

# English Home Language Term 2 Grade 5



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# Theme 1

It is very important to listen carefully when someone gives instructions so that you can carry out the instructions carefully, and reach the correct outcome.

## Listen to find out

**Activity 1:** The front of the classroom is North. Try to find the treasure on Treasure Island by listening to your teacher read Jolly Jack's instructions. Stand up and move around the room as directed. You need to do exactly what you are told, but only if Jolly Jack gives the instruction. Any other instructions should be ignored.



Jolly Jack says... Sit with your legs crossed, next to the big, brown rock. Jolly Jack says stand up and walk East, 6 steps. Stop at the palm tree to catch some shade. Jolly Jack says walk South, four steps and find the spade. Jolly Jack says move West, 3 steps. Then move South, 2 steps. Jolly Jack says 'X' marks the spot. Jolly Jack says dig a hole at that spot. Jolly Jack says find the treasure chest and put it down next to the hole. Walk with the treasure back to the big, brown rock.

## Prepositions

A preposition shows where one thing is, in relation to another. Prepositions are used in instructions.

E.g. Sit on the floor.

Put this inside your bag.

in



The cat is in the jar.

on



The cat is on the jar.

under



The cat is under the jar.

**Activity 2:** Answer the following questions in your workbook.

1. List all the prepositions used in Jolly Jack's instructions.
2. Write down 3 sentences using prepositions and the word 'Pirate'.



# Sentences

There are four types of sentences:

- Statements - give information (full stop)
- Questions - ask for information (question mark)
- Commands - tell someone to do something (exclamation mark)
- Exclamations - express a strong feeling or emotion (exclamation mark)

## Simple sentences

A simple sentence has only one verb and subject.

E.g. Sit on the chair. Open the book. Peer out of the window.



**Activity 3: Do this activity in your workbook.**

Make up 5 simple sentences from the picture on the right of Jolly Jack. Begin each sentence with a verb. Work on your own.

**Activity 4: Draw a simple map with 5 different obstacles. Draw a dotted line to show the path that must be taken to get to the treasure marked 'X'.**

1. Write down instructions to lead the pirate directly to your hidden treasure.

Your instructions must begin with a **command verb** and contain the correct prepositions.

There must be a compass somewhere on your map.

E.g. **Begin** at the Northwest corner of the...

**Travel** anticlockwise around...

**Sail** south...

**Go**...

**Walk** under...

**Circle**...

**Turn**...

**Pass**...

**Navigate**...



# Adverbs

An adverb can describe an action (verb).

An adverb can describe **HOW** an action happens.

Example: Jason quickly read the book.

How did Jason read? **Quickly.**

An adverb can describe **WHEN** an action happens.

Example: Emma left early.

When did Emma leave? **Early.**

An adverb can describe **WHERE** an action happens.

Example: Lily and Ben played here.

Where did Lily and Ben play? **Here.**



**Activity 5: Rewrite the following sentences into your workbook and underline (in colour) the adverbs in each of the sentences. State each type of adverb.**

1. Keep your ship firmly anchored in the secret cove.
2. The men must carry the treasure carefully.
3. Bury the treasure tomorrow.
4. The treasure was found near the tree.
5. The men always searched for the treasure.

Adverbs tell us more about verbs and adjectives. There are different types of adverbs:

Adverbs of **MANNER** (ask how?)

Adverbs of **TIME** (ask when?)

Adverbs of **PLACE** (ask where?)

Adverbs of **DEGREE** (ask how much/often?)

Adverbs		When?	How often?	Where?
How?				
angrily	merrily	afterwards	always	above up
anxiously	nervously	again	annually	around upstairs
cautiously	quickly	before	constantly	away wherever
cheerfully	sadly	beforehand	daily	below
courageously	safely	early	hourly	down
crossly	shyly	lately	monthly	downstairs
	solemnly	never	never	everywhere
				here

## Linking sentences

**Conjunctions** are words used to link sentences together, but it is not always a good idea to have long sentences when you are giving instructions. There are other ways to create a link between sentences, without joining them.

