

BYWOORDE (PLEK, TYD EN WYSE)

Bywoorde beskryf die werkwoorde.

Ons kry verskillende tipes bywoorde nl

Bywoord van Tyd

Bywoord van Plek

Bywoord van Wyse



Bywoorde

(Adverbs)

Bywoorde beskryf Werkwoorde

Bywoorde van Tyd
(Adverbs of Time)

Wanneer?

gister	vandag
môre	oormôre
verlede week	volgende week
dadelik	nou-nou
altyd	eindelik
toe	dan
vanaand	vanoggend
partykeer	nou
vanmiddag	netnou

Bywoorde van Plek
(Adverbs of Place)

Waar?

hier	daar
êrens	nêrens
ver	naby
binne	buite
voor	agter
onder	bo
langs	tussen
hierheen	daarheen
iewers	

Bywoorde van Wyse
(Adverbs of Manner)

Hoe?

so	gou
miskien	ordelik

Hierdie woorde kan ook byvoeglike naamwoorde (adjectives) wees: (Remember to check if it describes a noun or a verb!)

mooi	lelik
vinnig	stadig
hard	sag

A) Sê watter van die volgende woord is (bywoord van tyd, bywoord van plek, bywoord van wyse)

1. Gister _____
2. Buite _____
3. Langs _____
4. mooi _____
5. sag _____
6. partykeer _____
7. iewers _____



B) Maak nou jou eie sinne met die volgende bywoorde

Vinnig later

1. _____.

2. _____.

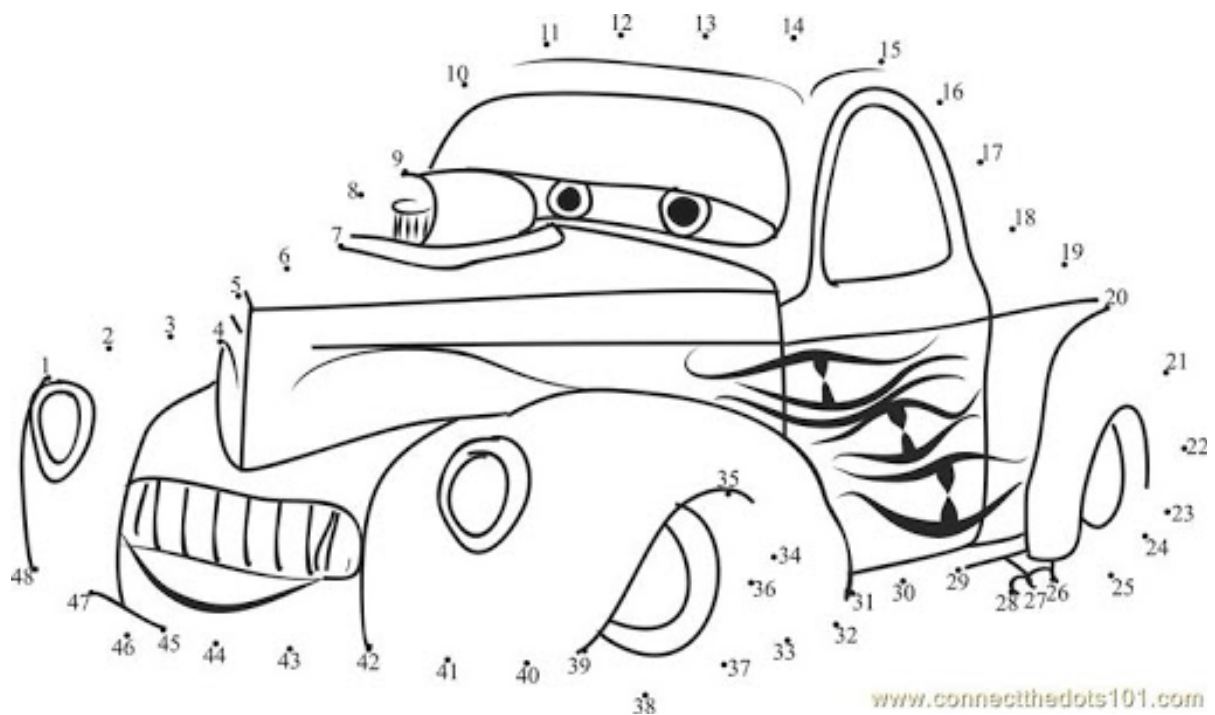
C) Onderstreep die Bywoord van Plek in die volgende sinne

1. Ek ry elke dag ver na die winkel toe.

2. My sussie bly naby Pretoria.

3. Sarah loop tussen die karre.

4. Ek bly langs die strand.



GRAAD 5 AFRIKAANS FAL KWARTAAL 2 CHECKLIST



Nb Die leerders plak alle werkkaarte in hul boek I met die datum asook die opskrif "taalstrukture en konvensie"

WEEK	DAG VAN DIE WEEK	WERK
WEEK 1 & 2	MAANDAG/DINSDAG	• Leerders voltooi die aktiwiteit op bl 86 A en B in hul Afrikaans sonder grense handboek die leerders voltooi dit in hul algemene boeke. • Leerders lees die storie "die grootste pizza op bl 67-69 in hul Afrikaans sonder grense en beantwoord die vrae A-D op bl 70 in hul boek I.
	WOENSDAG/DONDERDAG	• Die leerders lees die gediggie in hul afrikaans sonder grense handboek op bl 193 Jakkals en die eendjie. • Leerders beantwoord die vrae op bl 193-194 (2) in hul afrikaans sonder grense taalhandboek. Leerders beantwoord die vrae in hul boek I • Die leerders skryf hul eie storie, die leerders volg die riglyne op bl 74 in hul Afrikaans sonder grense handboek. Die leerders skryf die storie in hul algemene boeke.
	VRYDAG/MAANDAG	• Voltooi Bywoorde werkkaart • Die leerders kyk na die tydlyn op bl 200 in hul afrikaans sonder grense handboek. • Die leerders gaan 'n kort opsomming maak oor die tydlyn • Die leerders kyk na die vrae "soek lees" om hul leiding te gee wat in die opsomming moet wees. • Leerders lees die gedig op bl 54 (leestyd: 'n gedig) in hul Afrikaans sonder grense en beantwoord die vrae op bl 55 "hoe goed verstaan jy die gedig asook hardop lees" Die leerders doen die vrae in hul boek I.
	DINSDAG/WOENSDAG	• Leerders voltooi voorsetsels werkkaart. • Leerders lees die storie op bl 199 in hul handboek Afrikaans sonder grense. • Leerders beantwoord die vrae in hul boek I die vrae is op bl 200 in hul handboek afrikaans sonder grense

	DONDERDAG/VRYPDAG	• Tydsvorme werkkaarte • Leerder werk sy/haar werkkaarte wat voltooid is, volg memorandum

TYE IN AERIKAANS

Ons kry drie verskillende tye nl. Teenwoordige tyd, Verlede tyd, Toekomende tyd

Vir die verlede tyd gebruik ons **het** en **ge** + die werkwoord

Vir die toekomende tyd gebruik ons **sal** en die werkwoord skuif na die einde van die sin

VERLEDE TYD	TEENWOORDIGE TYD	TOEKOMENDE TYD
1. Die skoolkoor het gesing.	Die skoolkoor sing.	Die skoolkoor sal sing.
2. Mamma het brood gebak .	Mamma bak brood.	Mamma sal brood bak.
3. Jannie het die toets gedruip .	Jannie drup die toets.	Jannie sal die toets drup.

AKTIWITEIT: VOLTOOI DIE TABEL



VERLEDE TYD	TEENWOORDIGE TYD	TOEKOMENDE TYD
1. .	1. Ek bou die huis	1.
2.	2. Hulle het 'n huis	2.
3.	3.	3. Hy sal siek wees
4. Die meisie het mooi gesing.	4.	4.
5. Ons het lekker koek gebak.	5.	5.

VOORSETSELS

'n Woord wat die vraag *waar?* of *waarheen?* beantwoord.

Byvoorbeeld

Agter, voor, langs, op, onder, tussen

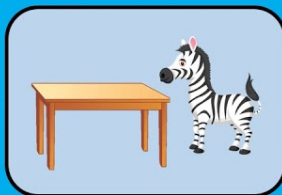
Doen die volgende saam met my:



1:



2:



3:



4:



5:



6:



Kyk na die prentjies en maak 'n sin met elke van die prentjies

bv. Die Zebra staan _____ die tafel.

1. _____.

2. _____.

3. _____.

4. _____.

5. _____.

6. _____.

BYWOORDE MEMORANDUM

- A)
- 1.Tyd
 - 2.Plek
 - 3.Plek
 - 4.Wyse
 - 5.Wyse
 - 6.tyd
 - 7.plek
- B
- 1& 2 Enige voldoende sin
- C
- 1.Ek ry elke dag ver na die winkel toe.
 - 2.My sussie bly naby Pretoria.
 - 3.Sarah loop tussen die karre.
 - 4.Ek bly langs die strand.

VOORSETSELS MEMORANDUM

- 1.Die Zebra staan bo-op die tafel
- 2.Die Zebra staan langs die tafel
- 3.Die Zebra staan voor die tafel.
- 4.Die Zebra staan agter die tafel
- 5.Die Zebra staan onder die tafel.
6. Die Zebra staan tussen die tafels.

TYE IN AFRIKAANS MEMORANDUM

- 1.Ek het die huis gebou.
- 1.Ek sal die huis bou.
- 2.Hulle het 'n huis gehad.
- 2.Hulle sal 'n huis hê.
- 3.Hy was siek gewees.
- 3.Hy is siek.
- 4.Die meisie sing mooi.
- 4.Die meisie gaan/sal mooi sing.
- 5.Ons bak lekker koek
- 5.Ons sal/gaan lekker koek bak.



Mathematics – English classes

Please complete the following:

- Target worksheet 1A
- Target worksheet 2B
- Target worksheet 3B
- Target worksheet 7A
- Target worksheet 7B
- Target worksheet 8A

Please mark each target worksheet by using the memo after completing it.

Feel free to contact me with any questions regarding this work:

ldelange@dkps.org.za

Wiskunde – Afrikaans klas

Voltooi asseblief die volgende:

- Teiken werkblad 1A
- Teiken werkblad 2B
- Teiken werkblad 3B
- Teiken werkblad 7A
- Teiken werkblad 7B
- Teiken werkblad 8A

Merk asseblief elke teiken werkblad deur die memo te gebruik.

Kontak my gerus indien u enige vrae oor die werk het by ldelange@dkps.org.za

Term 1: Target Worksheet 1A

Name: _____ Date: _____

Numbers, operations and relationships

1. Fill in the missing numbers:

a) Count forwards in 5s: 8 035; 8 040; _____; _____; _____ (2)

b) Count forwards in 100s: 4 800; 4 900; _____; _____; _____ (2)

c) Count backwards in 5s: 250; 245; _____; _____; _____ (2)

d) Count backwards in 100s: 5 600; 5 500; _____; _____; _____ (2)

2. Write the following numbers in words:

a) 598: _____ (1)

b) 9 604: _____ (1)

3. Write the following numbers in figures:

a) Two thousand and sixty-five: _____ (1)

b) Five thousand four hundred and seventeen: _____ (1)

4. Add each of the following:

a) $3\,465 + 2\,413 =$ _____ (2)

b) $4\,486 + 3\,542 =$ _____ (2)

5. Subtract each of the following:

a) $3\,465 - 2\,413 =$ _____ (2)

b) $6\,480 - 2\,831 =$ _____ (2)

6. Fill in the missing numbers:

$$7\,259 + 1\,635$$

$$= \underline{\hspace{2cm}} + 200 + 50 + 9 + 1\,000 + \underline{\hspace{2cm}} + 30 + 5$$

$$= \underline{\hspace{2cm}} + 800 + 80 + \underline{\hspace{2cm}}$$

$$= \underline{\hspace{2cm}} \quad (5)$$

7. Lungi budgeted R200 for his Christmas shopping. He spent the following amounts: R51; R25; R66 and R33.

a) How much money did he spend?

_____ (2)

b) How much money did he have left? _____ (2)

c) Lungi saw a soccer card album for R69. By how much was he short?

