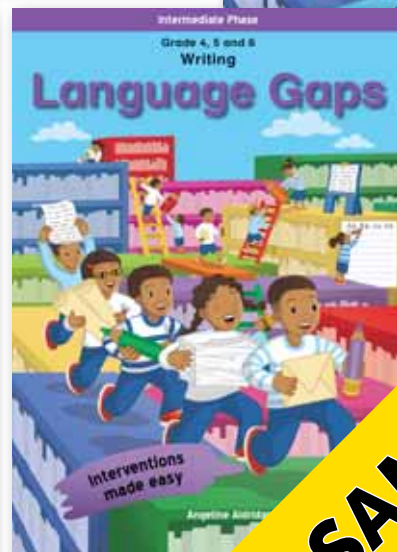
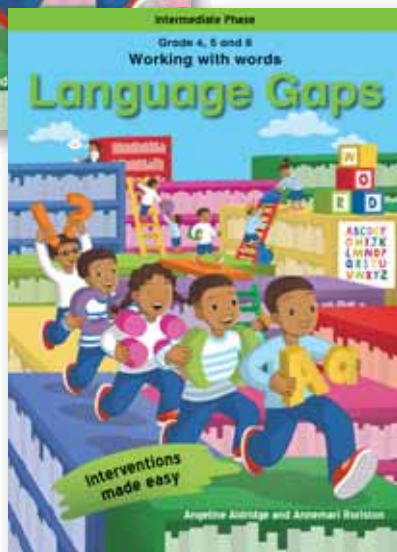
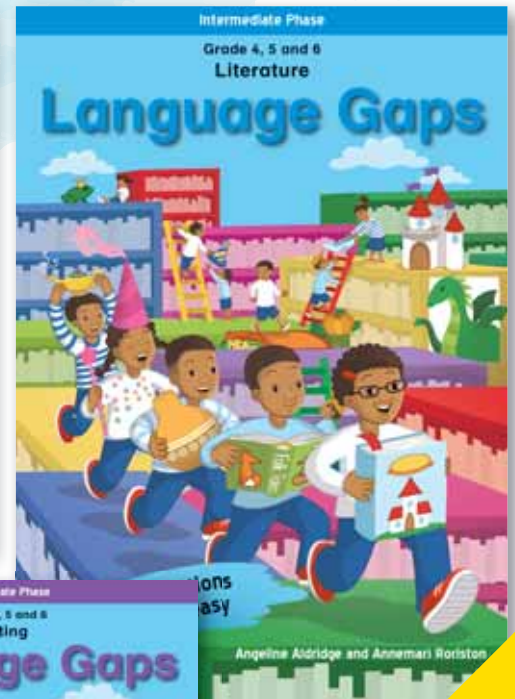
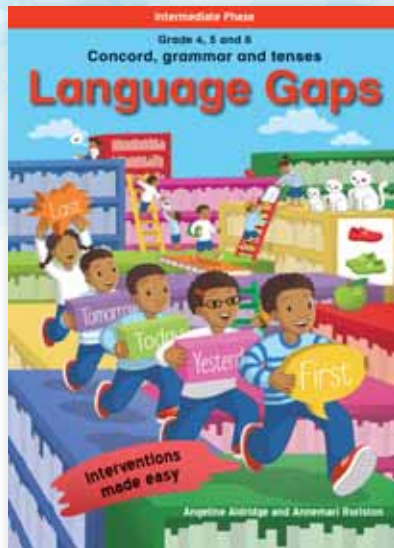
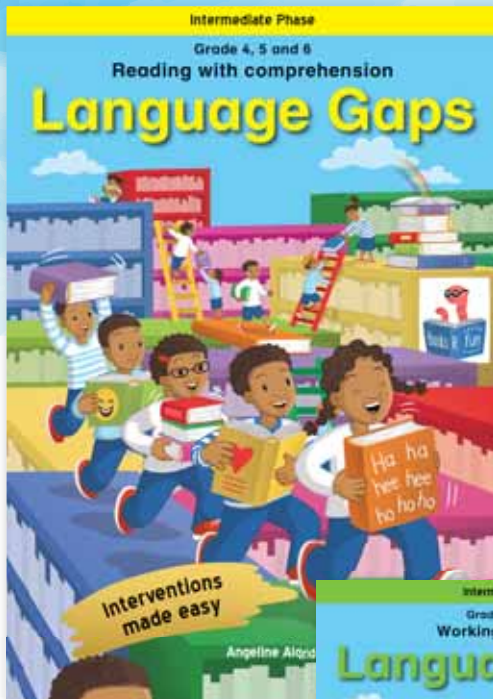


