class/group discussion

Can you remember what happened in the folktale?

Which word would you use to describe the following characters of the folktale?

- Hunter
- Old man
- Cheetah cubs
- Villagers

Look at the following sentences and use a or X to in indicate what you did or not do this morning.

I put on my school clothes first.	

I made my bed before leaving for school.	
I ran around the block for fun.	
I brushed my teeth.	
I helped to wash the dishes.	

Rewrite the positive sentence in the sentence bank next to the matching negative sentence below.



Sentence bank



The mother cheetah was crying because her cubs were stolen.

The villagers chased the lazy hunter away.

The mother cheetah caught a Springbok.

The hunter is too lazy to hunt.

The wise old man took the cheetah cubs back to their mother.

The mother cheetah was thirsty.

Rewrite the following sentences in the correct column to indicate if they are pe	ositive or
negative sentences.	

The hunter does not like hunting.

It was a very hot day.

They villagers chased the hunter away because he was dishonest.

The villagers did not like what the hunter did.

Positive sentence	Negative sentence



YEAR ONE

TERM 4 - WEEK 5 & 6

THEME: YES, I CAN

TEXT: POETRY

Listening & Speaking: Listens to and speaks about a

poem



simple

"Do It Anyway"

People are often unreasonable, irrational, and self-centred. Forgive them anyway.

If you are kind, people may accuse you of selfish, ulterior motives. Be kind anyway.

If you are successful, you will win some unfaithful friends and some genuine enemies. Succeed anyway.

If you are honest and sincere people may deceive you. Be honest and sincere anyway.

What you spend years creating, others could destroy overnight. Create anyway.

If you find serenity and happiness, some may be jealous. Be happy anyway.

The good you do today, will often be forgotten. Do good anyway.

Give the best you have, and it will never be enough. Give your best anyway.

In the final analysis, it is between you and God. It was never between you and them anyway.

Mother Teresa

Instructions:

- 1. Listen to your teacher as he reads a poem to you. During listening your teacher will ask you to make some predictions about the poem.
- 2. While the teacher is reading the poem and you are listening, think how you can identify what you are hearing with your daily life.

Making Connections

Making connections is using the text or pictures as clues as to what you think the poem is about



When do we make connections:

1. Before we listen to the poem:

We think about the title, images, illustrations and make assumptions about the poem.

2. During listening:

Your teacher will stop now and then when reading the poem and you will predict what happens next.

3. After listening:

Once the teacher has read the poem completely at least twice. You then adjust your predictions and thoughts about what you thought the poem was initially about.

Before we read the poem: (Pre-Listening)

Look at the title, the author, the image attached to poem and why one line is in black and the next line is read:

"Do It Anyway"



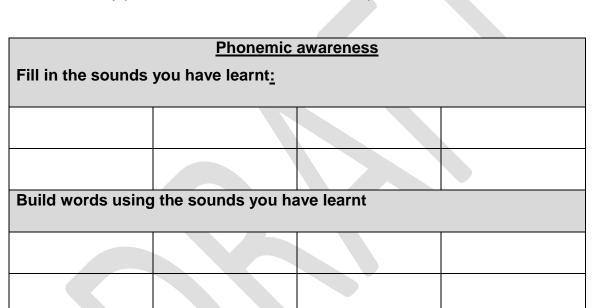
People are often unreasonable, irrational, and self-centred.

Forgive them anyway

● ® With your partner look at the items that we identified that we would make predictions about and agree on what you think.

What is the name of the poem?

- 1. Why is the name of the poem in inverted commas?
- 2. What is the name of the poet of this poem?
- 3. Who is the lady in the image of the poem?
- 4. Do you recognise her?
- 5. Why is every second line written in red?
- 6. Identify phonic sounds in the text and complete the table below:



® During Listening

- While the teacher is reading the poem the first time please sit quietly and listen.
- o When the teacher reads the poem the second time listen for the following:
 - What kind of picture comes to mind?
 - ❖ To whom is the poem speaking?
 - Can you identify the main theme of the poem?
 - Why is there the same kind of answer after every second line?
 - Identify words that you do not understand.
 - What is important about the name of the poem?
 - Every second line ends in the word 'anyway.' Why?
 - What is the name of the author?

Are you aware of what she did around the world for children?

Complete the table below using the KWL thoughts process.		
K - What I know	W – What I would like to know	L - What I would like to learn

® Post Listening

- Once you have completed the above steps, do the following.
 - Underline any parts of the poem that is not clear to you.
 - Circle any words that you do not recognise.
 - ❖ Add these words immediately to your personal dictionary.

Theme Vocabulary			
Write the theme vocabulary in your personal dictionary.			

- Come forward when called and write the lines of the poem that you do not understand in the poem on the board.
- Identify how many stanzas in the poem.
- Identify similes, metaphors, alliterations, onomatopoeia in the poem.
- ❖ Write one question about the poem on a note. The class will be divided into two sections and we will have a quiz. The teacher will be the quizmaster.

Text: Poetry

Reading & Viewing: Reads a poem

Making Connections

Making connections is using text or pictures as clues as to what you think the poem is about.



When do we make connections

- 1. Before we read the poem.
 - We look at the title, images, illustrations and make assumptions about the poem.
- 2. **During Reading**
 - Your teach will stop now and then when reading the poem and you will predict what happens next.
- 3. After Reading

Once the teacher has read the poem at least twice, you then adjust your predictions and thoughts about what you thought the initial poem was about.

Cont. on next page.

☐ Before we read the poem: (Pre-Reading)

Look at the title, the poet, the image attached to the poem, why one line is in black and the next line in red and why every stanza only has two lines.

"Do It Anyway"



People are often unreasonable, irrational, and selfcentred.

Forgive them anyway

Why does very stanza only consist of two lines.

☐ With your partner look at the items we have identified and make predictions about it and agree on what you think.

During this session you will be involved in group guided reading for a minimum of 30 minutes. You will now ask your partner the following questions based on what is in the text box above:

Start your answer with the: I think it is

- 1. What is the name of the poem?
- 2. Why is the name of the poem in inverted commas?
- 3. What is the name of the poet of this poet?
- 4. Who is the lady in the poem?
- 5. Do you recognise her?
- 6. Why is every second line in red?

□During Reading

- While the teacher is reading the poem the first time please sit quietly and listen.
- When the teacher reads the poem the second time listen for the following:
- These questions need to be answered orally and in full sentences.

0

- What kind of picture comes to mind when listening to the poem?
- ❖ To whom is the poem speaking?
- Can you identify the main theme of the poem?
- Why is every second line written in a very similar manner?
- What is the name of the author?
- Write down words you do not understand?



- PATS is an acronym for Point, Act, Tell and Say.
 - o **P POINT** to a picture or real item, if possible.
 - o **A ACT** out the theme word, if possible.
 - T TELL learners what the theme word means. This
 could either be code-switching, where you give the meaning of the
 word in the home language, or it could be a simple explanation of the
 word.
 - S SAY the word in a sentence, and have the learners repeat the word after you.
- Identify the rhyme scheme of the poem?
- In the first line of the poem are the words 'irrational and unreasonable' do they have similar meanings?
- In the third stanza 'unfaithful friends and some genuine enemies' is this phrase a paradox?
 - State yes or no
 - If yes or no, please provide a reason.
- ❖ The poet in this poem 'Mother Theresa' for what was she most famous.
- Once your teacher has explained to you about Mother Teresa do you think that the poem is named suitably?
- Besides simile's are there any other language structure conventions that you can identify?

□Post Reading: The learner answers the following questions orally

- 1. Pronounce the following words and use it in a sentence correctly:
 - a. Irrational
 - b. Self-centred
 - c. Ulterior motives
 - d. Destroy
 - e. Overnight
 - f. Genuine
 - g. Unreasonable
 - h. Analysis
 - i. Between
 - j. Forgotten
- 2. Do you feel that that the final stanza is important?

	3. Identify words in the poem and challenge your partner in a spelling battle.		
4.	your partner	r mentioned some additional information about Mother Teresacan you remember one or two facts about this. Where was she born?	
	b.	How old was she when she died?	
	C.	Which humanitarian prize did she receive that our past president Nelson Mandela received as well?	
5.	What is the i	name of the poem?	
6.	Can you and	I your partner identify the theme of the poem?	
3.	How many s	tanzas does this poem consist of? write down the last word of every second of each stanza? Write one word	
5.		ne of the first stanza, can you identify a word in the same line that ir meaning to 'irrational'.	
6.	Why you have	he title of the poem mean to you? Choose the correct answer. State we chosen this option? "Do It Anyway" (Tick the correct box on the right.)	
6.	Why you have	ve chosen this option?	
6.	Why you have	ve chosen this option? "Do It Anyway" (Tick the correct box on the right.)	

and

△Writing and presenting: Writes a poem:

- o Now that you have read the poem, write a poem on the same topic:
 - ❖ It must have 3 stanzas.
 - **❖** Not more than 2 lines per stanza.
 - **❖** Note more than 50 words.

Follow the writing steps below:



Step 1: Planning/Brainstorming

Name of Poem	
Step 1. Try to think of a theme that you would like to base your poem on.	Theme: _Friendship/ Brotherhood/ Life
Opening Stanza – This stanza will introduce your theme.	Line 1:
Second Stanza – This stanza will continue the theme.	Line 1:

Final stanza		Line 1:
	s stanza will conclude your pem.	Line 2:
Final Draft	: Your final draft should look	something like the sample below
	N	ame of Poem
	<u> </u>	<u>Brotherhood</u>
		<u>Friendship</u> <u>Life</u>
Stanza 1:	My friends are always up to n They	
Stanza 2:	My friends are often in trouble They	
Stanza 3:	Stanza 3: My friends are always there for me They	
Checklist:		
When you items:	nave completed your poem ple	ase check that you have included the following
1. Title c	of poem.	

- 2. You have the correct number of stanza
- 3. You have the correct number of words.
- 4. There are no spelling errors.
- 5. You have complied with the theme.

Language Structures and Conventions

Poetic Devices: What are poetic devices?

Poetic devices are techniques that listeners can hear. They are different from figurative language techniques. Poets use both, but poetic devices affect how the poem sounds. When trying to identify poetic devices, you should read the lines out-loud.

Poetic devices we will focus on are: alliteration, consonance, onomatopoeia, repetition, rhyme, rhythm.

1. Onomatopoeia

When a word's pronunciation imitates its sound:

Complete the table below by filling in the appropriate name with the sound indicated in the table below.

(snake, bee, dog, glasses, cooldrink, explosion, alarm, car, mosquito)

Buzz -	Fizz -	Woof -
Hiss -	Clink -	Boom -
Beep -	Vroom -	Zip -

2. Repetition

Repeating a word or words for effect.

In the sentences below indicate which words are being repeated.

a.	When you, my dear dear, are away, away How wearily goes the creeping, creeping day.
	_

That I copied from a town named Arden Answer ———————————————————————————————————
·
When words have the same end sound.
This can happen at the beginning, end, or middle of lines. Like the list below – produce a list that rhymes with the words below:
Where
Fair
Air
Bear Glare -
Glare
5. Alliteration
When the first sound in words repeat.
Example – write two short lines that show alliteration
Peter Piper picked a pickled pepper
Slim-pinioned swallows sweep and pass Answer:
Answer.
6. Identify the poetic device that is most prevalent in this poem. State what word is being repeated. What is the effect of the use of this word in the poem?

YEAR TWO

TERM 3-WEEKS 5 AND 6

THEME: DETERMINATION

TEXT: POETRY

Listening and Speaking: Listens to and speaks about a simple poem

Rise

John will rise He will rise after every fall After every fall he will rise He will stand tall

John will rise He will rise over the wall After every fall he will rise He will rise above them all

John will rise like the bright sun. He will He will never die Though he falls like a tired dog He will rise every time

Though he falls like the broken eagle Twice and thrice Again and again You must rise and rise

You will rise

pg. 120

After every fall
After every, every fall
You will rise like the golden champion you are

anonymous

Instructions:

- 1. Your teacher will read the poem for you and your role is to listen to him/her. During the listening process he/she will ask you to make some guess what the poem is all about.
- 2. During the listening process, identify what you hear and link it to your daily life.

Before reading the poem: (Pre-Listening)

Look at the title, the structure of the poem, punctuation marks used, number of lines of each stanza, and the poet.





With a friend or partner think of things that make you guess/predict.

Ask your friend/partner the following questions:

- 1. Why should we rise?
- 2. Who wrote this poem?
- 3. Which words are repeated in the poem?
- 4. Why are these words repeated?
- 5. Why should people rise?

Phonemic awareness			
Fill in the sounds you have learnt:			
Build words using the sounds you have learnt			

PDuring listening:

Sit quietly when the teacher reads the poem and listen attentively. When he reads for the second or third time listen to the following:

- Listen to how the teacher reads each line of each stanza.
- Listen to how he observes the punctuation marks.
- Listen to how he pronounces words.
- To whom is this poem directed?
- What is a possible theme of this poem?
- Why does the poet use 'will'?

Complete the table below using the KWL thoughts process.		
K - What I know	W — What I would like to know	

PAfter listening:

- ❖ Identify unfamiliar words and add them to your personal dictionary.
- Add these words to your personal dictionary.

Theme Vocabulary			
Write the theme voo	cabulary in your pers	sonal dictionary.	

- Write unfamiliar words on the board.
- Identify figures of speech from the poem.
- Identify the number of stanzas from the poem.
- Write stanzas which you don't understand too.
- ❖ The class will then be divided into groups to respond to some of the questions.
- ❖ The teacher will later give you answers of your questions.

Reading and Viewing

Joining the dots

Joining the dots is using texts and or pictures as cues in finding out as to what the poem is about.



When do we join the dots?

1. Before we read the poem

We look at the following: title, illustrations, style in which the poem has been written

2. During Reading

Your teacher will read the poem and as he does this you will guess/predict what the poem is all about.

3. After Reading

Once the teacher has read the poem twice or thrice you will be able to guess/predict what the poem is about



Before reading the poem: (Pre-Reading)

Refer to the title of the poem, the style of writing, the length of the lines as well as that of stanzas.

Together with a friend/partner agree on what the poem is about.

Your teacher will guide you in reading this poem in groups.

Your teacher will discuss the value of punctuation marks in this poem.

Ask your friend/partner the following questions:

- 1. What is the title of this poem?
- 2. What is the name of the poet who wrote this poem?
- 3. What is the message of the poet to the readers?



- 4. Do you think you can rise?
- 5. What held you down?

During Reading

- Sit quietly and listen to the teacher reading the poem.
- The teacher will read the poem at least twice.
- o After this, answer the following questions orally and in full sentences.
- Who does the poet address?
- What is the possible theme of this poem?
- Why is 'I will rise' repeated in this poem?
- Write down unfamiliar words from this poem.

- Identify the writing style of the poet.
- PATS is an acronym for Point, Act, Tell and Say.
 - P-Point to a picture or a real item, if possible.
 - o **A-Act** out the theme word, if possible.
 - T-Tell learners what the theme word means.
 This could either be code-switching, or be a simple explanation of the word.
 - S-Say the word in a sentence, and have learners repeat the word after you.
- Identify simile in stanza 3.
- Identify simile in stanza 4.
- Why is the poet using 'will' instead of 'shall'?

Post Reading: The learners answer the following questions orally.

- 1. Read the following words with the correct pronunciation and use them in sentences:
 - a) rise
 - b) fall
 - c) wall
 - d) above
 - e) ocean
 - f) tides
 - g) seeds
- 2. Do you think that the title of this poem is important?
- 3. Identify words in this poem and ask your friend/partner to spell them.
- 4. Never give up. Link this message with the content of the poem.

Writing and Presenting

Answer the following questions

- 1. What is the title of the poem?
- 2. How many lines are there in each stanza?
- 3. How many stanzas does the poem have?
- _____

4. Which words have been repeated in the stanza?

Use the table below to answer questions 5 and 6.

Write the correct letter representing the correct answer.

5. Why does the poet use 'will'?	a) he likes it
	b) he shows determination
6. Why does the poet repeat words?	a) he is a stammerer
	b) To emphasise

- Now that your teacher has read and explained the poem to you, write a poem on the same title.
 - It must have three stanzas.
 - It must have not more two lines per stanza.
 - It must have not more than fifty words.

Follow the steps below:



Step 1: Planning/Brainstorming

Title of poem	
Step 1. Think about a theme on which you would like to base the poem	
Opening stanza: This one introduces your theme	Line:

Second stanza: This one continues with the theme	Line 1:
Final stanza: This one concludes your poem	Line 1:

Final Draft: Refer to the sample below

Title of poem (Choose a heading below)

Never give up Purpose Have goals

Stanza 1: I will never be destructed
I have
Stanza 2: I have a purpose in life
I was
Stanza 3: I have goals set before I was born
I have

Language Structures and Conventions

Adjectives, Nouns & Pronouns

What are adjectives - Adjectives are words that describe nouns or pronouns in a sentence.

Purpose of adjectives - Adjectives are words that make your writing more interesting and provocative and through its use, better word pictures can be created, resulting in clearer understanding.

What are nouns

- Nouns are names that we give to people and objects and are divided into different categories.
- We will only focus:-
 - Proper Nouns The names of people and places.
 - Written with a capital.
 - Common Nouns
- The names of objects
- and things.
- Written in lowercase
- Pronouns
- Words used in place of a proper nouns.

Instructions:

In the sentences below identify at least one adjective and the noun. Once identified write each word three times in the spaces provided to ensure you have the spelling correct as well.

Example: They live in a beautiful home

Answer: Adjective: beautiful, beautiful, beautiful



Noun: home, home, home
Pronoun: they, they, they

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1.	John will rise like the bright sun. He will.
	Adjective:,,,,
	Noun:,,, Pronoun:,
2.	Though he falls like a tired dog.
	Adjective:,,,
	Noun:,,
	Pronoun:,,,
3.	Though he falls like the broken eagle.
	Adjective:,,
	Noun:,,
	Pronoun:
4.	You will rise like the golden champion you are.
	Adjective:,,
	Noun:,
	Pronoun:,,,
	,

YEAR THREE

TERM 2 - WEEK 3 & 4

THEME: TEEN TRIBULATIONS

TEXT: POETRY

Listening & Speaking: Listens to and speaks about a simple poem

Fifteen, Maybe Sixteen Things to Worry About

Judith Viorst - 1931-

My pants could maybe fall down when I dive off the diving board.

My nose could maybe keep growing and never quit.

Miss Adams could ask me to spell words like stomach and special.

(Stumick and speshul?)

I could play tag all day and always be "it."

Sipho, who's fourteen feet tall, could want to fight me.

My mom and my dad—like Ted's—could want a divorce.

Miss Adams could ask me a question about Afghanistan.

(Who's Afghanistan?)

Somebody maybe could make me ride a horse.

My mother could maybe decide that I needed more liver.

My dad could decide that I needed less TV.

Miss Adams could say that I have to write script and stop printing.

(I'm better at printing.)

Chris could decide to stop being friends with me.

The world could maybe come to an end on next Tuesday.

The ceiling could maybe come crashing on my head.

I maybe could run out of things for me to worry about.

And then I'd have to do my homework instead.

From If I Were in Charge of the World and Other Worries . . ., published by Macmillan, 1981. Used with permission.

Instructions:

- 1. Listen to your teacher as he reads a poem to you. During listening your teacher will ask you to make some predictions about the poem.
- 2. While the teacher is reading the poem and you are listening, think how you can identify what you are hearing with your daily life.

Making Connections



When do we make connections:

2. Before we listen to the poem:

We think about the title, images, illustrations and make assumptions about the poem.

pg. 128 2. During listening:

Your teacher will stop now and then when reading the

Before we read the poem: (Pre-Listening)

Look at the three items listed below in the text shape. They are taken directly from the poem.

When considering these three points ask yourself if any of these are really any major things to worry about.

- 1. "Fifteen, maybe sixteen things to worry about."
- My pants could maybe fall down when I dive off the diving board.
- **Q** With your partner lose 3. I could run out of things to worry about it and agree on what you think. 3. I could run out of things to worry about about a specific to the second secon

You will ask your partner the following questions based on what is in the text box above:

- 1. What is the name of the poem?
- 2. Do you find the name of the poem interesting? Why?
- 3. What is the name of the poet of this poem?
- 4. Is point number two in the text box a big problem?
- 5. Do any of these things seem familiar to you?
- 6. Why are there words in brackets at the end of three stanzas?
- 7. Identify phonic sounds in the text and complete the table below:



Phonemic awareness				
Fill in the sounds	Fill in the sounds you have learnt:			
Build words using the sounds you have learnt:				

© During Listening

- While the teacher is reading the poem the first time sit quietly and listen.
- When the teacher reads the poem the second time listen for the following:
 - What kind of picture comes to mind?
 - To whom is the poem speaking?
 - Can you identify the main theme of the poem?
 - Why are there words in brackets at the end of three stanzas?
 - Identify words that you do not understand.
 - What is important about the name of the poem?
 - The first three stanzas as the last line have words in brackets? Why?
 - What is the name of the author?
 - Is this poem about major issues in the world?

Complete the table below using the KWL thoughts process.			
K – What I know	W – What I would like to know	L - What I would like to learn	

® Post Listening

- Once you have completed the above steps, do the following.
 - Underline any parts of the poem that is not clear to you.
 - Circle any words that you do not recognise.

❖ Add these words immediately to your personal dictionary.

	Theme Voca	<u>abulary</u>	
Write the theme vocabulary in your personal dictionary.			

- Come forward when called and write the lines of the poem that you do not understand in the poem on the board.
- Identify how many stanzas in the poem.
- Identify similes, metaphors, alliterations, onomatopoeia, rhyme and rhythm in the poem, if any.
- ❖ Identify LSC in the poem like capital letters, colons, commas etc.
- ❖ Write one question about the poem on a note. The class will be divided into two sections and we will have a quiz. The teacher will be the quizmaster.

Text: Poetry

Reading & viewing: Reads a poem

□ Before we read the poem: (Pre-Reading)

Look at the three items listed below in the text shape. They are taken directly from the poem.

When considering these three points ask yourself if any of these are really any major things to worry about.

- 1. "Fifteen, maybe sixteen things to worry about."
- 2. My pants could maybe fall down when I dive off the diving board.
- 3. I could run out of things to worry about.

They Don't Bo It Very Often

☐ With your partner look at the items we have identified and make predictions about it and agree on what you think.

During this session you will be involved in group guided reading for a minimum of 30 minutes.

You will now ask your partner the following questions based on what is in the text box above:

- 1. What is the name of the poem?
- 2. What is the significance of the words 'Fifteen, Maybe Sixteen' in the title of the poem?
- 3. Can you name another poem by this poet?
- 4. Who or what is (Who's Afghanistan)?
- 5. Does this poem remind you of anyone?
- 6. 'My nose could keep growing and never quit?' Is this possible?

□During Reading

- o While the teacher is reading the poem the first time please sit quietly and listen.
- When the teacher reads the poem the second time listen for the following:
- These questions need to be answered orally and in full sentences.
 - Do you think this poem is speaking to teenagers or adults?
 - Does the poem bring a smile to your face when reading it?
 - Can you identify the main theme of the poem?
 - Are the worries that the poet has, big or small worries??
 - What is the name of the author?
 - Write down words you do not understand?
 - ❖ PATS is an acronym for Point, Act, Tell and Say.
 - P POINT to a picture or real item, if possible.
 - o **A ACT** out the theme word, if possible.

- T TELL learners what the theme word means. This
 could either be code-switching, where you give the meaning of the
 word in the home language, or it could be a simple explanation of the
 word.
- S SAY the word in a sentence, and have the learners repeat the word after you.
- ❖ In line three of the first stanza of the poem are the words "stomach and special' spelt correctly?
- In stanza four, line four, 'I could run out of things for me to worry about', is this a real problem?
 - State yes or no
 - If yes or no, please provide a reason.
- Who is, 'Miss Adams' in the poem?
- In stanza three, line four, what is another word for 'script writing'?
- In this poem can you identify a hyperbole?

□Post Reading: The learner answers the following questions orally

- 5. Pronounce the following words and use it in a sentence correctly:
 - a. Stomach
 - b. Special
 - c. Fourteen
 - d. Divorce
 - e. Board
 - f. Decide
 - g. Ceiling
 - h. Crashing
 - i. Homework
 - i. Friends
- 6. Do you feel that that the final stanza is important?

7. Identify word	ls in the poem and challenge your partner in a spelling battle.
	r mentioned some additional information about Afghanistando y
	Is Afghanistan a country or a person?
e.	In what continent is Afghanistan?
f.	Is Afghanistan a wartorn country? Yes or No?
What is the r	name of the poem?
Can you and	I your partner identify the theme of the poem?
. What is the r	name of the poet?
How many s	tanzas does this poem consist of?
. Write a syno	nym for the phrase 'script writing.'
	ne of the first stanza, can you identify a word in the same line that r meaning to 'trousers'.
	ne title of the poem mean to you? Choose the correct answer.
Title:	"Fifteen, Maybe Sixteen Things To Worry About" (Tick the correct box on the right.)
	a. They are talking about fifteen or sixteen problems.

b. This is only for fifteen year olds.	
c. It means it is for fifteen and sixteen	
year olds	

- 7. Are the problems mentioned in stanza four, problems that would put the learner's life at risk?
- 8. In stanza three, line two, 'My mother could maybe decide that I needed more liver'?

 What does this mean?
- 9. 'And then I'd have to do my homework instead.' Does this mean that she has no more problems?
- 10. Based on question 9, does this learner have any more problems?

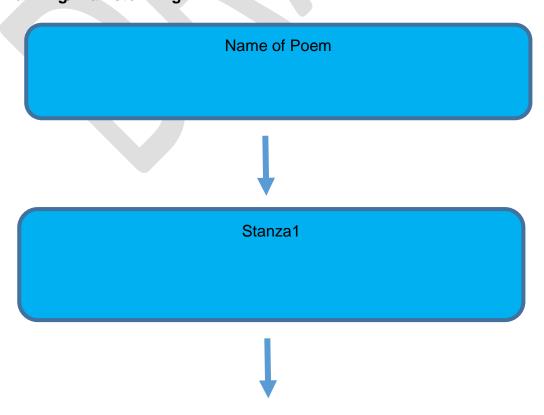
△Writing and presenting: Writes a poem:

- Now that you have read the poem, write a poem on the same topic:
 - ❖ It must have 2 stanzas.
 - ❖ Not more than 4 lines per stanza.
 - ❖ Note more than 50 words.

Follow the writing steps below:



Step 1: Planning/Brainstorming



Stanza2

First Draft:

- 1. This is the draft that you will write once you have completed the brainstorming process. This is not your final draft.
- 2. Write this draft and ensure that you fulfil all the requirements.

Final Draft: Your final draft should look something like the sample below:

World is Going BOOM

Stanza 1: I wake up, and the sun is up

Mother shouts, My head hurts

Another shout, I will die

After all, Its school today

Stanza 2: I arrive at school, the bell

Teachers talk, My head hurts

The party is tomorrow, I have no dress

After all, it's a BOOM problem

Checklist:

When you have completed your poem please check that you have included the following items:

- 1. Title of poem.
- 2. You have the correct number of words.
- 3. There are no spelling errors.
- 4. You have complied with the theme.

Langu	Language Structures and Conventions			
Capita	al Letters: It is used at the beginning of sentences and to indicate proper names.			
1.	In stanza one, line three, which two words are written in capital letters.			
2.	List three Proper Nouns. These will be written with a capital letter.			
Comm	has: Comma's are used to indicate a pause in the sentence, to separate thoughts in the same sentence and to separate items when they are being listed.			
3.	In stanza two, write down the line that indicates the correct use of the comma as explained above.			
Full st	tops: It is a punctuation mark that indicates the end of a sentence or an end of a thought which would usually be a sentence.			
4.	Rewrite the passage written below filling in the full stops and other language structures if necessary.			
	Chris could decide to stop being friends with me			

The world could maybe come to an end on next Tuesday
The ceiling could maybe come crashing on my head
I maybe could run out of things for me to worry about
And then I'd have to do my homework

Answer:	
,	

Fifteen, Maybe Sixteen Things to Worry About

Judith Viorst - 1931-

My pants could maybe fall down when I dive off the diving board.

My nose could maybe keep growing and never quit.

Miss Adams could ask me to spell words like stomach and special.

(Stumick and speshul?)

I could play tag all day and always be "it."

Sipho, who's fourteen feet tall, could want to fight me.

My mom and my dad—like Ted's—could want a divorce.

Miss Adams could ask me a question about Afghanistan.

(Who's Afghanistan?)

Somebody maybe could make me ride a horse.

My mother could maybe decide that I needed more liver.

My dad could decide that I needed less TV.

Miss Adams could say that I have to write script and stop printing.

(I'm better at printing.)

Chris could decide to stop being friends with me.

The world could maybe come to an end on next Tuesday.

The ceiling could maybe come crashing on my head.

I maybe could run out of things for me to worry about.

And then I'd have to do my homework instead.

From *If I Were in Charge of the World and Other Worries . . .*, published by Macmillan, 1981. Used with permission.

YEAR 4

TERM 1 - WEEK 7 & 8

THEME: SUCCESS (THE WORKPLACE)

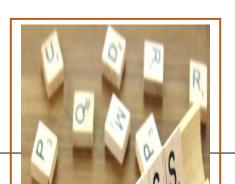
TEXT: POETRY

Listening & Speaking: Listens to and speaks about a simple poem

The Will To Win

By Berton Braley

If you want a thing bad enough
To go out and fight for it,
Work day and night for it,
Give up your time and your peace and
your sleep for it



If only desire of it
Makes you quite mad enough
Never to tire of it,
Makes you hold all other things tawdry
and cheap for it

If life seems all empty and useless without it

And all that you scheme and you dream is about it,

If gladly you'll sweat for it,
Fret for it, Plan for it,
Lose all your terror of God or man for it,

If you'll simply go after that thing that you want.
With all your capacity,
Strength and sagacity,
Faith, hope and confidence, stern pertinacity,

If neither cold poverty, famished and gaunt,
Nor sickness nor pain
Of body or brain
Can turn you away from the thing that you want,

If dogged and grim you besiege and beset it, You'll get it!

Source: https://www.familyfriendpoems.com/poem/the-will-to-win-by-berton-braley

Instructions:

- 1. Listen to your teacher as he reads a poem to you. During listening your teacher will ask you to make some predictions about the poem.
- 2. While the teacher is reading the poem and you are listening, think how you can identify what you are hearing with your daily life.