**Connecting words** help link or join ideas in a paragraph so that a piece of writing flows. Connecting words are often used at the beginning of a sentence, e.g. however. A comma must be inserted when the connecting word is used at the beginning of a sentence.

lastly

however

finally

although

firstly

**Activity 6:** In your workbook, write 5 sentences with the connecting words above. Begin each sentence with one of the connecting words.

Another way of linking sentences is to use pronouns so that you don't have to say the same Proper or Common noun over and over again.

### Personal Pronouns

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

**Activity 7:** Rewrite the paragraph below into your workbook. Choose pronouns to use in place of the underlined nouns (use colour for the underlined pronouns).

Jolly Jack is looking for treasure that belongs to Jolly Jack. Jolly Jack believes that the treasure is hidden away on Treasure Island. Jolly Jack's ship will sail to Treasure Island so that Jolly Jack and Jolly Jack's men can find the treasure.

# Finite verbs and Clauses

**Finite verbs** have a subject and can stand alone.

E.g. Jack is tall. Jilly runs fast.

A **clause** is a group of words that contain a finite verb and a subject. If it makes sense on its own, it is called an independent or main clause.

E.g. Jilly and Diana are sailing after Jack.

Here's a hint: to find a finite verb, find the verb and then ask "who" or "what". This will give you the subject.

**Activity 8: Rewrite the following sentences into your workbook. Underline the subject and circle the finite verbs.**

1. Jolly Jack looks for treasure.
2. Trevor the Terrible buried his treasure on the island.
3. The pirates clean their ship.
4. Tough Tshepo hopes to be a pirate.

**Activity 9: Rewrite the following paragraph into your book and underline the finite verbs using a different coloured pen.**

Jolly Jack captains a pirate ship. His parrot helps him to look for the treasure that is buried on the island. The crew watches for other pirates. They clean the ship that is always getting dirty.

## Complex sentences

A complex sentence has one main clause and one or more subordinate clauses. A subordinate clause adds extra information to the main clause and cannot stand by itself. Subordinate clauses are joined to the main clause by linking words, e.g. that, which, although, unless, while. For example, Jack fed the parrot **that is always hungry**.



### Subordinate Clauses



Subordinate clauses are used to add more information to sentences

Subordinate Clause      Main Clause

Although I was scared, I crept inside.

The boy, who was ten, jumped.



**HINT: The main clause doesn't always appear at the beginning of a sentence.**

**Activity 10:**

**Underline the main clause, circle the conjunctions and highlight the subordinate (supporting) clauses in the sentences below.**

1. They found the treasure after searching all over the island.
2. Jolly Jack found the treasure before anyone else could dig it up.
3. Sand blew into the hole while the pirates were resting.

Jolly Jack is too busy digging for treasure, to finish his letter to his mother. Help him finish his letter by choosing the correct conjunctions to create good complex sentences.

**Activity 11: Copy the letter on the next page into your work book and highlight the conjunctions in colour.**

Dear Ma

My pirate ship which/who goes fast is nearly five years old. This ship is a home that/although makes me proud. The Mermaid, while/which is the envy of all the other pirates, was built in the best shipyard. Redbeard has a much older ship which/this means he can get to islands unless/that are close by more quickly.



# Abbreviations

An abbreviation is a shortened form of a word or a phrase.

Types of abbreviations:

- The initials of the words are used (Republic of South Africa – **RSA**) – This is called **Initialism**.
- **Truncation** is when the word is shortened ( January – **Jan.** ) a full stop is used if the last letter of the abbreviation is not the same as the last letter of the original word.



# Acronym

An acronym is a special abbreviation when the initials make a “word”:

HIV/AIDS – HIV is an abbreviation (letters are said individually)

AIDS is an acronym (it makes another “word”)

One of Trevor the Terrible’s men has stolen a sack of letters and left the abbreviations behind.



**Activity 12: Write down the abbreviations in your book and then write out the full words.**

- |          |           |
|----------|-----------|
| 1. Ave - | 5. mm -   |
| 2. Dr -  | 6. www -  |
| 3. km -  | 7. Nov. - |
| 4. no. - | 8. e.g. - |

**Activity 13: Write down 5 examples of acronyms.**

- |          |          |
|----------|----------|
| 1. _____ | 3. _____ |
| 2. _____ | 4. _____ |

# Theme 2

## Future Continuous Tense

Tenses show when an action takes place: past, present or future. The future tense shows that the action is about to happen. The continuous form of the future tense shows that the action will be ongoing.