Language Gaps

Intermediate Phase

Improve English with these fun, easy-to-use books



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**ADVANCING
LEARNING**

Language Gaps

A practice and intervention tool that can be used in the classroom and at home

When there is an area of English that is difficult to understand and that learners struggle with, it is wonderful to have a helping hand to make things easier. The **Language Gaps** series offers just that kind of help!

The five **Language Gaps** books cover some of the core skills that Intermediate Phase learners need as the building blocks of their language journey in English Home Language or English First Additional Language:

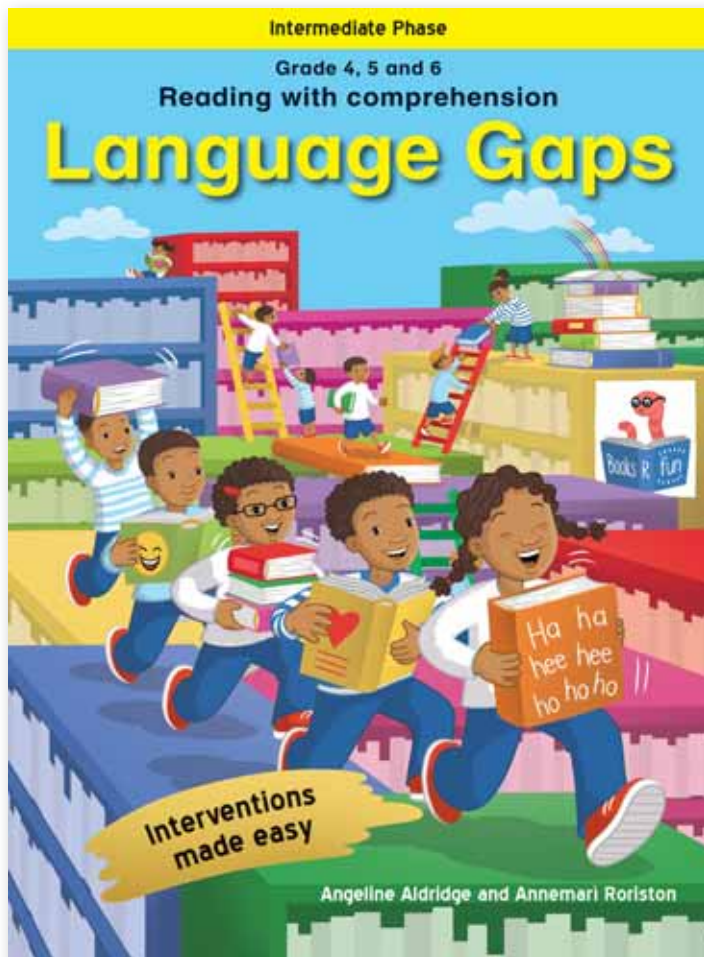
- Language Gaps – Concord, grammar and tenses
- Language Gaps – Reading with comprehension
- Language Gaps – Working with words
- Language Gaps – Literature
- Language Gaps – Writing

Language teaching in the classroom happens in an integrated way. The **Language Gaps** books were developed to give learners the chance to practice one skill at a time to help learners to overcome problem areas so that they don't continue into later years.

Each **Language Gaps** book covers Grades 4, 5 and 6 and works through all the basics that learners will need.

More about the series' features:

- ✓ Written and reviewed by Intermediate Phase experts
- ✓ CAPS compliant
- ✓ Addresses specific gaps in focussed sections
- ✓ Notes and examples at the beginning of each section that guide the learner, parent or tutor through the specific skill
- ✓ Lots of practice activities under each section
- ✓ Activities levelled by degree of difficulty using a different icon for each grade
- ✓ Activities can be used for formative and summative assessments in the classroom
- ✓ Answers on all answerable questions at the back of the book
- ✓ Helps learners to make connotations between English and Afrikaans concepts e.g. Noun (Selfstandige naamwoord)
- ✓ Space for learners to answer questions



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Comprehension exercises

Peter, the boy who cried wolf

Read the following passage.