Making Connections

Making connections is using the text or pictures as clues as to what you think the poem is about



pg. 141

When do we make connections:

Before we read the poem: (Pre-Listening)

Look at the three items listed below in the text shape. They are taken directly from the poem. When considering these three points ask yourself if any of these are really any major things to worry about.

- 1. "The Will to Win"
- 2. Give up your time and your peace and your sleep for it.
- 3. If life seems all empty and useless without it.



With your partner look at the items that we identified. Make predictions about it and agree on what you think.

- 1. What is the name of the poem?
- 2. Do you find the name of the poem interesting? Why?
- 3. What is the name of the poet of this poem?
- 4. What do you think point number two means in the text box?
- 5. Are any of these statements meaningful to you?
- 6. Why is the word 'it' repeated so many times in the poem?
- 7. Identify phonic sounds in the text and complete the table below:



Phonemic awareness					
Fill in the sounds you have learnt:					
Build words using the sounds you have learnt:					

© During Listening

- While the teacher is reading the poem the first time please sit quietly and listen.
- o When the teacher reads the poem the second time listen for the following:
 - 1. What kind of picture comes to mind?
 - 2. To whom is the poem speaking?
 - 3. Can you identify the main theme of the poem?
 - 4. Is the word 'it' important in the poem?
 - 5. Identify words that you do not understand.
 - 6. What is important about the name of the poem?
 - 7. The last line of the poem says, 'You'll get it!' What will you get?
 - 8. What is the name of the author?
 - 9. Does the poem speak about sacrificing in order to achieve what you want in life?

Complete the table below using the KWL thoughts process.						
K — What I know	W — What I would like to know					

® Post Listening

- Once you have completed the above steps, do the following.
 - Underline any parts of the poem that is not clear to you.
 - Circle any words that you do not recognise.
 - ❖ Add these words immediately to your personal dictionary.

Theme Vocabulary					
Write the theme vocabulary in your personal dictionary.					

- Come forward when called and write the lines of the poem that you do not understand in the poem on the board.
- Identify how many stanzas in the poem.
- Identify similes, metaphors, alliterations, onomatopoeia in the poem, and any other literary devices, if any.
- Identify LSC in the poem like capital letters, colons, commas etc.
- Write one question about the poem on a note. The class will be divided into two sections and we will have a quiz. The teacher will be the quizmaster.

Text: Poetry

Reading & Viewing: Reads a poem

Making Connections

Making connections is using text or pictures as clues as to what you think the poem is about.



When do we make connections

1. Before we read the poem.

We look at the title, images, illustrations and make assumptions about the poem.

2. **During Reading**

Your teach will stop now and then when reading the poem and you will predict what happens next.

3. After Reading

Once the teacher has read the poem at least twice, you then adjust your predictions and thoughts about what you thought the poem was initially about.

Cont. on next page.



Look at the three items listed below in the text shape. They are taken directly from the poem.

When considering these three points ask yourself if any of these are really any major things to worry about.

- 1. "The Will to Win"
- 2. Give up your time and your peace and your sleep for it.
- 3. If life seems all empty and useless without it.



With your partner look at the items we have identified and make predictions about it and agree on what you think.

You will now ask your partner the following questions based on what is in the text box above:

- 1. Is there any significance in the name of the poem?
- 2. What does "give up your and peace" mean?
- Why would "life seem empty and useless without it?"
- 4. Is there any significance in the picture in the above image?
- 5. What is the relationship between what is being said in this poem and the workplace?



During Reading

- o While the teacher is reading the poem the first time please sit quietly and listen.
- When the teacher reads the poem the second time listen for understanding.
- With your friend analyse and discuss how these qualities mentioned in this poem relates to your success in the workplace.
 - ❖ PATS is an acronym for Point, Act, Tell and Say.
 - o **P POINT** to a picture or real item, if possible.
 - o A ACT out the theme word, if possible.
 - T TELL learners what the theme word means. This
 could either be code-switching, where you give the meaning of the
 word in the home language, or it could be a simple explanation of the
 word.
 - S SAY the word in a sentence, and have the learners repeat the word after you.
 - Identify the main theme of the poem?
 - ❖ In stanza four, line four, 'Lose all your terror of God or man for it' what is the poet trying to say?
 - ❖ In stanza one, line one, 'If you want a thing bad enough.' What is the poet saying?
 - What does the word 'tawdry' mean?
 - What is the poet saying in stanza three?
 - In this poem can you identify two lines that rhyme in stanza five?

Post Reading: The learner answers the following questions orally

- 1. Pronounce the following words and use it in a sentence correctly:
 - a. Peace
 - b. Tawdry

	h. Pertinacity i. Famishes
	j. Poverty
	Do you feel that that the final stanza is important?
	Identify words in the poem and challenge your partner in a spelling battle.
	The poet often refers to the word 'it' in the poem. Is he referring to: Write yes by the correct answer.
	a. The difficulties you will go through?
	b. The goal you are trying to achieve?
	c. The fact that it is not worth achieving, that's why he cannot name it, and j says 'it'?
	What is the name of the poem?
	Can you and your partner identify the theme of the poem?
,	Can you and your partner identify the theme of the poem? Answer the following questions on the poem.
5	
51	Answer the following questions on the poem.
51	Answer the following questions on the poem. What is the name of the poem?
	Answer the following questions on the poem. What is the name of the poem? What is the name of the poet?
51	Answer the following questions on the poem. What is the name of the poem? What is the name of the poet? How many stanzas does this poem consist of?

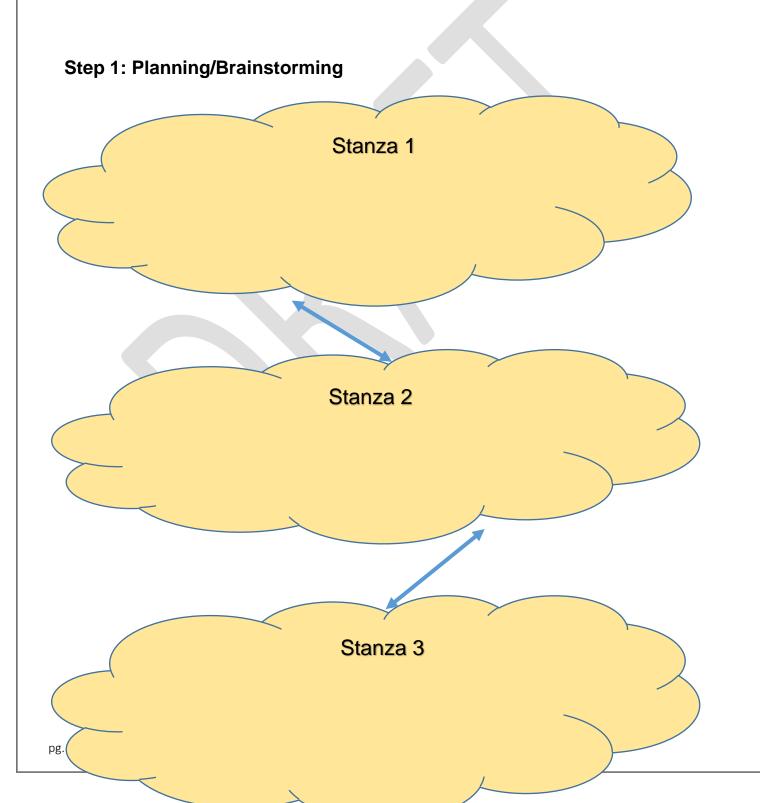
c. Enoughd. Schemee. Sweatf. Terror

g. Confidence

a. You will need all the help from others to achieve your goals.
b. This will make you very tired.
c. When you do what you have to you will achieve your goals one day.
7. What do you think the poet is saying in stanza two? Choose the correct answer below? Tick one box only.
 You do not like other things in your life. This is the most important thing in your life now.
8. In stanza, four line one, 'If gladly you will sweat for it', what does this mean? Choose the correct answer below. Tick one box only.
❖ You will do whatever it takes.
❖ You must work until you sweat.
 'In stanza two, line four and five, "Makes you hold all other things tawdry, and cheap for it.' What does this mean? State true or false.
This is the most important thing to you.
This activity costs you the most money
 This activity costs you the most money 10. Is this a poem of encouragement and one of willing you to succeed? If yes, give one reason why?
10. Is this a poem of encouragement and one of willing you to succeed?
10. Is this a poem of encouragement and one of willing you to succeed?

Follow the writing steps below:





First Draft:

- This is the draft that you will write once you have completed the brainstorming process. This is not your final draft.
- Write this draft and ensure that you fulfil all the requirements.

Final Draft: Your final draft should look something like the sample below:

Keep Going



By Edgar Guest

When things go wrong, as they sometimes will, When the funds are low and the debts are high, And you want to smile, but you have to sigh, Rest if you must—but don't you quit.

And many a failure turns about When he might have won had he stuck it out; Don't give up, though the pace seems slow-You may succeed with another blow.

Success is failure turned inside out— It may be near when it seems afar; So stick to the fight when you're hardest hit— It's when things seem worst that you mustn't quit.

Source: https://www.familyfriendpoems.com/poem/keep-going-by-edgar-guest/adapted

Checklist:

When you have completed your poem please check that you have included the following items:

- 1. Title of poem.
- 2. You have the correct number of stanzas
- 3. You have the correct number of words.
- 4. There are no spelling errors.
- 5. You have complied with the theme.

Language Structures and Conventions

Modal Verbs: It is an auxiliary verb that expresses necessity or possibility.

There are 24 modal verbs but we will only discuss the following modal verbs and it's variations. **Modal verbs** – Should, shouldn't, must, mustn't, have, haven't.

1. Look at the signs and complete the sentences with the above modal verbs. Look at the sign to facilitate you understanding. Place the correct sign at the end of each sentence as well.













Example: No Parking.



You shouldn't park here.

a.	Remember: If you drive f	ast, you will not see the animals. drive fast. (shoudn't)
b.	Stand on the left of the e	scalator.
	You	stand on the left. (should)
C.	No ball games.	
	You	play ball games here. (shouldn't)
d.	Please give up your seat	, i
	You	give up your seat to elderly passengers. (should)

2. Rewrite the sentences, questions and short answers with should, shouldn't must or mustn't: Use the modal verb in brackets at the end of each sentence.

Example: It's necessary for you to wait here.

You must wait here.

- a. Is it a good idea for me to call Peter? No, it isn't.

 (shouldn't)
- b. It's essential that we don't arrive late.

	(must)
I recommend that you watch this TV show.	(should)
It isn't good for people to eat a lot of sugar.	(shouldn't)
It's essential that you buy a ticket.	(must)
Sipho is going on a safari holiday and he's emailing information. Write his questions with the modal verb	
·	s nave and naven t.
Example: I brought a camera. I have brought a camera.	(have) (haven't)
Example: I brought a camera. I have brought a camera. I haven't brought a camera.	(have)



YEAR THREE

TERM 3- WEEK 3 & 4

THEME:: GRATITUDE / THANKFULNESS

TEXT: DRAMA / DIALOGUE

Listening & Speaking

The Town Mouse & the Country Mouse



Town Mouse once visited a cousin who lived in the country. For lunch Country Mouse served wheat sticks, roots, and nuts, with a dash of cold water to drink. Town Mouse ate very little, nibbling a little of this and a little of that, and by her manner making it very clear that she ate the simple food only to be polite.

After the meal the friends had a long talk, or rather Town Mouse talked about her life in the city while Country Mouse listened. They then went to bed in a cozy nest and slept in quiet and comfort until morning. In her sleep Country Mouse dreamed she was a Town Mouse with all the luxuries of city life that her cousin had told her about. The next day when the Town Mouse asked Country Mouse to go home with her to the city, she gladly said yes.

When they reached the mansion in which Town Mouse lived, they found tasty leftovers on the table. There were meats and jellies, pies and

delicious cheeses. But just as Country Mouse was about to bite bit of pie, she heard a cat meow loudly and scratch at the door. The mice ran to a hiding place behind a lamp, where they lay quite still for a long time, hardly daring to breathe. When at last they went back to the feast, the door opened suddenly and in came the cook to clear the table, followed by the house dog.



Country Mouse stopped in Town Mouse's house only long enough to pick up her bag and umbrella.

"You may have food and sweets that I have not," she said as she hurried away, "but I prefer my plain food and simple life in the country with the peace and safety that go with it."

Being poor and safe is better than rich and unsafe.

https://read.gov/aesop/004.html

The Town Mouse and The Country Mouse



NARRATOR: Once upon a time there was a little mouse who lived in the country. She invited her cousin who lived in the city to visit her.

At the Country's Mouse House

(City Mouse knocks at the door)

COUNTRY MOUSE: (opens the door) How are you, dear cousin? I am glad that you came all the way from the city to visit me. Now you will see how I live in the country. How was your trip?

CITY MOUSE: Oh, the trip was not so bad, but I am hungry and thirsty. (Looks through the window) What's that you have over there?

COUNTRY MOUSE: That's the table. Come we will eat outside. I have everything ready for you.

CITY MOUSE: Don't tell me we will eat outside?

COUNTRY MOUSE: Sure, we will. There's a big tree in the garden, so don't worry about getting a sunburn.

CITY MOUSE: It's not that.

COUNTRY MOUSE: Besides, it's a beautiful day.

NARRATOR: Both mice go outside and sit in a table full of food and beverages.

CITY MOUSE: (looks pleased) Ah, the air is so fresh. I can even smell the scent of those flowers.

COUNTRY MOUSE: And hear the birds singing. Well, enough talking, let's eat.

CITY MOUSE: What's this green stuff?

COUNTRY MOUSE: Those are fresh peas.

CITY MOUSE: Mmmm, I will eat just a little. I am not that hungry after all.

NARRATOR: The Country Mouse ate until full, but the City Mouse only nibbled at the food.

CITY MOUSE: Honestly, my dear cousin, I don't like the way you live. No wonder you are so skinny! Are you eating this kind of food because you are on a diet? And how can you eat in the middle of a garden, surrounded by insects and with all this dirt?

COUNTRY MOUSE: There's nothing wrong with my food! And, no, I am not a diet. I grow my own fresh food in the garden.

CITY MOUSE: Now, don't get mad at me, but I would like you to come with me to the city for a few days to show you my way of life. I have all sorts of fine food to eat every day. I am sure you will be delighted.

COUNTRY MOUSE: I accept, we'll leave as soon as I finish packing.

NARRATOR: That same day they went to the city.

At the City's Mouse House

CITY MOUSE: Welcome to my house. Come, I'll show you the dining room.

NARRATOR: Both went into the dining room.

CITY MOUSE: Don't stand there, go to the table and eat whatever you want to.

COUNTRY MOUSE: (stares at the food) Wow, you have lots of food. This seems like a dream.

CITY MOUSE: Eat as much as you want.

COUNTRY MOUSE: (eats out of control) I'll taste the chocolate cake... no, the cheesecake... no, wait, it's better if I eat the grapes first.

CITY MOUSE: If you want water, there's some in the glass.

COUNTRY MOUSE: (gets inside the jug) Thanks, I am really impressed with your lifestyle. I think I will stay here with you. This is real life!

NARRATOR: Suddenly the door opened and some people entered.

CITY MOUSE: Come, run, let's hide!

COUNTRY MOUSE: (runs behind City Mouse) What's going on?

CITY MOUSE: It's the cook and his helper. We must stay here until they leave.

NARRATOR: Both mice stayed under the cupboard until the people left.

CITY MOUSE: Come, it's time to go out.

COUNTRY MOUSE: I am still shaking!

CITY MOUSE: That was nothing. Come we haven't finish eating.

NARRATOR: But as they were getting ready to go up the table again, the door opened once again.

CITY MOUSE: Oh no, it's him!

COUNTRY MOUSE: Now what?

CITY MOUSE: Follow me.

COUNTRY MOUSE: Who is "him"?

CITY MOUSE: It's the dog, but he will go in a minute, just stay quiet.

NARRATOR: Both remained quiet under the cupboard until the dog left.

COUNTRY MOUSE: I think I am having a heart attack! This is too much for me.

CITY MOUSE: Don't be dramatic. Come, I'll take you to more food.

COUNTRY MOUSE: (looks sad) Well, I think I had enough. This is not what I want. I have decided that I wouldn't like to live like this. I prefer to go and eat fresh food in my garden, without fear all the time.

CITY MOUSE: But...

COUNTRY MOUSE: Thanks dear, but now I will go home.

NARRATOR: So, the Little Country Mouse went back home, and stayed there for the rest of her life.

THE END Author: Aesop Fable adapted by: KIDSINCO

Kidsinco.com

Complete the table below using the KWL thoughts process.				
K - What I know	W - What I would	d L — What I would like		
	like to know	to learn		



Activate prior knowledge

Activation of prior knowledge to create context for learners



What do you think a town/city looks like?

What kind of food would we find in a town/city?

What do you think mice eat?

Can you think of any enemies of mice?

Why do you think hunters hunt?

Where do hunters hunt?



Pre-, during, post Pre listening

Ask the learners to put their heads on the desk

Learners must be told to close their eyes

Think about the picture, what sounds would you think you would hear (birds, grass ruffled), how does the grass/ground feel (hard, warm, soft), what do you smell (grass/ground, bread, wheat)

What do you think you will see in a country garden?

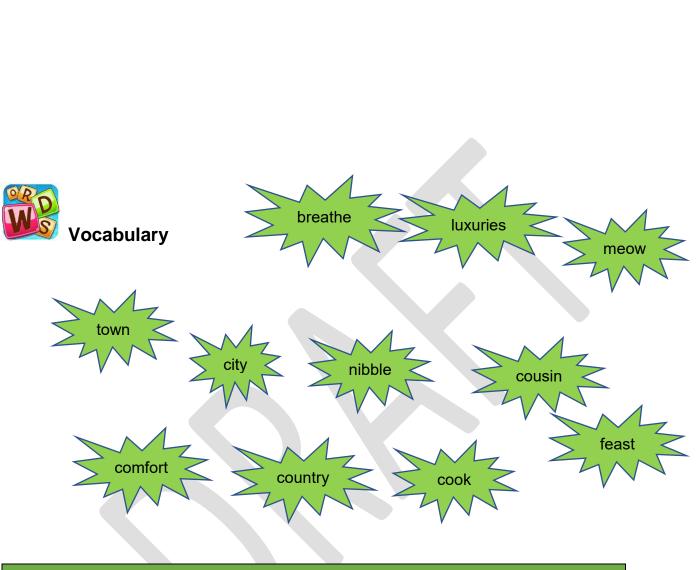
During listening

Listen to the drama / dialogue, stop to think about what you "hear, see, smell, feel/touch"

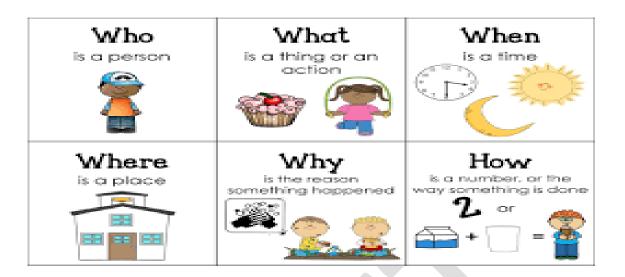
Post listening

Class/group discussion

- Teacher uses w- and hquestions
- What is the message/moral of the drama / dialogue?



Words for my own dictionary		
1.		
2.		
3.		
4.		
5.		





Questions for discussion

- 1. Who came to visit Country Mouse?
- 2. What did they eat in Country Mouse's garden?
- 3. When did they go to Town Mouse's house?
- 4. What dis Country Mouse dream about after Town Mouse's stories?
- 5. Where did the two mice hide when they saw the dog in Town Mouse's house?
- 6. Why did Country Mouse leave Town Mice's house so quickly?

Features of a drama

Draw the two settings/houses of the City Mouse and the Country Mouse in the frames below.



1 Country Mouse House



Cut out the pictures of the characters and props below and paste it under the scene of either the Town Mouse's house or the Country Mouse's house.



YEAR THREE

TERM 3- WEEK 3 & 4

THEME: GRATITUDE / THANKFULNESS

TEXT: DRAMA / DIALOGUE

Reading and Viewing



Reading and Viewing

Activate prior knowledge



Using visual information

What do you see in the picture?

What gives you a clue what the character in the picture is doing?

What images/drawings tells you where the events are taking place?

What do you think will happen in the picture?



Shared Reading: Read the story with your teacher.



Reading Comprehension

Discuss the following incomplete sentences with the learner next to you. Which words do you think could fit in the spaces?

I think I already know	because	
This reminds me of	because	
I see and I wo	nder	
Why do you think	?	
I like because	·	



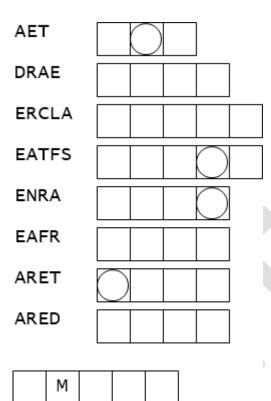
The Town Mouse and The Country Mouse

If you were a mouse, would you rather...

Mark it with a
or
in the empty column

1	Eat outside in the garden	Eat on a table with a lot of food,	
	under the trees.	with a cat around the corner.	
2	Hide away to sleep.	Sleep on a soft straw bed.	
3	Grow your own vegetables.	Look for different kinds of vegetables to eat.	
	Wake up in a town with many	Wake up in a town with trees and	
	buildings.	gardens.	

Use the following jumbled words to unlock the secret word at the end:



Answers to jumbled words:

Read

Eat

Feast

Dear

Clear

Near

Fear

Tear

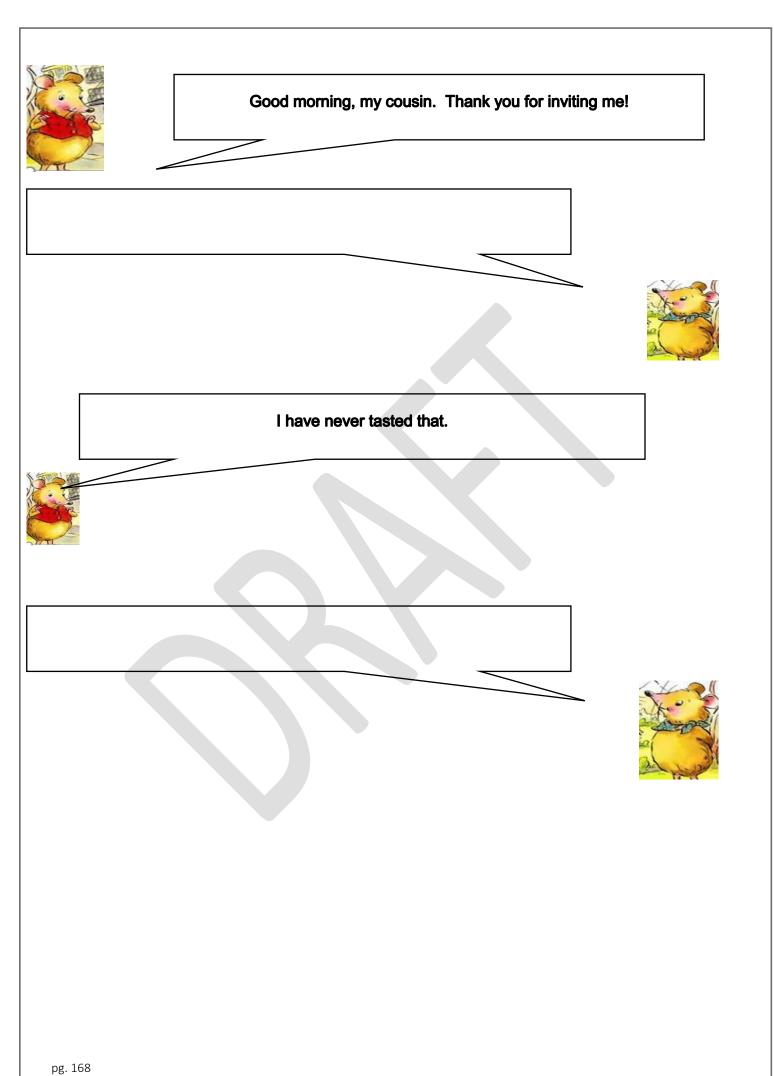
Smear

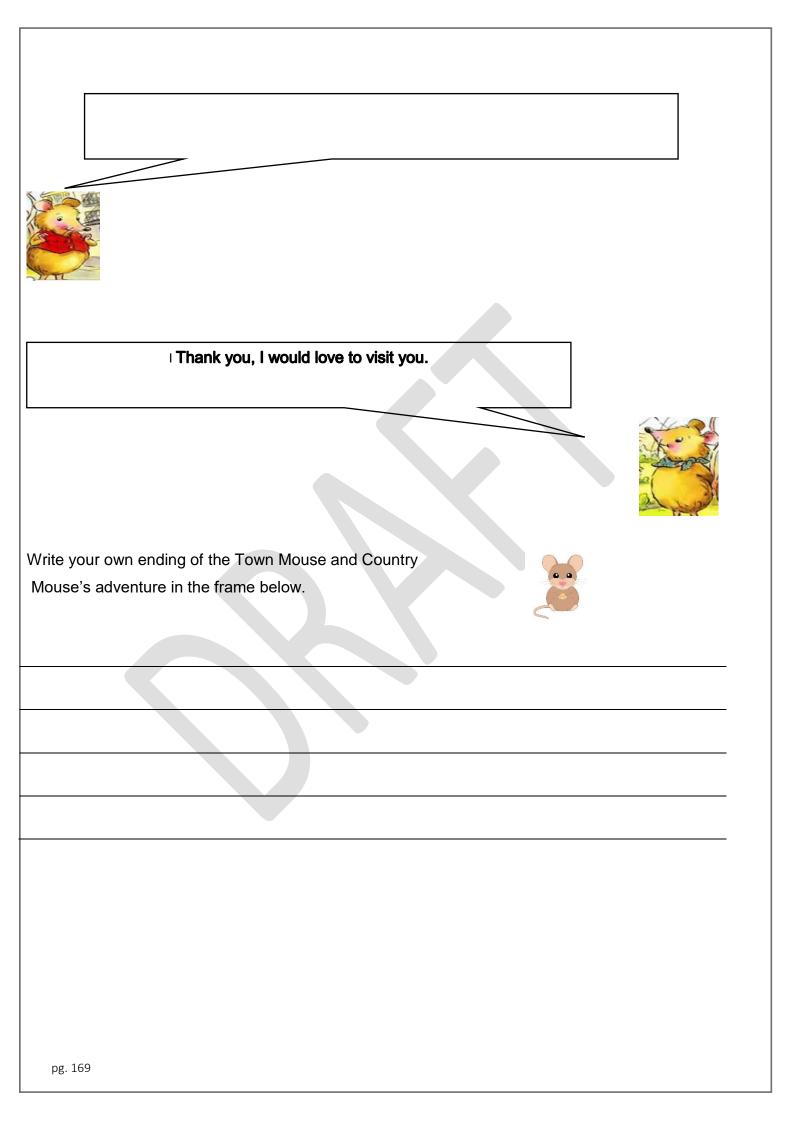
Makes SMART





Complete the following dialogue in your own words and write it in the open spaces





Pre-, during, post

Pre reading

Read the first and the last paragraph of the text. Learners discuss what they predict will happen in the folktale.

First paragraph

Town Mouse once visited a cousin who lived in the country. For lunch Country Mouse served wheat sticks, roots, and nuts, with a dash of cold water to drink. Town Mouse ate very little, nibbling a little of this and a little of that, and by her manner making it very clear that she ate the simple food only to be polite.

Last paragraph

"You may have food and sweets that I have not," she said as she hurried away, "but I prefer my plain food and simple life in the country with the peace and safety that go with it."

Predict what will happen using the following sentence starters:

- I think the story is about...
- I think the Town Mouse's food will be......, because.......

During reading

Read the text and underline words that you don't know or understand.

Post reading

• Is the ending of the folktale happy/sad?

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YEAR THREE

TERM 3- WEEK3 & 4

THEME: GRATITUDE / THANKFULNESS

TEXT: DRAMA (DIALOGUE)



Language Structures & Conventions

Complete the table below by filling in the degrees of comparison.

large	larger	largest
	scarier	scariest
	happier	happiest
quick		
	colder	

Use the appropriate degree of comparison in the following sentences. Underline the correct word with green pencil:

- 1. Town Mouse's house was **big / bigger / biggest** than Country Mouse's house.
- 2. The two mice were **fast / faster / fastest** than the cat and the dog in the Town Mouse's house.
- 3. The food on the table at Town Mouse's house was **taste / tastier / tastiest** than the food in Country Mouse's garden.

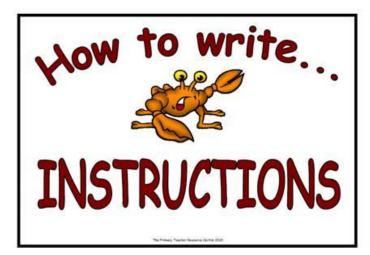
Complete the following sentences by filling in the correct punctuation marks .
COUNTRY MOUSE (opens the door) How are you, dear cousin I am glad that you came all the way from the city to visit me Now you will see how I live in the country. How was your trip
I think I will stay here with you. This is real life



INSTRUCTIONAL TEXT

YEAR ONE

TERM 1: WEEK 7 & 8



INSTRUCTIONS

Instructions are used to describe, explain or instruct how to do something. They are usually presented in a step by step sequence.

The Frenzy Tracker Restarct Dorfee 2010

Follow the time connective with an imperative verb. These are also called bossy verbs. Examples of these include:

mix fold turn cut share screw throw

The Primary Teacher Rosserve Contra (CSR)

Include a title and a sentence explaining the purpose of the instructions.

E.g. Instructions
on how to make
a Perfect Paper Plane!

The Presery Tourise Basseria (Settle 200)

<u>Theme Vocabulary</u>					
Write the theme vocabulary in your personal dictionary.					

Activity 3: Class discussion

- 3.1 Take part in class discussion on the theme
- **3.2** Complete the K-W-L table in your class book

Complete the table below using the KWL thoughts process.				
K – What I know	W - What I would	L - What I would like to		
	like to know	learn		

YEAR: ONE

TERM 1: WEEK 7 & 8

THEME: WORLD OF BAKERY

TEXT: INSTRUCTIONAL TEXT

Listening & Speaking: Listens to and speaks about an Instructional Text on how to bake muffin egg fruit benedi.