_____ (1)

Total marks: 30

Term 1: Target Worksheet 2B

Name: _____ Date: _____

Numbers, operations and relationships

1. Use the fact that $7 \times 5 = 35$ to fill in the missing numbers in each of the following:

a) $35 \div 7 = \square$

b) $35 \div 5 = \square$

c) $7 \times 50 = \square$

d) $700 \times 5 = \square$

e) $5\,000 \times 7 = \square$

f) $350 \div 7 = \square$

g) $35\,000 \div 5 = \square$

h) $3\,500 \div 7 = \square$ (8)

2. Calculate each of the following:

a) $68 \times 10 = \underline{\hspace{2cm}}$ b) $68 \times 100 = \underline{\hspace{2cm}}$ c) $68 \times 1\,000 = \underline{\hspace{2cm}}$ (3)

3. Calculate each of the following:

a) $6\,120 \times 6 = \underline{\hspace{2cm}}$ b) $28\,406 \times 3 = \underline{\hspace{2cm}}$

c) $7\,895 \div 5 = \underline{\hspace{2cm}}$ d) $8\,163 \div 9 = \underline{\hspace{2cm}}$ (4)

4. Anna wants to raise money to help the homeless people in her town. There are 1 224 learners in her school. She works out that if every learner collects R3 from each of three family members and donates a further R2 themselves, she will have raised the sum that she has in mind.

a) What sum of money is Anna hoping that each learner will be able to contribute?
 $\underline{\hspace{2cm}} \times 3 + \underline{\hspace{2cm}} = \text{R} \underline{\hspace{2cm}}$ (3)

b) Approximately what sum of money does Anna hope to raise in total? Use rounding to work out the answer to the nearest R100:
 $\text{R} \underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \text{R} \underline{\hspace{2cm}}$ (4)

c) Exactly what sum of money does Anna hope to raise in total? Show all your calculations. _____ (4)

5. Human hair (on the head) grows at a rate of about 10 mm per month. If a person who is 100 years old has never cut her hair, calculate the length of her hair in:

a) mm _____ b) cm _____ c) m _____ (4)

Total marks: 30

Term 1: Target Worksheet 3B

Name: _____ Date: _____

Patterns, functions and algebra

1. Addition and subtraction are inverse operations. So are division and multiplication. Complete each sentence, and then write the inverse statement next to it.

- a) $67 - 15 = \square$, because _____ (1)
 b) $48 - 37 = \square$, because _____ (1)
 c) $72 - 33 = \square$, because _____ (1)
 d) $36 \div 12 = \square$, because _____ (1)
 e) $72 \div 9 = \square$, because _____ (1)

2. Change the grouping in each of these number sentences to make it easier to calculate and then complete the sentence:

- a) $(37 + 86) + 13 =$ _____ (2)
 b) $24 + (137 + 16) =$ _____ (2)

3. Use the fact that $845 + 155 = 1\ 000$ to write four addition facts and four subtraction facts to 4 000:

Addition facts

Subtraction facts

(8)

4. Make up your own number pattern that uses this rule: Divide by 3 each time. Write down the first 5 terms of your pattern. (Hint: think carefully about your starting number. You can start with any number you like, but some will be easier to work with than others)

____; ____; ____; ____; ____.

(5)

5. Look at the flow diagram below:

Input number $\rightarrow \times 3 \rightarrow + 2 \rightarrow$ output number

Use this rule to write the missing input and output numbers in the table below:

Input number	3	5		11	14		30	
Output number			26			68		902

(8)

Total marks: 30

Term 2: Target Worksheet 7A

Name: _____ Date: _____

Numbers, operations and relationships

1. Fill in the missing numbers:

a) Count forwards in 20s: 12 240; 12 260; ____; ____; ____ (2)

b) Count forwards in 1 000s: 35 000; 36 000; ____; ____; ____ (2)

c) Count backwards in 100s: 25 900; 25 800; ____; ____; ____ (2)

d) Count backwards in 1 000s: 47 600; 46 600; ____; ____; ____ (2)

2. 15 865 people came to the school's Food Fair last month. Round this number to the nearest:

a) 10: _____ (1)

b) 100: _____ (1)

c) 1 000: _____ (1)

3. Calculate each of the following. Use any method that you wish.

a) $6\,342 + 8\,954$: _____ (2)

b) $24\,632 + 31\,876$: _____ (2)

c) $8\,342 - 2\,352$: _____ (2)

d) $45\,396 - 29\,355$: _____ (2)

4. Find the difference between 35 344 and 17 943 and add it to the sum of 8 673 and 12 900. Show all your calculations.

_____ (5)

5. Circle the numerators in these fractions:

a) $\frac{2}{5}$

b) $\frac{13}{8}$

(2)

6. Circle the denominators in these fractions:

a) $\frac{11}{25}$

b) $\frac{11}{12}$

(2)

7. My pizza has been cut into ninths and I have eaten 4 of the ninths. Which number is the denominator? How do you know?

_____ (2)

Total marks: 30

Term 2: Target Worksheet 7B

Name: _____ Date: _____

Numbers, operations and relationships

1. Fill in the missing numbers:

a) _____; 27 550; _____; 27 650; _____; _____ (2)

b) _____; _____; 30 300; _____; 30 700; _____ (2)

c) _____; 10 960; _____; _____; 10 900; _____ (2)

d) 30 500; _____; _____; 29 900; _____; _____ (2)

2. 17 854 people came to the school's Food Fair last month. Round this number to the nearest:

a) 10: _____ b) 100: _____ c) 1 000: _____ (3)

3. Calculate each of the following. Use any method that you wish.

a) $36\,342 + 58\,954$: _____ (2)

b) $64\,632 + 21\,876$: _____ (2)

c) $58\,342 - 32\,453$: _____ (2)

d) $95\,096 - 79\,809$: _____ (2)

4. Find the difference between 79 344 and 57 899 and add it to the sum of 38 673 and 12 789.

_____ (3)

5. Mbasa is counting in fractions. Write the missing fractions in each of the following sequences.

a) $\frac{1}{5}$; $\frac{2}{5}$; _____; _____; $\frac{5}{5}$ b) $\frac{1}{9}$; $\frac{3}{9}$; _____; $\frac{7}{9}$; $\frac{9}{9}$ c) $\frac{11}{11}$; $\frac{8}{11}$; _____; $\frac{2}{11}$ (4)

6. Find the fraction that lies halfway between each pair of fractions below. Try to work this out without using a number line. Show all your reasoning.

a) $\frac{1}{2}$ and $\frac{3}{4}$: _____ (2)

b) $\frac{1}{4}$ and $\frac{11}{12}$: _____ (2)

Total marks: 30

Term 2: Target Worksheet 8A

Name: _____ Date: _____

Numbers, operations and relationships

1. Circle all the numbers that are multiples of:
 - a) 2: 8; 9; 10; 15; 24; 30; 42; 45; 80; 144 (2)
 - b) 3: 8; 9; 10; 15; 24; 30; 42; 45; 80; 144 (2)
 - c) 10: 8; 9; 10; 15; 24; 30; 42; 45; 80; 144 (2)
2. Circle all the numbers below that are factors of 30:
1; 2; 3; 4; 5; 6; 7; 8; 9; 10 (2)
3. Fill in the missing number to find the factor pairs.
 - a) $16: 1 \times \underline{\hspace{1cm}}; 2 \times \underline{\hspace{1cm}}; 4 \times \underline{\hspace{1cm}}$ (1)
 - b) $44: 1 \times \underline{\hspace{1cm}}; 2 \times \underline{\hspace{1cm}}; 4 \times \underline{\hspace{1cm}}$ (1)
4. Use any method to do these calculations:
 - a) $465 \times 38 = \underline{\hspace{4cm}}$ (2)
 - b) $939 \times 14 = \underline{\hspace{4cm}}$ (2)
5. Complete these rules for divisibility:
 - a) Numbers that end in 0, 2, 4, 6, or 8 are all divisible by _____. (1)
 - b) Numbers that end in _____ or _____ are divisible by 5. (2)
 - c) Numbers that end in 0 are all divisible by _____. (1)
6. Write down all the prime numbers that lie between 1 and 20:
_____ (2)
7. Write down 2 division facts for these multiplication facts:
 - a) $462 \times 25 = 11\,550$: _____ (1)
 - b) $582 \times 75 = 14\,550$: _____ (1)
8. Do these calculations:
 - a) $350 \div 50 = \underline{\hspace{2cm}}$ (1)
 - b) $2\,400 \div 60 = \underline{\hspace{2cm}}$ (1)
 - c) $8\,100 \div 90 = \underline{\hspace{2cm}}$ (1)

Total marks: 25

Term 1 Target Worksheet 1A

Name: MEMORANDUM Date: _____

Numbers, operations and relationships

- Fill in the missing numbers:
 - Count forwards in 5s: 8 035; 8 040; 8045; 8050; 8055 (2)
 - Count forwards in 100s: 4 800; 4 900; 5000; 5100; 5200 (2)
 - Count backwards in 5s: 250; 245; 240; 235; 230 (2)
 - Count backwards in 100s: 5 600; 5 500; 5400; 5300; 5200 (2)
- Write the following numbers in words:
 - 598: Five hundred and ninety eight (1)
 - 9 604: Ninethousand six hundred and four (1)
- Write the following numbers in figures:
 - Two thousand and sixty-five: 2065 (1)
 - Five thousand four hundred and seventeen: 5417 (1)
- Add each of the following:
 - $3\,465 + 2\,413 =$ 5878 (2)
 - $4\,486 + 3\,542 =$ 8028 (2)
- Subtract each of the following:
 - $3\,465 - 2\,413 =$ 1052 (2)
 - $6\,480 - 2\,831 =$ 3649 (2)
- Fill in the missing numbers:

$7\,259 + 1\,635$
 $=$ 7000 $+ 200 + 50 + 9 + 1\,000 +$ 600 $+ 30 + 5$
 $=$ 8000 $+ 800 + 80 +$ 14
 $=$ 8894 (5)
- Lungi budgeted R200 for his Christmas shopping. He spent the following amounts: R51, R25, R66 and R33.
 - How much money did he spend? R51 + R25 + R66 + R33 = R175 (2)
 - How much money did he have left? R200 - R175 = R25 (2)
 - Lungi saw a soccer card album for R69. By how much was he short? R69 - R25 = R44 (1)

Total marks: 30

Term 1 Target Worksheet 2B

Name: MEMORANDUM Date: _____

Numbers, operations and relationships

- Use the fact that $7 \times 5 = 35$ to fill in the missing numbers in each of the following:
 - $35 \div 7 =$ 5 b) $35 \div 5 =$ 7
 - $7 \times 50 =$ 350 d) $700 \times 5 =$ 3500
 - $5\,000 \times 7 =$ 35000 f) $350 \div 7 =$ 50
 - $35\,000 \div 5 =$ 7000 h) $3\,500 \div 7 =$ 500 (8)
- Calculate each of the following:
 - $68 \times 10 =$ 680 b) $68 \times 100 =$ 6800 c) $68 \times 1\,000 =$ 68000 (3)
- Calculate each of the following:
 - $6\,120 \times 6 =$ 36720 b) $28\,406 \times 3 =$ 85218
 - $7\,895 \div 5 =$ 1579 d) $8\,163 \div 9 =$ 907 (4)
- Anna wants to raise money to help the homeless people in her town. There are 1 224 learners in her school. She works out that if every learner collects R3 from each of three family members and donates a further R2 themselves, she will have raised the sum that she has in mind.
 - What sum of money is Anna hoping that each learner will be able to contribute? 1 $\times 3 +$ 2 $=$ R 5 (3)
 - Approximately what sum of money does Anna hope to raise in total? Use rounding to work out the answer to the nearest R100:
 $R1224 \times$ 5 $=$ R 1200 $\times 5 =$ R 6000 (4)
 - Exactly what sum of money does Anna hope to raise in total? Show all your calculations. R1224 $\times$ 5 = R6120 (4)
- Human hair (on the head) grows at a rate of about 10 mm per month. If a person who is 100 years old has never cut her hair, calculate the length of her hair in:
 - mm 12000 b) cm 1200 c) m 12 (4)

Total marks: 30

Term 1: Target Worksheet 3B

Name: MEMORANDUM Date: _____

Patterns, functions and algebra

1. Addition and subtraction are inverse operations. So are division and multiplication. Complete each sentence, and then write the inverse statement next to it.

