

SAE/038/0018/27

ND

Learners Book

UNIT 28

UNIT 12

Freedom Charter
CLAUSE VIII

The doors of learning and culture
shall be opened !

Adult illiteracy shall be ended by
a mass state education plan.

plan ~~doors~~ opened
ended adult learning
illiteracy mass culture
education

WRITE

The doors of learning and culture
shall be opened !
Adult illiteracy shall be ended
by a mass state education plan.

UNIT 27

Dangers in food and water

Food and water can keep germs.

Germs can go into the food and water.

Germs in food and water can make our health bad.

They can go into ~~the~~ the blood.

They can bring diseases.

We can get ill

Babies can die

Children can die

We must kill germs

We must keep food clean and safe to eat.

We must make water safe to drink and use.

die, germs, stomach children
diseases kill

WRITE

- 1) What can germs bring to us?
- 2) What must we do to the germs?
- 3) What can happen if babies eat germs?
- 4) Germs bring (food, diseases, heat)
- 5) We must germs (eat, drink, kill)

UNIT 28

Freedom Charter

Learners Book

CLAUSE III

UNIT 11



The people shall share in the country's wealth!

All people shall have equal rights to trade where they choose, to manufacture

~~All people shall have equal rights to manufacture, and to enter all trades, crafts and professions.~~

~~All people shall have equal rights to enter all trades, crafts and professions.~~

choose professions enter

share crafts country

manufacture where trades

WRITE

The people shall share in the countrys

wealth !

All people shall have equal rights to trade where they choose

~~All people shall have equal rights to manufacture, trade where the choose, to manufacture~~

~~All people shall have equal rights to enter and to enter all trades, crafts and~~

~~all trades, crafts and professions.~~

Interrogatives (What..., How many, How much...)

Those are learners
 They are reading
 What are they reading?
 They are reading their books

picture

This is comrade Mashaba
 What is he looking at?
 He is looking at our good house.

picture

The teacher is holding big books
 What is he holding?
 He is holding big books.

picture

Comrade Nyembe is carrying milk.
 How much milk is he carrying?
 He is carrying four litres of milk

picture

Comrade Lizwe is drinking tea
 How much tea is he drinking?
 He is drinking one cup of tea.

picture

Our farmer is selling pigs
 How many pigs is he selling?
 He is selling ten pigs.

picture

She is washing plates.
 How many plates is she washing?
 She is washing seven plates.

picture

What	is	he	looking	at?
------	----	----	---------	-----

How	much	milk	is	he	carrying ?
-----	------	------	----	----	------------

WRITE

What is he looking at?
 How much milk is he carrying?
 He is carrying ~~four litres~~ of milk.
 How many pigs is he selling?
 He is selling ten pigs.
 She is washing seven plates.

He is looking at Good house (his, our, mine)

(four, ten, seven)

(plates, books, pigs)

How many plates
is she washing?

(how much, how many, what)

UNIT 25

AIM:

To teach the question forms What ..., How many... and
 How much ...; using the simple continuous tense.

NEW WORDS

look at, hold, carry, how much, how many, ~~drink~~, sell,
wash ~~and~~ ~~seven~~.

TEACHING AIDS

A flannel board, flash cards and real objects.

TEACHING STAGES

1. Introduction

- a) Revise the question form what... doing? which was taught in Unit ~~12~~ 22
- b) Explain to them that they are going to learn ways of asking questions using what..., How many..., How much...

2.

IMITATION

- a) Look at the blackboard and say: "I am looking at the blackboard". What am I looking at? I am looking at the blackboard.
- b) Now carry ~~a~~ two gallon of water and say: "I am carrying water". How much water am I carrying? I am carrying two litres of water.
- c) Use the rest of the verbs to demonstrate how the above question forms can be used. Make sure that you do actions and use the objects you have brought into the classroom.
- d) All the sentences you introduced should be written on the blackboard.
- e) Having covered all the verbs and the new words and the question forms required in this unit read the sentences on the blackboard.
- f) Let the class read after you. ~~in chorus~~.
- g) Now take flash cards and flannel board to teach the words which form the basic sentences which are in Unit ~~25-3~~ at the learner's book. Ascertain that the cards are read correctly before you stick them on the flannel board.
- h) Ask the learners to form relevant sentences using the flash cards. It is important that you prepare enough cards for pair and group practice.

3. PRESENTATION

a) Model Reading

- i) Read aloud the first group of sentences.
- ii) Discuss with the learners on the picture briefly.
- iii) Read the ~~second~~ other groups of sentences ~~and so on~~ while the class is following you in their books.

b) Silent Reading

Ask the class to read silently in their books before you give individual learners a chance to read the sentences aloud.

c) Loud Reading

- i) Let individual learners read aloud the groups of sentences.
- ii) Ask them to read aloud in pairs or groups of threes.