Listen to your teacher reading an Instructional Text on how to bake muffin egg fruit benedi. During listening your teacher will ask you to make some predictions.

PREDICTIONS

A **prediction** is a guess using text or picture clues as to what is happening in the book.



We make predictions:

1. Before Listening

We think about the title, illustration and pictures.

2. During Listening

We stop and predict what happens next.

3. After Listening

We confirm and adjust our predictions. If our prediction was wrong, we think about what happened.

Before Listening



Ask the learners to discuss in pairs:

- > The different bakery shops that they know
- ➤ People who live in their communities and are successful in their baking businesses

 Different kinds of cakes that they know and mostly enjoy

During Listening:

Listen and follow while your teacher reads an instructional text.

INSTRUCTIONAL TEXT

Instructions tell **how to do something**. They are **clearly set out** so that they are **easy to follow The heading** and the introductory sentence say what the instructions are about. a series of **clear steps** then explain what has to be done.

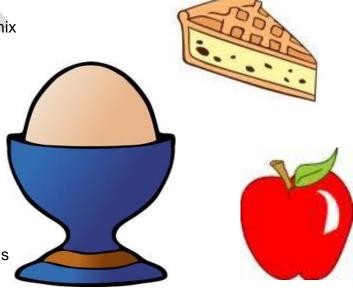
MUFFIN EGG FRUIT BENEDI

Ingredients

- 500 g golden cloud savoury muffin mix
- 125 ml sunflower oil
- 377 ml milk
- 2 extra large eggs
- 1 cup grated cheese
- 50 ml fresh cream
- 200 ml water

Method:

- 1. Preheat the oven to 180 degrees Celsius
- 2. Place premix into a mix bowl.
- 3. Spoon Beat, water, oil and egg.
- 4. Add to premix.



- 5. Mix with a spoon until just combined.
- 6. Spoon equal quantities of the mixture into a well greases muffin pan.
- 7. Bake for ± 20 minutes until golden brown.
- 8. Sprinkle the grated cheese on top of the muffins whilst still hot.
- Serve them with tea or hot chocolate.

Post Listening

- Listen and follow the instructions again
- 2. Identify and circle any words that you don't understand
- 3. Add the new words to your personal vocabulary
- 4. Check your predictions. Were your predictions correct? If not, what happened?

Answer the following questions orally based on the recipe.

- 1. How much milk is needed?
- 2. How many teaspoons of salt do you need?
- 3. List all dry ingredients
- 4. List all wet ingredients
- 5. The words below are imperatives. In your groups discuss the kind of sentences you could make with these words then write them in the blank lines below. Use simple sentences and make sure that the first word starts with a capital letter and that the sentence ends in a full stop. (command **sentences**)
 - a) beat----b) grease----c) serve-----
 - d) bake-----
 - e) add-----
 - f) place------



Reading & viewing: Reads an Instructional Text on how to make a muffin egg Fruit benedi



Shared Reading: Read the instructions with your teacher:



MUFFIN EGG FRUIT BENEDI

Ingredients

- 500 g golden cloud savoury muffin mi
- 125 ml sunflower oil
- 377 ml milk
- 2 extra large eggs
- 1 cup grated cheese
- 50 ml fresh cream
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Method:

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- 4. Add to premix.
- 5. Mix with a spoon until just combined.
- 6. Spoon equal quantities of the mixture into a well-greased muffin pan.
- 7. Bake for ± 20 minutes until golden brown.
- 8. Sprinkle the grated cheese on top of the muffins whilst still hot.
- 9. Serve them with tea or hot chocolate.

Answer the following questions on the instructions read.

Circle the letter of the correct answer.

- 1. The instructions are about ...
 - A. muffin fruit lemon benedi.
 - B. egg jam muffin benedi.
 - C. muffin egg fruit benedi.
 - D. muffin egg apple benedi.
- 2. Circle the letter of the correct answer.
 - A. place premix into a pot.
 - B. place premix into a pan.
 - C. place premix into a mix bowl.
 - D. place premix into a dish.
- 3. Explain why the pan has to be well greased before pouring the mixture into it.
- 4. Why do you think cheese should be grated on top of the muffin whilst it is still hot?
- 5. What do you think can also be served with these muffins besides tea or hot chocolate?



Vocabulary building:

Draw lines and match the words on the left with their meanings on the right

a)	quantities	a substance or product consisting of ready -mixed elements or
		materials
b)	sprinkle	Heat something, especially an oven or grill beforehand
c)	preheat	Cover an object or surface with small drops or particles of a substance
d)	premix	The amount or abstract thing not usually estimated by spatial
		measurement



YEAR 1

TERM 1

WEEK 7 & 8

THEME: WORLD OF BAKERY

TEXT: INSTRUCTIONAL TEXT

Writing and Presenting: Writes an Instructional Text



Use the provided framework below to write an Instructional Text by filling in the missing words which are also provided in the given word bank.

WORD BANK

Flour bowl dough work little 120 degrees
--

Step 1: Read the instructional text.

Step 2: Write your first draft.

Baker's Dough

Baker's dough can be used to model figures, or animals or even Easter eggs.

You will need:

- √ 4 cups of plain flour
- √ 1 cup of cooking salt
- ✓ 2 tablespoons of cooking oil
- ✓ Some water

Method

- 1. Put everything into the -----, except the water.
- 2. Slowly add the water, a ----- at a time.
- 3. Stir, adding more water until you have ------.
- 4. If the mixture becomes too sloshy then add more ------
- 5. Keep your fingers well-floured while you -----
- 6. Use the dough to make what-you-will.
- 7. Bake your work in the oven at ----- C for one hour.



8. Now it can be painted. Left-over dough keeps well in an airtight plastic container.

Step 3 Revise: Ask a friend to edit the draft.

Step 4 Edit: Check spelling and punctuation. Make corrections to the draft.

Step 5: Write your edited draft neatly.

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- 6. Use the dough to make what-you-will.
- 7. Bake your work in the oven at ----- C for one hour.
- 8. Now it can be painted. Left-over dough keeps well in an airtight plastic container.



YEAR 1

TERM 3: WEEK 7 & 8

THEME: WORLD OF BAKERY

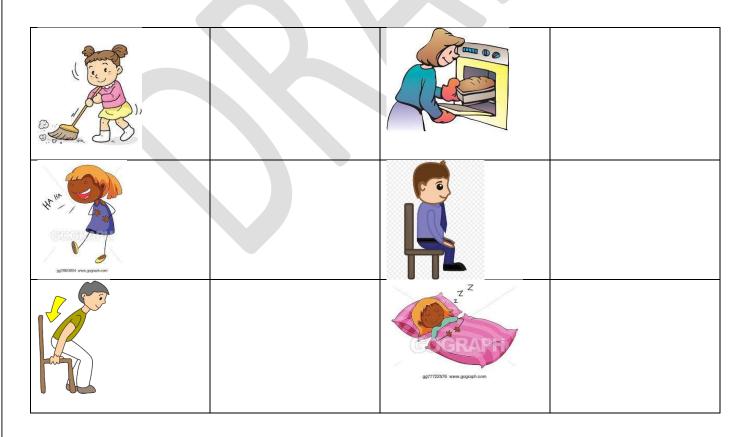
TEXT: INSTRUCTIONAL TEXT

Language Structures and Conventions: Command sentences and exclamation marks

Activity 1

Match the images with the commands from the word bank provided

sit bake dance sweep sleep stand up



Activity 2

Activity 3

Insert exclamation marks in the following sentences

- a) Wow I won the race
- b) Thank you Anna
- c) Happy birthday, Cathy
- d) What a lovely cake
- e) It's a boy

YEAR T	·wo			
TERM 1	: WEEK 5 & 6			
Тнеме	PAPER FOLDING			
TEXT: I	NSTRUCTIONAL TEXT			
Listeni	ing & Speaking: Ora	al		
Activity	y 1:			
	1.1 Fill in the soul	Phonemic nds you have learnt	awareness :	
	1.2 Build words u	sing the sounds yo	u have learnt	

Theme Vocabulary

Write the theme vocabulary in your personal dictionary.

Activity 3: Class discussion

- 3.1 Take part in a class discussion on the theme
- 3.2 Complete the K-W-L table in your classwork book

Theme: Complete the table below using the KWL thoughts process.				
K - What I know	W – What I would like to know	L - What I would like to learn		

Activity 4: Question of the day

Why do you think children enjoy doing paper folding?					
I think children enjoy doing paper folding					
To waste paper	To improve their	To keep themselves			
1 1	paper art skills	busy			

🙎 I think children enjoy doing paper folding.....

YEAR Two

TERM 1: WEEK 5 & 6

THEME: PAPER FOLDING

TEXT: INSTRUCTIONAL TEXT

Listening & Speaking:

Listens to and speaks about an Instructional Text on paper folding

I think the instruction is about

PREDICTIONS

A **prediction** is a guess using text or picture clues as to what is happening in the book.



We make predictions:

1. Before Listening

We think about the title, illustration and pictures.

2. During Listening

We stop and predict what happens next.

3. After Listening

We confirm and adjust our predictions. If our prediction was wrong, we think about what happened.

Before Listening



In groups before listening, think and discuss about the following questions:

- Have you ever made something out of paper?
- If you have, tell your group what you made.
- How you made it.
- Whether it worked or not.
- ➤ Have you ever heard about the word origami? If so, how is it related to the theme?

During Listening:

Listen and follow while your teacher reads the instructions. He will first discuss with you the origins of paper folding and then read the text.

Instructions tell **how to do something**. They are **clearly set out** so that they are **easy to follow The heading** and the introductory sentence say what the instructions are about. a series of **clear steps** then explain what has to be done.



Post Listening:

- 1. Listen to and follow the story again.
- 2. Identify and circle any words that you don't know.
- 3. Add the new words to your personal dictionary.
- 4. Check your predictions. Were your prediction correct? If not, what happened?
- **5.** Complete the table below by filling in the underlined words (**Conjunctions**)

Conjunctions

Use one of the words in brackets to join these sentences.



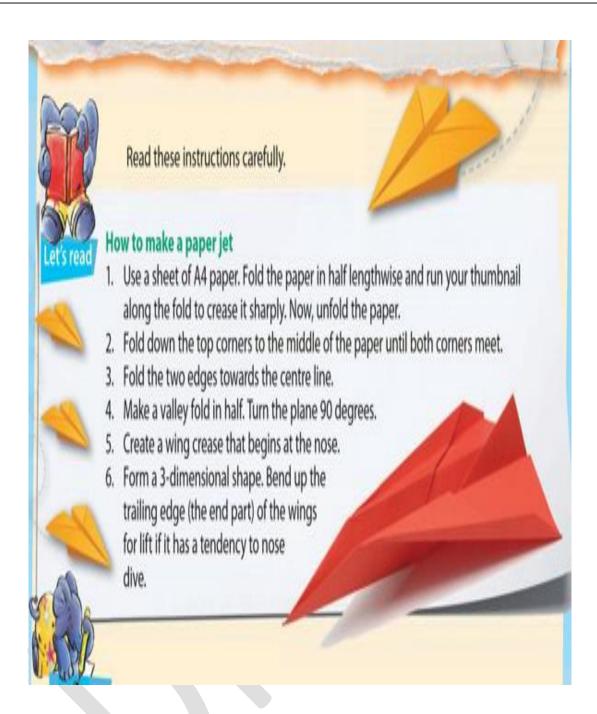
- 1. The orphan was happy. She was placed in a foster home. (and/ because)
- 2. Dora had a lot of money. She went to the shop. (so/because)
- 3. The children were terrified. The security guards threatened them. (because/therefore)
- 3. The street children remained cheerful. Life was so challenging (although /and).

Reading & viewing: Reads an Instructional Text



Shared Reading: Read the Instructional Text below with your teacher







Answer the following questions on the Instructional Text

1.	What is the purpose of this Instructional text?
2.	What size of the paper must you use?
3.	What does it mean to turn the paper 90 degrees?
4.	Why do you need to bend the trailing edge of the wings?

5.	Write down 4 command words from the text.				



Vocabulary building:

6 Draw lines and match the words on the left with their meanings on the right

a) valley	Draw or be drawn along behind someone or something
b) dimensional	Type of behaviour
c) trailing	A low area of land between hills
d) tendency	Relating to measurements

YEAR: Two

TERM 1: WEEK 5 & 6

THEME: PAPER FOLDING

TEXT: INSTRUCTIONAL TEXT

Writing & Presenting: Instructional Text on how to fold a paper.

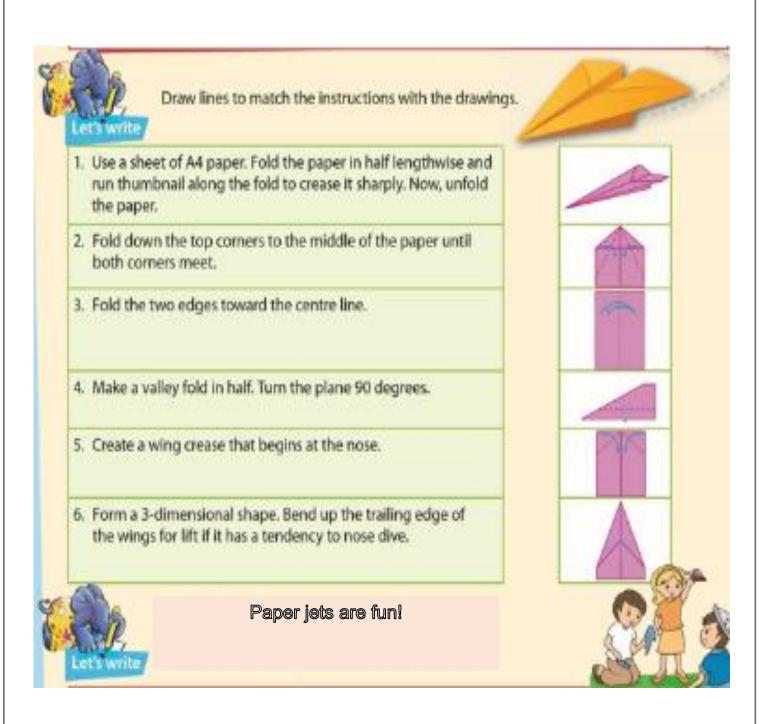


Rewrite the following Instructional Text on Paper Folding in the correct sequence

Follow the steps in the writing process:



Step 1: Planning/Brainstorm: Draw lines to match the instructions with the drawings



Step 2:Write your first draft	
Title:	
Material:	
Steps:	
1	
2	
3.	
5.	
6	
Step 3 Revise: Ask a friend to edit the draft.	
Step 4 Edit: Make corrections to the draft	
Sten 5: Write your edited draft neatly	

Step 5:Write your edited draft neatly

Instruction checklist	Yes	No
Title:		
Is it simple and clear?		
Does it explain what the instruction are about?		
List of what is needed		

Have you written the steps in the correct order	
Did you revise and edit your instructions	

YEAR TWO

TERM 2: WEEK 5 & 6

THEME: PAPER FOLDING

TEXT: INSTRUCTIONAL TEXT

Language Structures & Conventions: Conjunctions

Activity 1

Underline conjunctions in the following sentences

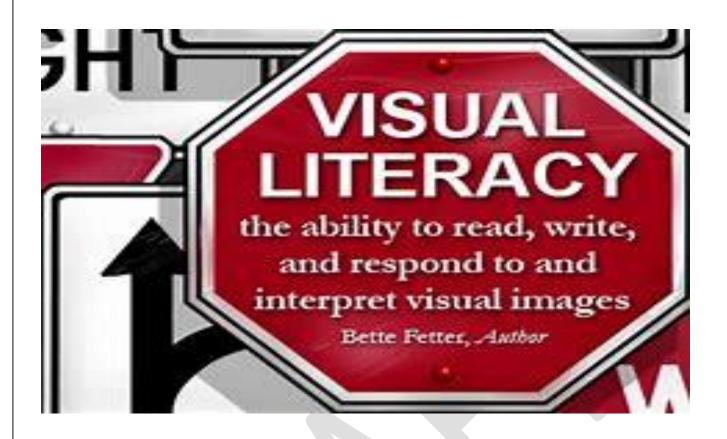
- a) You don't need to go unless you want to.
- b) Whoever said so is a liar.
- c) He is very careful whereas I take risks.
- d) She usually eats at home because she likes cooking.
- e) We haven't eaten our food yet.

Activity 2

Use conjunctions to join the following sentences

- a) The game was very easy. No one won.
- b) My family is going to the beach. We can see the ocean.
- c) Andy can be a doctor. Andy can be a lawyer.
- d) Tom is sick. He needs to go to the doctor.
- e) Baseball is a good sport .I am not good at it.









COMIC STRIPS

YEAR THREE

TERM 3: WEEK 1 & 2

THEME: ALL ABOUT CARTOONS/COMIC STRIPS

Listening & Speaking: Oral

Text: Audio visual/Comic strip

Activity 1:

Phonemic awareness					
1.1 Fill in the sour	nds you have learnt	:			
1.2 Build words us	1.2 Build words using the sounds you have learnt				

Activity 2:

Theme Vocabulary							
Write the theme vo	Write the theme vocabulary in your personal dictionary.						
humorous	cartoon	comic	title				
frame	character	facial	expression				
cartoonist	speech	Bubble	font				

Activity 3: Class discussion

- 3.1 Take part in a class discussion on your favourite cartoon or comic.
 - Which is your favourite cartoon or comic strip to read or watch?
 - o What do you enjoy about reading or watching cartoons/comic strips?
 - o How do you know what emotion characters are feeling in a cartoon or comic strip?

3.2 Complete the K-W-L table in your classwork book

Theme: All about cartoons/comic strips Complete the table below using the KWL thoughts process.				
K – What I know	W – What I would like to know	L - What I would like to learn		

Activity 4: Question of the day



What do you think Calvill I think Calvin shouted		
Help, there is a monster under my bed.	I can't believe it! Homework already!	It's not my turn to do the dishes!

I think Calvin shouted,	 	 	 	

YEAR THREE

TERM 3: WEEK 1 & 2

THEME: ALL ABOUT CARTOONS/COMIC STRIPS

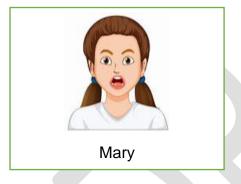
TEXT: CARTOON/COMIC STRIP

Listening & Speaking: Listens to and speaks about a visual text

Speaking:

All In your groups take turns saying how the cartoon character is feeling.

- o Remember to look at facial expressions and what the body is showing.
- Speak in complete sentences.
- Use words from the word bank to help you.



I think Mary face is showing <u>surprise</u>. I know this because her <u>mouth-is-slightly-open</u>, her <u>eyes are wide open</u>, and her <u>eyebrows are high up</u>.

Mouth	Eyebrows	Eyes	Feet/hands/arms
curved upwards	Eyebrow high up	Eyes wide open	feet in the air/ pointing in wards
curved down	tip slightly lower down	Eyes crossed	finger on chin
biting lip	irregularly shaped	eyes with lower eyelids/droopy	Hands on / in air /fisted closed
small and semi-	one up and one	eyelids	
open	down	Eyes closed	arms folded/ bent stiff



- 1. I think Theodore is feeling ______, his _____, his _____, and his ______,
- I think Kim is feeling ______, her _____, her _____, and her _____
- I think Jeanette is feeling ______, her _____, her _____,

YEAR THREE

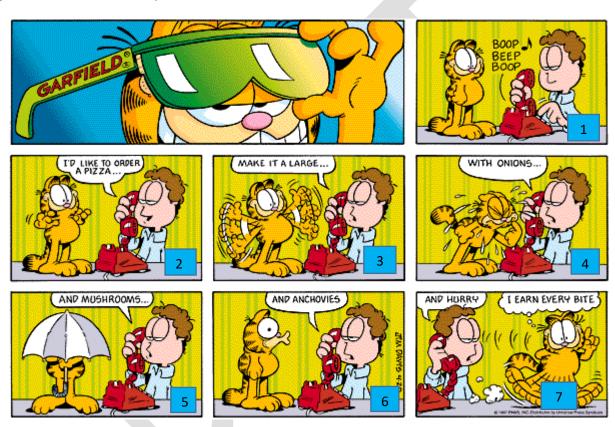
TERM 3: WEEK 1 & 2

THEME: ALL ABOUT CARTOONS/COMIC STRIPS

TEXT: VISUAL TEXT: COMIC STRIP

Reading & Viewing: Reads a comic strip

Activity: Read the comic strip below. The two characters are Garfield and Jon.



Answer questions about a comic

1. Circle the letter of the correct answer.

The text is an example of a

- A. Advertisement.
- B. comic strip.
- C. Cartoon.
- D. Poster.

Circ	ele the letter of the correct answer.
	The man Jon is Garfield's
	A. owner
	B. friend
	C. boss D. pet
	D. pet
Wha	at is the title of the text?
Whe	ere is the story taking place?
Wha	at is Jon ordering?
Circ	sle the letter of the correct answer
Wha	at figure of speech are the words "BOOP BEEP BOOP"?
	A. Onomatopoeia B. rhyming words
	C. rhythm
	D. simile
Loo	k at frame 1
Ехр	lain why the words "BOOP BEEP BOOP" are used?
Hov	v does Jon know what Garfield wants?
Do	you agree that Jon correctly guess that Garfield wants onions on his pizza? Give a re

pg. 206

Circ	cle the letter of the correct answer
	Look at frame 6 - What type of food group is an anchovy? A. fruit
	B. vegetables
	C. fish
	D. bread
Loc	k at your answer in question 10. What clues did you use to think of an answ
1	Land france 7
LOC	k at frame 7
Wh	at type of speech bubble is used for Garfield's words?
Circ	cle the letter of the correct answer
	What is the purpose of the text?
	A to entertain
	A. to entertain B. to educate
	C. to inform

YEAR THREE

TERM 3: WEEK 1 & 2

THEME: ALL ABOUT CARTOONS/COMIC STRIPS

TEXT: VISUAL TEXT: COMIC STRIP

Writing and presenting: Writes text in speech bubbles

Instructions:

1. Look very carefully at the comic strip below.

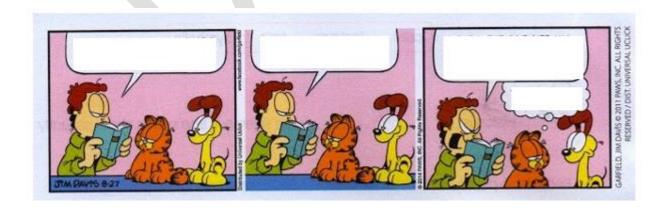
Make connections to the characters -

- a. Where is the comic strip taking place?
- b. Who are the characters?
- c. What are these characters like?
- d. What do they like to do?

Can you think of something similar from your own life?

2. Infer meaning

- a. Use clues from the text and your own knowledge to fill the speech bubbles.
- b. Predict what the cartoonist might want to write about.
- c. Ending-Think of a punchline



1. Follow the writing process to complete the speech bubbles

the WRITING Process

Prewriting	Generating ideas
Drafting	Getting ideas down
Revising	Making changes to improve writing
Editing	Proofread and correct errors [spelling & grammar]
Publishing	Creating your final copy

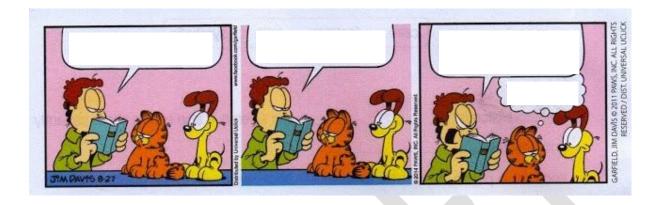
Step 1: Planning

Brainstorm ideas for each frame

T:41		
Title:		

Frame 1	Frame 2	Frame 3

Step 2: Draft – Write your sentences in the speech bubbles.



Step 3: Revising - Make changes on the draft.

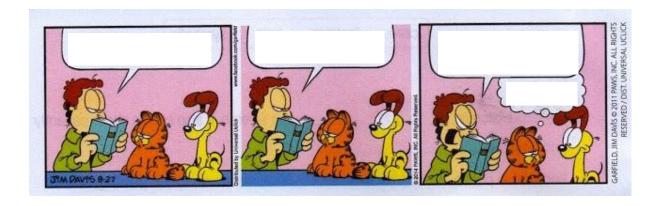
Step 4: Editing – Proofread draft and correct spelling and punctuation.

Checklist: Comic strip speech bubbles

REQUIREMENTS	YES	NO
My comic strip has an appropriate title.		
I completed all 3 frames.		
My speech bubbles make sense and has a beginning, middle, end.		
I used different size lettering to show character emotions.		
I proofread my speech bubbles.		

Step 5: Final – Write your final copy

Title:



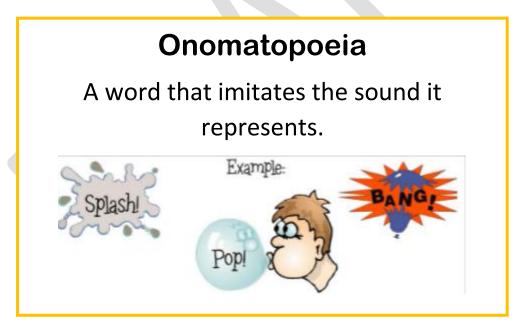
YEAR THREE

TERM 3: WEEK 1 & 2

THEME: ALL ABOUT CARTOONS/COMIC STRIPS

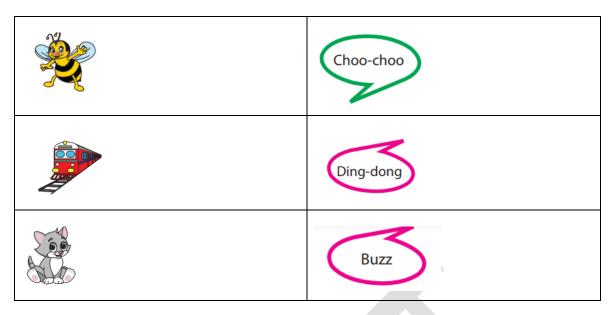
TEXT: VISUAL TEXT: COMIC STRIP

Language Structures & conventions: Figure of speech- onomatopoeia



Activity: Match each animal or object to an appropriate sound word

Animal/object	Word sound
	Meow



Activity: Read each sentence and circle the onomatopoeic word.

- 1. Jon asked Garfield how his day went, Garfield just grunted.
- 2. While Garfield ate the pizza, the thirsty dog slurped the water from the bowl.
- 3. Jon screeched when he saw how much Garfield ate.

Activity: Match the following sentences with the correct ending.

1.	The wind was blowing and	woke him up.
2.	I was lying by the pool	knocking on the door.
3.	The alarm beeping	Squeaking happily.
4.	Someone is knocking on the door	when I heard a splash
5.	The little pigs were	the leaves went rustling

Activity: Write each sentence with its correct ending

1.	
2.	
3.	
4.	

5.



YEAR ONE

TERM 3 - WEEK 7 & 8

TEXT: VISUAL TEXT

Listening & Speaking: Listens to and speaks about an advertisement



Instructions:

- 1. Listen to your teacher as he discusses the advertisement with you.
- 2. While you are listening to the teacher explain the features of an advertisement, think about how or where you have come across these features in your daily life.

Making Connections

Making connections is using the text or pictures as clues as to what you think the text is about



When do we make connections:

4. Before the teacher starts to discuss the features:

We think about the title, images, illustrations, captions,

Colours, text size and make assumptions about the advert.

Pre-Listening: Before we discuss the advertisement/poster

Look at the obvious features that are visible to you on the advertisement or poster. These will be features such as:

Font Size Layout
Slogan Price Target
Market Product
Location Contact

 \P With your partner look at the items that we identified and make predictions about why you think they are important.

You will ask your partner the following questions based on what is in the text box above:

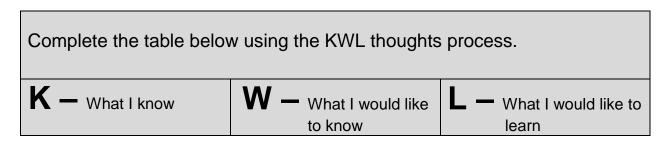
Start your answer with: I think it is (where possible)

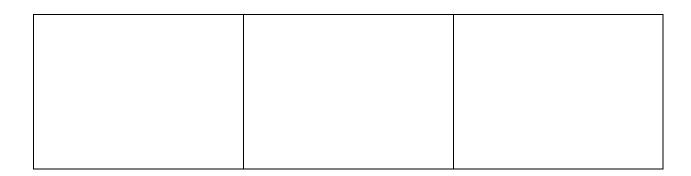
- 1. Why is the font size important?
- 2. What is being advertised?
- 3. What is important about there being an address on the advert?
- 4. Do you recognize what is being advertised?
- 5. Why are their different colours being utilized on the poster/advert?
- 6. Identify phonic sounds in the text and complete the table below.

Phonemic awareness				
Fill in the sounds you have learnt.				
Build words using the sounds you have learnt.				

During Listening

- o While the teacher is explaining the features of an advert/poster sit quietly and listen.
- While the teacher is explaining the features of an advert/poster consider the following:
 - Can you see what is being advertised?
 - Can you identify whom the advert is aimed at?
 - What is the name of the company doing the advertising?
 - Is the address of the company clearly indicated?
 - Are the contact details clear?
 - Is there a slogan or catch phrase and is it clearly visible?
 - Are there many colours being utilized?
 - Is there a relationship between colour and font?
 - Does this advert/poster create a need in you for the product?





Post Listening

- Once you have completed the above steps, do the following.
 - Write down any words that you do not understand from the advert.
 - Add these words to your personal dictionary.

Theme Vocabulary			
Write the theme vocabulary in your personal dictionary.			

- Come forward when called and write the words that you do not understand on the board.
- Indicate by raising your hand what features you do not understand.
- Identify all the relevant features on the advert that makes it a good advert.
- Write one question about the advert on a note.
- The class will be divided into two sections and we will have a quiz.
- The teacher will be the quizmaster.

YEAR ONE

TERM 3 - WEEK 7 & 8

TEXT: VISUAL TEXT

Reading & Viewing: Reads an advertisement

Before we read the advertisement: (Pre-Reading)

Look at the obvious features that are visible to you on the advert/poster. These features will be:



With your partner look at the items we have identified and make predictions about it and agree on what you think.