- a) $67 - 15 = 52$ because $52 + 15 = 67$ (1)
 b) $48 - 37 = 11$ because $11 + 37 = 48$ (1)
 c) $72 \div 33 = 39$ because $39 \times 33 = 72$ (1)
 d) $36 \div 12 = 3$ because $3 \times 12 = 36$ (1)
 e) $72 \div 9 = 8$ because $8 \times 9 = 72$ (1)

2. Change the grouping in each of these number sentences to make it easier to calculate and then complete the sentence:

- a) $(37 + 86) + 13 = (37 + 13) + 86 = 50 + 86 = 136$ (2)
 b) $24 + (137 + 16) = (24 + 16) + 137 = 40 + 137 = 177$ (2)

3. Use the fact that $845 + 155 = 1\ 000$ to write four addition facts and four subtraction facts to 4 000:

Addition facts Subtraction facts
 $2000 + 2000 = 4000$ $4000 - 2000 = 2000$
 $3000 + 1000 = 4000$ $4000 - 3000 = 1000$
 11 $4000 - 1000 = 3000$
 $3500 + 500 = 4000$ $4000 - 500 = 3500$ (8)

4. Make up your own number pattern that uses this rule: Divide by 3 each time. Write down the first 5 terms of your pattern. (Hint: think carefully about your starting number. You can start with any number you like, but some will be easier to work with than others)

729, 243, 81, 27, 3 (5)

5. Look at the flow diagram below:

Input number $\rightarrow \times 3 \rightarrow + 2 \rightarrow$ output number

Use this rule to write the missing input and output numbers in the table below:

Input number	3	5	8	11	14	22	30	300
Output number	11	17	26	35	44	68	92	902

(8)

Total marks: 30

Term 2: Target Worksheet 7A

Name: MEMORANDUM Date: _____

Numbers, operations and relationships

1. Fill in the missing numbers:

- a) Count forwards in 20s: 12 240; 12 260; 12 280; 12 300; 12 320 (2)
 b) Count forwards in 1 000s: 35 000; 36 000; 37 000; 38 000; 39 000 (2)
 c) Count backwards in 100s: 25 900; 25 800; 25 700; 25 600; 25 500 (2)
 d) Count backwards in 1 000s: 47 600; 46 600; 45 600; 44 600; 43 600 (2)

2. 15 865 people came to the school's Food Fair last month. Round this number to the nearest:

- a) 10: 15 870 (1)
 b) 100: 15 900 (1)
 c) 1 000: 16 000 (1)

3. Calculate each of the following. Use any method that you wish.

- a) $6\ 342 + 8\ 954 = 15\ 296$ (2)
 b) $24\ 632 + 31\ 876 = 56\ 508$ (2)
 c) $8\ 342 - 2\ 352 = 5\ 990$ (2)
 d) $45\ 396 - 29\ 355 = 16\ 041$ (2)

4. Find the difference between 35 344 and 17 943 and add it to the sum of 8 673 and 12 900. Show all your calculations.

$$\begin{array}{r} 35\ 344 \\ - 17\ 943 \\ \hline 17\ 401 \end{array} \quad + \quad \begin{array}{r} 12\ 900 \\ + 8\ 673 \\ \hline 21\ 573 \end{array} \quad + \quad \begin{array}{r} 17\ 401 \\ + 21\ 573 \\ \hline 38\ 974 \end{array}$$
 (5)

5. Circle the numerators in these fractions:

- a) $\frac{2}{5}$ b) $\frac{13}{8}$ (2)

6. Circle the denominators in these fractions:

- a) $\frac{11}{25}$ b) $\frac{11}{12}$ (2)

7. My pizza has been cut into ninths and I have eaten 4 of the ninths. Which number is the denominator? How do you know?

9 $\rightarrow$ The pizza was cut into 9 pieces. (2)

Total marks: 30

Term 2: Target Worksheet 7B

Name: MEMORANDUM Date: _____

Numbers, operations and relationships

- Fill in the missing numbers:
 - 27500 ; 27 550; 27600 ; 27 650; 27700 27750 (2)
 - 29900 ; 30100 ; 30 300; 30500 30 700; 30900 (2)
 - 10980 ; 10 960; 10940 ; 10920 ; 10 900; 10880 (2)
 - 30 500; 30300 ; 30100 ; 29 900; 29700 29500 (2)
- 17 854 people came to the school's Food Fair last month. Round this number to the nearest:
 - 10: 17850
 - 100: 17800
 - 1 000: 18000 (3)
- Calculate each of the following. Use any method that you wish.
 - $36\ 342 + 58\ 954$: $95\ 296$ (2)
 - $64\ 632 + 21\ 876$: $86\ 508$ (2)
 - $58\ 342 - 32\ 453$: $25\ 889$ (2)
 - $95\ 096 - 79\ 809$: $15\ 287$ (2)
- Find the difference between 79 344 and 57 899 and add it to the sum of 38 673 and 12 789.

$$\begin{array}{r} 79\ 344 \\ - 57\ 899 \\ \hline 21\ 445 \end{array} \quad \begin{array}{r} 38\ 673 \\ + 12\ 789 \\ \hline 51\ 462 \end{array} \quad \begin{array}{r} 21\ 445 \\ + 51\ 462 \\ \hline 72\ 907 \end{array}$$
 (3)
- Mbasa is counting in fractions. Write the missing fractions in each of the following sequences.
 - $\frac{1}{3}, \frac{2}{3}, \frac{3}{3}, \frac{4}{3}$
 - $\frac{1}{9}, \frac{3}{9}, \frac{5}{9}, \frac{7}{9}, \frac{9}{9}$
 - $\frac{11}{11}, \frac{8}{11}, \frac{5}{11}, \frac{2}{11}$ (4)
- Find the fraction that lies halfway between each pair of fractions below. Try to work this out without using a number line. Show all your reasoning.
 - $\frac{1}{4}$ and $\frac{3}{4}$: $\frac{2}{4}$ (2)
 - $\frac{3}{12}$ and $\frac{11}{12}$: $\frac{7}{12}$ (2)

Total marks: 30

Term 2: Target Worksheet 8A

Name: MEMORANDUM Date: _____

Numbers, operations and relationships

- Circle all the numbers that are multiples of:
 - 2: $8, 9, 10, 15, 24, 30, 42, 45, 80, 144$ (2)
 - 3: $8, 9, 10, 15, 24, 30, 42, 45, 80, 144$ (2)
 - 10: $8, 9, 10, 15, 24, 30, 42, 45, 80, 144$ (2)
- Circle all the numbers below that are factors of 30:
 $1, 2, 3, 4, 5, 6, 7, 8, 9, 10$ (2)
- Fill in the missing number to find the factor pairs.
 - $16: 1 \times 16; 2 \times 8; 4 \times 4$ (1)
 - $44: 1 \times 44; 2 \times 22; 4 \times 11$ (1)
- Use any method to do these calculations:
 - $465 \times 38 = 17\ 670$ (2)
 - $939 \times 14 = 13\ 146$ (2)
- Complete these rules for divisibility:
 - Numbers that end in 0, 2, 4, 6, or 8 are all divisible by 2. (1)
 - Numbers that end in 5 or 0 are divisible by 5. (2)
 - Numbers that end in 0 are all divisible by 10. (1)
- Write down all the prime numbers that lie between 1 and 20:
 2, 3, 5, 7, 11, 13, 17, 19 (2)
- Write down 2 division facts for these multiplication facts:
 - $462 \times 25 = 11\ 550$: $11\ 550 \div 25 = 462$ $11\ 550 \div 462 = 25$ (1)
 - $582 \times 75 = 14\ 550$: $14\ 550 \div 75 = 582$ $14\ 550 \div 582 = 75$ (1)
- Do these calculations.
 - $350 \div 50 = 7$ (1)
 - $2\ 400 \div 60 = 40$ (1)
 - $8\ 100 \div 90 = 90$ (1)

Total marks: 25



PSW – English classes

Please complete the following:

- *Discuss how COVID-19 affected learners. Complete mind map in workbook 1.*
- *Paste COVID-19 info sheet in workbook 1 and discuss responsibilities of learners.*
- *Complete worksheet: Local health problems. Paste into workbook 1.*

Feel free to contact me with any questions regarding this work:

ldelange@dkps.org.za

PSW – Afrikaans klas

Voltooi asseblief die volgende:

- *Bespreek hoe COVID -19 leerders geaffekteer het. Voltooi breinkaart in werkboek 1.*
- *Plak COVID-19 info blad in werkboek 1 en bespreek leerders se verantwoordelikhede.*
- *Voltooi werkblad: Plaaslike gesondheidsprobleme en plak in werkboek 1.*

Kontak my gerus indien u enige vrae oor die werk het by ldelange@dkps.org.za

HOW DID I KEEP BUSY AT HOME:

WHAT HAVE I LEARNT FROM THIS
EXPERIENCE:

WORDS TO DESCRIBE HOW I FELT:

THREE THINGS I AM MOST EXCITED TO DO
WHEN THIS IS OVER:

- 1.
- 2.
- 3.

WHAT AM I MOST
GRATEFUL FOR:

SPECIAL OCCATIONS I CELEBRATED IN THIS TIME:

EVENT	DATE	HOW YOU CELEBRATED

HOW COVID-19 AFFECTED ME

WHERE AND WITH WHOM DID I
LIVE DURING THIS TIME:

HOE HET EK TUIS BESIG GEBLY:

WAT HET EK UIT DIE ONDERVINDING
GELEER:

WOORDE WAT BESKRYF HOE EK
GEVOEL HET:

DRIE DINGE WAAROOR EK OPGEWONDE IS
AS DINGE TERUG KEER NA NORMAAL:

- 1.
- 2.
- 3.

WAARVOOR IS EK
DANKBAAR:

SPESIALE GELEENTHEDE WAT GEVIER IS:

GEBEURTENIS	DATUM	HOE IS DIT GEVIER

HOW COVID-19 AFFECTED ME

WAAR EN SAAM MET WIE HET EK
IN HIERDIE TYD GEBLY:

Personal and Social Well-being: Term 2

Chapter 22: Local Health Problems

Read through p. 142 - 145 and answer the following questions

1. What does TB stand for?
2. What are the symptoms of TB?
3. Explain the treatment for TB in three (3) sentences?
4. How can we prevent ourselves from getting TB?
5. What causes diarrhoea?
6. What are the symptoms of diarrhoea?
7. How do we treat diarrhoea?
8. Name at least 5 ways in which you can avoid or prevent getting sick?
9. What does pasteurising mean?
10. What are vaccines?

Personal and Social Well-being: Term 2

Chapter 22: Local Health Problems

Read through p. 142 - 145 and answer the following questions

1. What does TB stand for?
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9. What does pasteurising mean?
10. What are vaccines?

Persoonlike en Sosiale Welstand: Kwartaal 2

Hoofstuk 22: Plaaslike gesondheidsprobleme

Lees bl. 142 - 145 en beantwoord die volgende vrae:

1. Waarvoor staan TB?
2. Wat is die simptome van TB?
3. Verduidelik die behandeling van TB in drie (3) sinne?
4. Hoe kan ons keer dat ons TB kry?
5. Wat versoorzaak diarree?
6. Wat is die simptome van diarree?
7. Hoe behandel 'n mens diarree?
8. Noem ten minste 5 manier hoe jy kan voorkom dat sy siek word?
9. Wat beteken pasteurisasie of om te pasteuriseer?
10. Wat is entstowwe?

Persoonlike en Sosiale Welstand: Kwartaal 2

Hoofstuk 22: Plaaslike gesondheidsprobleme

Lees bl. 142 - 145 en beantwoord die volgende vrae:

1. Waarvoor staan TB?
2. Wat is die simptome van TB?
3. Verduidelik die behandeling van TB in drie (3) sinne?
4. Hoe kan ons keer dat ons TB kry?
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6. Wat is die simptome van diarree?
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8. Noem ten minste 5 manier hoe jy kan voorkom dat sy siek word?
9. Wat beteken pasteurisasie of om te pasteuriseer?
10. Wat is entstowwe?

FACTS ABOUT COVID-19

What is COVID-19?

COVID-19 is a disease caused by a new strain of coronavirus. 'CO' stands for corona, 'VI' for virus, and 'D' for disease. Formerly, this disease was referred to as '2019 novel coronavirus' or '2019-nCoV.' The COVID-19 virus is a new virus linked to the same family of viruses as Severe Acute Respiratory Syndrome (SARS) and some types of common cold.

What are the symptoms of COVID-19?

Symptoms can include fever, cough and shortness of breath. In more severe cases, infection can cause pneumonia or breathing difficulties. More rarely, the disease can be fatal. These symptoms are similar to the flu (influenza) or the common cold, which are a lot more common than COVID-19. This is why testing is required to confirm if someone has COVID-19.

How does COVID-19 spread?

The virus is transmitted through direct contact with respiratory droplets of an infected person (generated through coughing and sneezing). Individuals can also be infected from and touching surfaces contaminated with the virus and touching their face (e.g., eyes, nose, mouth). The COVID-19 virus may survive on surfaces for several hours, but simple disinfectants can kill it.

Who is most at risk?

We are learning more about how COVID-19 affects people every day. Older people, and people with chronic medical conditions, such as diabetes and heart disease, appear to be more at risk of developing severe symptoms. As this is a new virus, we are still learning about how it affects children. We know it is possible for people of any age to be infected with the virus, but so far there are relatively few cases of COVID-19 reported among children. This is a new virus and we need to learn more about how it affects children. The virus can be fatal in rare cases, so far mainly among older people with pre-existing medical conditions.