4. WRITING EXERCISE

Ask them to do the ^{writing} exercise in their exercise books.

Freedom Charter
CLAUSE II

All national groups shall have
equal rights!

There shall be equal status in the
bodies of state, ~~in the courts and in~~
~~the schools for all national groups~~
~~and races;~~ There shall be equal status in ~~the~~ courts and in the schools
for all national groups and
races.

All apartheid laws and practices
shall be set aside.

~~aces~~ schools practices
state set status apartheid
aside courts groups ~~equal~~

WRITE

All national groups shall have equal
rights!

There shall be equal status in the
bodies of state, ~~in the courts and in the~~

~~There shall be equal status in the courts and in the schools.~~
~~schools for all national groups and races;~~

~~There shall be equal status for all national groups and races~~
~~All apartheid laws and practices~~

~~All apartheid laws and practices shall be set aside.~~
~~shall be set aside.~~

UNIT 19 22

Present Continuous Tense

This is comrade Mkhize.
What is he doing?
He is working.

picture

I am a motor-mechanic
What am I doing?
I am repairing our car.

picture

That is comrade Mitah Cachalia.
What is she doing?
She is cooking meat.

picture

These are carpenters.
What are they doing?
They are making big windows.

picture

This is comrade Nini.
What is she doing?
She is sewing clothes.

picture

What are they doing?
They are eating good food.

picture

That is comrade Baloyi Dadoo.
What is he doing?
He is buying ~~good~~ bananas.

picture

THEY	ARE	EATING	GOOD	FOOD
		buying		
		cooking		

4c

WHAT	ARE	THEY	DOING ?	
	is	he		

4c

WRITE

What are they doing?
They are making big windows.
I am repairing our car.
She is sewing.
They are eating good food.
He is buying ~~small~~ bananas.

What is she doing

What is he buying

good

What are you doing?

What are they eating?

Learners Book

UNIT 821

CLAUSE One

The People shall govern!

Every man and woman shall have the right to vote.

Every man and woman shall ^{have the right} ~~vote for~~ and to stand as a candidate for all
bodies which make laws;

vote	shall	bodies
laws	candidate	woman
every	right	men
have	stand	govern
which	laws	

WRITE

The people shall govern!

Every man and woman shall have

the right to vote. ~~for and to stand as~~

Every man and woman shall have ^{The right to stand as} ~~a~~ a candidate for all bodies which

make laws;

UNIT 20

Functions of Food

Our bodies need good food to be health.

Our bodies need good food to be strong and good looking.

At every meal we must eat food for make our bodies grow and be strong.

We must eat food to protect our bodies from becoming ill.

We must eat food for energy and warmth.

We must drink clean and safe water

good looking every safe protect becoming ill.

WRITE

We need food to be and

At every meal we must eat food to be:

a) (food, plants, strong)

b) (ill good looking, bad)

c) (drink, meal, health)

Adjectives

(picture)

This window is small
It is a small window

(picture)

This window is big
It is a big window

(picture)

The teacher is tall
He is a tall teacher

(picture)

This doctor is short
She is a short doctor

(picture)

This water is dirty
It is dirty water

(picture)

These tables are good
They are good tables

(picture)

These tables are bad
They are bad tables

(picture)

That stick is long
It is a long stick

(picture)

Those ~~sticks~~ are short
They are short ~~sticks~~

← This water is clean
This is clean water

← (picture)
These ~~trees~~ are short
They are short ~~trees~~

← Those trees are tall
They are tall trees

(picture)

Comrade Thabo is a good farmer

It is a small window

They are bad tables

COMRADE Thabo is a good farmer

WRITE

Centre

Comrade Thabo is a good farmer (ill, long, good)

He is a tall teacher (green, red tall)

They are bad ~~tables~~ (farmer, tables, fruit)

She is ~~a~~ good doctor (an, a, some)

~~These~~ oranges are bad (That, this, these)

This ~~is~~ a long stick (are, it, is)

UNIT 18

Fruits and Vegetables Food for Protection

Fruits and vegetables are good foods.

Fruits and vegetables make us healthy.

They make our skins smooth and clear.

They make our blood strong.

We must eat fruits and vegetables.

Oranges, red fruits, lemons are fruits

Dark green leaves and carrots are vegetables.

All these are good foods.

Skin healthy vegetables smooth
make clear blood dark lemons
red leaves carrot

WRITE

Fruits and vegetables are good foods.

They make our blood strong.

We must eat fruits and vegetables.