During this session you will be involved in group guided reading for a minimum of 30 minutes. You will now ask your partner the following questions based on what is in the text box above:

Start your answer with the: I think it is

- 1. Why is the font size important?
- 2. What is being advertised?
- 3. What is important about there being an address on the advert?
- 4. Do you recognize what is being advertised?
- 5. Why are their different colours being utilized?
- 6. Identify phonic sounds in the text and complete the table below.



During Reading

When the teacher reads the poem for the second time listen for the following: These questions need to be answered orally and in full sentences.

- Can you see what is being advertised?
- Can you identify whom the advert is aimed at?
- What is the name of the company doing the advertising?
- Is the address of the company clearly indicated?
- Are the contact details clear?
- Is there a slogan or catch phrase and is it clearly visible?
- Are there many colours being utilized?
- Is there a relationship between colour and font?
- Does this advert/poster create inside of you a need for the product?
 - ❖ PATS is an acronym for Point, Act, Tell and Say.

	0	P - POINT - to a picture or real item, if possible.
	0	A - ACT - out the theme word, if possible.
	0	T - TELL - learners what the theme word means. This could either be code-switching, where you give the meaning of the word in the home language, or it could be a simple explanation of the word. S - SAY - the word in a sentence, and have the learners repeat the word after you.
	*	Identify all LSC in the advert. Practice utilizing these LSC in full sentences with your partner.
M -		
		ding: The learner answers the following questions orally
1.		ce the following words and use it in a sentence correctly: Farget Market
		_ayout
	_	Font Size Contact details
		Price
		Location
	•	Colour Relation
		Slogan
	j. (Company
	_	
2.	Do you	feel that that the advert is an effective one?
•		
3.	is the p	roduct easily identified?
4.	Can yo	u name three of this company's competitors in the marketplace?
	a	
	b	
	C	
	O	
5.	Does th	nis company have competition in the marketplace?
6.	What is	the price of the product?

pg. 221

Answer the following questions on the advertisement. 1. What product is being advertised? 2. What is the name of the company where you can purchase this product? 3. Name two other items that can be purchased at this company. 4. What is the catch phrase of this advert? 5. Is the item advertising a chicken or a beef product? 6. What is the relevance of the picture of the chicken in the advert? 7. What is the price of the product being advertised? 8. What is the slogan of the company selling the item being advertised? 9. What are they trying to say with the comment 'NEVER CHICKEN OUT'? 10. Name a popular product sold by one of this company's competitors?

YEAR ONE

TERM 3 - WEEK 7 & 8

TEXT: VISUAL TEXT

Writing & presenting: Create an advert

Design and create an advertisement for a product. Remember to include all the key features of a good advertisement.

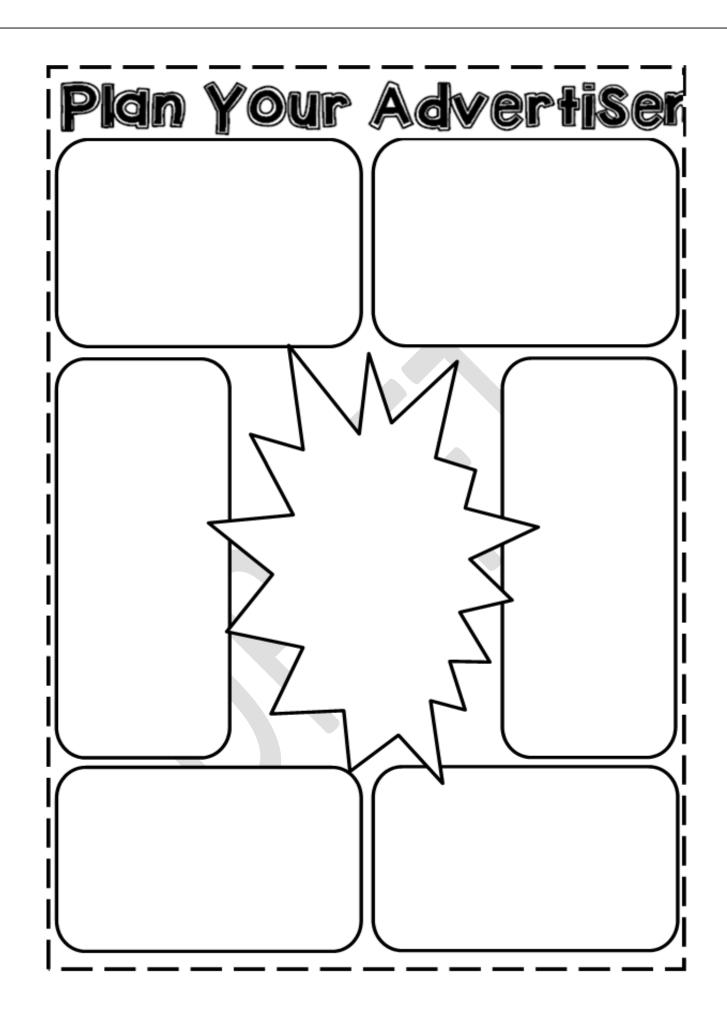
Follow the following steps on How to create an advertisement:

- Create a brand/name for your organization.
- What do you want to 'sell'?
- Who is your target audience?
- Write a slogan/catchphrase.
- Think of a headline.
- > Think of the layout.
- Create a logo.
- Images/pictures.

Follow the writing steps below:











Checklist:

When you have completed, please check that you have included the following items:

	Yes	No
Name of the Company/Product		
Contact details		
Slogan/Catch phrase		
Price		
A logo		
Layout is interesting/reader friendly		
Appropriate images/pictures		



YEAR ONE

TERM 3 - WEEK 7 & 8

TEXT: VISUAL TEXT

Language Structures & Conventions: Types of sentences

Types of sentences

Statement Sentences give information.

They express an idea. Statements end with a full stop.

Questions Sentences ask for information.

They are used to find out information. Questions end with a question mark.

Command Sentences tell someone to do something.

They are used to give instructions. Commands end with a full stop.

Exclamation Sentences give information (just like statements).

They express <u>strong</u> emotion. Exclamation's end with an exclamation mark.

Instructions:

Cut and paste to organize each sentence under its correct heading. Show whether the sentences are statements, questions, commands or exclamations.

Statements	Questions	
Commands	Exclamations	
I can't believe our team won the grand final!	Wash the dishes carefully.	
How long will you be?	My dog is named Lola.	
My favourite movie is Toy Story.	Where is your bike?	
Pick up your shoes.	Today is freezing cold!	
Dinner is getting cold.	Cook the fish for ten minutes.	

What is your favourite game?

That car is amazing!

YEAR TWO

TERM 3 - WEEK 1 & 2

TEXT: VISUAL TEXT

Listening & Speaking: Listens to and speaks about an advertisement

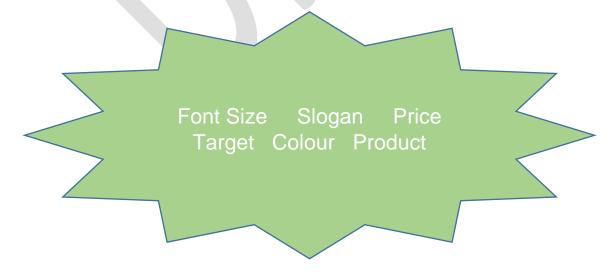


Instructions:

- 1. Listen to your teacher as he discusses the advertisement with you.
- 2. While you are listening to the teacher focus on the features of an advertisement and think how and where you came across these features in your daily life.

Before-Listening

Look at the obvious features that are visible to you on the advertisement or poster.



With your partner look at the items that we identified and make predictions about why you think they are important.

You will ask your partner the following questions based on what is in the text box above:

Start your answer with: I think it is

- 1. What is being advertised?
- 2. What is important about an address being on the advert?
- 3. Do you recognise what is being advertised?
- 4. Why are their different colours being utilised?



Phonemic awareness				
Fill in the sounds you have learnt.				
Build words using the sounds you have learnt.				

© During Listening

- While the teacher is explaining the features of an advert/poster sit quietly and listen.
- While the teacher is explaining the features of an advert/poster consider the following:
 - Can you see what is being advertised?
 - Can you identify at whom the advert is aimed?
 - Is there a slogan or catch phrase in this advert?
 - Are there many colours being utilised?
 - Is there a relationship between colour and what you see?

Complete the table below using the KWL thoughts process. K — What I know. W — What I would like to know. L — What I would to learn.

Post-Listening

- o Once you have completed the above steps, do the following.
 - Write down any words that you do not understand of the advert.
 - Add these words immediately to your personal dictionary.
 - Come forward when called and write the words that you do not understand on the board.
 - Indicate by raising your hand what features you do not understand.
 - Identify all the relevant features on the advert that makes it a good advert.
 - Write one question about the advert on a note. The class will be divided into two sections and we will have a quiz.
 - The teacher will be the quizmaster.

YEAR TWO

TERM 3 - WEEK 1 & 2

TEXT: VISUALTEXT

Reading & Viewing: Reads an advertisement



Before we read the actual advertisement: (Pre-Reading)

Look at the obvious features that are visible to you on the advert/poster. These features are:

Font Size Layout Slogan
Price Target Market
Product Location
Contact Details Colours

agree on what you think	ook at the items we have identified and make predictions about it and c. will be involved in group guided reading for a minimum of 30 minutes.
above:	partner the following questions based on what is in the text box the words: I think it is
1. Why are the	colours in this advert bright?
2. What is being	g advertised?
3. Do you recog	nise what is being advertised?
4. Is gender rep	resented in this advert?
5. Identify phon	c sounds in the text and complete the table below.
	er reads the advert for the second time listen for the following: need to be answered orally and in full sentences.
Can you see	what is being advertised?
Can you iden	tify at whom the advert is aimed?
Are there ma	ny colours being utilised?
Is there a related	ationship between colour and what is being advertised?
Does this adv	vert create a need in you for the product?
Post Reading: An	swer the following questions orally.
a) Tai b) Lay c) Co d) Ge e) Re	lour nder

J An	swer the following questions on the advert.
Wha	at product is being advertised?
Is ge	nder represented in this advert?
Give	a reason for your answer.
What	t is the name of the item being advertised?
Wher	n is the active wear worn?

YEAR Two

TERM 3 - WEEK 1 & 2

TEXT: VISUAL TEXT

Writing & Presenting: Answer questions on an advert / Creates an advert Answer the following comprehension type questions on the advert below:



- 1. What is the predominant colour in the background?
- 2. What is the advantage of a 20% discount?
- 3. Is this an analogue or digital watch?
- 4. Does the above advert contain a slogan?
 - ______
- 5. What is the function of the button on the side of the watch?

6. What is the name of the brand being advertised?

Writing & presenting: Create an advert

Design and create an advertisement for a product. Remember to include all the key features of a good advertisement.

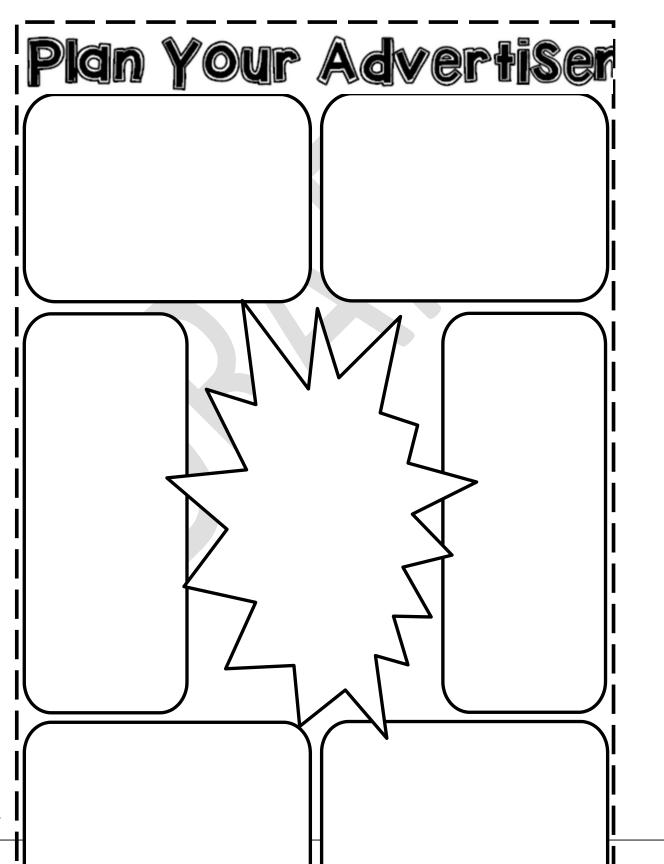
Follow the following steps on **How to create an advertisement:**

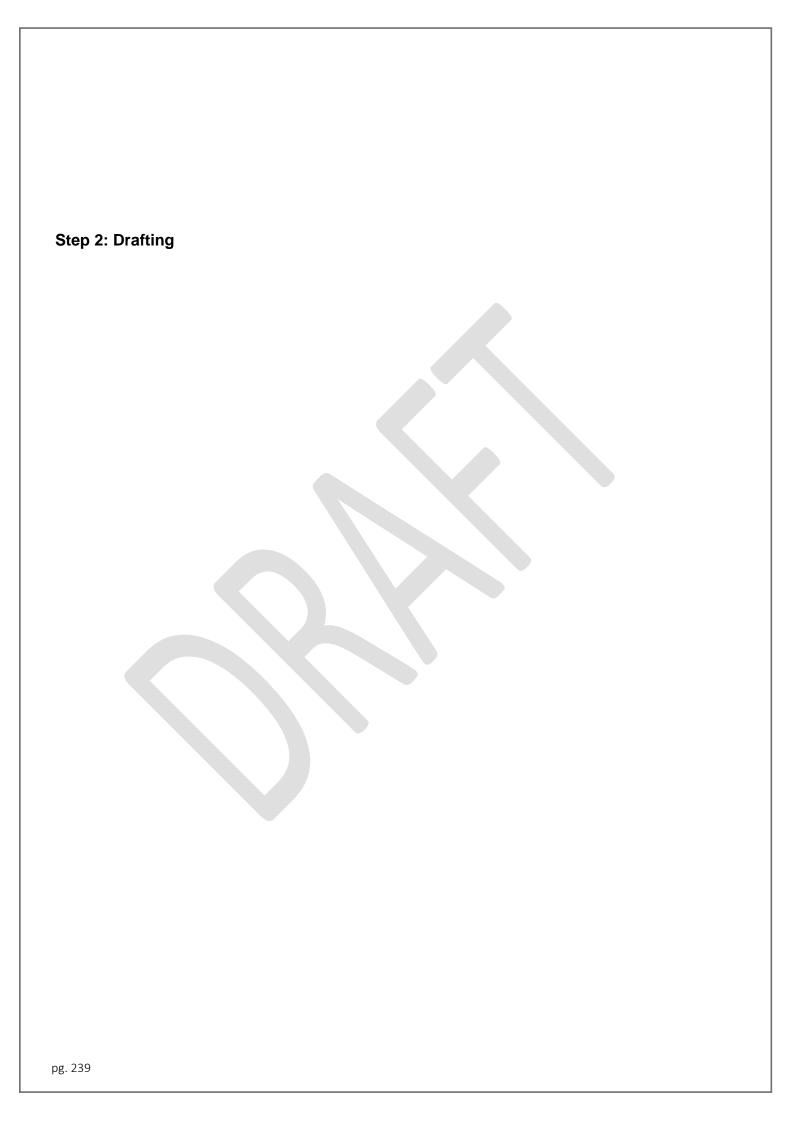
- Create a brand/name for your organization
- What do you want to 'sell'?
- Who is your target audience?
- Write a slogan/catchphrase
- > Think of a headline
- > Think of the layout
- Create a logo
- Images/pictures

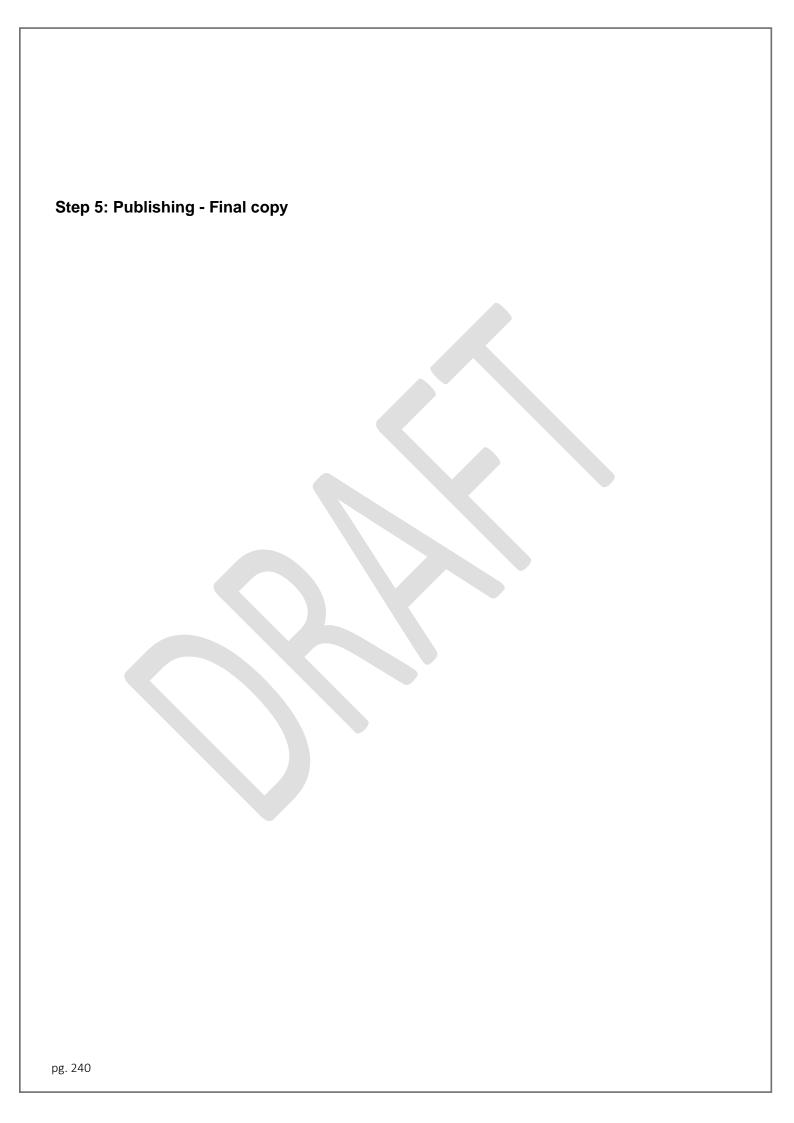
Follow the writing steps below:



Step 1: Planning/Brainstorming







Checklist:

When you have completed, please check that you have included the following items:

	Yes	No
Name of the Company/Product		
Contact details		
Slogan/Catch phrase		
Price		
A logo		
Layout is interesting/reader friendly		
Appropriate images/pictures		



YEAR TWO

TERM 3 - WEEK 1 & 2

TEXT: VISUAL TEXT

Language structures & conventions: Adjectives



ADJECTIVES



<u>Definition</u>: An adjective is a *describing* word. Adjectives give us more information about *nouns*. Adjectives make sentences *more interesting*.

1. Choose the most suitable adjective from the brackets to fill each gap

a.	The	beggar wore	clothes. (disgusting, poor, homeless,
	wet, dirty)		
b.	The	giant lived in an _	castle. (ugly, enormous,
	ancient, cold	d, old)	
C.	The	girl ate a	_ apple. (green, healthy, little,
	crunchy,	juicy)	
d.	The	cat chased the	mouse. (fat, clever, noisy,
	frightene	d, tiny)	
e.	The	monster had a	nose. (long, evil, strange, metal,
	hideous)		
f.	The	clown had	boots. (funny, heavy, big,
	comical,	colourful)	

2. <u>Underline the adjectives in these sentences</u>

- a. The brave knight fought the fiery dragon.
- b. The might wind ripped up the old tree.
- c. The fisherman went to sea in a small wooden boat.
- d. A strange man with a pointed hat sang a sad song.
- e. The sweet, little dog wore a red collar.
- f. My naughty sister scratched dad's shiny, new car.





YEAR THREE

TERM 4: WEEK 5 & 6

THEME: CAREERS

TEXT: INTERVIEW ARTICLE

Listening & Speaking: Oral

Activity 1:

•	ity i.				
	Phonemic awareness				
	1.1 Fill in the sounds you have learnt:				
	1.2 Build words using the sounds you have learnt				

Activity 2:

<u>Theme Vocabulary</u>				
Write the theme vocabulary in your personal dictionary.				
artists	professional	interview	Pursue	
boutique	enamored	gorgeous	Acrylic	
client	foundation	advice	Interview	
haul	beauty	fashion	Crisp	

Activity 3: Short conversation

3.1 Take part in a conversation with your partner on what job you want one day. Use the frame below to take turns asking and answering each of the following questions.

Learner 1: What do you like to do?

Learner 2: When I'm not studying, I like to ______ and I love to _____.

Learner 1: I want to be a

Learner 2: A ______. Why?

What do you want to be?

Learner 1: What do you want to be when you grow up?

Learner 1: Well, I like/enjoy _____ and ____

Learner 2: That's so interesting.

3.2 Complete the K-W-L table in your classwork book

Theme: Careers Complete the table below using the KWL thoughts process.					
K - What I know	W – What I would like to know	L – What I would like to learn			

Activity 4: Question of the day

Why do you think people have a career?			
I think people have a ca	I think people have a career because		
they want to earn	they feel passionate	they get personal	
money.	about what they do.	satisfaction	

l		
l		
l		

A I think people have a career because

Jobs Match



https://allesl.com/list-of-common-occupations-worksheet/





YEAR THREE

TERM 4: WEEK 5 & 6

THEME: CAREERS

TEXT: INTERVIEW ARTICLE

Listening & Speaking: Listens to and speaks about different careers/jobs

Listening & Speaking: Listens to and speaks about different careers/jobs

Activity: Look at these pictures.

Talk about what you can see.

What job is each person doing?

Read the saying and match each one to the jobs in the photo.

Explain the literal meaning of the play on words.







Stop beating yourself up.



Activity: In groups, use the diagram below to talk about interviews.



Have you got the right ingredients?



Here's How You'll Nail It

Activity: In groups, use the diagram below to talk about interviews.

	What is an interview?	Who performs interviews?
'	What is it used for?	Who is interviewed?
	Interviews	
	How is an interview done? How does it happen?	Where can you see interviews? Where can you hear interviews?

YEAR THREE

TERM 4: WEEK 5 & 6

THEME: CAREERS

TEXT: INTERVIEW ARTICLE

Reading & Viewing: Reads an interview article



Shared Reading: Read the interview article below with your teacher.



Sandra Mofokeng - Makeup Artists Extraordinaire

Have you ever wondered about the art behind flawless makeup looks? We recently sat down with the country's top Makeup artist.

By: Vuyo Mbatha: Glam Africa Magazine

Vuyo: Good morning, thank you for agreeing to participate in this interview.

Sandra: Good moring, thank you for inviting me.

Vuyo: Why did you decided to pursue makeup artistry?

Sandra: I fell into it at a very <u>young</u> age. I was 16 when I got my first job as a makeup

artist. I'm turning 50 in April, so it's been a long, long haul for me. I always loved

beauty and fashion.

Vuyo: Where was your first job?

Sandra: My first job was in a beauty boutique that used to be in the Century City shopping

mall in Cape Town where I grew up.

Vuyo: What did you like about working in the boutique?

pg. 253

Sandra: I was enamoured with the gorgeous, colourful, crisp acrylic boxes. It was like a

candy store

Vuyo: Where did you train?

Sandra: There were not many places where you could study makeup in those years. I

received most of my training in the boutique I worked in, later I attended a course

in professional makeup at Loreal Studio.

Vuyo: What's your favourite part about your job?

Sandra: What I love the most of my job is all the **different** people I meet and helping them

to look their best.

Vuyo: Which is your best look to create for a client?

Sandra: I love **beautiful** skin, so I think finding the **perfect** foundation is key and I love a

healthy cheek, so I like putting in a more bronzy, healthy sun base and then

popping it with a brighter colour on the cheek.

Vuyo: If you could go back and give your <u>younger</u> self any bit of beauty advice, what

would it be?

Sandra: To be bolder, play more and don't be afraid. Just go for it.

Vuyo: That is great advice for any future makeup artist. Thank you for giving up time in

your very busy schedule to talk to me. Goodbye.

Sandra: It was a pleasure. Goodbye.

Amended from: https://www.makeup.com/makeup-tutorials/expert-tips/molly-r-stern-interview

Reading and viewing: Answer the following questions on the Interview article.

- 1. Who is the interviewer?
- 2. Who is the interviewee?
- 3. Where does the interviewer work?
- 4. Circle the letter of the correct answer

The interviewer is a

- A. a makeup artist
- B. a beauty editor
- C. news reporter
- D. a journalist
- 5. Circle the letter of the correct answer

What is the job of a makeup artist?

- A. a person whose job is to work in a boutique
- B. a person whose job is to apply cosmetics

- C. a person whose job is to train people
- D. a person whose job is to give advice
- 6. What is the title of the text?
- 7. How old was Sandra when she got her first job?
- 8. In which country did Sandra grow up in?
- 9. What do you think a boutique sells?
- 10. Circle the letter of the correct answer

What does the word enamored mean?

- A. stunned by it
- B. in love with it
- C. amazed by it
- D. proud of it
- 11. Where did Sandra receive most of her training?
- 12. What is Sandra's favourite part of her job?
- 13. List two things Sandra does to help her clients look their best.
- 14. Do you agree with the interviewer that Sandra's advice is good advice?
- 15. Would you pursue a career as a makeup artist? Why or Why not?





YEAR THREE

TERM 4: WEEK 5 & 6

THEME: CAREERS

TEXT: INTERVIEW ARTICLE

Writing & Presenting: Write an interview article



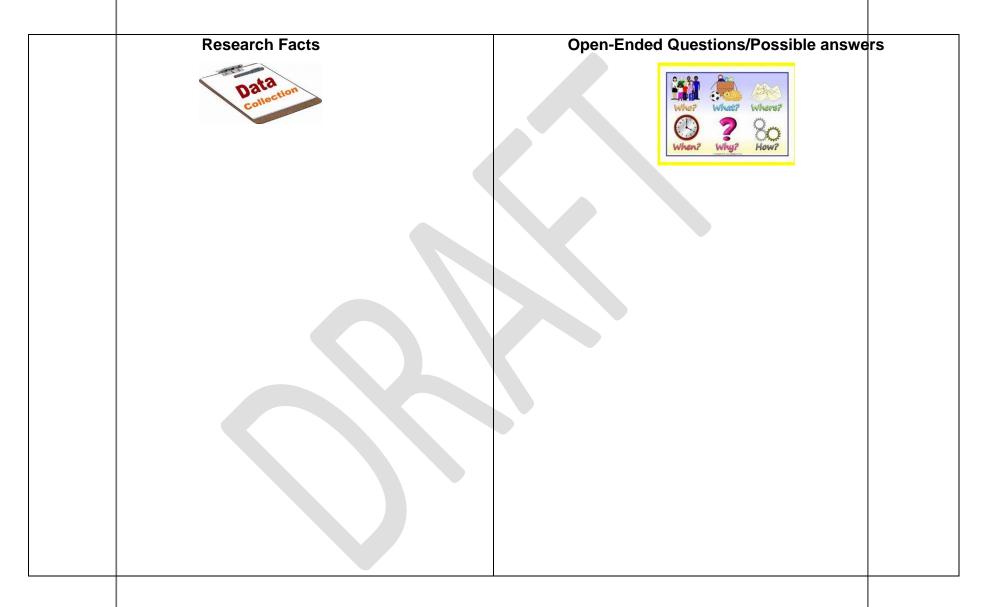
Imagine that you are going to interview one of the professionals (Chef/Nail technician/ Panel beater/ spray painter/welder) from the Listening & Speaking activity. Write an interview article about your chosen profession. You are interested in finding out about the interviewee's profession and what motivated them to choose that profession/career.

Instructions: Follow the steps in the writing process

Step 1: Research/Planning & brainstorming

- Select a vocational skill.
- 2. Think of a name for your interviewee.
- 3. Use the internet, books, magazines or other source (a real person or a fellow student who is studying beauty & nail care/auto motor body repair/hospitality/welding) to find out facts about the chosen profession.
- 4. Write down 5 8 facts about the profession.
- 5. Think of **5-8 open-ended questions** that you would like to ask your interviewee.
- 6. Write down the 5-8 open-ended questions.
- 7. You will need to make up the answers to your questions or ask a friend to pretend to be the interviewee and answer the questions for you.
- 8. Use the information to plan your interview article.

Step 1: Research/Planning & brainstorming



Step 2: First draft

- 1. Use your information and questions to write your interview article.
- 2. You will need to make up the answers to your questions or ask a friend to pretend to be the interviewee and answer the questions for you.
- 3. You will need to set your article out as follows:
 - a. Title attract readers attention
 - b. Strapline short summary (1-2 sentences) of the article
 - c. **By-line** your name as the writer of the article
 - d. **Format of the article** dialogue form with the names of the interviewer and interviewee on the left-hand side, followed by a colon and a new line is used when each speaker speaks.
 - e. **Beginning/ending-** Your interview has to include a welcoming of the interviewee and a polite goodbye at the end.

Title:
Strapline:
By-line:

Step 3: Revising

Make changes, what can you add to make it better.