E.g. I **shall/will be taking** you to school next week.

Add the word: **be**

**The verb changes and the participle gets “-ing” on the end.**

**Activity 14: Write the sentences down and then change them into the future continuous tense.**

1. Jolly Jack finds lots of treasure.
2. He sails across the Atlantic Ocean.
3. Jolly Jack sings in bad weather.
4. My friend hides from Trevor the Terrible.
5. Trevor the Terrible kills and takes all the other treasure from the other pirates.

## Present Continuous Tense

The present tense shows that the action takes place now or today. The continuous form of the tense shows that the action is ongoing.

E.g. I **am singing** a song.

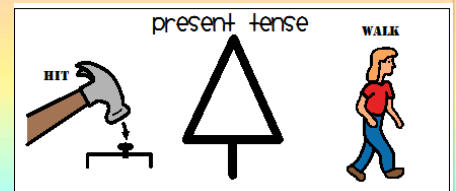
You can also use: **is** or **are**

**The verb changes and usually gets “-ing”**



**Activity 15: Write the sentences down and then change them into the present continuous tense.**

1. Jolly Jack searched for the golden cup on Treasure Island.
2. I saw Trevor the Terrible steal the prize possession.
3. Trevor the Terrible sips rum from the golden cup.
4. Jolly Jack tries to get it back.
5. Trevor's men sail with the golden cup.



## Past Continuous Tense

The past tense shows that the action has already happened. The continuous form of the past tense shows that the action was ongoing.

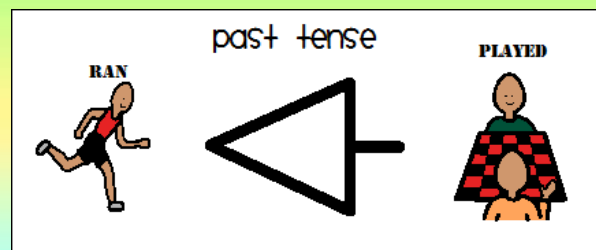
E.g. I **was taking** you to school last week.

You can also use: **were**

The verb changes and the participle gets “-ing” on the end.

**Activity 16: Write the sentences down and then change them into the past continuous tense.**

1. Jolly Jack writes a letter to his mom.
2. A crew member breaks the mop.
3. The mops falls into Jolly Jack's path.
4. Jolly Jack screams.
5. The crew members walk the plank.



# Active and Passive Voice

Verbs can be used in two ways:

- If the subject is doing the action, the verb is said to be **active**.
- If the subject has the action done to it, the verb is said to be **passive**.

We usually use the active voice in narrative writing because it is shorter, easier and more direct.

- the tense of the verb must be changed when you convert to passive voice

**Active voice:** The cartoonist drew the characters.

**Passive voice:** The characters were drawn by the cartoonist.

**Activity 17: Convert the sentences below to the passive voice.**

1. I am writing a letter.
2. Every day my brother made a fire.
3. My brother saw a tiger.



## Comprehension: Message in a bottle

My name is Bianca and I'm writing this letter from a Caribbean island. This island isn't a normal island. My family: dad, mom and brother are here with me. We got lost while we were travelling. Life is very dull and boring after twelve days on this island. We are bored because we haven't got any cards to play with or a radio to listen to music on. I can't see my friends Berta and Anna either. Every day, my brother makes a fire. On the first day we made a hut for shelter and to sleep under. We are desperate to see a boat on the ocean. We can't survive here forever. It's very hot! The food is horrible! The best food is in the tallest tree in the jungle.

The other day my brother saw a tiger near to us. How can we survive here? On this island it doesn't rain much and we can't drink anything except rainwater. We are desperate... Please help us!