What is the treatment for COVID-19?

There is no currently available vaccine for COVID-19. However, many of the symptoms can be treated and getting early care from a healthcare provider can make the disease less dangerous. There are several clinical trials that are being conducted to evaluate potential therapeutics for COVID-19.

How can the spread of COVID-19 be slowed down or prevented?

As with other respiratory infections like the flu or the common cold, public health measures are critical to slow the spread of illnesses. Public health measures are everyday preventive actions that include:

- staying home when sick.
- covering mouth and nose with flexed elbow or tissue when coughing or sneezing. Dispose of used tissue immediately.
- washing hands often with soap and water; and
- cleaning frequently touched surfaces and objects. As we learn more about COVID-19 public health officials may recommend additional actions.

FEITE OOR COVID-19

Wat is COVID-19?

COVID-19 is 'n siekte wat afkomstig is van die corona-virus. 'CO' staan vir corona, 'VI' vir virus, en 'D' vir "disease" of siekte in Afrikaans. Voorheen was hierdie siekte bekend as '2019 novel coronavirus' or '2019-nCoV.' Die COVID-19 virus is 'n nuwe virus wat familie is van "Severe Acute Respiratory Syndrome" (SARS) asook tipes verkoues.

Wat is die simptome COVID-19?

Simptome kan koors, hoesbuie, en kortasem insluit. In ernstiger gevalle kan infeksies longontsteking en asemhalingsprobleme veroorsaak. Alhoewel skaars, kan die virus wel noodlottig wees. Die simptome is soortgelyk aan griep en verkoue wat baie meer algemeen voorkom as die van COVID-19. Vir hierdie rede is dit noodsaaklik om getoets te word om te bevestig of 'n persoon wel COVID-19 het.

Hoe word COVID-19 versprei?

Die virus word versprei deur direkte kontak met respiratoriese druppeltjies van 'n persoon met die virus (d.w.s. deur te hoes of te nies). Individue kan ook aansteek deur aan oppervlaktes te raak wat besmet is met die virus en dan aan hulle gesig te vat (bv. oë, neus, mond). Die COVID-19 virus kan op oppervlaktes vir tot twee dae lewend bly, maar ontsmettingsmiddels sal die virus doodmaak.

Wie beloop die risiko?

Ons leer daaglik meer oor hoe COVID-19 mense affekteer. Ouer mense, mense met chroniese gesondheidsprobleme soos diabetes en hartkwale dra 'n groter risiko om siek te word. Aangesien dit 'n nuwe virus is, leer ons nog baie van hoe dit kinders affekteer. Alhoewel dit moontlik is vir mense van alle ouderdomme om die virus te kry, is daar relatief min gevalle waar COVID-19 onder kinders gerapporteer word. Soos reeds genoem, kan die virus noodlottig wees in ouer mense wat ernstige gesondheidsprobleme het.

Wat is die behandeling van COVID-19?

Daar is tans geen entstof teen COVID-19 nie. Simptome van die virus kan wel behandel word indien dit vroeg opgespoor word en sal die virus minder gevaarlik maak. Daar is vele kliniese toetse wat nou gedoen word om te kyk watter behandelings daar moontlik kan bestaan teen COVID-19.

Hoe kan verspreiding en voorkoming van COVID-19 verminder word?

Soos met ander respiratoriese infeksies soos griep en verkoue, is publieke gesondheidsmaatreëls van uiterste belang om die verspreiding van die virus te stop. Allerdaagse maatreëls vir voorkoming sluit die volgende in:

- Bly tuis wanneer jy siek is.
- Bedek jou mond en neus met 'n masker. Hoes of nies in 'n sneusdoekie en gooi dit daarna dadelik weg.
- Was jou hande gereeld met seep en water en maak oppervlaktes wat gereeld gebruik word met ontsmettingsmiddels skoon. Soos ons meer te wete kom van COVID-19, kan gesondheidsowerhede addisionele maatreëls instel.



Academic work for learners

Subject:	English HL
Grade:	5
Planner:	D. Kotzé
Work set out for the period of:	27 July - 7 August 2020
Note from educator:	
All additional resources or activities can be found in the addendums listed below.	

Date	Activity	Resource/s	Where should the work be completed?
	- Parent reads the listening text. - Learners pause halfway through the listening text to think of sentences that use all the letters of the planets: M V E M J S U N P. - They listen to the rest of the listening text. - Learners cut out the pictures from the worksheet. They put the planets in order using these pictures. - The pictures should indicate all 9 planets in the right order from the Sun (very big), Mercury (small planet), Venus (small planet, white), Earth, Mars (red, small), Jupiter (biggest planet), Saturn, Uranus, Neptune (all three large, but not as big as Jupiter), Pluto (smallest planet of all). - Make use of the example to ensure that the planets are in the correct order Heading: ACTIVITY Listening and speaking (pg. 58) Date _____ Answer the questions in your ENGLISH BOOK 1. Ensure that you answer the entire question.	- Textbook: Platinum pg. 196 - English Workbook 1 Worksheet: Planets (Addendum 2) Example of completed activity (Addendum 3) Listening text: addendum 1 <i>How to memorise something so you never forget it</i>	English Workbook 1
	Juggling for beginners (LB pg. 60-61) Before you read - The title and the pictures should alert readers to the fact that this is a set of instructions that will teach them how to do something. - Discuss with learners whether the text has been written to entertain them or to teach them how to do something. Reading - Read through the instructions carefully with the learners. - They can practise their juggling for homework. Remind learners not to give up too quickly.	Reading text: Juggling for beginners (LB pg. 60-61) - Three juggling balls (Three balled up socks can be used in place of balls) – Learners can	English Workbook 1

	After you read Learners complete the activity no. 2 – 5 in their book 1. Heading: ACTIVITY Read: Juggling for beginners (pg. 60-62) no. 2 - 4 Date Answer the questions in your ENGLISH BOOK 1. Ensure that you answer the entire question.	practice at home.	
	Practise - Teach learners how to write instructions. Use the recipe mini pizza breads - Learners complete the recipe with your guidance on the recipe frame. Paste the frame in the Written workbooks	- Recipe Mini Pizza Breads (Addendum 4) - Recipe writing frame: super teacher worksheets (Addendum 5)	Written workbook
	Prepositions: textbook pg. 58 Heading: Prepositions (pg. 58) Date Answer the questions in your ENGLISH BOOK 1. Leave a space open after each answer. Adjectives 1. Prepositions 2. 3.	Textbook: Platinum Additional activity: Adverbs of time, manner and place (Addendum 6) Simple, compound and complex sentences Additional activity (Addendum 7) DBE pg. 72, 73	English workbook 1
	Adverbs (manner, time and place): textbook (pg. 59) discuss the table, DBE pg. 72-73 Complete the additional activity activity: Adverbs of time, manner and place		
	Simple and complex sentences: Explain: simple and complex sentences (LB pg.59) Revision LB (pg. 66) Simple, compound and complex sentences Additional activity Heading: ACTIVITY Revision: Complex sentences and punctuation (pg. 66) Date Answer the questions in your ENGLISH BOOK 1. Leave a space open after each answer. Complex sentences 1. 2. Punctuation 3.		

Listening text (Addendum 1)

Worksheet: Planets (Addendum 2)



Mercury



Venus



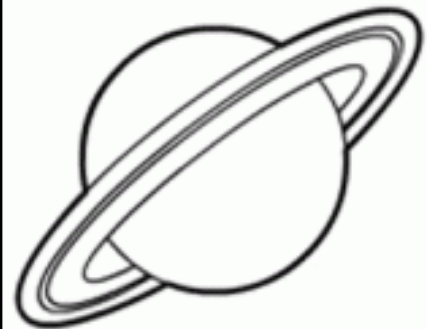
Earth



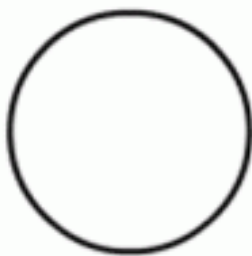
Mars



Jupiter



Saturn



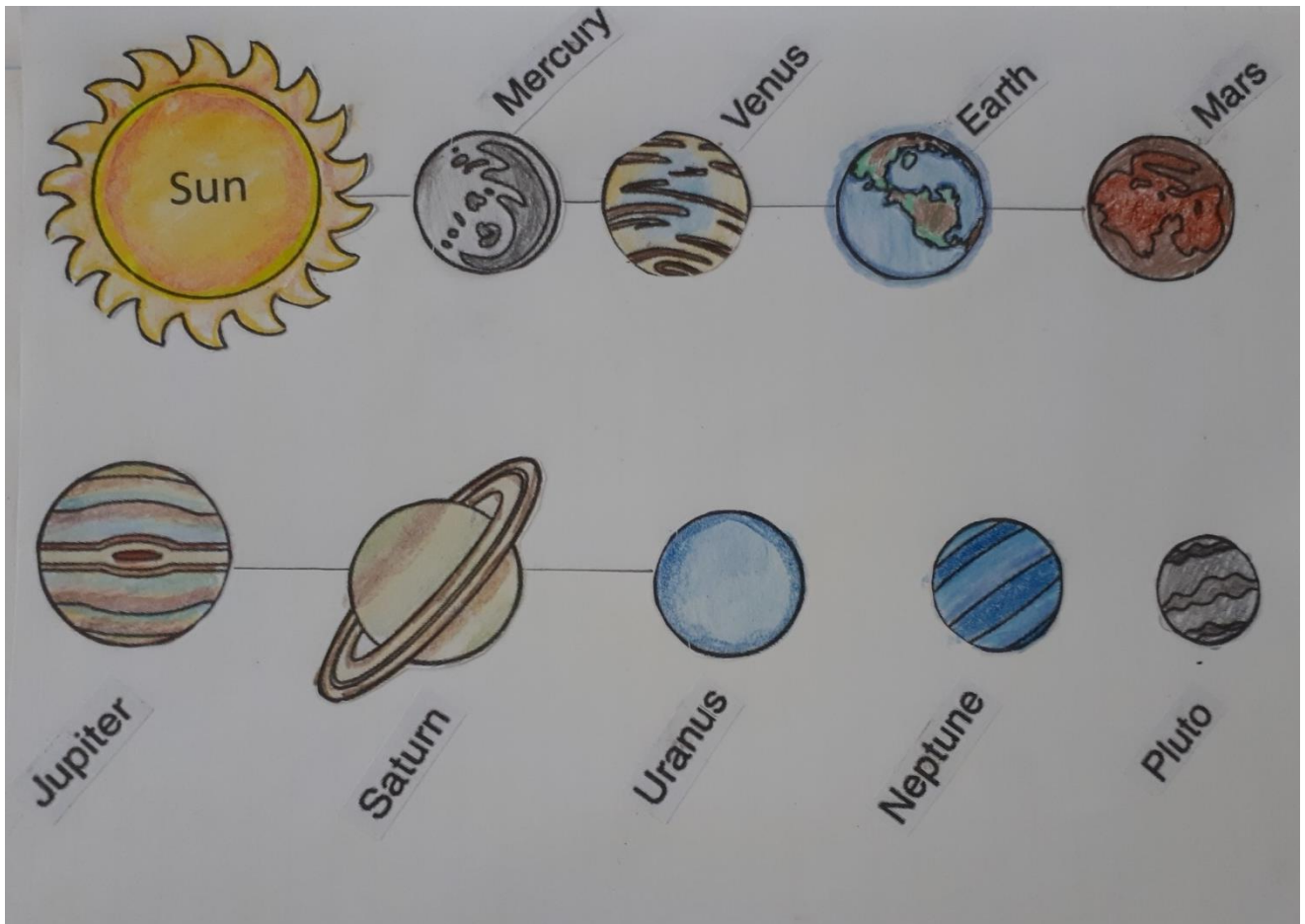
Uranus



Neptune



Pluto



Recipe mini pizza breads (Addendum 4)

Mini pizza breads



Ingredients

- Sliced bread
- Cheese (finely grated)
- Tomato sauce
- Chutney
- Ham (Slices)
- Pineapple (small triangular pieces)
- Cherry tomatoes (sliced)
- Bacon (cooked)
- Mushrooms (sliced)



Equipment (utensils)

- baking tray
- toaster
- round cookie cutter
- bowl
- knife
- cutting board
- grater

Step-by-step instructions

1. Preheat your oven.
2. Lightly grease a baking tray.
3. Toast your slices of bread in a toaster.
4. Use a round cookie cutter to cut out round pieces of toast.
5. Mix the tomato sauce and chutney together in a bowl.
6. Spread the tomato sauce and chutney mixture onto your round pieces of toast for your sauce base.