Step 4: Edit your draft

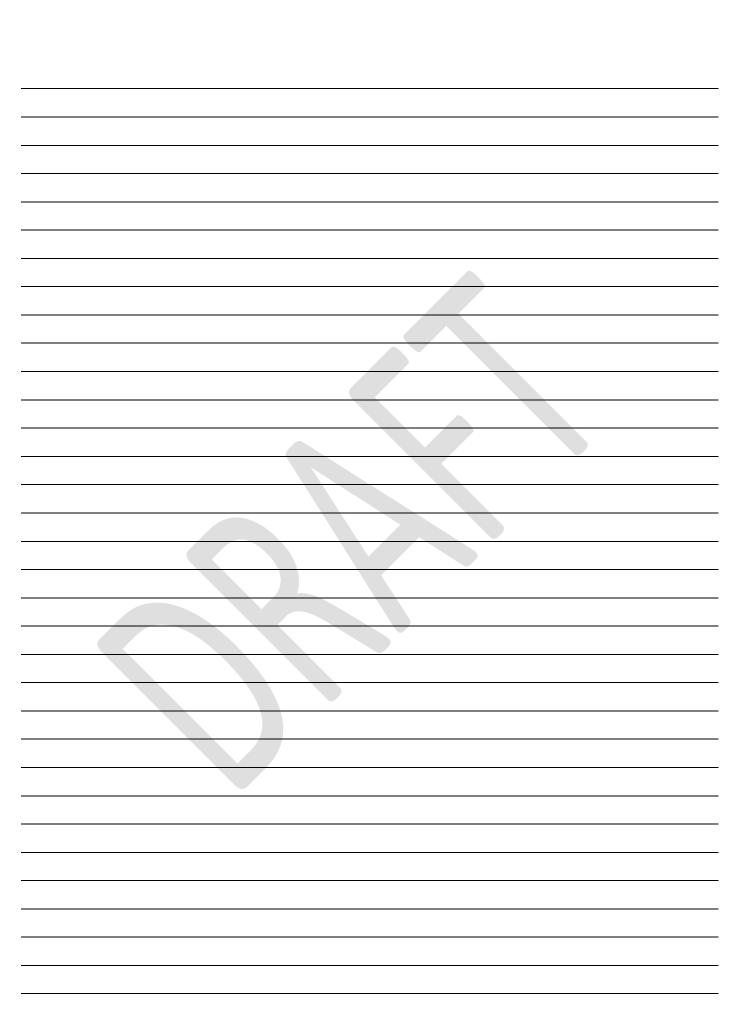
 Check your draft for correct spelling and the correct use of question words, tense and punctuation.

Check if the format of your interview is correct.

My Checklist	Yes	No
My title is interesting.		
My strapline will make the reader curious.		
My by-line is my name.		
My article is in the dialogue format.		
My interview has a welcoming and I thanked the person for		
taking time out to participate.		
My interview has 6 – 8 open ended questions with detailed		
and interesting responses.		
I used formal language		
I proofread my interview.		

Step 5: Publishing/Final copy

Write your final copy and hand it in with your planning



YEAR THREE

TERM 4: WEEK 5 & 6

THEME: CAREERS

TEXT: INTERVIEW ARTICLE

Language Structures & Convention: Adjectives

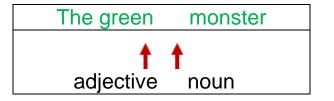
Adjectives

An adjective is a describing word.

An adjective gives more information about something.

An adjective generally describes a noun.

A noun is a person, a thing or a place



Activity: Read the paragraph below and circle all the adjectives.

My Buddy

I have a lovely pet. It is a dog and I named it Buddy. Buddy is a chocolate brown Labrador with a strong body and sturdy legs. He is small with a fluffy, thick coat. When I cuddle him, the fur feels



silky and soft. When he is happy to see me, Buddy jumps up and pushes me down with his powerful paws and licks my face. Buddy's tongue is long and pink. It feels rough and sticky on my skin. Buddy's teeth are very strong. He likes to snack on rock hard doggy biscuits.

When I am at school, Buddy plays with my little sister. He is very gentle with her. Buddy is the best dog ever.

Language Structures & Conventions: Question words

Activity: What's the question?

Read the interview article with famous actor Jamie Jackson

An interview with actor Jamie Jackson for 'Mzansi Magic' magazine.

Jamie Jackson was born in South Africa and he studied acting there, as well as in Los Angeles. Jamie made his first movie 'Thunderstorm' in 1997, and since then he has become a big star in Hollywood.

When I met him, he was relaxing by his swimming pool – something he likes to do every morning before going to the film studio to start work at six o'clock. At the moment, he's busy making a new movie called 'The Brothers' with his good friend Alex Fox – someone he met two years ago, and an actor he describes as '...a typical, Hollywood movie star'.

After finishing work in the evening, Jamie told me he loves taking his girlfriend Samantha to have dinner in their favourite restaurant: 'Trump's,' where his favourite dish is pasta with a simple tomato and basil sauce! I asked Sam to tell me the name of his favourite movie. His answer was strong and immediate: 'The Grandfather'! My favourite movie, too!

Amended from: www.teachingenglish.org.uk

Activity: Match the question to the correct answer

	Question	Answer
1.	Where were you born?	A) By the swimming pool.
2.	Are you married or single?	B) I studied acting in South African and in
		Los Angeles.
3.	Where did you study acting?	C) Thunderstorm
4.	What was the name of your first movie?	D) I am single, but I have a girlfriend.
5.	Where was Jamie when the reporter met	E) I was born in South Africa
	him?	

Activity: Write questions for the following answers

1. Her name is Samantha.

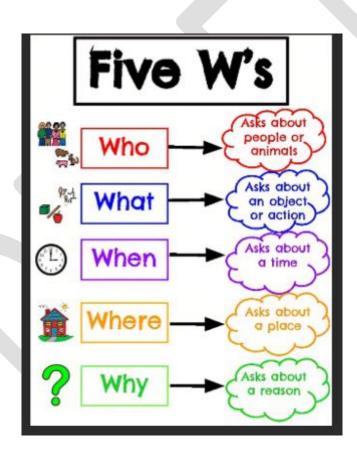
2. My good friend Alex Fox is co-starring with me.

3. I met him two years ago.

4. He is a typical Hollywood movie star.

5. Pasta with a simple tomato and basil sauce.

6. In the Mzansi Magic magazine



https://ecdn.teacherspayteachers.com/



JOB INTERVIEW



YEAR FOUR

TERM 2: WEEK 7 & 8

TEXT: INTERVIEW

THEME: WORLD OF WORK

Listening & Speaking: Oral

Activity 1:

··y ··			
	<u>Phonemic</u>	<u>awareness</u>	
1.1 Fill in the sour	nds you have learnt	:	
1.2 Build words using the sounds you have learnt			

Activity 2:

Theme Vocabulary			
Write the theme vo	Write the theme vocabulary in your personal dictionary.		
interview	interviewee	interviewer	hospitality
impression	guest	dependable	communication
service	customer	position	conducting
strength	dedicated	experience	Reputation

Activity 3: Class discussion

3.1 Look at the photograph of a restaurant hostess.



- Talk with your partner about what you think this job involves.
- Tell your partner what kind of strengths a person should have for this kind of job.

3.2 Complete the K-W-L table in your classwork book

Theme: World of work Complete the table below using the KWL thoughts process.		
K – What I know	W – What I would like to know	L - What I would like to learn

Activity 4: Question of the day

Why do you think mang I think mangers have in		
who you are?	what you can do?	what kind of person you are?

l think mangers have interviews to find out

YEAR FOUR

TERM 2: WEEK 7 & 8

THEME: WORLD OF WORK

TEXT: INTERVIEW

Listening & Speaking: Listening & Speaking: Listens to and speaks about a job interview

Activity 1: Before you listen

Think about what you already know about an interview. What are some of the dos and don'ts of an interview?

Share your ideas with your partner.

Activity 2: Listen and watch

Watch an audio visual on dos and don'ts about an interview.

🕰 Check your dos and don'ts ideas with the video you watched.



Activity 3: Enacting an interview

- In pairs role-play a 2–3-minute interview with your partner.
- You must play the role of your character when you role-play the interview.
- Use the frame below to help you plan and practice your interview.

Applicant: Good How do you do?
Interviewer: Hello. Please sit down and welcome. Thank you for your job application
Applicant: Thank you for inviting me for an interview.
Interviewer: Why did you apply for this job?
Applicant: I have always been interested in working in
Interviewer: What qualities do you have to be a
Applicant: I haveand I am
Interviewer: What do you know about our company?
Applicant: I know that your company is
Interviewer: You will hear from us within a week.
Applicant: Thank you very much for the interview.

Year Four

Term 2: Week 7 & 8

Theme: World of work

Text: Interview

Reading & viewing: Reads a job interview

Activity 1: Read the interview below

Job interview

Interviewer: Good morning, my name is Mrs David, and Lwill be conducting your interview

this morning. Please have a seat.

Interviewee: Good morning, it's nice to meet you.

Interviewer: We are interviewing you for the position of restaurant host. We are looking for someone with good customer service and communication skills. We are looking for someone who is dependable and gets along with others. This person is the first person to greet our guests when coming to our restaurant,



so it is very important that the host makes a good first **impression**.

Interviewer: Tell me a little about yourself.

Interviewee: I have recently completed a training programme in **hospitality**. More than anything else I enjoy serving people. I'm currently learning Setswana because I think it is important to be able to communicate with a variety of people. I enjoy preparing meals for <u>my</u> family and want to learn more about the hospitality **industry**.

Interviewer: What are your strengths?"

Interviewee: I am a **dedicated** and hardworking person. When I start work on a task or project, I do not stop until <u>it</u> is completed. I'm a great listener and work well others.

Interviewer: What are your weaknesses?

Interviewee: I like things to go according to my plans so when something comes up that may make my plans go off **schedule** it stresses me out a bit. But what I have learned about myself is that coming up with a plan B helps reduce some of that. If I plan ahead for possible problems, then I don't stress out at all because I know what to do next.

Interviewer: Why would you want to work here?

Interviewee: I would like to work here because your restaurant has a good **reputation** for quality food and service and that's the type of restaurant, I'd be proud to work in. I think my qualities will fit nicely with this restaurant and I will be able to gain experience in serving people.

Interviewer: Tell me about your most recent work experience

Interviewee: I worked in a cafeteria serving food. I would welcome and direct customers to an available table and tell them about the specials on the menu for the day. I was also responsible for preparing the cafeteria tables. Wiping down tables and setting out the cutlery, glasses and plates. Sometimes I would also help with the takeaway delivery orders.

Interviewer: Why did you leave your last job?

Interviewee: I left because I had started the training course in hospitality and couldn't do both the course and work at the same time.

Interviewer: Do you have any questions for me?

Interviewee: Your staff has such a good reputation for customer service, so I thought perhaps I'd ask if you have a training program you put your staff through to achieve that.

Interviewer: Yes, we do. Any new staff employed must attend our training program. Thank you for coming.

Interviewee: Thank you for the interview, it was a pleasure to meet you.

Amended from: https://k12workbook.com/worksheet-concept/mock-interview

Activity: Read the interview then answer the questions below.

1. Circle the letter of the correct answer.

The interview is taking place at a

- A. hospitality school
- B. restaurant
- C. industry
- D. hotel
- 2. Who is conducting the interview?
- 3. What job position is the applicant interviewing for?
- 4. List 2 skills the applicant must have for this position.
- 5. Why are these skills important for the position?
- Circle the letter of the correct answer.

What type of industry is the hospitality industry?

- A. beauty and nail technology
- B. food and beverage
- C. hair care
- D. welding
- 7. Do you think the applicant is suitable for the position?
- 8. How does the applicant deal with their weakness?
- 9. What reason does the applicant give for applying for the job?
- 10. Do you think the question the applicant asked was appropriate? Give a reason for your answer.
- 11. Match the meaning from Column B with the correct answer in Column A and write down only the number and correct letter

Column A	Column B - Meaning
11.1 cafeteria	A. knives, forks, and spoons used for eating or serving
	food

11.2 reputation	B. restaurant in which the customers serve themselves
11.3 cutlery	C. What people think about someone or something

YEAR FOUR

TERM 2: WEEK 7 & 8

THEME: WORLD OF WORK

TEXT: INTERVIEW

Writing & presenting: Writes answers to an interview

Activity:

Imagine that you have been invited for an interview for a job that you applied for.

Write the response to each of the following questions the interviewer will ask during

the interview.

Questions:

1	Did you bring a copy of your curriculum vita?
2	Tell me a little about yourself.
3	What are your strengths?
4	What are your weaknesses?
5	Why do you want to work here?
6	What skills would you like to develop?
7	What do you do when you disagree with others?
8	Do you have any questions for me?

Remember to do the following:

- Decide what position you are going to interview for.
- Start your interview with a greeting and an introduction.
- You must answer the questions politely, clearly and correctly.
- You must use formal language.
- Write your text in dialogue form.



Step 1: Prewriting

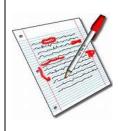
- Think about it
- Brainstorm
- Organize it





Step 2: Drafting

- Write it down.
- Thoughts on paper
- Rough draft



Step 3: Revising

- Make changes
- Make it better
- Clarify

The position I am interviewing for is stated.
My interview started with a greeting and has an introduction
I put a colon after each speaker's name.
I left a line open between each speaker.
I used formal language – no slang.
I responded to each question.
I proofread my interview.



Step 4: Proofreading

- Edit it
- Fix the mistakes



Step 5: Publishing

- Final copy
- Make it neat

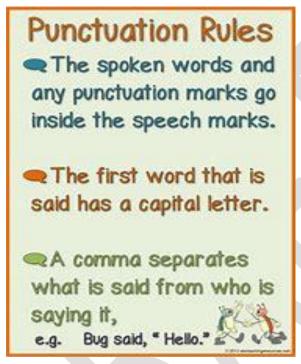
YEAR FOUR

TERM 2: WEEK 7 & 8

THEME: WORLD OF WORK

TEXT: INTERVIEW

Language Structures & conventions: Direct speech



Mrs David said, "Good morning, have a seat."

Activity: Write the following sentences into your classwork book and fill in the correct punctuation.

- 1. Mrs David asked did you bring your CV
- 2. The applicant answered yes I brought my CV
- 3. The interviewer said tell me about yourself
- 4. The interviewee replied I am happy to work overtime
- 5. The hostess says please enjoy your meal



Dialogue

YEAR 1

TERM 3: WEEK 5 & 6

THEME: SPORT

Phonics: C-sound



Listening & Speaking: Listens to and speaks about a dialogue

Answer the following questions: Oral

1.	How many characters are involved in this conversation?
	characters are involved in the dialogue.
2.	What do you think the characters are talking about?
	I think the characters are talking about
3.	How will the dialogue end?
	I think the dialogue will end in this way:

Activity: Listen to the dialogue while the teacher reads.

Carol: Good morning Calvin, how are you doing today?

Calvin: Good morning Carol, I am very well thanks and you?

Carol: I am very well. You look very happy this morning, is it about the

soccer match you played on Saturday?

Calvin: Oh yeah! Our team blew away the competition.

Carol: Congratulations, Calvin! Competing against and beating a big team

like Caroline College is a great victory. I heard you scored the

winning goal. Wow!

Calvin: Thanks, Carol. It felt like I scored a winning goal in the world cup

final.

Carol: As the team's captain how did you come up with such a good

performance?

Calvin: My coach prepared the team with a few tips on how to control the

ball, attack and counter- attack, tackling and play as a team.

Carol: I would like to join the team, but the rules sounds complicated, what

must I do?

Calvin: First, you need to prepare your mind for the big challenge. Soccer

rules are very easy to follow. With daily practice and weekly camps

you'll be a hot shot soccer player in no time.

Carol: You give me so much courage, I'll talk to the ladies' soccer team

coach tomorrow and who knows, maybe soon I'll be the next best

winning goal scorer (both laughing)

Calvin: Now I can say congratulations to you for making a cool decision

about joining a soccer team, izinja ze game. High five! (both doing the

high five)

Post listening

Activity: Listen attentively to the teacher reading the dialogue again.

- Identify new words (vocabulary) and write them down in your personal dictionary and the table below.
- Identify High Frequency words and <u>C-</u>phonic words from the Dialogue. Write words in the correct table below.
- Read all words with the correct pronunciation.
- Syllabification: clap as you say each word below on the table.



Phonemic awareness					
Fill in the sounds you have learnt: 'c-'					
C A O U					
R	Т	Р			
Build words using the sounds you have learnt					
Coach	Congratulation	Control	Captain		
Carol	Calvin	Caroline	College		
Cool	counter	Complicated	Camps		
Courage	competition	Competing	Cup		

Theme Vocabulary			
Write the theme vocabulary in your personal dictionary.			
Control	congratulations	Match	Scored
Coach	Competing	Tips	Soccer
Captain	Goal	Winning	Camps
Game	Competition	Cups	Courage
Counterattack		Attacking	

Paste words which the teacher wrote on flashcards on the word wall Read the high frequency words. Choose a word and build a sentence with it.

You	Your	That	With

As	The	For	То
Му	We	Let	But
While	These	But	Other

Complete the table below using the KWL thoughts process.

K - What I know	W — What I would like to know	L ─ What I would like to learn

Activity: Role play

Choose a friend and practice the dialogue together (prepared cards by educator) and when you know the lines, role-play the dialogue in front of the class.

YEAR 1

TERM 3: WEEK 5&6

THEME: SPORT

Reading & Viewing: Read a dialogue

Shared reading: Read the Dialogue with your teacher:

Activity: Listen to the dialogue while the teacher reads

Carol: Good morning Calvin, how are you doing today?

Calvin: Good morning Carol, I am very well thanks and you?

Carol: I am very well. You look very happy this morning, is it about the

soccer match you played on Saturday?

Calvin: Oh yeah! Our team blew away the competition.

Carol: Congratulations, Calvin! Competing against and beating a big team

like Caroline College is a great victory. I heard you scored the

winning goal. Wow!

Calvin: Thanks, Carol. It felt like I scored a winning goal in the world cup

final.

Carol: As the team's captain how did you come up with such a good

performance?

Calvin: My coach prepared the team with a few tips on how to control the

ball, attack and counter- attack, tackling and play as a team.

Carol: I would like to join the team, but the rules sounds complicated, what

	must I do?
Calvin:	First, you need to prepare your mind for the big challenge. Soccer
	rules are very easy to follow. With daily practice and weekly camps
	you'll be a hot shot soccer player in no time.
Carol:	You give me so much courage, I'll talk to the ladies' soccer team
	coach tomorrow and who knows, maybe soon I'll be the next best
	winning goal scorer (both laughing)
Calvin:	Now I can say congratulations to you for making a cool decision
	about joining a soccer team, izinja ze game. High five! (both doing the
	high five)
Activity: writing.	Post Reading – answer the following questions orally, there-after answer questions in
1.	Who are the characters in the dialogue?
	and are the characters in the dialogue.
2.	Why is Carol congratulating Calvin?
	Carol is congratulating Calvin because
3.	Who scored the winning goal?
	scored the winning goal.
4.	Which tips did the coach give to the team?
	The coach gave the following tips to the team: how to,
5.	Who wants to join the soccer team?
	wants to join the soccer team.
6.	What tip did Calvin give to Carol?
	Calvin told Carol to first prepare her for the big challenge.

7. How would you feel if you scored a winning goal for your school against a big team?

I would feel like

8. Why would Carol join a ladies' team and not Calvin's team?

Carol would join a Ladies' team because _____



Group Guided Reading: In smaller groups learners read the dialogue with the teacher while other learners are busy with written activities in class.

TERM 3: WEEK 5&6

THEME: SPORT

Writing & Presenting: Write a dialogue

Dialogue

Dialogue occurs between characters in the story and can help the reader better understand the story. Dialogue can add details and help you know more about the traits and feelings of the characters.



Tips for Writing Dialogue

- 1. The names of the speakers are on the left next to the margin.
- 2. Add a colon (:) to indicate a speaker's words.
- 3. Additional information such as tone or behaviour is placed in brackets to show emotion (e.g., anger, excitement, sadness) e.g., Bhule: (shouting) Open the door!
- 4. Leave a line open between each speaker's words.
- 5. Each speaker responds to the words of the previous speakers.
- 6. All characters should have an equal opportunity to speak.
- 7. Conversations may include questions, statements, exclamations and commands.

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Write a dialogue between Basi and Carol in 10 sentences. Each character must speak 5 times. In the dialogue Basi is congratulating Carol for making the Ladies' Soccer Team.

Follow the steps in the writing process to write your own dialogue:



Step 1: Planning



Step 2: First draft		
Basi:		
Carol:		
Basi:		
Carol:		
Basi:		
Carol:		
Basi:		
Carol:		
Basi:		
Carol:		
My checklist:		
	Tac	T
I did not use inverted commas	Yes	No
i did not use inverted commas		

Each speaker's words are introduced with a colon (:) after his/her	
name	
I left a line between speakers	
Each speaker's words respond to the previous speaker's	
I used my dictionary to check spelling	
I did sketch a scenario before writing	
I used a variety type of sentences (statements, questions, etc.)	

Step 5: Publishing
Basi:
Carol:
Basi:
Carol:
Basi:
Carol:
Basi:
<u></u>
Carol:
Basi:
Carol:

Draw a picture of Carol and Basi.

YEAR 1

TERM 3: WEEK 5 & 6

THEME: SPORT

Language Structure and Convention: Tenses

Simple Present, Past and Future Tense

Choose the correct answer to fill in the blank spaces on the table below:

will prepare joined will join coached will coach played will play

Present Tense(today)	Past Tense (yesterday)	Future Tense (tomorrow)
Carol scores a goal.	Carol <u>scored</u> a goal.	Carol will score a goal.
The coach prepares the	The coach the	The coach
team.	team.	the team.
The team plays well.	The team well.	The team
		Well.
The captain coaches the	The captainthe	The captain
team well.	team well.	The tea well.

Write your own sentences using the three tenses.
Today
Yesterday
Tomorrow
Activity: Re-write the following sentences using the correct punctuation marks: Capital
Letter, Comma, Full Stop, Question Mark:
calvin is a good soccer player
coach carol would like to join the soccer team
how did you prepare for such a good performance
congratulations you scored a good goal
Activity: match the scrambled words with their correctly spelled partners



Scrambled words	Unscrambled words
1. apc	cap
2. oachc	goal
3. socerc	captain

4. plya	coach
5. galo	team
6. cptaina	play
7. tame	soccer





YEAR FOUR

TERM 3: WEEK 5 & 6

THEME: LEADERSHIP & ADMINISTRATION

TEXT: CONTRACT

Listening & Speaking: Oral

pg. 293

Activity 1:

1.1 Fill in the sour	Phonemic nds you have learnt	<u>awareness</u> :	
1.2 Build words using the sounds you have learnt			

Activity 2:

	Theme Vo	ocabulary	
Write the theme vo	cabulary in your pers	sonal dictionary.	
contract	agreement	acceptance	document
lawyer	rights	valid	breach
employee	clause	remuneration	employer

Activity 3: Class discussion

- 3.1 Take part in a class discussion on the theme.
- 3.2 Complete the K-W-L table in your classwork book

Theme:	
Complete the table below using the KWL thoughts process.	

K – What I know	W – What I would like to know	L - What I would like to learn

Activity 4: Question of the day

I think the contract is about

Why do you think it is important to sign a contract between an employer and an employee?

I think it is important to sign a contract between an employer and an employee

To form friendship	So that the agreement	To write down the rules
	between the two parties	
	can be known	

● I think it is important to sign a contract between an employer and an employee

YEAR FOUR

TERM 3: WEEK 5 & 6

THEME: LEADERSHIP & ADMINISTRATION

TEXT: CONTRACT

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Listening & Speaking: Listens to and speaks about a simple contract

Listen to your teacher reading a contract between an employer and an employee. During listening your teacher will ask you to make some predictions.

PREDICTIONS

A **prediction** is a guess using text or picture clues as to what is happening in the book.



We make predictions:

1. Before Listening

We think about the title, illustration and pictures.

2. During Listening

We stop and predict what happens next.

3. After Listening

We confirm and adjust our predictions. If our prediction was wrong, we think about what happened.

Before Listening

- In pairs discuss all the different kinds of contracts that you know and present the answers in class.
- What do you think the simple contract between an employer and the employee should entail?

During Listening

Listen and follow while your teacher reads the simple contract between an employer and the employee.

CONTRACT

A contract is an agreement made by two or more parties. This agreement can be an oral or a written one. It spells out the rights and obligations of each party.

There must be an offer, a consideration and an acceptance to make it worth or valid. Even if the document is not legally drafted by a lawyer, it can still land you in court if there is a breach of contract. Judges encourage you to have a written simple contract rather than a verbal one, as it will be hard to provide evidence of its existence.

EMPL	OYMENT CONTRACT
Name	& Address of employer:
(Herei	in often referred to as "the employer")
And N	Name & Address of employee:
(Herei	in often referred to as "the employee")
1. Co	ommencement
	This contract will begin on the day of 20 and continue
	until terminated as set out in clause 4.
2. Pl a	ace of work:
3. Jo	b description
	Job Title:
	(e.g. Domestic worker, gardener, cleaner etc.)
4. Te	Duties:ermination of employment
	Either party can terminate this agreement with four weeks written notice. In the case where an employee is illiterate notice may be given by that employee verbally.
5. W a	age
5.1	The employee/s wage shall be paid in cash/through the bank on the last working day of every week/month and shall be:
5.2.	A weekly/monthly transport allowance of:
5.3	The total value of the above remuneration shall be:
5.4	The employer shall review the employee's salary/wage once a year.
6. Ho	ours of work
6.1	Normal working hours will be fromto on weekdays.
6.2	Overtime will only be worked if agreed upon between the parties from time to time.

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6.3 The employee will be paid for overtime at the rate of one and a half times his/her total wage as set out in clause 5.3.

7. Meal Intervals

The employee agrees to a lunch break of 30 minutes/one hour (delete the one that is that not applicable). Lunchtime will be taken from 13h00 to 13h30 or 14h00 daily.

8. Sunday work

Any work on Sundays will be by agreement between the parties from time to time. If the employee works on a Sunday, he/she shall be paid double the wage for each hour worked.

9. Public Holidays

The employee will be entitled to all official public holidays on full pay. If an employee does not work on a public holiday, he/she shall receive normal payment for that day. If the employee works on a public holiday, he/she shall be paid double.

10. Annual Leave

The employee is entitled to 21 consecutive days paid leave after every 12 months of continuous service. Such leave is to be taken at times convenient to the employer and the employer may require the employee to take his/her leave at such times as coincide with that of the employer.

11. Sick Leave

- 11.1 During every sick leave cycle of 36 months the employee will be entitled to an amount of paid sick leave equal to the number of days the employee would normally work during a period of six weeks.
- 11.2 During the first six months of employment the employee will be entitled to one day's paid sick leave for every 26 days worked.
- 11.3 The employee is to notify the employer as soon as possible in case of his/her absence from work through illness.

12. Maternity Leave

The employee will be entitled to 30 days maternity leave without pay.

13. Family Responsibility Leave

The employee will be entitled to three days family responsibility leave during each leave cycle.

14. Deductions from Remuneration

15. Other conditions of employment of	or benefits:	
General Any changes to this agreement will only and signed by both parties.	/ be valid if they are in writi	ng and have been agreed
THUS DONE AND SIGNED AT_	ON THIS	SDAY OF
EMPLOYER:		
EMPLOYEE:		
Witnesses:		
Witness 1 Witness 2	_ Signature	
Post Listening: 6. Listen to and follow the contract again. 7. Identify and circle any words that you. 8. Add the new words to your personal. 9. Check your predictions. Were your personal. what happened? 10. Answer the following questions orally statements are True or False.	u don't know. dictionary. predictions correct? If not,	CONTRACT © Can Stock Photo saying whether the
Statement		True or False

The employer may not deduct any monies from the employee's wage unless the employee

has agreed to this in writing on each occasion.

The employee will be entitled to 20 days maternity leave	
without pay.	
Either party can terminate this agreement with four	
weeks written notice.	
Overtime will not be agreed upon between the parties	
from time to time.	
The employee will be entitled to 4 days family	
responsibility leave during each leave cycle.	
Four witnesses should sign this contract.	





A CONTRACT BETWEEN EAZY-LITES ELECTRICITY AND THE EMPLOYEES

INTRODUCTION AND OVERVIEW:

Below is a contract between Eazy-Lites Electricity (the Employer) and the individuals (the Employees) that both parties will come into an agreement regarding their respective rights, responsibilities and obligations during the period of employment. Such an agreement will be signed by both parties and it will serve a Binding Document between these two parties for the duration that they will agree upon. The employer will offer remuneration after the employee has duly offered his or her services to the satisfaction of the former.

1. TITLE OF THE EMPLOYMENT:

"Eazy-Lites Electricity"

2. PARTIES ENTERING INTO A CONTRACT:

This contract serves as an agreement to work harmoniously between Eazy-Lites Electricity (the Employer) and the Electrician, Mrs. Zandile Bhengu (the Employee)

3. TERMS AND CONDITIONS:

- The employee shall work seven days a week; i.e. Mondays to Sundays.
- The number of working hours per week will be forty nine hours.
- The normal working day starts at 08h00 and ends at 15h00.
- Should a need arise for an overtime; such will be communicated timeously with the employee.
- Remuneration for any overtime service will remain the same as that of a normal working day's hours.
- Should an employee get injured while on duty, the employee himself or herself shall carry all the expenses incurred.
- There will be no compensations for any injuries as this will be regarded as the carelessness on the part of the employee.
- Retirement is strictly at the age of 65, irrespective of the gender.