Bianca Zappulla

**Answer the following questions in your workbook, based on the story above.**

1. How old do you think Bianca is?
2. What is (...) this punctuation mark called?
3. Do you think the family survived the island?
4. Write down **2 adjectives** found in the story.
5. What is (?) this punctuation mark called?
6. If you were deserted on an island, would you write a message in a bottle? Why?
7. What would be the 3 things you would do first if you were marooned on an island?
8. How could this family make a plan to get fresh drinking water?
9. What is (!) this punctuation mark called and what purpose does it serve in the story?
10. What **mood** does this letter convey?



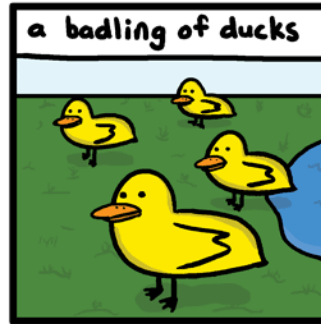
# Theme 3

## Collective nouns

Collective nouns name groups of people, animals or things.

E.g. A library of books.

An anthology of poems.



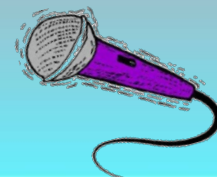
**Activity 18: Read the news report below and choose the correct collective nouns from the box to fill into the blank spaces provided.**

**choir                      mob                      herd                      panel**  
**crowd                      colony                      chain**

"A bizarre \_\_\_\_\_ of events led to pandemonium this morning at the zoo. It seems a \_\_\_\_\_ of ants swarmed over the kangaroos in their enclosure. Two of the agitated kangaroos somehow jumped over the walls into a \_\_\_\_\_ of zebras. The whole \_\_\_\_\_ of zebras panicked and, in the stampede that followed, charged through a gate. Together, the freed animals bolted straight into the tents set up for the concert by the local school \_\_\_\_\_, sending furniture, food and cutlery flying.

The \_\_\_\_\_ that had gathered to see the concert scattered in all directions. By the time the police arrived, the animals had been recaptured and Mr Stan Chuggins, the director of the City Zoo, was attempting to calm the frightened crowd. Luckily, no-one was injured. A \_\_\_\_\_ of experts will meet next week to discuss what needs to be done to prevent this ever happening again.

This is Jemma Win reporting for Chanel Eight News.



# Abstract Nouns

Abstract nouns name things that we feel or understand, but cannot touch, like ideas, feelings and emotions.

E.g. happiness, anger, friendship.

house	fear
excitement	justice
school	punishment
education	love



**Activity 19: Answer the following questions in your workbook.**

1. Which one of the nouns inside the block are abstract nouns?
2. Write sentences using the abstract nouns from the block (write them in colour).



**Activity 20: Look at the words inside the pot above. Use them to:**

- a) Find rhyming words (words that sound similar) for 4 of the words.
- b) Make a sentence using onomatopoeia.
- c) Write a sentence using an abstract noun.
- d) Write a sentence using personification.

# Similes and Metaphors

You can describe people or things by comparing them to other things.

**Similes use “like or as”**

**Simile:** He was as quick as lightning.

His arms are thin like a twig.

**Metaphor:** The girl is beautiful rose amongst the thorns.

**Simile  
Or  
Metaphor?**

**Activity 21: Read the article and answer the questions that follow.**

News: City falls like a house of cards!

At 8am yesterday, three tornados moved through the city like bulldozers, leaving it as flat as a felled forest. Everywhere, frantic people dug like dogs to free the trapped. The lucky survivors were pulled from piles of rubble as big as houses. Their faces, as white as sheets, displayed the terror of their ordeal.

1. “Everywhere, frantic people dug like dogs...”
  - a) Which two things are being compared?  
\_\_\_\_\_ and \_\_\_\_\_
  - b) Explain what you think the journalist is trying to say.
2. List another 4 examples of comparisons being made in this article.