7. Cut the toppings such as ham and bacon etc. down to size to fit the pieces of toast.
8. Place toppings onto your mini pizza bread. Place finely grated cheese on top of each.
9. Place on the baking tray and bake at 180° degrees until the cheese is fully melted.

How to serve

Allow to cool slightly before serving so that the kids don't scorch their mouths on the cheese or tomatoes!

Serve with a cool drink or smoothie.



Picture of finished dish

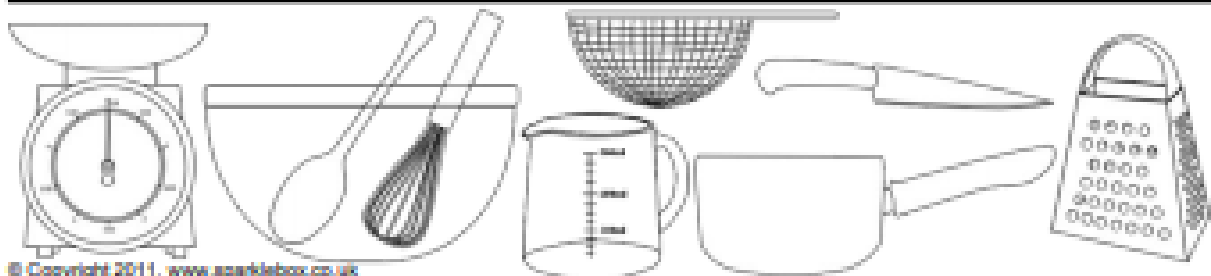
Draw a picture of how you imagine the picture would look.

A recipe for

Ingredients

Equipment

Step-by-step instructions

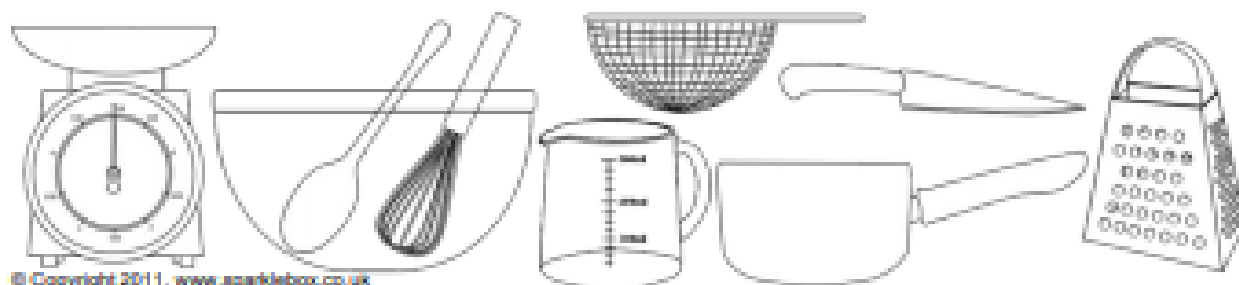


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Step-by-step instructions (continued)

How to serve

Picture of finished dish



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Adverbs of time, manner and place

Date

An adverb can describe *how* an action happens.

example: Jason quickly read the book.

How did Jason read? Quickly.

This is an
adverb of
manner.

An adverb can describe *when* an action happens.

example: Emma left early.

When did Emma leave? Early.

This is an
adverb of
time.

An adverb can describe *where* an action happens.

example: Lily and Ben played here.

Where did Lily and Ben play? Here.

This is an
adverb of
place.

Copy the sentences.

Underline the adverb in each sentence. Then state whether it is an adverb of time, manner or place.

1. My grandpa snored loudly.
2. Chloe played on the beach yesterday.
3. I will visit my friend tomorrow.
4. George, will you come here?
5. My sheepdog sat lazily in the pool.
6. Neil slowly placed a card on the card house.
7. Neil stopped suddenly and listened.
8. Nathan stamped his feet angrily.
9. Yesterday they played a game.
10. We shall go to the concert soon.

Simple, Compound, & Complex Sentences

We can improve our writing by learning about different sentence structures.

A **SIMPLE SENTENCE** contains an independent clause, also called main clause, that stands alone.

A **COMPOUND SENTENCE** contains two independent clauses joined with a coordinating conjunction and a comma. A compound sentence may also be joined with a semi-colon.

A **COMPLEX SENTENCE** contains an independent clause plus one or more dependent clauses.

Read each sentence below. If it is a complex sentence, write **CX** in the blank. If it is a compound sentence, write **CD** in the blank. If it is a simple sentence, write **S** in the blank.

- _____ 1. Morgan and Riley plan to enter their robot in an engineering competition.
- _____ 2. If they place first, they might win five hundred dollars.
- _____ 3. The second place prize is three hundred dollars, and the third place prize is one hundred dollars.
- _____ 4. Their robot can follow a simple path through a maze.
- _____ 5. The robot can also sort objects, but it cannot count.
- _____ 6. Morgan and Riley cannot wait until it is time for the competition.
- _____ 7. They named their robot Rowdy, and painted it gold.
- _____ 8. When the competition is over, Rowdy will be kept in Mr. Blake's science class.
- _____ 9. Mr. Blake is in charge of the engineering club.
- _____ 10. Morgan and Riley are already planning to build a drawbridge for next year's competition.

NST 27 July 2020 – 07 August 2020			
DATE	TOPIC	CONTENT AND INSTRUCTIONS	PAGES & RESOURCES
27/07-30/07	Orientation		
31/07 & 03/08	Topic 6: Metals & non-metals	Properties of metals & non-metals - Discuss key words and content - Skip Skills Focus - Discuss memorandums of Act. 1-6	p.61-69 NST Textbook
04/08 & 05/08	Topic 7: Uses of metals	Topic revision (Topic 6) Other properties of metals - Discuss key words and content - Discuss memorandums of Act. 1-4	p.70 p.73-77 NST Textbook
06/08 & 07/08	Topic 7: Uses of metals	Uses of metals - Discuss key words and content Topic revision (Topic 7) - Discuss memorandums of Act. 7-9	p.80-83 p.84 NST Textbook

Activity 1: Discuss what you already know about materials (Individual)

LB page 61

Answers

1. Rubber gloves: protect hands, made from rubber (or a man-made material); clay pot: store items, made from clay; basket: carry items, made from grass or reeds; child's spade: to dig, made from metal; rubber bands: keep items together, made from rubber; wooden spoon: to stir food, made from wood; mug: to drink out of, made from pottery (china); pot: to cook in, made from metal (iron); cooldrink can: to hold cooldrink, made from metal (steel); glass jar: to store items, made from glass; milk container: to hold milk, made from plastic; soccer ball: for playing soccer; socks: to keep feet warm
2. Rubber, clay, grass/reeds, wood, iron, pottery, steel, glass, plastic, cotton (or polyester)
3. Glass, pottery, possibly metal
4. Clay is easily shaped into pot shapes. It is probably easy to find nearby.
5. Plastic melts when heated, so it would melt if used for cooking.
6. The cooking pot was made, or cast, in a mould. Iron was heated to a very high temperature and poured into a mould with the shape of a pot.
7. Clay pot, mug, glass jar. The metal pot is actually fairly brittle and would break if dropped from a height.

Activity 2: Identify the properties of metals (Individual)

LB page 62

Answers

1. Silver ring
2. Aluminium tray
3. Silver ring, rhino
4. Many possible answers, for example, car engine (the high temperature would melt any engine made of polymer, or burn any engine made of wood), braai grid, cooking pot

Activity 3: Investigate ways to make dull metals shiny (Group)

LB page 65

Answers

Rubbing with the cloth only should have very little effect. The best cleaning material should be the paste. However, the order of the best cleaning materials may vary from group to group. To make the metal shine the learners could rub it with an abrasive material, like steel wool or sandpaper. For a precious object, like a silver jug, this would not be desirable.

Activity 4: Practise the skill of planning an investigation (Individual)

LB page 67

Each learner may have a slightly different angle on this investigation. Different investigations may be equally valid. This is one possible investigation.

Answers

1. Are metal rulers more flexible than non-metal rulers?
2. I predict the metal ruler will not be as flexible as other rulers.
3. I will need two different plastic rulers, a wooden ruler, a metal ruler, a plastic cup with sand, a clamp and a tape measure.
4. Factors to keep the same:
 - The rulers should be the same length and thickness.
 - Clamp each of the rulers to the desk at the same distance from the end.
 - Hang the cup with sand at the same point on each ruler.
5. The variable that is different is the type of ruler.
6. I will record the data (distance from ruler to desk) in a table.
7. I will transfer the data in the table onto a bar graph.
8. Richard could have been more scientific and accurate by having an investigation in which he measured how flexible the rulers were.

Unit 2: Properties of non-metals

Teaching guidelines

- Use real objects wherever possible.
- Introduce the key words and explain their meanings. Use examples where necessary.
- Read the text and look at pictures. Link information on the pictures to the text in the Learner's Book.
- If possible, demonstrate and compare the properties of non-metals to metals:
 - Hit a small piece of pottery with a hammer, showing it is brittle. (Safety: protect your eyes from flying pieces of pottery.) Hit a piece of metal with the same force.
 - Put a kitchen knife into hot water for a few minutes. Take it out and leave it for about a minute and let the learners feel the difference in temperature between the handle and the blade.
- Emphasise that non-metals may conduct some heat, but they are poor conductors compared to metals.

Activity 5: Identify metals and non-metals (Individual)

LB page 69

Answers

1.

Metal	Non-metal	
Copper	Cotton	Plastic
Gold	Wood	Oxygen
Iron	Porcelain	Glass
Aluminium	Rubber	Charcoal
Steel	Wool	Silk
	Clay	Coal

Activity 6: Identify metals and non-metals around us (Individual)

LB page 69

Answers

- Windscreen: glass, non-metal
- Headlight: glass, non-metal (the frame may be metal)
- Tyre: rubber, non-metal
- Engine: iron, metal (some other metals like aluminium or alloys are used)
- Body: steel, metal (other materials could be used. Many car bodies use aluminium alloys, for lightness. Carbon fibre (non-metal) is also increasingly used)
- Seats: plastic, non-metal (seats could also be leather, which is also a non-metal)
- Aerial: steel, metal (plastic coating on outside, non-metal)

FORMAL ASSESSMENT TASK

PRACTICAL TASK: INVESTIGATE, COMPARE AND RECORD THE PROPERTIES OF METALS AND NON-METALS (INDIVIDUAL)

LB page 70

Teaching guidelines

- This practical task is intended to follow on from the skills focus, 'Plan and carry out an investigation' on page 66 of the Learner's Book. The assessment focuses on the planning aspects rather than the carrying out of the investigation. Learners can do this task in groups, but they should complete their answers on their own.
- Supply every group with the items listed in the Learner's Book. If you have to substitute some materials, make sure that the investigation will still work. For example, if you use rubber as a non-metal, it will bend, and non-metals are brittle.
- Discuss the Practical Task with the learners. They should only begin when they have a clear idea of what is required. Emphasise that the planning is the main focus of the practical. Emphasise that the aim of each part of the investigation is to compare metals and non-metals.
- Before starting the practical work, the learners should write the question and make a prediction for each part of the practical. They should also prepare the table for recording the data.
- Supervise the learners closely to prevent accidents or damage.
- After doing the practical work, the learners should record whether their predictions were correct or not. They should also complete an evaluation of their experiment.

Assessment tool

Memorandum.

2. * There are a number of possible questions that the learners can formulate about the investigation and different ways of asking them. You need to look for questions that involve the comparison between metals and non-metals. A question like, "Will the metals shine?" does not show comparison. Award one mark for each question that will give a comparison. Award one bonus mark if two or more questions add some detail of how the investigation is done) (5)
- Possible questions:**
- Shine: Will the metals shine more than the non-metals?
Will the metals and non-metals shine when polished?
Will non-metals shine less than metals?
Will the metals shine more than the non-metals when rubbed with sandpaper? (qualifies for added detail bonus)
Hardness: Will the metals show scratches more easily than the non-metals?
Is it easier to scratch metals than non-metals?
Can fingernails and iron nails scratch metals more easily than non-metals? (qualifies for added detail bonus)
Malleability: Will the wire bend more easily than the chalk?
Will the chalk bend more easily than the wire?
Will the wire bend more easily than the chalk when pushed across the corner of a desk? (qualifies for added detail bonus)
Brittleness: Will the coal break before the coin?
Which will shatter first – the coin or the coal?
Will the coal shatter before the coin when dropped from a height? (qualifies for added detail bonus) (5)
3. Remember, the learners' predictions do not have to be correct. Accept any reasonable prediction. However, the prediction must relate to the question the learner asked in question 2, above. Award one mark for each reasonable prediction. Award one bonus mark for additional detail, for example, 'I predict the coal will break, but only if dropped from 1,2 m.' (5)

5.