•	On exit, the employee will be liable for a severance package that will be		
	calculated in accordance with his or her service.		
4. JC	OB DESCRIPTION AND RESPONSIBILITIES:		
An e	mployee will be responsible solely for the fixing, repairing, installation and		
repla	acement of electric plugs, bulbs and minor electric appliances.		
SIGN	NATURE OF EMPLOYER SIGNATURE OF EMPLOYEE		
DAT	E: DATE:		
Δctivi	ity 1		
Activi	ity 1		
Activi		a.£	
E	Re-read the above contract and fill in the blank spaces in the brief summa	ry of	
E		ry of	
this u	Re-read the above contract and fill in the blank spaces in the brief summa infair contract between the employer and the employee.	ry of	
this u	Re-read the above contract and fill in the blank spaces in the brief summa	ry of	
this u	Re-read the above contract and fill in the blank spaces in the brief summainfair contract between the employer and the employee. WORDS TO FILL IN THE BLANK SPACES ARE IN THE BOX BELOW.	ry of	
this u	Re-read the above contract and fill in the blank spaces in the brief summainfair contract between the employer and the employee. WORDS TO FILL IN THE BLANK SPACES ARE IN THE BOX BELOW.	ry of	
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this u THE V sixty Mrs. 1. 2. 3.	Re-read the above contract and fill in the blank spaces in the brief summa infair contract between the employer and the employee. WORDS TO FILL IN THE BLANK SPACES ARE IN THE BOX BELOW. -five overtime mother pension unfair off Zandile Bhengu time compensation seven This Eazy-Lite Electricity contract is to the Electrician by the name of Working days a week means she will have no As a married woman and a of three children, it means that Mrs. Bhengu not have enough for her family. She will also not get any extra pay for the that she will work. If she gets	ı will	
sixty- Mrs. 1. 2. 3.	Re-read the above contract and fill in the blank spaces in the brief summa infair contract between the employer and the employee. WORDS TO FILL IN THE BLANK SPACES ARE IN THE BOX BELOW. -five overtime mother pension unfair off Zandile Bhengu time compensation seven This Eazy-Lite Electricity contract is to the Electrician by the name of Working days a week means she will have no As a married woman and a of three children, it means that Mrs. Bhengu not have enough for her family. She will also not get any extra pay for the that she will work. If she gets injured on duty, she will not get any	ı will	
sixty- Mrs. 1. 2. 3.	Re-read the above contract and fill in the blank spaces in the brief summa infair contract between the employer and the employee. WORDS TO FILL IN THE BLANK SPACES ARE IN THE BOX BELOW. -five overtime mother pension unfair off Zandile Bhengu time compensation seven This Eazy-Lite Electricity contract is to the Electrician by the name of Working days a week means she will have no As a married woman and a of three children, it means that Mrs. Bhengu not have enough for her family. She will also not get any extra pay for the that she will work. If she gets	ı will	

Activity 2



Vocabulary building:

1. Draw lines and match the words on the left with their meanings on the right.

a. agreement	perform routine maintenance or repair work on a vehicle
	or machine
b. compensation	A negotiated legally binding arrangement between
	parties as to a course of action
c. duration	Something, typically money awarded to someone in
	recognition of loss, suffering or injury
d. services	The time during which something continues

YEAR FOUR

TERM 4: WEEK 5 & 6

THEME: LEADERSHIP & ADMINISTRATION

TEXT: CONTRACT

Writing & Presenting: Writes a contract

Write a contract for **buying a car**. Use the provided frame to fill in the missing information on the agreement between the seller and the buyer detailing their terms and conditions.

Follow the steps in the writing process:

The Writing Process Ste

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Step 2: Write your first draft of a CONTRACT

CAR BUYER'S/SELLER'S CONTRACT

Buyer's name:				-
Address:				
City/Town:		Postal code:		_
Phone:Home	Work	Cellpho	one	_
Seller's name:				-
Address:				
City/Town:				_
Phone:Home	Work	Cellpho	one	
The seller hereby conveys to the below: Description of motor vehicle sol		ship and title to	the motor vehicle	described
Year:Make:				_
VIN:				
The buyer hereby agrees to pay				
And Ron the 7 th day of				
Until all payments have been m If the Buyer fails to make a payi				_ shall be
added to the blance due and sh	all be payable imr	nediately.		
Both parties hereby agree that timplied.	his is an "as-is" sa	ale, with no warra	anties of any kind	expressed or
This agreement is governed by	the laws of the Re	publick of South	Africa.	
			_	
Buyer's signature	Seller's	signature		
Date:	Date: _		_	

Step 3 Revise: Ask a friend to edit the draft.

Step 4 Edit: Check spelling and punctuation. Make corrections to the draft.

Checklist	Yes	No
I have written the name of the company/group.		
The names of the contractor and the contractee have been written in		
full.		
I have labeled out the terms and conditions.		
The duration of the contract has been stipulated.		
I have written money that is involved.		
Witnesses have signed.		
The date and place when and where the contract was signed has been written.		
My product has a clear professional appearance.		
I used the appropriate structure use.		

Step 5: Write your edited draft of the CONTRACT neatly

CAR BUYER'S/SELLER'S CONTRACT

Buyer's name:			_
Address:			
City/Town:		_Postal code:	_
Phone:Home	Work	Cellphone	_
Seller's name:			-
Address:			
City/Town:			_
Phone:Home	Work	Cellphone	
The seller hereby conveys to the below:	e Buyer full owne	rship and title to the motor vehicle	described
Description of motor vehicle so	ld:		
Year:Make:	Model:_		_
VIN:			_
The buyer hereby agrees to pa	y the Seller R	on(MM/DD/YY),	
		nning(MM/DD/YY), Total R	
	ment on or before	e its due date, a late fee of R	_ shall be
Both parties hereby agree that implied.	this is an "as-is" s	ale, with no warranties of any kind	expressed or
This agreement is governed by	the laws of the R	epublic of South Africa.	
Buyer's signature	S	eller's signature	
Date:	С	Date:	

TERM 3: WEEK 5 & 6

YEAR 4

TERM 3: WEEK 5 & 6

THEME: LEADERSHIP AND ADMINISTRATION

Text: Contract

Language Structures & Conventions: Complex Sentences

A complex sentence has a main clause and a dependent, or subordinate clause. The main clause can stand on its own but the dependent clause cannot, it depends on the main clause. For example: After they played, the children had lunch. The main clause is "the children had lunch" (it makes sense on its own). The dependent clause is "after they played" (it does not make sense on its own)

Activity 1

The sentences below are all complex sentences. Underline the main clause and circle the dependent clause.

- a) When I visited my cousin, we played games.
- b) After we played, we went to play soccer in the park.
- c) We need to practise more because we are not very good.
- d) We will go to the movies after we have done our chores.

We worked hard because we wanted to go.

Activity 2

Match the clauses in the first column with a clause in the second column to make **complex** sentences.

Clause 1	Clause 2

- a) After I finish school,
- b) I will thank all of my teachers
- c) I hope to get a bursary

I also play hard.

I get good results.

I want to study medicine.



YEAR FOUR

TERM 2: WEEK 3 & 4

THEME: PERSONAL ADMINISTRATION

TEXT: INSTRUCTIONAL TEXT - FILLING IN A FORM

Listening & Speaking: Oral

Activity 1:

ily I.			
	Phonemic	<u>awareness</u>	
1.1 Fill in the sour	nds you have learnt	:	
1.2 Build words using the sounds you have learnt			

Activity 2:

	Theme Vocabulary			
Write the theme vo	Write the theme vocabulary in your personal dictionary.			
Gender	Physical	Signature	Form	
Address	Cellular	Identity	Birth	
Personal	Document	Postal	Official	

Activity 3: Class discussion

3.1 Take part in a class discussion on the theme.

3.2 Complete the K-W-L table in your classwork book.

Theme: Complete the table below using the KWL thoughts process.			
K – What I know	W – What I would like to know	L – What I would like to learn	

Activity 4: Question of the day

Why do you think it is important to fill out a form correctly? I think it is important to fill out a form correctly			
To ensure that people know when it is your birthday.	So that all information can be captured accurately.	To learn to write	

A I think it is important to	fill out a form correctly	

YEAR FOUR

TERM 2: WEEK 3 & 4

THEME: PERSONAL ADMINISTRATION

TEXT: INSTRUCTIONAL TEXT - FILLING IN A FORM

Listening & Speaking: Oral

Listening & Speaking:

Listen to your teacher reading a dialogue guiding you on filling out a form. Before listening to the story, your teacher will ask you to make some predictions.

PREDICTIONS

A **prediction** is a guess using text or picture clues as to what is happening in the book.



We make predictions:

4. Before Listening

We think about the title, illustration and pictures.

5. During Listening

We stop and predict what happens next.

6. After Listening

We confirm and adjust our predictions. If our prediction was wrong, we think about what happened.

Before Listening



In groups before listening, think and discuss about the following questions:

- Have you ever filled out a form?
- If you have, tell your group about your experience.
- What was the reason for filling in the form?
- Was it filled in correctly?

During Listening

Listen and follow while your teacher reads a dialogue on how to fill in a form correctly.

LISTENING AND SPEAKING: Resource One - Dialogue

HOW TO FILL OUT A FORM CORRECTLY

Bank Teller: Welcome to First Time Bank. How can I assist you today?

Customer: Hi! I would like to open a savings account.

Bank Teller: No problem, please take a form and fill it in.

Customer: This is my first time filling out a **form**, would you be able to assist me?

Bank Teller: Certainly, I will guide you. First, use this black pen to complete your form

and write out your details in capital letters.

Customer: Why is it important to use a black pen? Why is it important to use capital

letters?

Bank Teller: We use a black pen on a form because it is an official document and we

use capital letters to ensure that your details are clear for the bank to capture

accurately.

Customer: Oh thank you, what is next?

Bank Teller: Make sure that you write **legibly** and write out your **full names**.

Customer: What does legibly mean?

Bank Teller: Legibly means that you need to write neatly and clearly

Customer: Thank you, what do I do next?

Bank Teller: Now we fill in the rest of your personal details like your identity number (I.D. no.), your cellular phone number (cell no.), your home/physical address and

your **postal address**

pg. 3 **Customer:** What is the difference between a home address and a postal address?

Bank Teller: Your home address is where you live and the postal address is where your mail would go. In most cases, your mail would go to your home address, but in some cases, it would go to a post office box (P.O. Box).

Customer: That's very clear. On the section of the form that says **passport number**. What should I fill in there?

Bank Teller: As a South African citizen, you have an **identity number**, which you have already filled in. A passport number is when the customer is a foreign national.

Customer: What is the final step?

Bank Teller: The most important step is to sign and date the form. Take note that the date

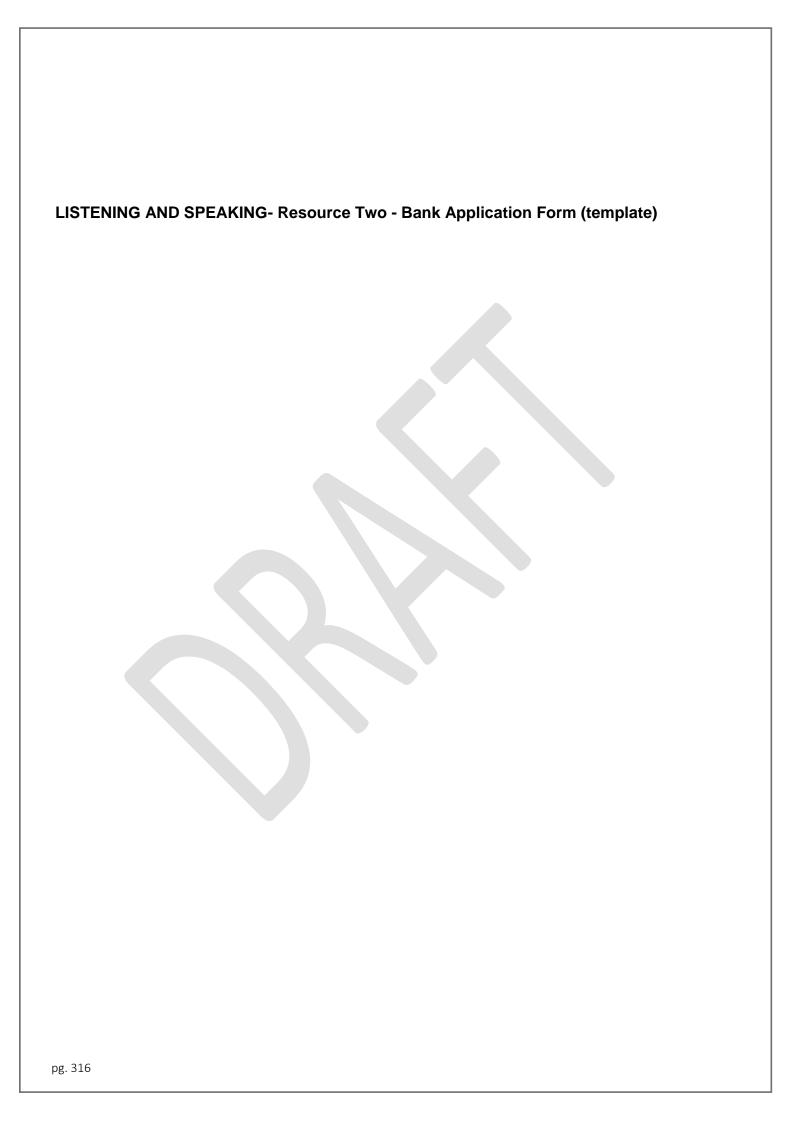
is written in **numeric format** (DD/MM/YY)

Customer: Excellent, Thank you for all your help.

Bank Teller: You are most welcome.

TIPS TO REMEMBER

- It is important to fill out a form in BLACK PEN.
- It is important to use CAPITAL LETTERS.
- We write LEGIBLY and in full to ensure that everything is captured ACCURATELY.
- HOME ADDRESS is where you live.
- POSTAL ADDRESS is where you receive you mail (letters).
- An IDENTITY NUMBER (I.D. No.) has 13 Numbers.
- A CELL PHONE NUMBER has 10 Digits.
- We write the date in NUMERIC FORMAT.
- We SIGN once completed.



FIRST TIME BANK					
Application/Cheque or Savings Accoun	nt				
Personal Information (CAPITAL LETTER	RS)				
First Name Middl	le Name Last Name				
ID NUMBER:					
PASSPORT NUMBER:					
COUNTRY					
CELL NO.					
EMAIL ADDRESS					
HOME ADDRESS					
POSTAL ADDRESS:	POST CODE:				
POSTAL ADDRESS.					
	POOT 0005				
TYPE OF ACCOUNT: MA	POST CODE:ARK WITH AN "X" UNDER PREFERED ACCOUNT				
CHEQUE ACCOUNT	THE THE PROPERTY OF THE PROPER				
SAVINGS ACCOUNT					
SIGNATURE:					
	OFFICIAL				
DATE:					
D D M M Y Y	BANK STAMP				

Post Listening:



- 1. Listen to and follow the dialogue again.
- 2. Identify and circle any words that you don't know.
- 3. Add the new words to your personal dictionary.
- 4. Check your predictions. Were your predictions correct? If not, what happened?
- 5. Answer the following questions orally based on the dialogue by saying whether the statements are True or False.

Statement	True Or False
Forms should be filled out with a black pen.	
All writing must be in small letters.	
An identity number and passport number are both required on a form.	
Your postal address is where you live.	
A signature is one of the final steps in completing a form.	

TERM 2: WEEK 3 & 4

THEME: PERSONAL ADMINISTRATION

TEXT: INSTRUCTIONAL TEXT - FILLING IN A FORM

Reading & viewing: Reads a Dialogue on how to fill out a form.



Shared Reading: Read the passage below with you teacher.

HOW TO FILL OUT A FORM CORRECTLY

Bank Teller: Welcome to First Time Bank. How can I assist you today?

Customer: Hi! I would like to open a savings account.

Bank Teller: No problem, please take a form and fill it in.

Customer: This is my first time filling out a form, would you be able to assist me?

Bank Teller: Certainly, I will guide you. First, use this **black pen** to complete your form and write out your details in **capital letters**.

Customer: Why is it important to use a black pen? Why is it important to use capital letters?

Bank Teller: We use a black pen on a form because it is an **official document** and we use capital letters to ensure that your details are clear for the bank to capture **accurately**.

Customer: Oh thank you, what is next?

Bank Teller: Make sure that you write legibly and write out your full names.

Customer: What does legibly mean?

Bank Teller: Legibly means that you need to write neatly and clearly

Customer: Thank you, what do I do next?

Bank Teller: Now we fill in the rest of your personal details like your identity number (I.D.

no.), your cellular phone number (cell no.), your home/physical address and your postal

address

Customer: What is the difference between a home address and a postal address?

Bank Teller: Your home address is where you live and the postal address is where your mail

would go. In most cases, your mail would go to your home address, but in some cases, it would

go to a post office box (P.O. Box).

Customer: That's very clear. On the section of the form that says passport number. What

should I fill in there?

Bank Teller: As a South African citizen, you have an identity number, which you have already

filled in. A passport number is when the customer is a foreign national.

Customer: What is the final step?

Bank Teller: The most important step is to sign and date the form. Take note that the date is

written in **numeric format** (DD/MM/YY)

Customer: Excellent, Thank you for all your help.

Bank Teller: You are most welcome.



ACTIVITY 1

Read the above passage for the second time and fill in the blank spaces using the words provided in the word box.

Nu	meric	lives	accurately	official	home	cellular phone
1.	We use a document.	•	n a form because it	is an		
2.	Details mu	ıst be clear s	so that they are cap	tured		
3.	Α		address is	where a persor	1	
4.	Cell. is an	abbreviatior	n for			
5.			refers to r	numbers.		



Vocabulary building:

1. Draw lines and match the words on the left with their meanings on the right.

1.1 Passport	A) Who you are
1.2 Accurate	B) Official document for travelling to other countries
1.3 Identity	C) Clear enough to read
1.4 Legible	D) Correct and without any mistakes

YEAR FOUR

TERM 2: WEEK 3 & 4

THEME: PERSONAL ADMINISTRATION

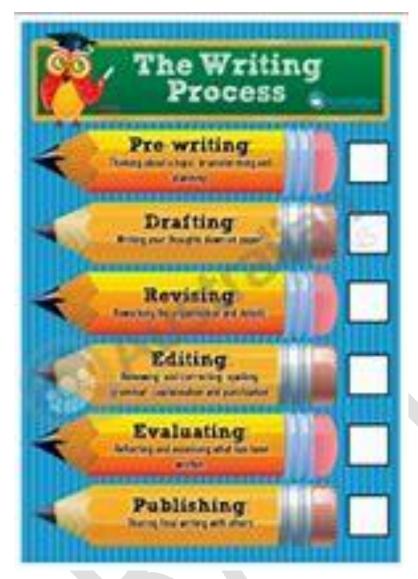
TEXT: INSTRUCTIONAL TEXT - FILLING IN A FORM

Writing & Presenting: Filling in a form.



Fill in your information on the form. Use the frame provided to fill in your personal details in the spaces provided.

Follow the steps in the writing process:



Step 2:Write your first draft

Application form for Identity Document

First Names :			
Surname:			
I.D. No			
Passport No			

(Passport no. needed if applicant is not a South African citizen)

Home Language: Mark with an X

English	IsiZulu	Afrikaans

Call Na			
Cell. No			
Email Address:			
Home Address:			<u></u>
Suburb:			
City/Town:			
Bardal A Llara		Code:	
Postal Address:			
Suburb:			
City/Town:			
		Code:	
By Signing the above application, I here	eby state that all in	nformation prov	vided is tru
and accurate.			
Signature:	Date:		
Step 3 Revise: Ask a friend to edit the dra	ft, ask your friend to	o check that all i	nformation
written in correctly and all filled out.			
Step 4 Edit: Make corrections to the draft			
CHECKLIST		YES	NO
I have written in my names in full.			
My surname is written.			

I.d number has 13 numbers.	
My cell phone number has been filled in	
I have written both my home and postal address	
I have signed the form	
I have written the date numerically	

Step 5:Fill out your edited draft of the FORM neatly.

Application form for an Identity Docur	nent	
First Names :		
Surname:		
I.D. No		
Passport No.		

(Passport no. needed if applicant is not a South African citizen)

Home Language: Mark with an X

English	IsiZulu	Afrikaans
Cell. No.		
Email Address:		
Home Address:		
Suburb:		
City/Town:		
		stal Code:
Postal Address:		
Suburb:		
City/Town:		
	Pos	stal Code:
By Signing the above appli	ication, I hereby state that a	II information provided is true
and accurate.		
Signature:	Date:	

YEAR FOUR

TERM 2: WEEK 3 & 4

THEME: PERSONAL ADMINISTRATION

TEXT: INSTRUCTIONAL TEXT - FILLING IN A FORM

Language Structures & Conventions: Abbreviations and Contractions

Abbreviations are a shortened version of a word or phrase.

For example: SA is an abbreviation of South Africa.

A contraction is two words that have been combined and then shortened.

For example: I + Have = I've OR Should + not = Shouldn't

ACTIVITY 1 1. Write out the abbreviated word in full in the following sentences. 1.1 Please provide us with your parents (tel.) _____ number. 1.2 He has (no.) _____ one written on his t-shirt. 1.3 The (cell.) _____ was incorrect. 2. Write out the correct contraction in the sentences below. 2.1 I (should + have) ______ listened to the teacher. 2.2 He (did + not) _____ do as he was instructed. **ACTIVITY 2** Fill in the words that are similar in meaning with the descriptions below. Job Family Name Gender 1. Another way of saying surname is _____ 2. Male and female are examples of _____ 3. An Occupation is also known as a ____

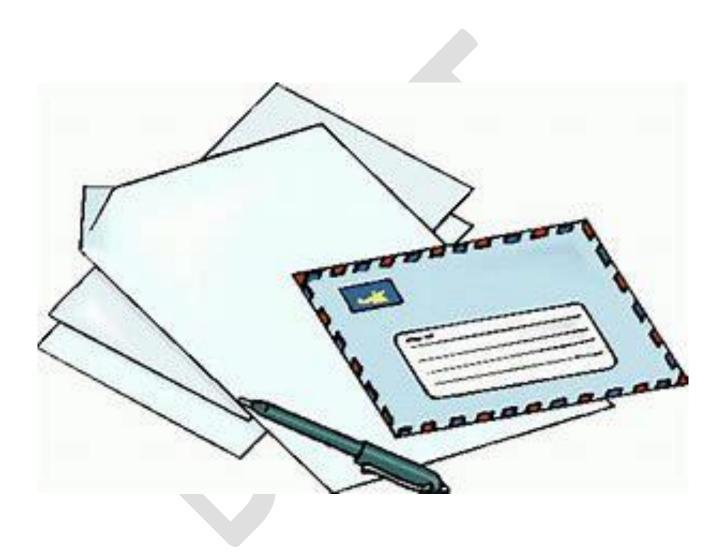
ACTIVITY 3 – Sentence Construction

Using the words provided. Create your own sentences to show your understanding of the words you have learnt.

Words	Own Sentence
1. Signature	
2. Form	
3. Personal	

4. Physical	
5. Document	





TERM 3: WEEK 7 & 8

THEME: LEADERSHIP & ADMINISTRATION

TEXT: FORMAL LETTER

Listening & Speaking: Oral

Activity 1:

Phonemic awareness 1.1 Fill in the sounds you have learnt:							
1.2 Build words using the sounds you have learnt							

Activity 4: Question of the day

Why do you think consumers/employees/citizens write letters of complaint?							
I think consumers/emp	loyees/citizens write cor	mplaint letters to					
report faulty/poor quality products	to complain about certain issues or topics	raise concerns about unfair doings					

🙎 I think consumers/employees/citizens write complaint letters to

Year Four

Term 2: Week 7 & 8

pg. 330

Theme: Leadership & Administration Text: Formal letter

Listening & Speaking: Listens to and speaks about format of a letter

Activity 1: Listen to your teacher read two letters of complaints

Letter 1

13 Joe Solomon Road
Johannesburg
South Africa
2000
13 day of July 2022

Dearest Sir.

I am writing on this beautiful sunny day to let you know about my day to your water park this past Monday, no Tuesday, 1 July 2022.

My visit was with my two dearly beloved children, Innocentia aged 6 years and Rendani aged 3 years to celebrate Mary's sixth birthday. It was such a bright, beautiful day. I ensured that the children wore their sun hats. We wanted Gogo to come too but unfortunately, she had to go collect her SASA pension allowance at the post-office.

We arrived at 09:00. Luckily for us there was not too much traffic but not so fortunately we waited in line for 30 minutes for the park to open. The park was late in opening. This was very annoying. The kids were so disappointed when they saw the Zippy slide was closed. I had to promise them an ice-cream to stop their crying.

We will not be visiting the water park in future.

Goodbye

Mrs Nwabisa Mokwewna

Letter 2

13 Joe Solomon Road Johannesburg South Africa

2000 13 July 2022

The Manager Rosebank Water Fun Park

Johannesburg

Dear sir

I would like to bring to your attention how disappointed I was with the service and facilities at

your Rosebank Water Fun Park.

The Water park's official operating time is from 09:00 to 16:00, unfortunately the staff only

opened the ticket sales booth at 09:30. Furthermore it took another 30 minutes to enter the park

as the security guards requested us to unpack all our belongings from our bags to check for

unauthorized beverage and food.

Whilst many of the attractions were open, some of the main slides for the children were closed

or broken. The most popular attraction, the Zippy slide was closed and the beach area did not

have enough sand for the kids to build sandcastles as it consisted mainly of dirt and twigs. On

top of this the food outlets did not stock children friendly food and drinks.

All of the above was brought to the attention of the site manager but all he could offer was an

excuse that it was the end of the season. This is most disappointing as like all visitors we paid

full entrance price.

I would greatly appreciate your feedback on the concerns raised above. I hope that you can

restore my confidence in the Rosebank Water Fun Park as I believe it's a perfect venue for

families.

Yours faithfully

Mrs Simphiwe Diale

Amended from: K12workbook.com

After Listening: Compare and discuss each of the letters

pg. 332

- How did the writer start each letter?
- ❖ Do you think the style and register of letter 1 is appropriate?
- Compare letter 2's style and register?
- List & compare the complaints of letter 1 and letter 2
- Describe the writer's mood in each letter.
- Which of the letters do you think will be looked upon more favourable?
 Why? Why not?

Activity 3 Speaking: Discuss the format of letter

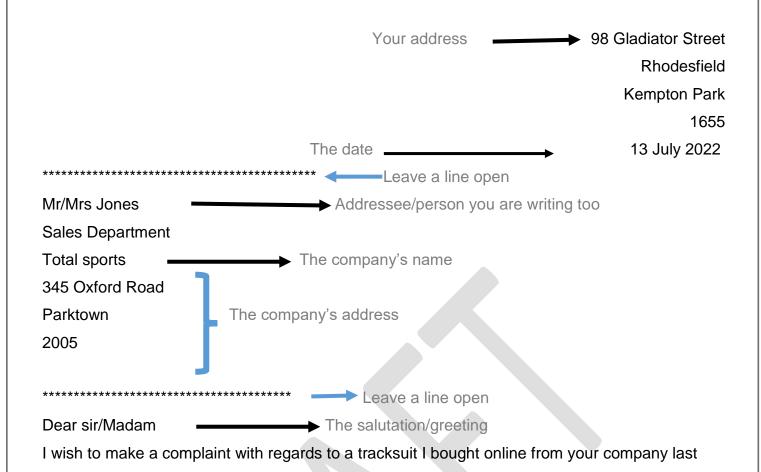
Look at the format of a formal letter. It is important that you set out the letter correctly and use the correct register.

- ✓ Formal letters are business like and get quickly to the point.
- ✓ Formal letters are different to personal letters. You do not write in a chatty manner or use slang.

Formal letters are usually written for some of the following:

- To apply for a job.
- To make a complaint.
- To order goods.
- To the editor of a newspaper.
- To ask for something a form, an appointment.
- To ask for information.
- To make a booking for a holiday etc.
- To invite someone to an event or to visit such as a school open day.

Source: https://k12workbook.com/worksheet-concept/letters-of-complaint



In paragraph 1 give the reason you are writing

My daughter wore the tracksuit and I washed it according to the instructions on the label. When I took it out of the washing machine, the colour had faded and the tracksuit had shrunk. It no longer fits my daughter.

In paragraph 2 give the details about the complaint

I find this to be highly disappointing and would like you to either replace the tracksuit or refund me the total cost including the delivery fee. Hoping to hear from you soon with regards to your decision.

In the last paragraph say what you would like to happen

Yours sincerely Closing

######

Your signature

Miss T Buthelezi

Print your name

month. It is a red tracksuit, small size, item number 2022/07TS.

Year Four

Term 2: Week 7 & 8

Text: Formal letter **Theme:** Leadership & Administration

Reading & viewing: Reads a letter of complaint

Reading Strategy: Making connections

Make Connections

To connect what you read to your life. It may have happened to you, a friend or you may have read about it somewhere else.

During the reading try and make connections to the situation.

You bought the following phone based on the advertisement however the phone is nothing like it was advertised.

iPhone





Vocabulary building:

Activity: Match the definitions (a-g) with the vocabulary (1-7).

Vocabulary	Definition
1. replace	a) a program software tool
2. complain	b) a device for charging a battery or battery- powered equipment
3. scratched	c) in addition, besides (used to introduce a fresh consideration in an argument)
4. charger	d) a device inserted into the ear and is used for listening to something
5. earphones	e) express dissatisfaction or annoyance about something
6. application	f) to cut or damage a surface
7. furthermore	g) to take the place of something

Αı	าร	W	er	'S	:

2.	_	_	_	_	_	_	_	_	_	
4.	-			-			-			

3.	_	_	_	_	_	_	_	_	_	

4										
4.	_	_	_	_	_	_	_	_	_	

7.

Activity: Read and complete letter of complaint below. Use the words in the box

scratched	iPhone	furthermore
applications	complain	secondly
earphones	last year's models	replace
charger	one month old	screen cracked

789 Oaklands Road
Fourways
2004
14 January 2022

Sales Department
Mobile Connection
123 Rhode Island Road
4390

Dear sir/madam

I am writing to you in connection with an(1) device I purchased from the	ne Mobile		
Connection store in Fourway's.			
I feel I must (2) about the item because it was nothing like the one you a	dvertised.		
(3), it was not in a great condition, the back cover was			
(4) and the (5)			
(6) you stated that the earphones and the charger was include	ded, but to		
my surprise one of the(7) was missing and the	(8) was		
not in the box. When I tried to use the phone and find out how its	. (9)		
worked, I discovered that it did not work properly. I could not even connect to the inte	rnet.		
The date on the box showed that this iPhone is not (10) as you claimed in			
your advertisement. It is in fact one of the company's			
(11)			
As a regular customer of yours, I request you (12) the item at once.	I hope that		
steps will be taken to resolve the matter.			
Yours faithfully			
Mr. V. Tumi Source: https://www.eslprintables.com			

YEAR FOUR

TERM 2: WEEK 7 & 8

THEME: LEADERSHIP & ADMINISTRATION

TEXT: FORMAL LETTER

Writing & Presenting: A letter of complaint



Choose one of the following scenarios and write a complaint letter. Your letter must be between 100 -120 words. Write in formal language.