**Activity 22: Answer the following questions into your workbook.**

1. Write these in your book and choose the best adjective to complete each simile.

<b>smooth</b>	<b>blind</b>	<b>red</b>	<b>cool</b>	<b>gentle</b>	<b>flat</b>
---------------	--------------	------------	-------------	---------------	-------------

- |                          |                           |
|--------------------------|---------------------------|
| a) As _____ as a pancake | d) As _____ as beetroot   |
| b) As _____ as silk      | e) As _____ as a cucumber |
| c) As _____ as a dove    | f) As _____ as a bat      |



2. Rewrite these in your workbook by adding your own similes to complete the sentences.

- a) The truck roared past like \_\_\_\_\_
- b) The fairy floss tasted like \_\_\_\_\_
- c) When Mr. Brown gets angry, he is like \_\_\_\_\_

3. Rewrite this in your workbook and match the metaphors in bold to their meaning.

- a) Travis is **a rough diamond**. \*happy
- b) The baby is **a little ray of sunshine**. \*rough
- c) Cory, who is **a bolt of lightning**, won every race. \*valuable
- d) Grandpa's hands are **sandpaper**. \*fast

4. Re-write the words and use a metaphor to describe a person who is:

- a) thin c) slow
- b) tall d) stubborn

5. Explain this metaphor; 'The sports car was a rocket that flew off into the distance'.

## Poem: Aardvark

**Activity 23: Read the poem below and answer the following questions.**

- 1. Describe what the aardvark looks like.
- 2. Is the aardvark a nocturnal animal? Quote from the poem to substantiate your answer.
- 3. What does the aardvark eat?
- 4. How does the aardvark find food?
- 5. Where does the aardvark live?
- 6. Do you like the poem? Give a reason for your answer.
- 7. Have you ever seen an aardvark?
- 8. Where might you find this animal?
- 9. Who wrote this poem?



## **Aardvark**

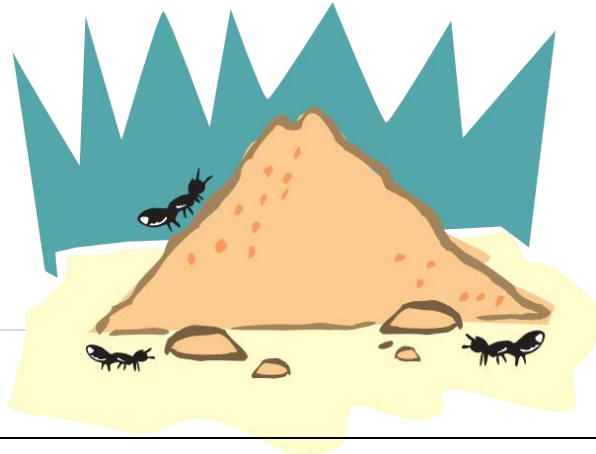
Snout sticks out  
As sun goes down  
Out creeps Aardvark from the ground.  
Long nose swings from side to side  
Smelling noisily for where ants hide.  
Pwagger Pwagger Pwa Pwa Pagger  
Sounds just like a chainsaw cutter!  
Spots an ant heap, snout goes twitch,  
Claws work speedily: critch critch critch.  
Long sticky tongue tunnels through crust  
Licks up ants that make a big fuss!  
Hours go by, sun comes up  
Time for Aardvark's return to the ground.



*Gene Swanepoel*

### **Activity 24:**

1. Identify the punctuation mark in line 7.
2. Identify the punctuation mark in line 9.
3. Write down two examples of onomatopoeia.
4. Which sounds do these onomatopoeias describe?
5. Write down an example of a simile.
6. What two things are being compared?
7. Write down all the words that rhyme in this poem.
8. How does the rhythm of the poem affect the way you listen to the poem?



# Theme 4

## Singular and Plural

**Singular** is a word showing that there is *only one*.

**Plural** is a word used to show *more than one*.

Usually, to show a plural of a noun, you add an 's'.

singular          plural

\                  /

E.g. daughter – daughters

**Activity 25: Re-draw the block on the left into your book.**

**Then, write sentences using the words from the block, first, in the singular, then in the plural.**

life	leaf
knife	half
wolf	table
tablet	notebook

## Telling tales

Setting

A **question** is a type of sentence that is used to find out things. We ask questions to find out what things mean, how people feel, what we need to do, etc. Questions start with a capital letter, and end with a question mark.

The **setting** of a story is the **place where** the story takes place.