Property to test	Items	What happened
Shine	Wire	½ mark for each sensible record of observation (total 3 marks)
	Coin	
	Nails	
	Chalk	
	Coal	
	Stone	
Hardness	Wire	(3 marks)
	Coin	
	Nails	
	Chalk	
	Coal	
	Stone	
Malleability	Wire	(1 mark)
	chalk	
Brittleness	Coin	(1 mark)
	coal	

6. Draw conclusions. Award one mark for each statement whether each prediction was correct or not (4 marks). Award a bonus mark if all the predictions were correct. (10)
7. Award one mark for each statement made as to whether the test were fair tests or not (4 marks). Award one mark for a statement of whether the tests could have been done better. (5)

$$\text{Total: } \frac{30}{2} = 15$$

Science language activity**Answers**

1. d
2. a
3. e
4. c
5. b

Revision activity**Answers**

1. Iron, steel, stainless steel, copper, zinc, nickel, silver, gold, aluminium, brass, bronze (any two) (2)
2. Wood, wax, plastic, clay, pottery, rubber, grass, glass (any two) (2)
3. Malleable means the material can be hammered or beaten into different shapes. (2)
4. Ceramic materials are materials made from sand or clay. (2)
5. Metals are better at conducting heat. (1)
6. Two of the following: you could test to see if it conducts heat easily. You could scratch it to see whether it shines or is dull or you could hammer it to see whether it is malleable or brittle). (2)
7. We choose to make objects out of certain materials and not others because of their properties, for example, whether they are strong or not, malleable or not, flexible or not. (2)
8. Metal cup: hard, conducts heat well; plastic cup : not so hard, conducts heat poorly. It might be hard to hold a metal cup holding a hot liquid. It might be difficult to drink from a metal cup holding a hot liquid. The hot liquid in a metal cup might cool down quicker than in a plastic cup. (Accept any reasonable answer.) (2)

Total: 15

Answers

1. Some metal pieces are attracted to the magnet because they are magnetic. Other pieces are not attracted because they are not magnetic.
2. Not all metals are attracted to magnets.
3. No non-metals are attracted to magnets.
4. No, magnets attract any size of metal, as long as it is magnetic.
5. Magnets will attract any metal which is magnetic, including other magnets.
6. There are many answers the learners can give here. Magnets are used in speakers and motors, to keep fridges closed, and magnetic strips are used on bank credit and debit cards.

Unit 1: Other properties of metals**Teaching guidelines**

- If possible, demonstrate the properties of materials using real-life examples.
- Introduce the key words as you need them and allow the learners to practice pronunciation.
- Make sure the learners know the meanings of key words.
- Emphasise that what makes metals useful is their properties.
- Encourage the learners to look out for examples of metals that have tarnished or rusted.
- Encourage the learners to look out for examples of metals that have been protected from rusting.
- Collect small objects of different materials for a class display. Encourage the learners to add to the collection.
- Activity 2 is a class observational activity and will work best if the first part of the activity is prepared beforehand. Put a drip of candle wax every 5 cm along the length of the metal handle of a metal pot. Allow the wax to harden. You can explain the preparation of this part to the learners. To save time, put warm water in the pot before heating the water pot to boiling point. The learners should observe the melting of the wax. It is important to keep the learners a safe distance from the source of heat and from the boiling water.
- Activity 3 is a group activity and each group will need a magnet and magnetic and non-magnetic metals. It is not essential to use this list, but it is suggested that the metals are checked before the activity so that a fairly even spread of magnetic and non-magnetic materials is available. Demonstrate to the learners how to use the magnet to see if a material is magnetic. After the demonstration, the learners should be able to do the activity on their own.
- Activity 4 is an observational activity. It would be best if this activity was prepared one or two days in advance. Briefly explain to the learners that you are putting the test materials into water and show them what you are doing. It is not essential to use the suggested list of metal objects, but try to have a range of metals, some of which will rust and some which will not. The learners may work in groups, recording their observations of rusting each day. After day 5, it should be clear which metals are rusting, so questions 4 to 6 can be completed.

Activity 2: Observe heat being conducted (Class)**Answers**

4. The learners should observe that the wax melts in order, from the side of the pot towards the outside. This is because heat is conducted along the length of the handle.

Activity 3: Test metals for magnetism (Class/Group)

LB page 75

Answers

4. The answers in the table will depend on the materials used.
5. The magnetism 'passes through' the first paper clip, so the second paper clip will be attracted to the first paper clip.
6. Brass drawing pins have a coating of brass (they are brass-plated) but they are made of iron inside. This makes them magnetic.
7.
 - a) A magnet should attract a nail through paper.
 - b) A magnet might attract a nail through a wooden ruler, depending on the thickness of the wood and the strength of the magnet.
 - c) A magnet is unlikely to attract a nail through your hand, unless the magnet is very strong.

Activity 4: Test metals for rust (Class)

LB page 77

Answers

4. Objects that will rust: iron filings; nails; paper clips (probably); wire (this depends on type of wire)
5. Objects that will not rust: all South African coins; drawing pins; paper clips coated with plastic; brass screws; roofing nails
6. An ironing board is painted to prevent it rusting; buckets can be coated with zinc; a lamp can be painted; a bicycle chain can be oiled; a clothes dryer can be covered with plastic. (Accept any reasonable answers.)

Activity 5: Use an everyday example to show how to control variables (Individual)

LB page 78

Answers

1. Each of the examples given is a factor that can vary (be changed).
2. With the exception of the people the learners talk to and what they wear during the day, all the factors would probably affect the experiment.
3. The experiment focuses on how well the learners sleep with and without exercise.
4. The variables the learners need to control include how long they exercise; the level of difficulty of their exercise; the kind of food they eat; the amount of food eaten; the time of day at which food is consumed; the kind of television programme watched before they go to bed; whether your bedroom light is on or off when you sleep.

Activity 6: Practise controlling variables (Individual)

LB page 79

Answers

Decide which variables to control by asking the same four questions as we asked on page 78 of the Learner's Book.

2. Yes, all the variables will affect the results.
3. The learners want to know which type of metal conducts heat the best.
4. The learners need to keep the amounts of butter in each spoon the same, the spoons must be the same size and thickness and, the butter or bowl of the spoons must be the same distance from the heat source, the candle or heat source should remain constant.

Unit 2: Uses of metals

Teaching guidelines

- Explain to the learners that there are many more examples than those given in the Learner's Book of how metals are used.
- Tell them that there are also different ways of categorising the uses of metals.
- The important concept to reinforce is that metals are used because of their particular useful properties. The learners should be encouraged to think about the property of a metal in conjunction with its use.

Activity 7: Choose the right metal (Individual)

LB page 81

Answers

1.
 - a) Steel (or iron)
 - b) Silver
 - c) Aluminium
 - d) Iron
 - e) Copper
 - f) Brass
 - g) Iron (or steel)
 - h) Copper
2. Rubber soccer posts would not be strong enough and they would bend due to their weight.
3. A string fence would not be strong enough to keep animals from breaking through it and the string would not last very long because it would rot.

Activity 8: Replacing metal objects with non-metal objects (Individual)

LB page 82

The answers for this activity will depend on the items that the learners choose to comment on. All metals should be able to be recycled. Here are some example answers:

- Metal chair: The metal in the metal chair could be recycled. I would replace the chair with a plastic chair. The plastic chair might be warmer than a metal chair, but it might not be as strong. I think the chair was made of metal because the metal is strong and can be easily shaped.
- Metal door handle: The metal of the handle could be recycled. I would replace the handle with a wooden or plastic handle. Handles can be made out of different materials, like wood or plastic. The handle would not be better if it was made of wood. It might break more easily. I think the handle was made of metal because the metal is easily shaped.
- Cooking pot: The metal of the pot could be recycled. I would have to replace the pot with another metal pot. Pots are nearly always metal, but some pots can be made of clay. Pots would not be better if they are made of clay. I think the pot was made of metal because the metal is strong and conducts heat well.

Activity 9: Research and write about the uses of metals in transport

LB page 83

Each learner should write a project about metals used in the following forms of transport: cars, bicycles, trains and aeroplanes. Reasons as to why certain metals are used, focussing specifically on the properties learnt in this topic, are required. Allow the learners to present their projects in the form of an oral presentation for the class.

Extension for this unit

The learners can be motivated to collect all waste metals and non-metals from streets, sort them and contact a waste contractor to pick them up. The learners can sort different materials in boxes. They can establish a recycling project at school.

TOPIC REVISION

LB page 84

Science language activity

Answers

1. c
2. d
3. e
4. a
5. b

Revision activity

Answers

1. Coin, nail, drawing pin, cooldrink can (4)
2. Coin, nail, drawing pin, brass hinge, cooldrink can (4)
3. Nail, cooldrink can (2)
4. a) The teaspoon will not rust because it is made of stainless steel. (3)
b) A worker would not choose an aluminium spade because it is too light. (3)
c) Factories make brass door handles because they are easy to shape (and they are strong). (3)
d) We would not usually make a teaspoon from brass because it would be too heavy. (3)
e) It is better to make window frames out of aluminium because they will not rust. (3)

Total: 25



Social sciences

Intervention booklet

Date: _____

Name and Surname: _____

Geography section:

Question 1:

Match the definition in column B with the correct answer in column A.

Write your answers as 1=B, 2=F etc

Column A	Column B	Answers
1. Physical features	A. A steep slope between a plateau and a lower area.	1. = F
2. Plateau	B. All the rivers and streams in a catchment area.	2. = I
3. Coast	C. Dent or curve in the coastline.	3. = O
4. Coastal plain	D. The start of a river or stream.	4. = L
5. Escarpment	E. A low area between hills and mountains.	5. = A
6. Bay	F. Things in the natural environment such as rivers and mountains.	6. = C
7. Cape	G. The highest point at the top of a mountain.	7. = R
8. Mountain range	H. Where a river flows into a sea.	8. = J
9. Mountain peak	I. High, flat inland parts of a country.	9. = G
10. Hill	J. A group or line of high mountains.	10. = N
11. Valley	K. The things that people do.	11. = E
12. Source	L. Low-lying land that is near the sea	12. = D
13. Mouth	M. A small river.	13. = H
14. Stream	N. A higher area that is not as large as a mountain.	14. = M
15. Tributary	O. Where the land and the sea meet.	15. = Q

16. Catchment area	P. The area drained by a river and its tributaries.	16. = P
17. River system	Q. A stream or river that flows into a bigger river.	17. = B
18. Human activities	R. A piece of high land that goes into the sea.	18. = K

Question 2:

1. On what kind of map would you learn about the physical features of a country?

A physical map.

2. List 3 examples of physical features.

- 1 – mountains
- 2 – rivers
- 3 – oceans
- 4 – hills

3. The **coastline** is the area where the land meets the sea. The RSA has a very long and almost unbroken coastline with a few capes (points such as Cape Point) and few bays (such as Table bay and False bay). The only area where both these are to be found, is the Cape Peninsula. The **Coastal Plain** is the low-lying area along the coast. The coastal plain of the RSA forms a narrow band between the sea and the mountains of the **escarpment**.

Match the words in bold with the pictures. Write the words from the paragraph in the space provided next to the picture.



Escarpment

1.