Many years ago, there was a young boy named Peter, who lived with his parents in a small, quaint village on a hillside. It was Peter's responsibility to take care of the village's flock of sheep, and he would graze them in a meadow not far from a forest. He was told to call for help if there was any danger.



Unfortunately, Peter would get bored easily. He found it tiresome being on the hillside with only sheep for company. So he would find ways to amuse himself, running up rocks, climbing trees, chasing sheep, but nothing kept him amused for very long.

One day, in order to have more excitement, he thought of a brilliant idea. He cried out with all his might, "The wolf is coming! The wolf is coming!" The sounds of his cries echoed across the hillside.

One of the villagers heard him, and gathered all the other men together. Armed with axes, hoes and pitchforks, they ran out of the village to chase the wolf away and save their flock. When they got there, they merely found Peter laughing up his sleeve, and the sheep grazing peacefully. They were very annoyed with him. That night, Peter got a spanking from his mother and was sent to bed without any supper.

For a while, life went on as normal, and people forgot about the incident. Peter managed to behave himself while minding the sheep. Until one day, when he got bored again. He picked up some sticks, and running through where the sheep were grazing, he started hitting the sticks together, and shouting, "Wolf! Wolf! Woof!"

The men came again, but not as many as the first time. Again, they saw no trace of the wolf, so they shook their heads and went back to the village. Peter was punished once more, but he was only a little sorry that he had to miss his dinner.

Answer the questions.

- Where did Peter and his family live? (1)
- Explain why Peter got bored easily. (1)
- What brilliant idea did Peter think of? (1)
- Do you agree with Peter that it was a brilliant idea? Give a reason. (1)
- Why did the villagers run out of the village armed with axes, hoes and pitchforks? (1)
- Do you think it was fair of Peter's mother to give him a spanking and send him to bed without any supper? Give a reason for your answer. (1)

5

Answers

Peter, the boy who cried wolf

- They lived in a village on a hillside. (1)
- He found it very tiresome being on the hillside with only sheep for company. (1)
- Peter thought he would cry out that a wolf was coming, in order to trick the villagers. (1)
- No, because he was deceiving the villagers. (1)
- They ran out of the village to chase away the wolf. (1)
- Own answer. Possible answer: Yes, because he misled the people. They had to leave their work to run all the way up the hill. (1)
- They thought he was misleading them again. (Playing the fool) (1)
- If you tell lies, people will stop believing you; then when you are telling the truth, when you really need them to believe you, they won't. (1)
- They are afraid the wolves will eat their sheep and so they want to kill them. (1)
- To try to hide that one is laughing at someone else. (1)

Total: 10

The cunning fox and the clever stork

- The fox lived in a forest. (1)
- He wanted to gain their trust before playing tricks on them. (1)
- Own answer – possible answer: Fresh fruit

- Own answer – possible answer: No, because they had a lot to eat at the park. (1)
- Own answer – possible answer: Yes, they do things together. (1)