## The Fisherman and the Genie

Once there was a fisherman who was old and poor that he could hardly support his wife and three children. Every day, he got up early and went to throw his net into the sea.

One day he pulled out his net and found an enormous, antique jar made of flame-red copper. The fisherman was delighted, thinking he could sell it in the market. But first he thought he should open it to find out if there was anything of value inside.



The lid was so tightly sealed that he had to work hard to free it. As he did, a cloud of foul-smelling smoke burst from the jar and billowed up into the air. The fisherman realised that this was a spell and tried to replace the lid – but it was too late. As he cowered beneath the smoke, it swirled into strange patterns before finally settling into the unmistakable shape of a genie.



The fisherman guessed that this genie was a dangerous, evil creature. It seemed as tall as the sky, with eyes like burning coals and hands like claws. Its mouth was as big as a cave and gaped open in a nasty grin.

“Listen!” it roared. “I bring you important news!”

“What news is that?” asked the poor fisherman, trembling.

The genie bent down close to the fisherman and burped up a pungent smell of camel dung before replying, “Today you are going to die, you creeping, boneless, maggot of a man!”

“But what... what... have I done?” stammered the fisherman.

“You freed me too late!” roared the genie. “If you had let me out a thousand years ago, I would have showered you with riches. But no, you left me in that prison for so long that now I am going to take my revenge by torturing you to death.”

### Questions:

1. What is the setting of this story? Give reasons.  
What clues are there in the story?
2. Clues are words in the text that tell us the sort of place the story takes place in. List what clues you would expect to find if a story was set in these places: *beside the sea*, *in the mountains*, *in the desert*.
3. The writer has used interesting words to bring the setting and story to life. Make a list of these words and discuss how they add to the effect of the story.

# Direct Speech

## Using their words

Did you notice that the storyteller in *The Fisherman and the Genie* uses the exact words said by the characters?

## Learn about direct speech

In the pictures below we know who says what because the words are in a speech bubble coming from the characters mouth. When we write, we use punctuation to show what the person has said. Instead of a speech bubble, we use inverted commas (quotation marks) on either side of the words that are spoken, like this: "..."



**There are different ways of writing direct speech. Either by:**

The fisherman said, "..."

"...", said the fisherman.

### Activity 26: Answer the questions that follow.

1. Re-write what the genie and fisherman have said in the speech bubbles, using direct speech. Make sure the correct punctuation is used. Begin each direct speech on a new line.

The fisherman did not give up. He searched his mind for an idea, before saying hoarsely, "Sir, I don't believe you."

"You don't believe me?" roared the genie, astonished.

"You could never have been stuck inside that jar. You're far too mighty and big – it's impossible."

"You dare to call me a liar?" bellowed the genie.

"I do, Sir," whispered the fisherman.

"Of course I was in the jar!" the genie thundered. "You saw me!"

“The smoke was too thick,” said the fisherman, “I couldn’t see through it.”

The genie turned purple with rage and began to spin round in a dizzy dance.

“I shall prove to you, maggot man, just how easily I can fit myself back into that jar. And as soon as I have, I shall leap out and tear you into tiny pieces.”

Round and round he whirled shrinking back down into the dark, hollow jar.

“Now I’m coming out to get you!” he called.

But the fisherman leapt forward, snatched the lid, rammed it in place tightly that no power on Earth could have forced it off, and flung the jar far out into the sea.

## Analyse the story

### Class discussion

1. Has this story got the first 2 elements of a good story shown in the box on the right?
2. Has the story got a good ending? Would either of these make a better ending? Why or why not?
  - The genie escapes and kills the fisherman.
  - The genie pushes the man into the jar.

- A good story has a strong plot: it must be interesting and it must make sense.
- A good story starts by immediately catching the reader’s attention, so that the reader wants to read on to find out what happens.
- A good story has an interesting and satisfying ending.

### Activity 27: Answer the questions that follow.

1. What information does the story give about the fisherman’s character?
2. Choose 2 adjectives to describe his character.
3. The writer describes the genie’s eyes, hands and mouth by comparing them to other things. What are they?
4. Why was the genie so angry?
5. Do you think the fisherman did the right thing in the end?
6. What feeling is the writer trying to create once the genie is let out of the jar?
7. Give one word with a prefix from the last paragraph of the story.
8. Find one word with a suffix from the last paragraph of the story.