Scenario 1:

You have been working at Fancy Hair Salon for past six months as a beauty technician. You are dissatisfied with the working conditions. Write a complaint letter to the owner. In your letter complain about:

- working space area
- washing basin/ water temperature
- equipment (hair dryers, irons, etc.)/supplies (shampoo, treatment products, hairbrushes etc.)
- what action/changes you would like to be taken/see

Scenario 2:

You have bought a very expensive equipment /tool /apparatus for your chosen vocational field (woodwork/ auto moto body repairs/ haircare/ hospitality studies etc. which is faulty/ not working/ missing parts/ broken. Write a letter of complaint to the company/shop/manufacture from which you bought it. Include these details:

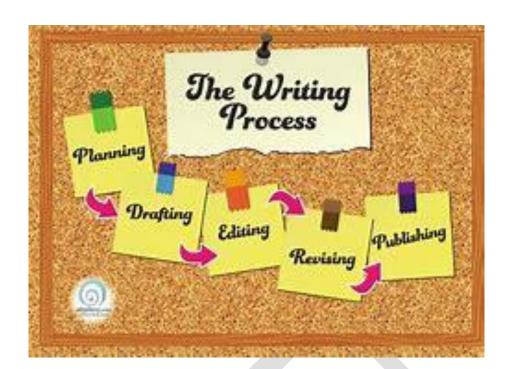
- Name of shop where you bought it
- Date you bought it
- Model number
- What is wrong with it

What you want them to do

Outline for complaint letter

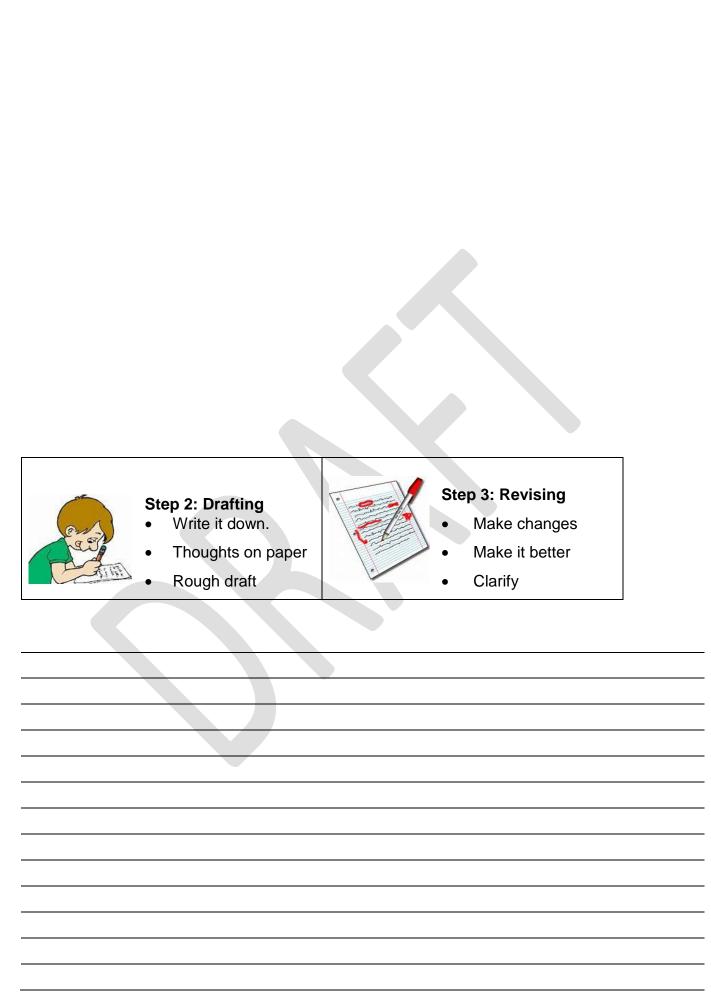


Follow the writing process steps:





Step 1: Prewriting



Step 4: Proofreading Edit it Fix the mistakes Step 5: Publishing Final copy Make it neat

Checklist for formal letter

Requirements	Yes	No
The sender's address (your address), is on the top right-		
hand corner.		
The address of the company/person to whom the letter is		
being sent is written on the left-hand side.		
Greeting & salutation		
Use paragraphs in your letter – at least 3.		
The letter includes the specific complaint and details.		
The tone is polite and in formal language		
The letter includes what action/changes you would like to		
be done		

YEAR FOUR

TERM 2: WEEK 7 & 8

THEME: LEADERSHIP & ADMINISTRATION

TEXT: FORMAL LETTER

Language Structures & Conventions: Writing sentences

Activity: Write the sentences in the correct group

I trust that you will replace the item.	When I checked the item, I found that it had been damaged.
There is an error in the bill.	I must insist on a full refund.
I would be grateful if you could look into the matter.	I hope you can take steps to make sure this does not happen again.
There seems to be a problem with the battery.	The delay was unacceptable.

What went wrong	What you'd like to happen

Source: www.britichcouncil,org

Activity: Complaining politely and appropriately

Complaint letters are written in formal language. The tone should be polite not angry or threatening.

Read the extract from a letter of complaint. Is it polite and appropriate for a formal letter or not?

Sentence	Polite and appropriate	Not polite and appropriate
It has been brought to my attention that several recent deliveries have contained broken parts.		
I'm not keen on the way you're dealing with our people.		
We might as well find another supplier if things can't be sorted out.		

I look forward to the matter being resolved in due course.



YEAR ONE

TERM 1- WEEK 3 & 4

THEME: SPORT

TEXT: INFORMATIONAL TEXT

Listening & speaking



Ice Hockey

In ice hockey, there are 2 teams. Each team has 6 players at a time.

People play hockey on ice. There is a net on both sides of the ice rink.

Hockey players wear ice skates. They carry hockey sticks. In hockey, there is no ball. There is a disk called a puck. Hockey players push the puck with their sticks.



Hockey players try to get the puck in the net. A team gets a point if they get the puck in the net.



A hooliny grayer tries to stone. The goalle defends the set.

A hockey game is 60 minutes long. The team with the most points at the end is the winner!

NonFictionSportsPassagesLevelFLevelGFREEBIE-1.pdf

<u>acceptage acceptage</u>

Soccer

In soccer, there are 2 teams. Each team has 11 players at a time.

People play soccer on a big grass field. There are 2 nets.



sscor fett

In soccer, you cannot use your hands. You need to kick the ball. You get a point when you kick the ball in the net.

Some players try to kick the ball in the net. Some players try to stop the other team.

One player is the goolie. The goalie stands in the net. The goalie can use their hands to stop the ball.



Agoste defends the ret.

A soccer game is 90 minutes long. The team that has the most points at the end is the winner.



Complete the table below using the KWL thoughts process.

K — What I know	W - What I would	L - What I would like
	like to know	to learn

Activate prior knowledge

Activation of prior knowledge to create context for learners



- Mhat do you think the people in the picture is doing?
- What different kinds of sports are there?
- Do you think different countries prefer different sports?
- Mhat is your favourite sport?
- Why do you like your favourite sport?
- Do we play different sports in different seasons?

Pre-, during, post

Pre listening

Ask the learners to put their heads on the desk.

Learners must be told to close their eyes.

Think about the picture, what sounds would you think you would hear (bouncing of balls, people cheering), what would you see (people running, kicking, hitting balls), what do you smell (tuckshop/hotdogs, grass).

During listening

Listen to the information text about ice hockey/soccer.

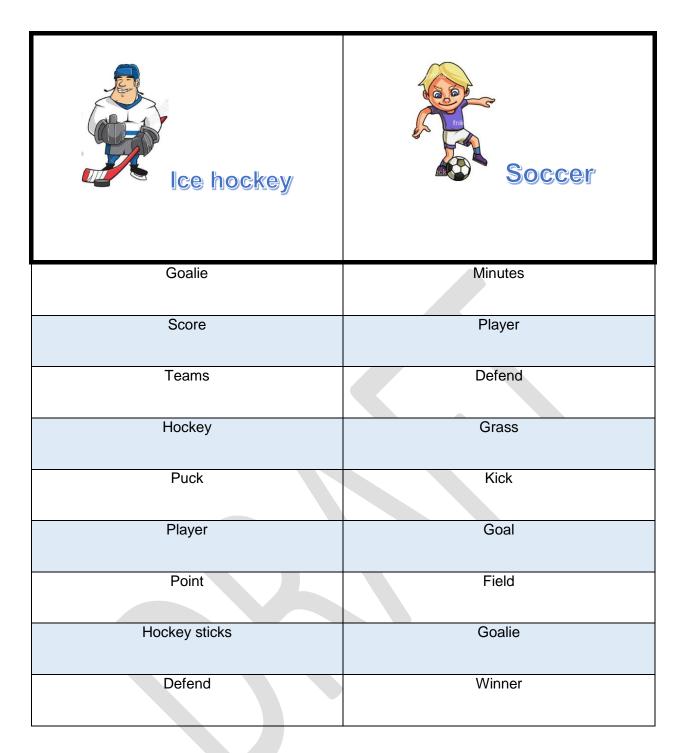
Post listening

Class/group discussion

- Teacher uses w- and h-questions
- Can you think of another sport with similar rules (ordinary field/grass hockey)?



Vocabulary



Look at the words below and circle the words that are similar with the same colour pencil.

Ice hockey	Soccer	
Goalie	Minutes	
Score	Player	
Teams	Defend	
Hockey	Grass	
Puck	Kick	
Player	Goal	
Point	Field	
Hockey sticks Goalie		
Defend	Winner	

Questions for discussion

- 1. Who can play sports? Look at the picture for clues.
- 2. What do you need to play ice hockey/grass hockey?
- 3. What do you need to play soccer?
- 4. What is the difference between ice hockey and field hockey?
- 5. Explain the rules of soccer.
- 6. Are there similarities between the rules of soccer and ice hockey/field hockey?

Yes. All three sports try to get the ball/puck into the goals and have goalies to try and prevent the ball/puck from entering the goals. Only the goalie may handle ball/puck with their hands.



TERM 1- WEEK 3 & 4

THEME: SPORT

TEXT: INFORMATIONAL TEXT



Reading and Viewing

Activity: Match the question to the correct answer by writing the letter in the middle column



Question/Statement		Answer/Statement
6. This game lasts for 60	D	F) A goalie in ice hockey, hockey
minutes.		and soccer.
7. Hockey can be played on	E	G) Soccer
these two courses.		
8. This player can touch the	Α	H) A goal is scored when the
ball with his/her hands.		ball/puck enters the net.
9. You score a point when	С	I) Ice hockey
this happens.		
10. This game lasts for 90	В	J) On ice or a field
minutes.		





Activity: In groups, use the diagram below to talk about sport

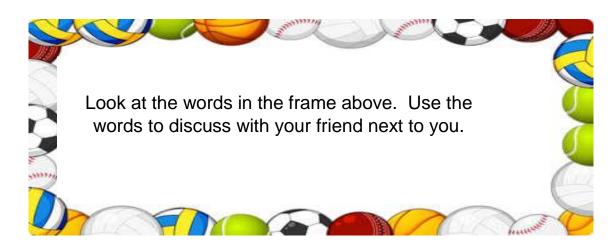
What is your favourite sport?
What kind of sports do you get? (E.g. winter/summer, group/team, individual/pair, contact/noncontact

Who can play your favourite sport?
Who can be spectators of the sport?



How is your favourite sport played? How do you win in your favourite sport? Where is your favourite sport played? When can you play your favourite sport?





Phonemic awareness				
Fill in the	Fill in the sounds you have learnt:			
	,			
Build words using the sounds you have learnt				

Theme Vocabulary			
Write the theme vocabulary in your personal dictionary.			

YEAR ONE

TERM 1- WEEK 3 & 4

THEME: SPORT

TEXT: INFORMATIONAL TEXT



Writing and Presenting



Activate prior knowledge









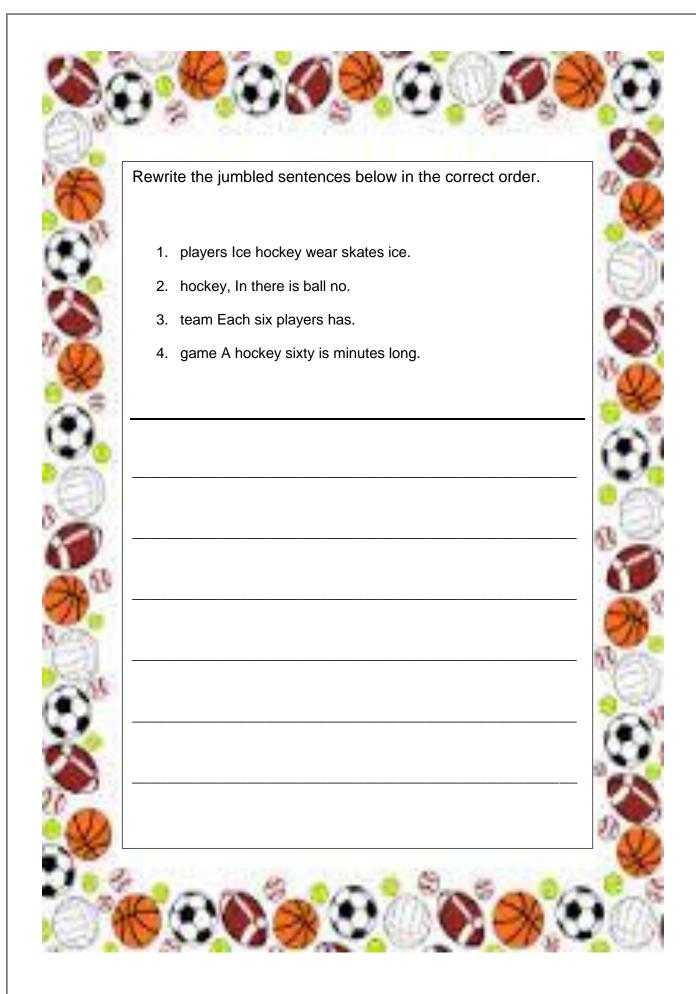
Class/group discussion

What do you see in the pictures?

Can you remember which types of sports did we discuss previously?



- A soccer game is 90 minutes long.
- The team that has the most points at the end is the winner.
- In soccer, you cannot use your hands.
 You need to kick the ball.
- People play soccer on a big grass field.
- In soccer, there are 2 teams.



Year One

Term 1- Week 3 & 4

Theme: Sport

Text: Informational text



Language Structures & Conventions



Past or Present tense

Underline whether the sentences below are in past or present tense:

Sipho scored a goal during yesterday's soccer game.	Past	Present
Jacky hits the ball with her hockey stick.	Past	Present
The goalie catches the ball with his hands.	Past	Present
The hockey player slipped on the ice.	Past	Present
The soccer player places the ball on the middle line.	Past	Present

Name:	Date:
Name:	Date:

Verbs: Past, Present, and Future Tense

Verbs are words that show an action or state of being. The **verb tense** tells when the action happened. When the verb tense changes, the verb often changes its spelling. The three major tenses are:

- past (yesterday, earlier, long ago)
- · present (today, now, currently)
- · future (tomorrow, later, next year)

Example:	Run

Past Present Future
She ran yesterday. She runs past me today. She will run tomorrow.

The progressive tense is formed when you add the helping verb "to be" and the suffix -ing.

Past Progressive She was running yesterday. Present Progressive She is running today. Future Progressive She will be running tomorrow.

Directions: Write each word or phrase from the verb bank in the proper column below.

Verb Bank					
is playing	chos	se will	be hopping	flew	swung
	will smile	is trying	flies	was kicking	
will fly	slid	hopped	will be	jumping	will swing
	kicks	looks	will choose	is smiling	

Past/Past Progressive	Present/Present Progressive	Future/Future Progressive



YEAR Two

TERM 1- WEEK 3 & 4

THEME: TRANSPORT

TEXT: INFORMATIONAL TEXT

TEXT 1



There are lots of different modes of transport. These help people to move on land, in the air or water. Here are a few examples of modes of transport - how many of these different types of transport have you used to travel?

- Car: Cars can be used on land. They are usually powered by petrol or diesel, although some use electricity.
- Train: Trains can be used to travel on land. Electric trains are powered by overhead wires. The train's energy comes from electric currents, which pass along these wires and give the train power to run.
- Bicycle: This is a good way to travel if you only have to go somewhere that is not too far away. You can also use them for sport or exercise!
- Bus: Buses can be used to travel on land. They are usually powered by diesel.
- Aeroplane: This is a good way to travel if you have far to go and don't want to spend a lot
 of time traveling! Planes are powered by engines, which burn fuel.
- Sailboat: Sailboats can be used on water. This is not a common mode of transport, but it does allow people to travel without having to use an engine!
- Boat (or ship): Ships are powered by engines, which burn fuel (usually diesel). Ships are used on water.
- Helicopter: This is a good way to travel if you don't have far to go, but they are expensive to travel on! Helicopters are usually powered by gas engines, which burn fuel.
- Hot air balloon: This is a good way to travel if you want to travel high up and have some beautiful views! Balloonists who move the balloon through the air usually burn propane gas in order to fill up the balloon with hot air to make it rise.

https://www.twinkl.co.za/teaching-wiki/transportation

Text 2



How Has Travel and Transport Changed over Time?

The way that we move around has changed a lot over time. There are more cars on the road, and faster modes of transport that can travel longer distances quickly. Different modes of transportation have arisen and improved over the years, changing the way we move about.

But exactly **how has transportation changed over time**? Here are some examples of **how transport has changed over time**:

Cars

Cars are a great first example of **how transport changed over time**, as cars have evolved a lot over time!

The first-ever car was finished in 1886. It looked very different from modern cars. It had three wheels, no roof and did not even have a steering wheel! Cars are very different from when they were first invented.

Motorcycles

Motorcycles were first invented in the 1880's. They became popular with young adults in the 1920's and remained that way until cars became cheaper for everyone.

Bicycles

Bicycles have changed in so many ways since they were first invented. They went from having large front wheels and tiny back ones, to smaller wheels all around. Bicycles used to be made of wood.

Bikes in the past were much heavier and often difficult to move, but today, modern bicycles are lightweight and built for speed. There are many different types of bicycles available depending on how fast they are and what their purpose is. People can choose from mountain bicycles, racing bicycles, electrical bicycles etc. Electric bicycles are becoming very popular because they are easier to ride.

Trains

The first train was invented over 200 years ago and was powered by steam. Trains used to be much slower than they are today. They were also less luxurious and did not have air conditioning or bathrooms.

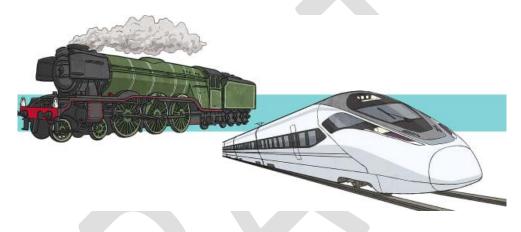
Today's trains are faster, more comfortable and can travel long distances without stopping for breaks along the way. They can travel at speeds of over 400 kilometers an hour!

Buses

Buses have not changed much throughout time. They are still used for the same things, but they look better!

They are bigger and stronger to be able to carry more people. Also, modern buses have air conditioning so that their passengers can enjoy a cool ride even in hot weather.

Adapted from https://www.twinkl.co.za/teaching-wiki/transportation



Complete the table below using the KWL thoughts process.		
K — What I know	W - What I would	L - What I would like
	like to know	to learn

	<u>Phonem</u>	nic awareness	
Fill in the	sounds you have	e learnt:	
Build wor	ds using the sou	nds you have lea	arnt
	Theme	· Vocabularv	

Write the theme vocabulary in your personal dictionary.



Listening and Speaking

Activate prior knowledge

Activation of prior knowledge to create context for learners



- A What do you think the picture is about?
- A What different kinds of transport are there?
- Do you think different countries prefer different transport?
- Mhich form of transport do you use most often?

Pre-, during, post

Pre listening

Ask the learners to put their heads on the desk.

Learners must be told to close their eyes.

Think about the picture, what sounds would you think you would hear (trains, hooters, engines, cars braking), what would you see, what do you smell (fuel, oil, rubber (of tyres), etc.).

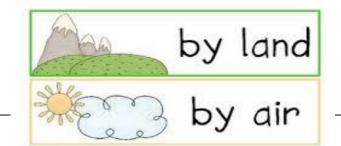
During listening

Listen to the information text about transportation.

Post listening

Class/group discussion

Teacher uses w- and h-questions





Vocabulary

Words linked to transport		
Mode of transport	Common	
Powered	Passenger	
Fuel	Sailboat	
Electricity	Engine	
Overhead	Evolve	
Currents	Popular	
Distance	Invent	
Improve	Luxurious	
Improve	Balloon	
Air conditioning	Balloonist	

Look at the transport pictures below. Draw a or or or







to show what

your experience was and explain the reasons to your friend.

Transport	(B)	(1) (1) (1) (1) (1) (1) (1) (1) (1) (1)	
7815			
20000000			
AMBULANCE AMBULANCE			

YEAR Two

TERM 2- WEEK 3 & 4

THEME: TRANSPORT

TEXT: INFORMATIONAL TEXT



Reading and Viewing

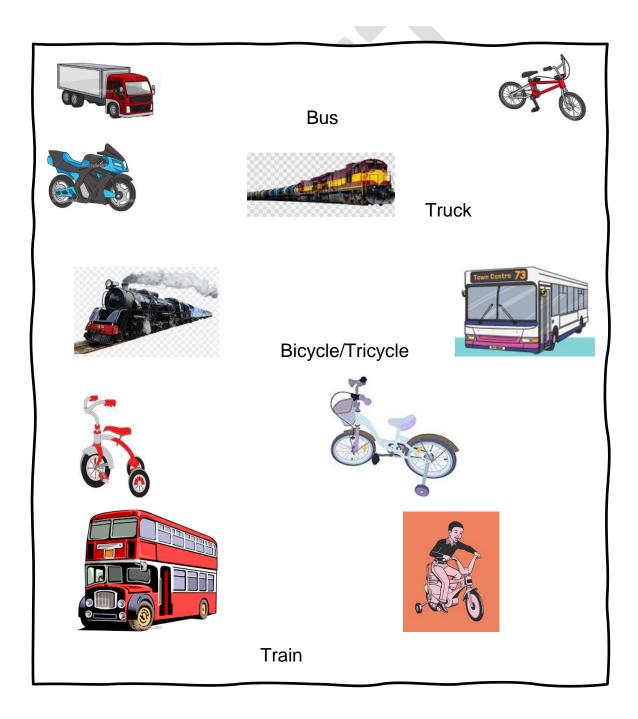
Discuss the following riddles. Use the clues in the clue box if you need help

 I use petrol, have two wheels and my driver wears a helmet.



- 2. My wheels are steel and I can only follow a set track/course.
- 3. I can have one or two levels, and I can transport many people at the same time.
- 4. I can have two, three or four wheels and you need to use my pedals to move me around.
- 5. I have a very strong engine and I can carry heavy loads on my back.







Let's Play!

I spy with my little eye something beginning with... (e.g. 'b' for 'bus')

I spy with my little eye something with four wheels...

I spy with my little eye something with wings...

I spy with my little eye something that takes away rubbish... (rubbish truck)

I spy with my little eye something that ends with 'n' ('balloon')

I spy with my little eye something with sails (boat/yacht)

Add your own questions



Use old magazines and cut out any pictures or words that can link to transport. Past it in the block below.	€	A	4	₽	盖
		•		4	40,
	<u>~</u>		<u> </u>		ä
g. 371					

YEAR ONE

TERM 1- WEEK 3 & 4

THEME: TRANSPORT

TEXT: INFORMATIONAL TEXT



Writing and Presenting



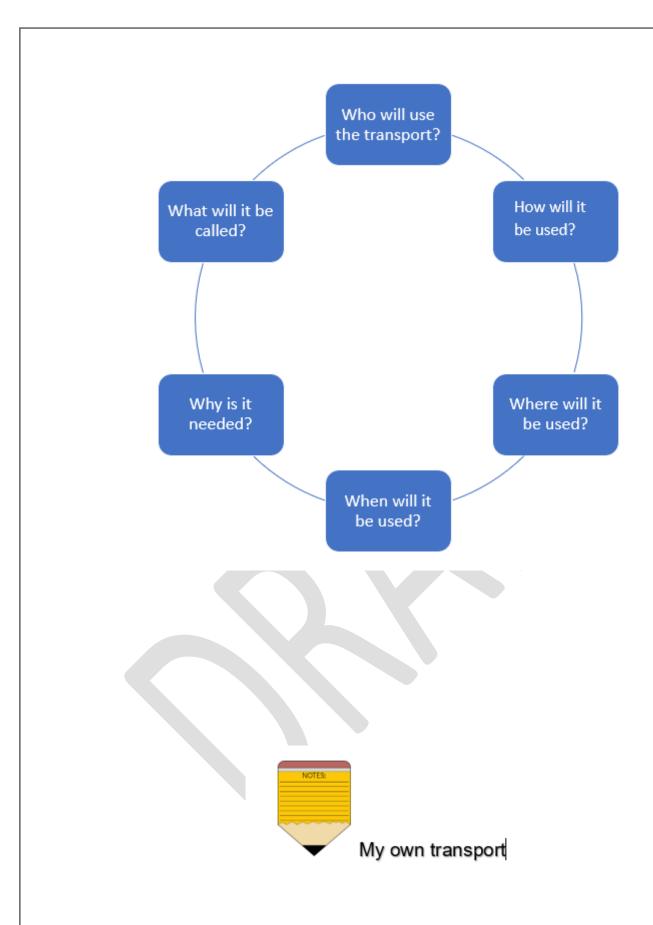
Look at either Text 1 or 2 at the beginning of this cycle. Use the text and underline the most important sentences that can be used in a summary. Rewrite the sentences in the space below to create a summary.

Use the questions below to design your own transport / vehicle. Think about how you will



present it to your group or the class.

WH questions





YEAR TWO

TERM 2- WEEK 3 & 4

THEME: TRANSPORT

TEXT: INFORMATIONAL TEXT



Language Structures & Conventions Degrees of comparison



Look at the pictures and words above and use it in sentences. Discuss/share your sentences with a friend.

Complete the table below by filling the missing the degree of comparison in the empty block.



slow	slower	
good		best
	colder	coldest
short		shortest
angry	angrier	
little	less	

YEAR THREE

TERM 4: WEEK 5 & 6

THEME: BODY LANGUAGE

TEXT: INFORMATION / VISUAL MEDIA

Listening & Speaking: Oral

Activity 1:

	Phonemic awareness		
1.1 Fill in the sour	nds you have learnt	:	
1.2 Build words us	sing the sounds yo	u have learnt	

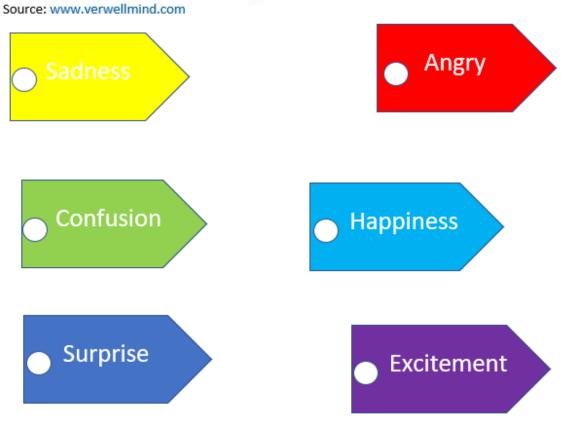
Activity 2:

Theme Vocabulary			
Write the theme vocabulary in your personal dictionary.			
communicate	verbal	non-verbal	facial
expression	gestures	unconsciously	cues
indicate	emotion	convey	sombre
conflicting	appearance	spontaneously	dour

Activity 3: Group discussion

3.1 In your group's discuss the facial expression of each image. Match the facial expressions with its corresponding tag.





3.2 Complete the K-W-L table in your classwork book

Theme: Body language Complete the table below using the KWL thoughts process.			
K - What I know	W – What I would like to know	L – What I would like to learn	

Activity 4: Question of the day

What do you think body language refers to?		
I think body language is	S	
non-verbal communication.	saying how we feel using our body.	how people show what they think and feel.

🔁 I think body language is

YEAR THREE

TERM 4: WEEK 5 & 6

THEME: BODY LANGUAGE
TEXT: INFORMATION TEXT

Listening & Speaking: Listens to and speaks about how to read and understand body language

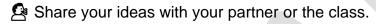


Activity: Listen and watch a video on how to read body language

Activity 1: Before you listen

Think about what you already know about body language.

- Why do we need body language?
- Are words not good enough?
- What can we express with body language?



Activity 2: Listen

- Description Listen to your teacher reading an information text on body language.
- Listen for the main and supporting ideas.

Activity 3: Speaking

- A Identify some of your cultures body language by answering the questions below.
- When you meet someone for the first time, how do you greet him or her?
- Po you use the same greeting for men as for women?
- % How do you greet your friend?
- ? How do you greet a friend of the opposite sex?
- P How do you greet members of your family: children, adults, elders?
- Poscribe three gestures you use frequently and say what they mean.
- Which gestures are impolite in your culture?

Post Listening:

1. Listen to the text again.



2. Complete the table below. Match the body part in COLUMN B with what it is saying in COLUMN A.

COLUMN A	COLUMN B
2.1 hands behind back	happiness or pleasure
2.2 smile	disapproval or unhappiness
2.3 clenched fist	interest or paying attention
2.4 frown	closed-off or defensive
2.5 crossing arms	feeling bored
2.6 eye-contact	anger

YEAR THREE

TERM 4: WEEK 5 & 6

THEME: BODY LANGUAGE

TEXT: INFORMATION TEXT

Reading & viewing: Reads an information text



Shared Reading: Read the information text below with your teacher

Understanding Body Language

When we communicate with other people it is not only our words that contain the meaning. An important part of that meaning comes from what is called 'non-verbal communication'. By this we mean facial expression, gestures with hand, arm, legs, the way we touch other people, the distance we keep between ourselves and the people we are talking to. All these say something to other people. It has been



Source: Google image

suggested that body language may account for between 60 to 65% of all communication. Facial expressions and gestures are used by everyone often spontaneously, even unconsciously. Smiling, for example, is found in most cultures as a sign of happiness or

pleasure. A frown can signal disapproval or unhappiness. I once asked a Portuguese student why bank officials in Lisbon seemed so dour and he told me that if they smiled too much, they

would not seem serious about their work.

The eyes are frequently referred to as the "windows to the soul" since they are capable of revealing a great deal about what a person is feeling or thinking. When a person looks directly into your eyes while having a conversation, it indicates that they are interested and paying attention. However, prolonged eye contact can feel threatening.

Gestures such as pointing, waving, shaking or nodding head are also widely used, although the gestures themselves do not always mean the same in every culture. A clenched fist can indicate

anger in some situations or solidarity in others. A thumbs up and thumbs down are often used as gestures of approval and disapproval.

The arms and legs can also be useful in conveying nonverbal information. Crossing the arms can indicate that a person feels defensive, self-protective, or closed-off. Crossing legs away from another person may indicate dislike or discomfort with that individual.