Dark green leaves and carrots are good vegetable

UNIT 17

The Freedom Charter

The Freedom Charter ^{Says:} was adopted at the ~~South Africa belongs to all who live in it.~~
Congress of the people, held in Kliptown,
near Johannesburg, on 26 June, 1955.

We have the right of freedom.
We have the right of peace.

Let us fight for democracy

Let us live in brotherhood

without distinction of colour, race, sex
or belief.

race without freedom democracy distinction
peace sex fight charter belief right belong
brotherhood

WRITE

We have the right of freedom.

colour, Let us live in brotherhood

without distinction of colour,

race, sex or belief.

Johannesburg on 26 June 1955.

LEARNER'S BOOK

UNIT 16

CARE WHEN STORING FOOD

Food will keep longer if it is kept:-

- (a) Cool.
- (b) Clean.
- (c) Dry.

Dirt and warmth make food go bad faster.

Therefore you must keep your foods clean, dry places away from the fire or stove.

Here is how you should store dry foods:-

1. Collect tins or bottles with tight lids for storing dry foods.
2. Tea, Coffee and Sugar need tight lids on the tins.
3. Salt should not be stored in a tin as the salt will eat into the metal. Store salt in a bottle or plastic box with a tight lid.

UNIT 24

Care when storing food

Keep your foods cool.
Keep your foods clean.
Keep your foods dry.
Keep your foods in a cool, clean and dry place.
They will keep longer.
Dirt and warmth make food go bad.
They make food go bad faster.
We must keep foods cool, clean and dry.
Keep tea salt, coffee, and sugar in
tins, bottles and plastic containers.
These tins, bottles and plastic containers
must have tight lids.

lids faster tins tight
plastic coffee container
cool longer keep go bad.

WRITE

Keep your ----- cool (dry, foods, lids)
----- and ----- make foods go bad.
Keep tea and sugar in tins, bottles, and
plastic containers.

Food for energy and warmth

~~Our bodies need food.~~
~~Your body needs food for:~~

~~We need food for energy.~~
~~Energy and warmth~~

~~We need energy to work.~~

~~These foods give us energy and warmth:~~

~~We need food for warmth.~~

~~Maize, millet, sorghum, potatoes, rice, bread, Cassava,~~

~~We need food for energy and warmth.~~
~~sugar cane, bananas, sugar, margarine, oil.~~

Maize, sorghum, millet, potatoes are food.

These foods give us energy and warmth.

We must eat them.

energy warmth work

maize, sorghum millet

WRITE

~~We need food for ----- and -----.~~

~~These foods are -----, -----, -----.~~

~~We need ----- to work.~~

~~We must eat them~~

UNIT 15

Possessives

This is my house.
It is mine.

That is your basket.
It is yours.

This is ~~his~~ ^{our} tractor.
It is ~~his~~ ^{ours}.

That is her baby.
It is hers.

These are ~~our~~ ^{his} books.
They are ~~ours~~ ^{his}.

Those are your eggs.
They are yours.

These are their ~~cars~~ ^{gardens}.
They are theirs.

This	is	your	
		her	bed
That			

These	are	our	houses
	are		
Those			books

WRITE

That is her ~~baby~~ road

It is hers

This is my house

It is mine

These are their ~~cars~~ ^{gardens}

They are ~~theirs~~ (mine, his, theirs)

They are ours

UNIT 14

Animal and Plant Foods

Animals give us food.

They give us meat, milk, ^{eggs} and fat.

We need meat, milk, eggs and fats.

Plants give us food.

They give us beans, groundnuts, and peas.

We need beans, groundnuts and peas.

Fish is good food.

We need fish.

We must eat meat, milk, eggs, beans, groundnuts, peas and fish.

WRITE

Animals give us meat, ..., and ...

... give us beans, groundnuts and peas.

Fish is - - - - - food. (peas, good meat)

Animals and plants give us good food.

ILLUSTRATIONS

STUDENT'S BOOK

UNIT 1: One person shouting 'Amandla', and a group of people replying 'Ngawethu'.
(Under the word UNIT 1)

UNIT 3: ANC flag picture
(under the word UNIT 3)

UNIT 4: (i) Two people greeting each (morning)
(ii) Two people greeting each (Afternoon)

UNIT 8: Different kinds of foods according to the climate of the region:
Morogoro / South Africa

UNIT 11: (1) A mother drawing water from a tap
(2) A mother boiling drinking water
(3) Water container with a cover
(4) A mother drinking clean water } Same mother

UNIT 14: (1) Meat
(2) Fish
(3) Beans
(4) Insects
(5) Groundnuts
(6) Eggs
(7) Milk } Foods

UNIT 17: Photograph of Khip Town's Freedom Charter Adoption.

UNIT 18: Different kinds of fruits available around Morogoro and in South Africa