Coastline

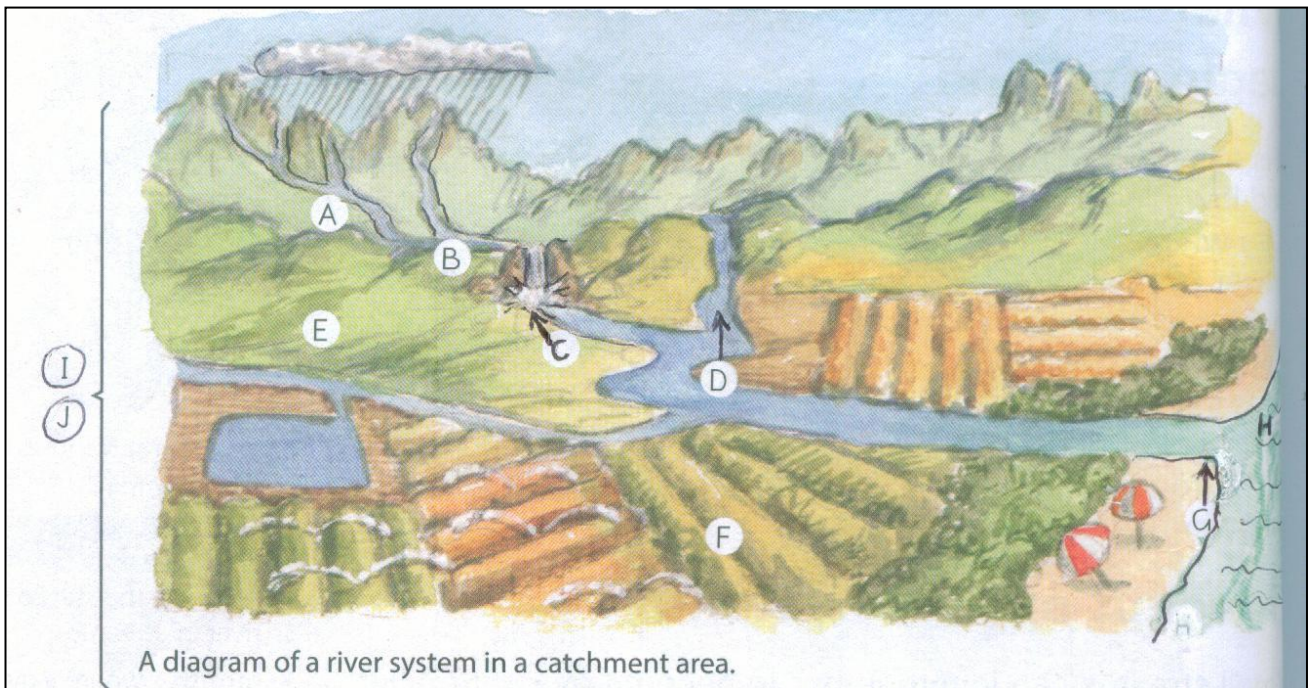
2.



Coastal plain

3.

Question 3



Check your understanding of rivers: Study the drawing above and fill in the words from the word bank in the correct places in the questions below.

Task:

tributary, catchment, bay, source, coastal plain, waterfall, stream, valleys, system, mouth
--

- A. The source of this river is in the mountains.
 - B. A stream is a small river.
 - C. Here the river flows over a wa.
 - D. This is a tributary of the bigger river that it flows into.
 - E. The streams and rivers flow down valleys between the mountains.
 - F. The river flows across the flat coastal plain before it gets to the sea.
 - G. This point where the river flows into the sea is the river's mouth.
 - H. This dent in the coastline is called a bay.
 - I. All these rivers are in the same catchment area.
 - J. All the rivers in this picture make up one river system.
-

History section:

Question 1:

Match the definition in column B with the correct answer in column A.

Write your answers as 1=B, 2=F etc

Column A	Column B	Answers
1. Iron age	A. A share of the things taken by force in a war or hunt.	1. = B
2. Domestic	B. The period of time in history when people made and used iron tools and weapons.	2. =O
3. Crops	C. People who find out what the illness is and help the sick get better.	3. =V
4. Homestead	D. Melt metal at high temperatures.	4.=H
5. Headman	E. Meeting place.	5.=R
6. Village	F. Things like tools, weapons, pottery and buildings which are made by people.	6.=W
7. Agriculture	G. The exchanging of goods.	7.=N
8. Fertile	H. A group of households.	8.=J
9. Kgotla	I. An interconnected system of people.	9.=E
10. Lobola	J. Fertile soil is full of good things that help plants grow well.	10.=S
11. Smelt	K. Pots shaped from moist clay and hardened by heat.	11.=D
12. Furnace	L. Having enough for oneself or one's family to live on.	12.=Q
13. Cultivate	M. A period of instruction in which teenagers are accepted as adults.	13.=U
14. Pottery	N. Farming with crops and animals.	14.=K
15. Artefacts	O. Animals that are tame enough to be kept by humans.	15.=F
16. Ceremonies	P. A person who uses plant medicine to cure illnesses.	16.=T
17. Initiation	Q. A special kind of fireplace in which very high temperatures are reached.	17.=M
18. Ancestors	R. The man in charge of a homestead.	18.=X
19. Subsistence	S. The price of a bride.	19.=L
20. Trade	T. A public event held at important times in a community's life. The same words are repeated and the same actions will be followed at these events.	20.=G
21. Healers	U. Prepare the fields for crops.	21.=C
22. Herbalist	V. Plants that farmers grow for food.	22.=P
23. Network	W. Made up of many homesteads.	23.=I

24. Spoils	X. The spirits of those who have died.	24.=A
------------	--	-------

Question 2:

In term 3 we are going to deal with source-based questions. When something is source based it means it is a piece of information about something specific. It is very similar to a comprehension. Source based questions are therefore based on the sources provided. Below are two source-based activities.

This extract explains the importance of cattle for the early communities of Southern Africa during the Iron Age.

As with the Khoi-Khoi, cattle had great importance in these societies (people). Looking after the cattle was the work of the men. The cattle kraal was the social (community) centre of the village, the meeting place for men and a place that women were usually not allowed to enter. The herds of African Farmers were larger than those of the Khoi-Khoi. Those who owned the most cattle had the most power. Cattle were a considerable (large) source of food, though more for milk than for meat. They also provided many valuable (respected) by-products such as skin for clothing hide and horn for containers. Dung (manure) was used for fuel and for plastering walls and floors. Within these societies (people), cattle were also the main source of wealth and the medium of exchange. Bride wealth (lobola/bogadi) was calculated in terms of cattle. They were also used to pay fines and to ensure the goodwill of ancestral (family) spirits.

Study the information above and answer the questions:

1. Name any two items that people used to trade with?

Cattle and its components. Meat, skin, horns etc

2. Give another name for bogadi.

Lobola

3. What was dung used for? Give only one answer.

Plastering walls

4. According to the information from the text, who was responsible for looking after the cattle?

The men

5. What was the main source of wealth for these African Farmers?

Cattle

6. Use the information above and your own knowledge and write a paragraph of 3 to 4 full sentences, about the importance of cattle for the early communities of Southern Africa.

It is clear that cattle are the most important thing in these communities as it is their version of money. They use it to trade with, to feed themselves, to clothe themselves, and to create certain

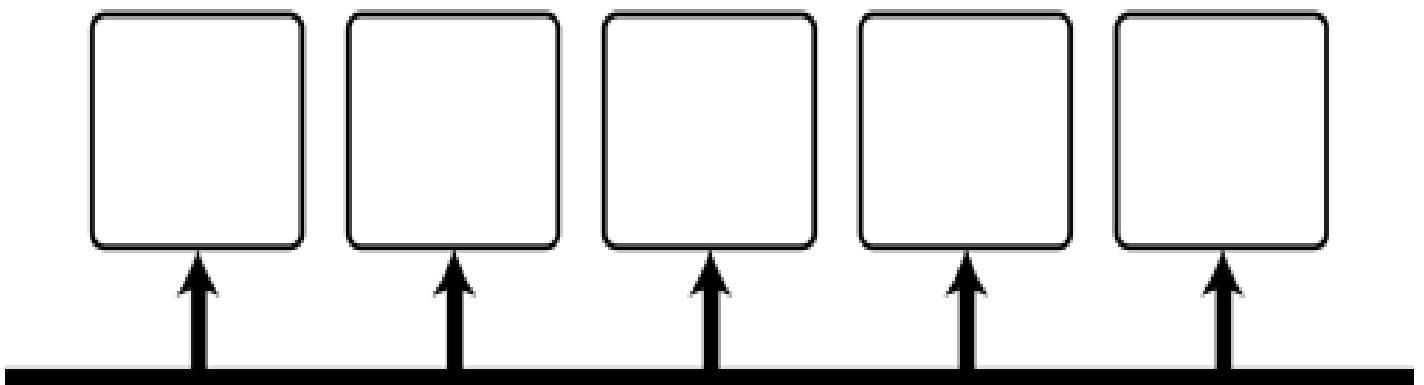
products. It is said that the amount of cattle determines whether a wedding will happen or not.

Lastly it is clear that the cattle are used to appease (satisfy) their ancestors as well.

Question 3: Read the source below and use the information provided to draw up a timeline of the events. *Put the following events in the correct place on the timeline:*

- The birth of Jesus Christ.
- The arrival of Europeans in South Africa.
- San, the first people who lived in South Africa.
- The first farmers settled in South Africa.
- The arrival of the Khoikhoi herders.

We already know that the first people to live in south Africa were the San hunter-gatherers. They lived here from about 20 000 years ago (in about 18 000BC). About 2 100 years ago (in 100 BC), life began to change in the western part of Southern Africa. Khoikhoi herders arrived. By about 250 AD, farmers had moved into southern Africa from further north. By 400 AD, they had settled all over south Africa except for the desert areas (where there was no rainfall) and the Western cape (where there was winter rainfall). White people from Europe only settled in South Africa in 1652 AD.



The San hunter gatherers.

The arrival of the Khoikhoi herders.

The birth of Jesus Christ.

The first farmers settled in South Africa.

The arrival of Europeans in South Africa.



Social sciences

Intervention booklet

Date: _____

Name and Surname: _____

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Write your answers as 1=B, 2=F etc

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2. Plateau	B. All the rivers and streams in a catchment area.	2. =
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5. Escarpment	E. A low area between hills and mountains.	5. =
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7. Cape	G. The highest point at the top of a mountain.	7. =
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1. On what kind of map would you learn about the physical features of a country?

_____.

2. List 3 examples of physical features.

1. _____

2. _____

3. _____

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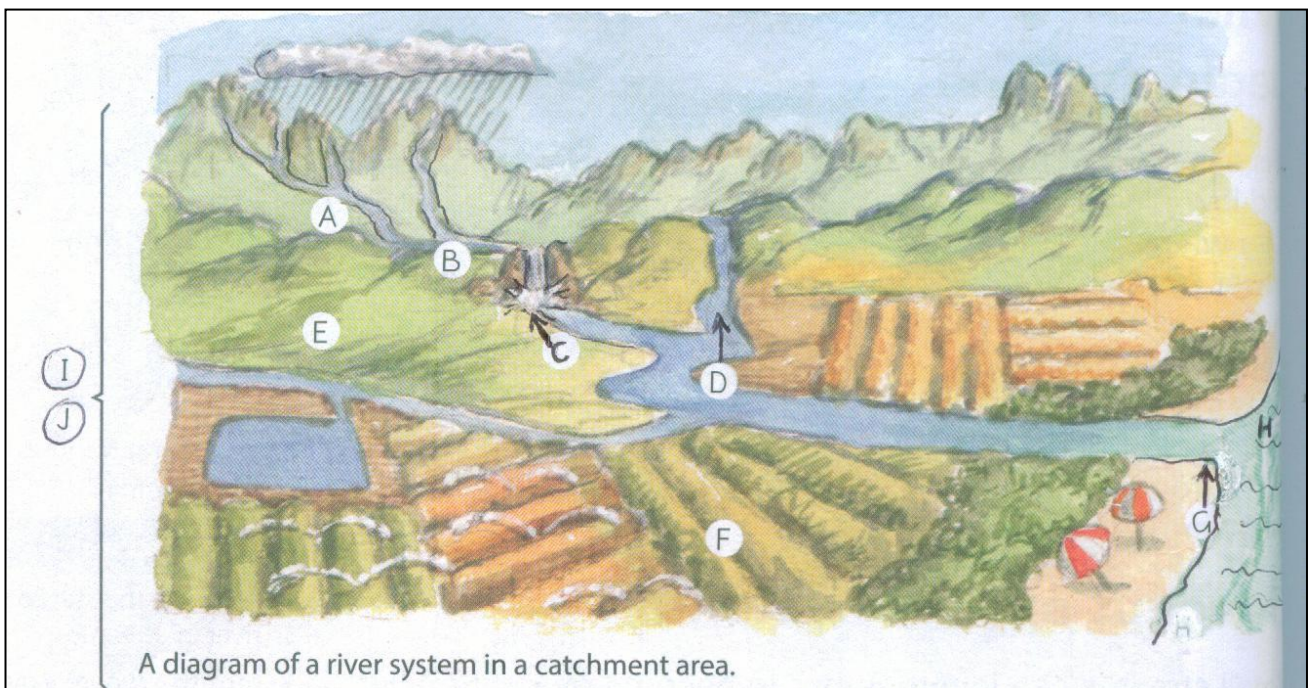
2.



3.