Other subtle signals such as expanding the arms widely may be an attempt to seem larger or more commanding while keeping the arms close to the body may be an effort to minimize oneself or withdraw from attention. Clasping the hands behind the back might indicate that a person is feeling bored, anxious, or even angry.

Because many non-verbal messages are 'culture specific', they cause a lot of misunderstanding between people from different backgrounds. Northern Europeans and Americans, for example, like to keep a certain 'personal space' between themselves and others and feel uncomfortable if people come too close to them. In these same cultures it is considered impolite to stare, but Greeks, it is said, feel ignored if people do not stare at them in public. Europeans usually change their facial expression to show happiness, anger, boredom, sadness. For this reason, they call Asians 'inscrutable' because they change facial expressions much less.

One of the main differences between verbal and non-verbal communication is that we are often not conscious of the expressions and gestures we use and so we are in danger of giving more information than we really want to, or even of giving a conflicting message with our body language to the one expressed in words.

Source: www.eslprintables.com



Answer the following questions on the information text.

1. Circle the letter of the correct answer.

Body language is

- A. The expressions on our faces
- B. The way we greet each other
- C. Non-verbal communication
- D. The way we dress
- 2. List 3 way in which people communicate using body language.

- 3. What is the main idea of the text?
- 4. When we do something spontaneously (line 10) we do it ...
- 5. What figure of speech is "the eyes is the window to the soul"?
 - A. Metaphor
 - B. Proverb
 - C. Simile
 - D. Idiom
- 6. Why do you think the eyes are frequently referred to as the windows to the soul?
- 7. Which gesture indicates approval?
- 8. What non-verbal information is communicated when a person crosses their legs away from another person's?
- 9. In your opinion do you think it is acceptable or unacceptable for people to ask for 'personal space'?
- 10. What is the difference between verbal and non-verbal communication?
- 11. Explain what you think the following line means.
 - "...giving a conflicting message with our body language"



Vocabulary building:

2. Match the meanings in COLUMN B with the correct word from COLUMN A. Write the word and the meaning in your class workbook.

Column A	Column B
9. clenched	very serious or stern looking
10. prolong	without realizing or being aware of one's actions
11. gesture	closed into a tight ball
12. dour	a movement of the arm, head or body
13. unconsciously	to make something last a long time

YEAR THREE

TERM 4: WEEK 5 & 6

THEME: BODY LANGUAGE

TEXT: INFORMATION TEXT

Writing & Presenting:

Study the four picture situations below. Look carefully at what the person's body language is saying. Do you think they are feeling and showing positive body language (happy, friendly, confident, relaxed) or negative body language (unfriendly, superior, unhappy or tense)?









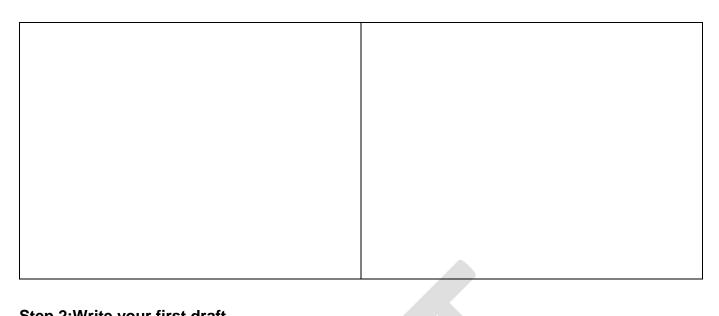


Write a description paragraph of 3-4 sentences of each situation. Write what you think the person's body language is saying. Use words/phrases from the box to help you construct your sentences.

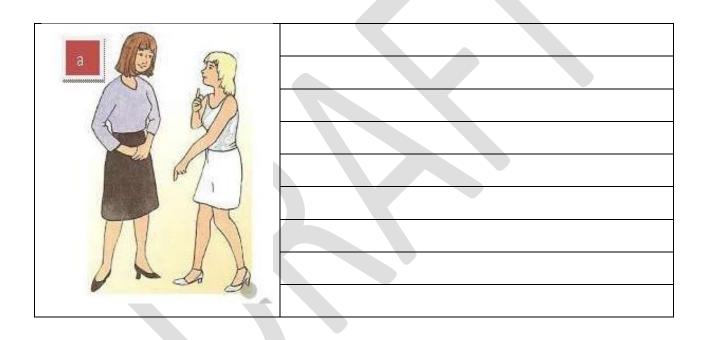
arms folded/crossed	shoulder slumped/ hunched over
leaning forward/titled head	looking down at the floor/eye contact
hands on chin	same body actions
Smile/ tighten lips	looking at someone / eye contact
clasping hands/ hands on hips	open posture/standing up straight

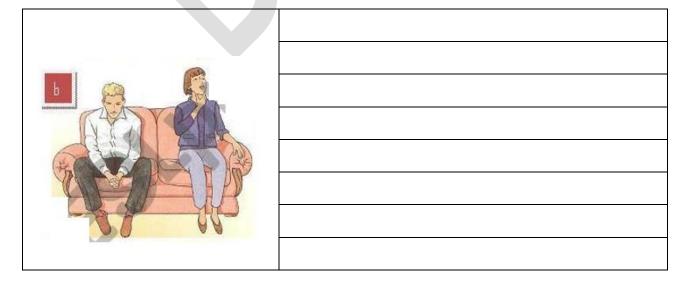
Step 1: Planning/Brainstorm:

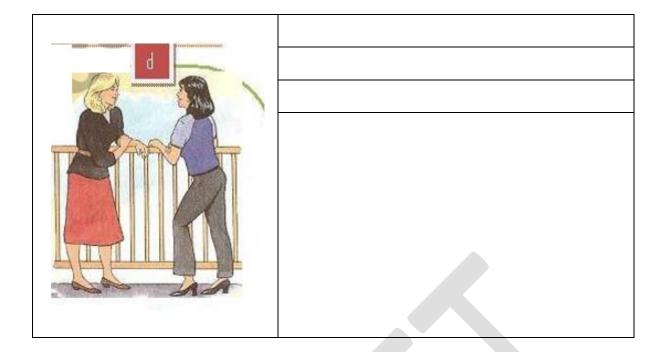
a)	b)
,	D.
c)	d)



Step 2:Write your first draft





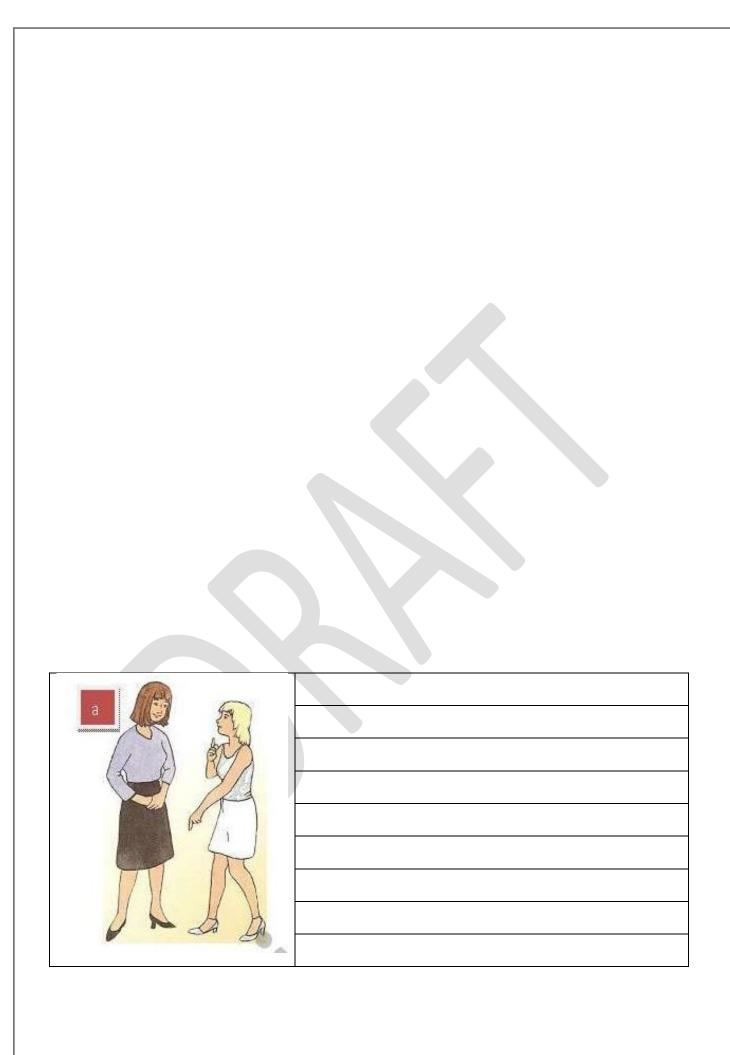


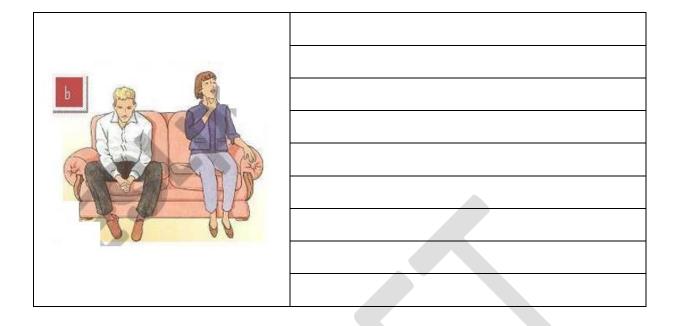
Step 3 Revise: Ask a friend to edit the draft.

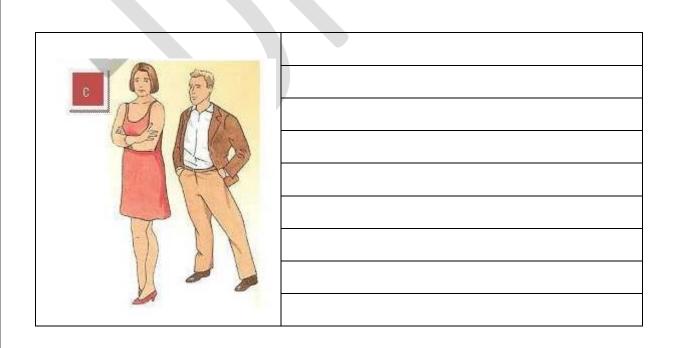
Step 4 Edit: Check spelling and punctuation. Make corrections to the draft.

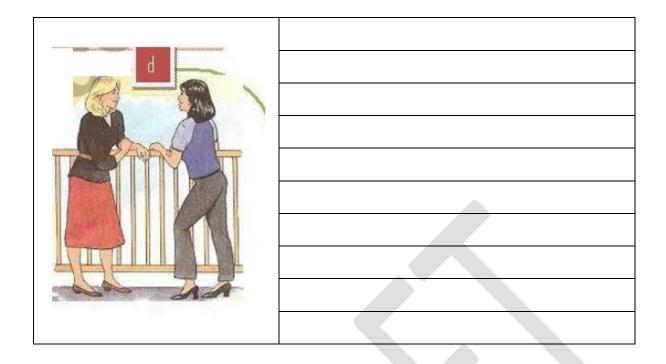
Check List:

	Checklist- Paragraph	Yes	No
1.	My topic sentence states what the persons body language is saying. (Positive or negative)		
2.	I used body describtions such as facial expressions, gestures and posture to say what they are feeling.		
3.	My ideas are organized and make sense.		
4.	Transitions (links) between sentences are smooth and clear.		
5.	I have checked all words for accuracy and spelling.		
6.	I have checked punctuation for accuracy.		
7.	Grammar is appropriate and accurate.		
8.	My Paragraph is interesting to read		









YEAR THREE

TERM 4: WEEK 5 & 6

THEME: BODY LANGUAGE

TEXT: INFORMATION TEXT

Language Structures & Conventions: Definite & Indefinite articles

How to Use Articles A-AN-THE



A

- "A" is used in front of singular countable nouns (a person, animal or thing) which are not specific.
- We don't use a before uncountable or plural nouns.
- If a noun starts with a consonant sound (b, c, d, f, g, h, j, k, etc.), "a" comes before the noun.

E.g. a dog, a chicken, a boy, a teacher, a girl, a lesson, a website, etc.

An

- "AN" is used in front of singular countable nouns which are not specific.
- We don't use a before uncountable or plural nouns.
- If the noun starts with a vowel sound (a, e, i, o, u), "an" comes before the noun.

E.g. an umbrella, an owl, an image, an hour, an enemy, an author, etc.

The

 We use 'THE' in front of all nouns (It does not matter whether the nouns are singular, plural countable or uncountable) to describe someone or something specific or unique.

E.g. the Moon, the world, the Sun, the atmosphere, the rain, the South, the West, the North, etc.

www.eslforums.com

Let's practice

Activity 1:

- ❖ Reread the text Understanding Body Language
- ❖ As you read underline all the definite articles (a/an) and highlight all the indefinite articles (the).

Activity 2:

- 1. Non-verbal signals, or what is known body language, can have five time more of effect on person than actual words you may speak.
- 2. One of most common types of body language is smile. smile is universal sign of acceptance and happiness. smile that reaches eyes is genuine smile that says you are welcome to come closer.
- 3. direct stare lasting more than few moments can be considered aggressive or hostile. Hold contact for few moments and then look down.

For fun!

Fill in the correct article (A, AN or THE) where necessary - or leave blank!

1 moon	goes round	earth eve	ery 27 days		
2. The Soviet Unio	on was	_ first country to	send a ma	an into	_space.
3. Did you see the	film on	television or	at	cinema?	
4. I'm not very hur	ngry, I had	big breakfa	ast.		
5. I never listen to	. radio.	In fact, I haven'	t got	radio.	
6. What is	_ highest mour	ntain in	_world?		

7. It was a long voyage. We were at _____ sea for four weeks.

YEAR FOUR

TERM 4: WEEK 5 & 6

THEME: ENTREPRENEURSHIP

TEXT: INFORMATION / VISUAL MEDIA

LISTENING & SPEAKING: ORAL

Activity 1:

Phonemic awareness				
1.1 Fill in the sour	1.1 Fill in the sounds you have learnt:			
1.2 Build words using the sounds you have learnt				

Activity 2:

Theme Vocabulary			
Write the theme vocabulary in your personal dictionary.			
entrepreneur	entrepreneurship	resilient	risk
hardworking	company	owner	problem solver
innovate	creativity	opportunities	calculated
employees	successful	persistent	famous

Activity 3: Group discussion

- 3.1 Discuss the questions below.
 - Do you know what these people are?
 - Do you know what these people are famous for?



Mark Shuttleworth



Basetsana Kumalo



Patrice Motsepe

- What makes people become successful entrepreneurs?
- What kind of people found their own businesses?
- Have you ever thought about setting up your own business? What kind of business would that be?

3.2 Complete the K-W-L table in your classwork book

Complete the table below	Theme: Entrepreneurship w using the KWL thoughts pro	ocess.
K - What I know	W – What I would like to know	L - What I would like to learn

Activity 4: Question of the day

What do you think are important characteristics of an entrepreneur? I think a successful entrepreneur

is creative and	works hard and is	is always passionate
resilient.	willing to take risks.	about their business.

🔄 I think a successful entrepreneur is

Entrepreneurship

Q	I	K	P	R	0	F	I	T	A	E	C	0	5	E
M	L	U	R	P	C	U	R	I	0	U	5	A	E	C
R	C	0	E	P	K	N	U	E	Q	G	D	R	L	0
Ε	P	I	5	T	G	W	N	0	W	N	E	R	F	N
5	E	В	P	L	В	N	D	E	F	V	T	H	D	F
I	R	R	E	T	U	K	E	Z	L	K	E	Α	R	I
L	5	A	C	E	5	y	R	0	Q	P	R	R	I	D
I	I	V	Т	A	I	D	5	Z	I	U	M	D	٧	E
Ε	5	Ε	F	M	N	M	T	5	W	N	I	W	E	N
N	Т	E	U	P	E	Z	A	K	I	C	N	0	N	T
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W	N	F	В	A	s	I	D	L	E	U	D	K	0	A
P	T	0	L	y	A	N	I	L	C	A	I	I	5	Q
T	R	R	Z	E	J	Т	N	E	U	L	В	N	5	T
P	C	V	D	R	D	K	G	D	٧	0	D	G	Z	F

BRAVE BUSINESS CONFIDENT CURIOUS DETERMINED HARDWORKING LOSS OWNER PERSISTENT PROBLEMSOLVER

PERSISTENT
PROBLEMSOLVER
PROFIT
PUNCTUAL
RESILIENT

RESPECTFUL

SELFDRIVEN

LIVEWORKSHEETS

YEAR FOUR

TERM 4: WEEK 5 & 6

THEME: ENTREPRENEURSHIP

TEXT: INFORMATION / VISUAL MEDIA

Listening & Speaking: Listens to and speaks about entrepreneurship



Activity: Listen and watch a video on "What is entrepreneurship?"

https://www.youtube.com/watch?v=prDsSjywWag

Activity 1: Before you listen

Think about what you already know about entrepreneurship. Look at the images below of young entrepreneurs. Think and talk about the Entrepreneurships Day at your school.





Activity 2: Listen & watch

- P Listen to and watch the video on What is an entrepreneur?
- Deliate Listen for the characteristics of an entrepreneur.

Activity 3: Mark the sentences below True (T) or False (F). Watch again to check your answers.

	Statement	True/False
1	An entrepreneur assumes the risk of a business.	
2	Entrepreneurs are change agents.	
3	Entrepreneurs see wants, needs and challenges as problems to ignore. (F)	
4	Entrepreneurs have skills and talents that can make a difference in the world. (T)	
5	Entrepreneur's vision is to make money	
6	Entrepreneurs' goal is to create jobs for themselves and for other people.	
7	Entrepreneurs' do not change the world.	
8	Everyone cannot be an entrepreneur.	

Post Listening:

Write down a list to describe entrepreneur's skills/abilities 1	1 Ost Eisterling.
2	Write down a list to describe entrepreneur's skills/abilities
	1
3. 4.	2
4	3
4	
	4
5.	5

YEAR FOUR

TERM 4: WEEK 5 & 6

THEME: ENTREPRENEURSHIP

TEXT: INFORMATION TEXT

Reading & viewing: Reads an information text



Shared Reading: Read the information text below with your teacher

Biography: Bill Gates



Bill Gates
Source: US Treasury Department

William Henry Gates III was born in Seattle, Washington on October 28, 1955. He was the middle child of William H. Gates II, a prominent Seattle lawyer, and Mary Gates, a teacher.

Bill loved to play board games and was competitive at most everything he did. He was an intelligent student and his best subject in school was math.

When Bill turned thirteen his parents sent him to the Lakeside Preparatory School. It was at Lakeside where Bill met his future business partner Paul Allen. He also was introduced to computers at Lakeside.

After graduating from high school in 1973, Gates attended Harvard University. At first, he planned to study as a lawyer, but he continued to spend much of his time on computers. He also kept in touch with his friend Paul Allen.

When the Altair personal computer came out in 1974, Gates and Allen decided they could write a BASIC software program to run on the computer. They called up Altair and told them they were working on the program. He worked hard on the program and it worked perfectly the first time.

In 1975, Gates dropped out of Harvard to start a software company with Paul Allen called Microsoft. In 1980, Gates made a deal with IBM that would change computing. Microsoft reached a deal to provide the MS-DOS operating system on the new IBM PC. Gates sold the software to IBM for a fee of \$50,000, however he held onto the copyright of the software. When the PC market took off, Microsoft also sold MS-DOS to other PC manufacturers. Soon, Microsoft was the operating system in a large percentage of computers around the world.

In 1985, Gates and Microsoft took another risk. They released the Microsoft Windows operating system. This was Microsoft's answer to a similar operating system introduced by Apple in 1984. At first, many people complained that Microsoft Windows wasn't as good as the Apple version. However, Gates continued to press the open PC concept. Microsoft Windows could run on a variety of PC compatible machines, while the Apple operating system only ran on Apple machines. Microsoft won the operating system battle and was soon installed on nearly 90% of the world's personal computers.

Over the next few years he introduced new products such as Windows Office programs like Word and Excel.

In 1986, Gates took Microsoft public. The company's stock was worth \$520 million. Gates owned 45 percent of the stock. The company continued its rapid growth and the stock price soared. At one point, Gates' stock was worth over \$100 billion. He was the richest man in the world.

Bill Gates' success came from a combination of hard work, intelligence, timing, business sense, and luck. Gates constantly challenged his employees to work harder and innovate, but he also worked as hard or harder than the people who worked for him. Gates also wasn't afraid to take risks. He took a risk when he dropped out of Harvard to start his own company. He also took a risk when he changed Microsoft's operating system from MS-DOS to Windows. However, his risks were calculated. He had confidence in himself and his product.

Gates married Melinda French in January of 1994. They have since had three children. In 2000, Gates and his wife formed the Bill and Melinda Gates Foundation and aims at enhancing healthcare and reducing poverty in America.

https://www.ducksters.com/biography/entrepreneurs/bill gates.php



Answer the following questions on the information text

1. Choose the correct answer.

Bill Gates is the founder of....

- A. Microsoft Office operating system
- B. MS-DOS operating system
- C. Apple operating system
- D. Altair personal computer

- 2. What do you think the 'III' after Bill Gates name refers too?
- 3. Where did Bill Gates meet his business partner?
- 4. Is the following statement True or False? Give a reason for your answer Bill Gates graduated from Harvard University
- 5. Why do you think Bill Gates "held onto the copyright of the software"?
- 6. What does PC stand for?
- 7. In which year did Bill Gates release the Microsoft operating system?
- 8. Why was releasing the Microsoft operating system seen as a risk?
- 9. Do you agree that Bill Gates "risk" releasing the Microsoft operating system was a good idea? Give a reason for your answer.
- 10. Name 2 programs which is standard on the Windows Office program.
- 11. Choose the correct answer

"Gates took Microsoft public" means that ...

- A. The public was given stock in the company
- B. The public could buy into the company
- C. Gates sold his company to the public
- D. Gates told people about his company
- 12. In your opinion, would you agree that Bill Gates success was mainly based on luck.



Vocabulary building:

Choose and underline the correct endings to create true sentences.

- a) When you drop out of college, you successfully complete your education / stop attending your classes and don't graduate.
- b) Bill Gates founded his company, Microsoft in 1975 which means he created a company / he sold the company.

- c) Bill Gates took a calculated risk, which means it is a risk taken after careful consideration of the rewards or risk/ he closed his eyes and took a leap of faith.
- d) Because of the economic situation, we didn't expand into new markets, which means we didn't open our business in new countries / win against our competition in new markets.
- e) When you set up a company, you want to close a business / you want to open a new business
- f) If a company goes public, it means the government bought that firm / it is listed on the stock exchange.

YEAR FOUR

TERM 4: WEEK 5 & 6

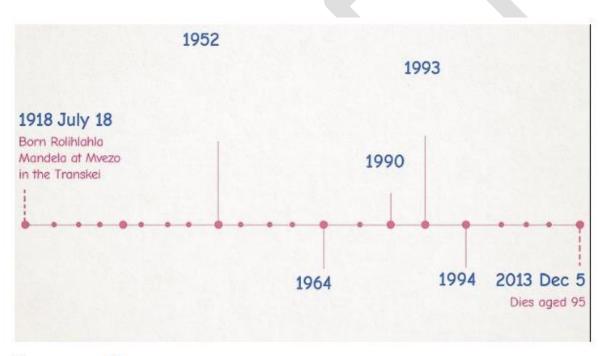
THEME: ENTREPRENEURSHIP

TEXT: INFORMATION TEXT

Writing & Presenting: Design and write a timeline

Design and write a timeline on the famous entrepreneur Bill Gates.

- Your timeline should include important events in the life of the entrepreneur in chronological order by writing the date/year of each event on the line and a description of the event below.
- Use lines and arrows to pinpoint special events and details.



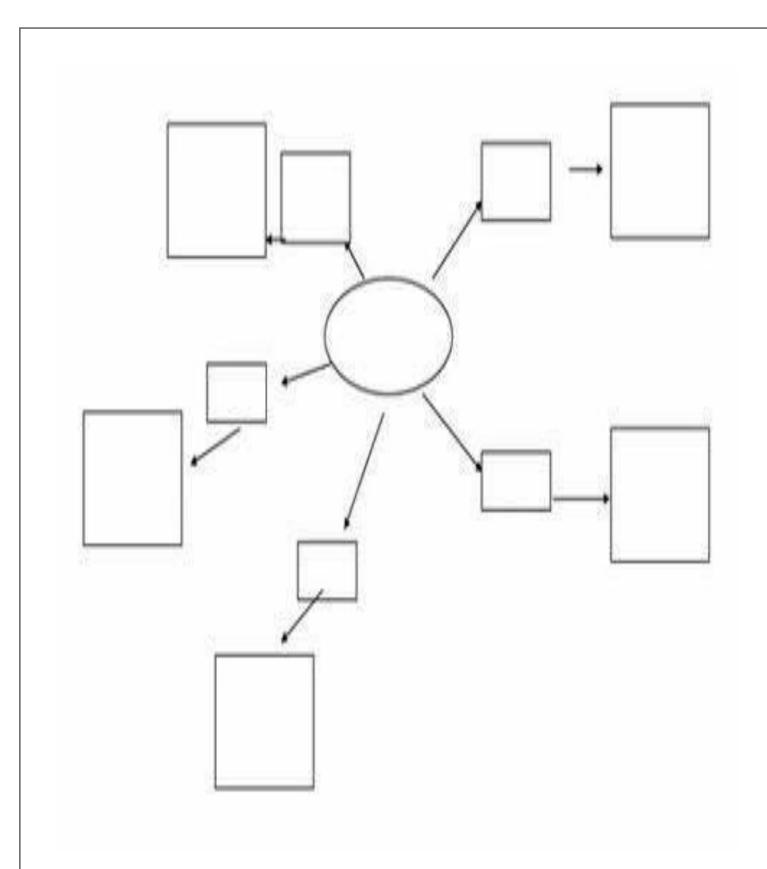
Source: www.wikihow.com

- ❖ Add visuals to further illustrate an event or time on the timeline.
- Follow the writing process.

Step 1: Research/Planning & brainstorming

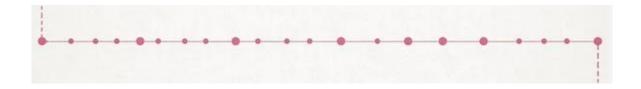
- **❖** Gather information from the reading information text and the internet.
- **❖** Make a list of events to include.



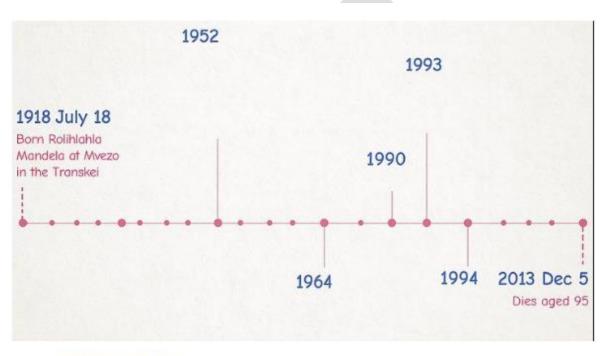


Step 2: First draft

- o Create a framework for your timeline.
 - o Use a ruler to draw your timeline



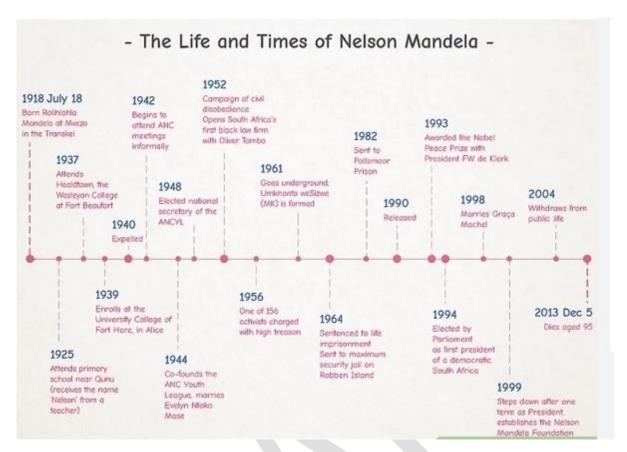
- o Create an entry for each event and they will all need to fit on the timeline.
- Put the most important dates on the timeline. Go along the line and mark the spots where the events will go.
- Organize the dates sequentially. The events need to be in chronological order of importance or interest.



Source: www.wikihow.com

Fill in your timeline

- For each entry, write a short explanation about what happened, including facts such as who was involved, the impact of the event and any number
- Write clearly and concisely.
- Add pictures. Find images online or draw them yourself.
- Give your timeline an interesting title.



Source: www.wikihow.com

Step 3: Revising

Make changes, what can you add to make it better.

Step 4: Edit your draft

- Check your draft for correct spelling and the correct tense and punctuation.
- Check if the events are in chronological order

Timeline Checklist

My Checklist	Yes	No
My title is interesting.		
All events are in chronological order.		
All events fit on the timeline.		
Each event has a short explanation about what happened,		
including facts such as who was involved, the impact of the		
event and any numbers.		
I used pictures/visuals for one or two events.		
I wrote in the past tense.		
I proofread my timeline.		

Step 5: Publishing/Final copy

- Write your final copy and hand it in with your planning
- Create your timeline on an A3 or double A4 page.

YEAR FOUR

TERM 4: WEEK 5 & 6

THEME: ENTREPRENEURSHIP

TEXT: INFORMATION TEXT

Language Structures & Convention: Past tense

Read the story about Bill Gates, a famous entrepreneur, and complete the gaps with the correct form of the verbs in brackets.



Source: www.eslbrains.com

Language Structures & Convention: Singular and Plural Irregular plural nouns

Write the singular and plural words in the correct columns.

foot child ox woman men tooth goose teeth person cacti oxen die children man people dice feet geese cactus women

Hint: You can make most nouns plural by adding "s" or "es", but irregular nouns are different!

mouse – mice

Singular Plural	Singular Plural

Fill in the blanks with the appropriate forms of the words in brackets.

- 1. Bill Gates is one of the most important influential (personality) in the modern world of (computer) and technology.
- 2. Bill studied at a private school where he became good (friend) with Paul Allen who had similar (interest)

3. Bill Gates married Melinda French and has three (child)