# Indirect (Reported) Speech.

Remember that **direct speech** shows us the person's exact words.

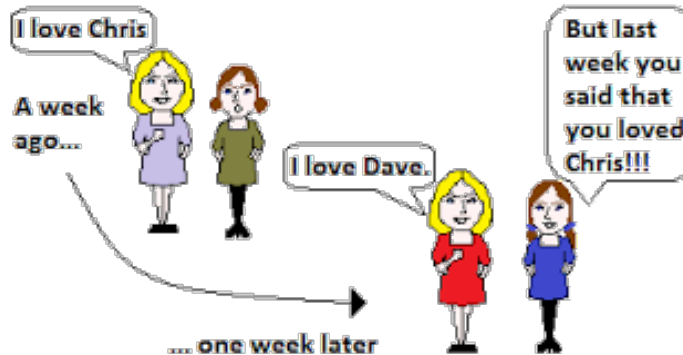
E.g. *"I don't believe you," said the fisherman.*

**Indirect (reported) speech** is a different way of showing what someone said and doesn't give the exact words. Add the word "that" and change the tense and pronoun.

E.g. *The fisherman said that he didn't believe the genie.*

## Activity 28: Rewrite the following sentences using indirect (reported) speech.

1. "I will teach you a lesson," shouted the genie.
2. "You couldn't have been stuck inside that jar," said the fisherman.
3. "I was in the jar!" the genie thundered.
4. "I'm coming out to get you!" he called.
5. "The smoke was too thick," said the fisherman.



## Direct objects

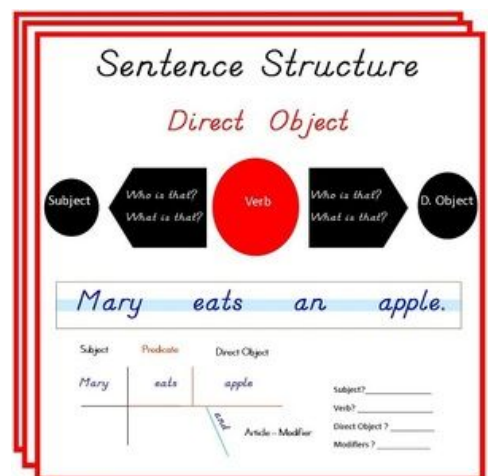
Remember, some sentences have an object. The object is part of the predicate.

A direct object is the person or thing that receives the action by the subject and the verb.

E.g. The fisherman opened the jar.

The jar contained the genie.

The genie threatened the fisherman.



**Activity 29: Rewrite the paragraph by filling in the direct objects.**

The fisherman found a magic \_\_\_\_\_. He opened the \_\_\_\_\_ and let out the evil \_\_\_\_\_. The fisherman tricked the \_\_\_\_\_. The fisherman caught some rainbow-coloured \_\_\_\_\_. The sultan gave some gold \_\_\_\_\_ to the fisherman as a reward.

**Activity 30: Rewrite the following sentences and underline the direct object.**

1. One day he pulled out his net.
2. The genie bent down close to the fisherman and burped up a pungent smell.
3. The fisherman freed the genie too late.
4. The genie will leap up and tear the fisherman into tiny pieces
5. The fisherman snatched the lid and rammed it into place.

## Write your own folk tale

Think about the folktales you read last term, including *The Legend of Maui*, and this term, *The Fisherman and the Genie* as well as others we have read in class.



**Activity 31: Class Discussion**

- What do these folk tales have in common?
- Why do people tell folk tales?
- What are some other folk tales you have heard?

**Activity 32: Writing**

Write your own folk tale in your book.

Use the writing process – mind map, first draft and final draft.

Make sure that your folk tale has a clear purpose. E.g. it tells the story of how something originated, or it has a moral.

Be creative!



### Folk Tale

A folk tale is a story based on the way of life of a people or place that has been told for a long time.