Question 3



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12. Furnace	L. Having enough for oneself or one's family to live on.	12.=
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Question 2:

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Study the information above and answer the questions:

1. Name any two items that people used to trade with?

2. Give another name for bogadi.

3. What was dung used for? Give only one answer.

4. According to the information from the text, who was responsible for looking after the cattle?

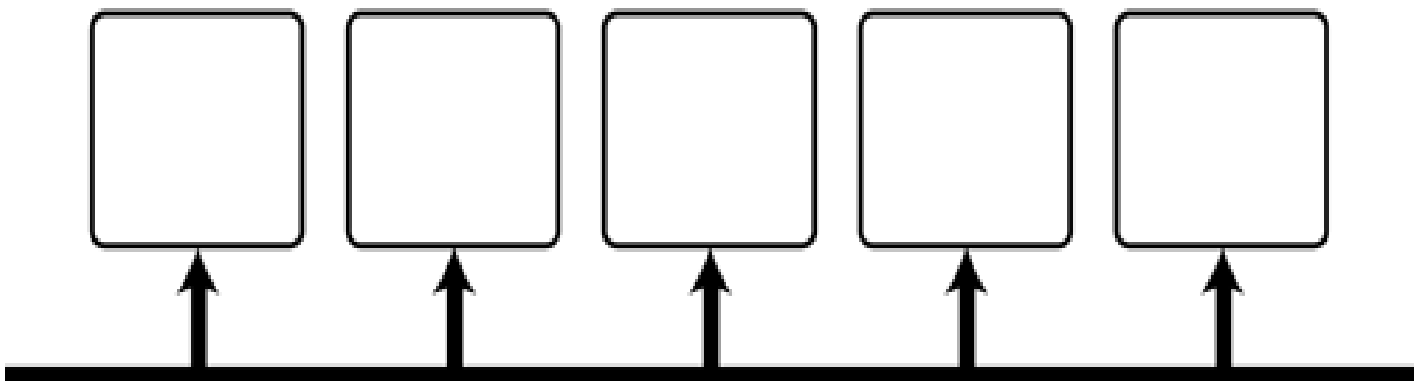
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Subject:	Social sciences
Grade:	5
Planner:	D. Francke
Work set out for the period of:	27 July - 7 August 2020
Note from educator:	
- Memos for all activities throughout term 2 can be under intervention. Use these activities to mark all work done throughout the course of term 2. - The social science intervention booklet can be found on the website.	

Date	Instructions	Resource/s	Where should the work be completed?
27/07	<i>Write down the heading: The first farmers in southern Africa</i> <i>Write this paragraph below:</i> The Khoi and San already lived in Southern Africa, however, from 250 AD other people also moved down South and became known as the first farmers of Southern Africa. This was because of their unique lifestyle; different to that of the Khoi and San. This lifestyle consisted of domesticated animals and growing crops. They settled in large groups and so chose to settle in areas with summer rainfall for their crops. They existed during and played a role in the iron age. This refers to a time when people discovered and experimented with iron. During this time, these African farmers made tools from iron which enabled them to chop down trees and cultivate their fields. The tools therefore had to be stronger and sharper than before. <i>Ask yourself what came before? What were the tools made of before?</i> Complete activity 1	Platinum textbook: p. 111-113+121	In your History workbook

28/07	<i>Write down the heading: The lives of African residents.</i> Look at the land shared amongst various African residents. Notice how the Khoisan were once separate and then merged through marriage, and think about how the same would happen with these new southern farmers. Read through pages 114-127 and create an idea of how all these different farming groups; The San, Khoi and southern farmers would have lived. Draw a picture of what their lives would have looked like.	Platinum textbook: p.114	In your History workbook
29/07	Compare your picture drawn to the picture shown on page 116. Allow page 116 to help you make any necessary changes to your own drawing. Complete activity 3	Platinum textbook Pg.116	
30/07	<i>Write down the heading: Physical features</i> <i>Write this paragraph below:</i> South Africa is on the Southern end of the African continent. It has high, low, flat and hilly places. Rivers flow from the mountains and high areas, across the land and down to the sea. South Africa has a long coastline that meets with both the Atlantic and Indian oceans. Not all of South Africa's provinces have coastlines. However, all provinces have rivers and many other physical features. We can often find these features on a map known as a physical map. Examples of these physical features are <i>plateaux, coasts, coastal plains and escarpments</i>. • Define the italicised words. • What are other physical features you can think of? Write them down in bullet point form under the sub- heading: Examples of physical features. • Complete Activity 3	Platinum textbook Pg.25-30	In your geography workbook
31/07	<i>Write down the heading: Rivers</i> <i>Write this paragraph below:</i>	Platinum textbook: p. 33	In your geography workbook

	It is easy to see the high and low places on a map when you follow a river from its source in the mountains, to the river mouth or where it ends in the sea. This is because water always flows from higher places to lower places. As these small streams of water flow, they can join together and then form bigger rivers, or they flow into already existing big rivers. When these small streams flow into big rivers they are known as tributaries. Rivers collect water from these tributaries. Rivers and streams also join together when they are in the same catchment area. This means that all the water in that area, flowing down from the mountains and hills are caught in the same basin. All of the rivers and streams which exist in this catchment area make up a river system.		
01/08	Complete the attached intervention booklet.		In the booklet.

History memos

Intervention: Activity 1 (pg. 111)

1. These farmers grew crops, kept cattle and settled in villages.
2. They were not very different to that of the Khoikhoi people but spoke different languages than they.
3. The women cooked, looked after the children, worked the fields and practiced healing.
4. They hunted and saw to the fires.

Intervention: Activity 2 (pg. 113)

1. C. The San hunter gatherers.
E. The arrival of the Khoikhoi herders.
A. The birth of Jesus Christ.
D. The first farmers settled in South Africa.
B. The arrival of Europeans in South Africa.
2. a) The East
b) African farmers grew crops that needed summer rainfall in order to grow.

Intervention: Activity 3 (pg. 116)

1. a) Headman
b) Household
c) Homestead
d) Chief
2. a) The cattle Kraal can be seen on the edges of the Homestead.
b) It suggests that the cattle are not very important as they can easily slip away without anyone knowing.
c) The chief.

Intervention: Activity 4 (pg. 117)

1. They required the right climate and soil.
2. It was the responsibility of the women.
3. It is clear that the farmers owned quite a bit of cattle and also grew crops. If they were nomads this would not be possible as it would be too much work to cater for the cattle and they would not be able to grow crops at all as they would never settle in one place long enough for it to grow.
4. The farmers would move and they would then set up a new village.

Intervention: Activity 5 (pg. 119)

1.
 - a) The older men acted as leaders and helped the chief settle arguments between people.
 - b) The younger men looked after livestock, hunted and fought battles.
 - c) The boys assisted the men in looking after the cattle.
 - d) The women cooked, brewed beer, gathered wood and water, looked after the children and worked in the fields. They had to plant, weed and harvest in the fields.
 - e) Girls helped the women in the fields and in the household.
2.
 - The chief was believed to have the closest relationship with the ancestors.
 - The chief looked after his people.
 - The chief held meetings and took advice from the older men to help settle arguments amongst people.
 - The chief acted as the law to ensure that wrongdoers were disciplined.

Intervention: Activity 6 (pg. 120)

1. The entire homestead would look after the cattle but each was responsible for their own.
2. A symbol of wealth.
3. Enough food. Enough water. Enough space to roam around.

Intervention: Activity 7 (pg. 121)

1. They had stronger, sharper tools made from iron and copper instead of stone. This became known as iron age technology.
2. B - Smelting iron ore
3. A – Metal smith

Intervention: Activity 9 (pg. 123)**The Lydenberg heads**

- 5 - Long ago teenagers were initiated into adulthood using clay masks.
- 2 - The masks were broken and buried.
- 3 - Hundreds of years later archaeologists found the broken pieces under the ground in Lydenberg.
- 4 - Archaeologists put the clay pieces together, saw that they were magnificent masks and called them the Lydenberg heads.
- 1 - The Lydenberg heads were put on display in a museum.

Intervention: Activity 10 (pg. 125)

1. **African** farmers grew their own crops and kept their own livestock.
2. Farmers who had too much iron ore would **trade** with farmers who had what they needed.
3. **Copper** was often used to make jewellery.
4. African farmers sometimes traded **metal tools** with the San for animal furs.

Intervention: Activity 11 (pg. 126)

1. a) A herbalist is a person who **uses plant medicine to cure illnesses**.
b) An ancestor is **the spirit/ soul of someone who died**.
c) A *sangoma* is a person who **received a spiritual calling from the ancestors to heal people**.

Intervention: Activity 12 (pg. 127)

1. a) Elephants – C
b) Young men – A
c) Deep pits – B
2. It was used for trade, seen as a symbol of power, and used to make armbands and pendants.
3. Skins and furs were used for clothing, they also represented symbols of power and title.
4. Iron was stronger, which meant stronger tools and that more could be done with the tools. **EXAMPLES?**
5. They either traded for it or made it themselves. To make it they had to collect and smelt ore in a furnace. Once this was done, they would have a lump of metal which had to be taken to the metal-smith who would reheat it and shape it into the necessary tools.
6. You could look at what he wore, things such as certain furs, ivory pendants and armbands.

Geography memos

Intervention: Activity 1 (pg. 25)

2. It can be used for drinking water, washing (themselves as well as belongings), transportation and even leisure activities such as swimming.
3. Swimming at the beach, leisure time at rivers, viewing the coastline, fishing, farming etc.

Intervention: Activity 2 (pg. 27)

2. Green
3. 2500 m
4. Western Cape
5. Escarpment
6. Indian ocean

Intervention: Activity 3 (pg. 28)

- Bay - D
- Cape - B
- Mountain range - A
- Mountain peak - E
- Hill - C
- Valley - F

Intervention: Activity 5 (pg. 30)

Rivers	Mountians	Coastline features	Areas
Olifants	Soutpansberg	Cape Point	Limpopo
Tugela	Asbesbege	Algoa Bay	Great Karoo
Vaal	Waterberg		Namaqualand
Mzimkulu	uKhahlamba-Drakensberg		Lowveld
Gariep-Orange			Little Karoo
			Highveld

- Great Kei –
- Swartberg –
- Mossel bay –
- Caledon –

Intervention: Activity 6 (pg. 30)

2. a. Coastline / Inland (**highlight**)

b. 500m

c. Coastline / Inland (**highlight**)

3. The Western cape province has many amazing physical features. We can see that the province is not very high above sea-level and therefore gets a lot of liquid nutrition. As we go inland, we see that we travel higher above sea-level and so we are able to practice more structure development. Another key factor is that throughout all these various heights of land rivers are largely accessible which benefits agriculture.

Intervention: Activity 7 (pg. 32)

- Table Mountain has a table cloth when **it is covered in a cloud.**
- The uKhahlamba-Drakensberg mountains form a barrier between **the lower coastal plains and hills from the inland plateau.**
- I think explorers long ago may have called the mountains the 'Drakensberg', because **it is an Afrikaans translation of *dragon mountain*.**
- You can hear a noise that sounds like thunder near Hole in the Wall when **the waves crash against the cliff.**

Intervention: Activity 8 (pg. 34)

- A. Source
- B. Stream
- C. Waterfall
- D. Tributary
- E. Valleys
- F. Coastal plain
- G. Mouth
- H. Bay
- I. Catchment area
- J. System

Intervention: Activity 9 (pg. 35)

1 a. Lesotho

b. Vaal river/Caledon river/ Harts river/ Kraai river/ Riet river.

c. Northern Cape

2. The source of the Limpopo river is in North West Province. It flows towards the Northeast. It then flows East along South Africa's border with Zimbabwe. Finally, it drops down into Mozambique. At this point, another big river called the Olifants joins the Limpopo river. This river is a tributary of the Limpopo river.

3 a. Any two rivers in KwaZulu- Natal that are on the map For example: Tugela, Umfolozi, Umkomaas, Mzimkulu.

b. uKhahlamba-Drakensberg mountains.

c. The rivers flow down steep slopes from the high mountains to the sea. / These rivers flow down steep mountainsides. / There are many rocky slopes for the water to flow over.

4 a. False

b. True

Intervention: Activity 12 (pg. 40)

2.a. South East

b. The Limpopo river

3. The case study tells us that the North west province is a very dry area, the dam allows for water to be stored away and then to be used during these dry times by farmers and whatever else necessary.

4. It enabled (allowed for) crops to be grown around the dam's edges as it often overflowed, and similarly provided drinking water for cattle. More farming could take place further below the dam as the water could just be released at any point in the year and provide nourishment for them as well.

Intervention: Activity 13 (pg. 41)

1. Reforestation - They grow trees.
2. The trees are grown high up the uKhahlamba-Drakensberg mountain and the road is used as a (more convenient) easier means of getting the wood down to the towns so that it can be sold.
3. The mountain used to be steep rocky slopes, but those slopes were reshaped to be flat land, also known as plateaus. Deep holes were also dug into the mountain to hold the pillars which support the road.