Total: 8

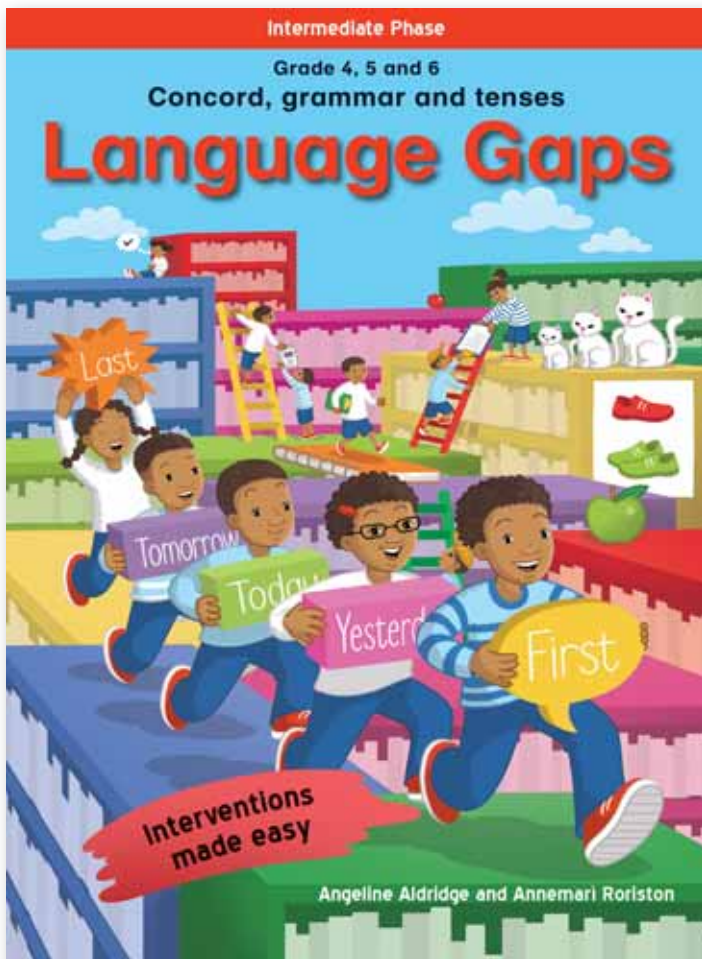
Uncle Spider

- Mother Hyena went out hunting for meat. (1)
- The den was in a cave. (1)
- Udula, the spider, sneaked into the den. (1)
- Yes, they did as they were told. (1)
- They were hungry as they had given all their food to the spider. (1)
- He ran to the dog's kennel. (1)
- The dog was used to the spider eating his food. The spider was always looking for food. The spider was too lazy to hunt for food. (1)
- Snooze (1)
- Mother Hyena meant that the meat was for all the cubs (for you all). When the cubs heard mother saying "For-you-all", they thought she meant they must give it to Uncle "For you all". He tricked them. (2)

Total: 10

Florence Nightingale

- Florence celebrated her birthday on 12 May. (1)
- She was named after the city of Florence in Italy. (1)
- Her family was wealthy and well-connected. She was brought up in England, where the



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Nouns

(Selfstandige naamwoorde)

A noun is a **naming word**.

Every **person, place or object** is identified with a name.

Common nouns

A **common noun** is a noun that refers to people or objects in **general**.



Common nouns are usually identified by **the, a or an** preceding them, for example **the ball, a man, an insect**.

When do you use **a** or **an**?

If a word starts with a vowel (a, e, i, o, u), for example, *I can see **a** pear* and *You can see **an** apple*.

Underline the common nouns.

1. Lion, leopard and hyena live in the bush.
2. The bat is not a bird, but a mammal!
3. The man lives in a house, high on a hill.

Countable and uncountable nouns (Telbare en ontelbare selfstandige naamwoorde)

Countable nouns	Uncountable nouns
Have both a singular and plural form We can count: <i>a tree or two trees</i>	Have only one form (singular) We cannot count: <i>butter not butters</i>
Can use a <i>singular</i> verb or a <i>plural</i> verb <i>The book is old.</i> <i>The books are old.</i>	Always use a <i>singular</i> verb <i>Sugar is sweet.</i> Cannot use <i>a, an</i> or a number before them <i>a rice, two rice</i> <i>a cream, two cream</i>

Write under each picture whether it is a **countable** or an **uncountable** noun.



1. _____
2. _____
3. _____
4. _____

Ask questions by using *how much* or *how many*.

Note: If you ask **how much**, then the noun is an **uncountable** noun.
If you ask **how many**, then the noun is a **countable** noun.

Read each question. State whether the question is countable or uncountable.

1. How many dolls do you have? I have three dolls.
2. How much water is in the bottle? There is not very much water in the bottle.
3. How many yoghurts are in the fridge? There are six yoghurts in the fridge.

Answers

Common nouns
1. lion, leopard, hyena, bush
2. bat, bird, mammal
3. man, house, hill

Countable or uncountable nouns
1. uncountable 2. countable
3. countable 4. uncountable

Countable or uncountable nouns
1. How many dolls do you have? Countable
2. How much water is in the bottle? Uncountable
3. How many yoghurts are in the fridge? Countable

Proper nouns
1. Sinethemba, Dube
2. Friday, Sue
3. Bonisiwe, Vanessa, October

Abstract nouns
1. pride 2. fear
3. pain 4. bravery

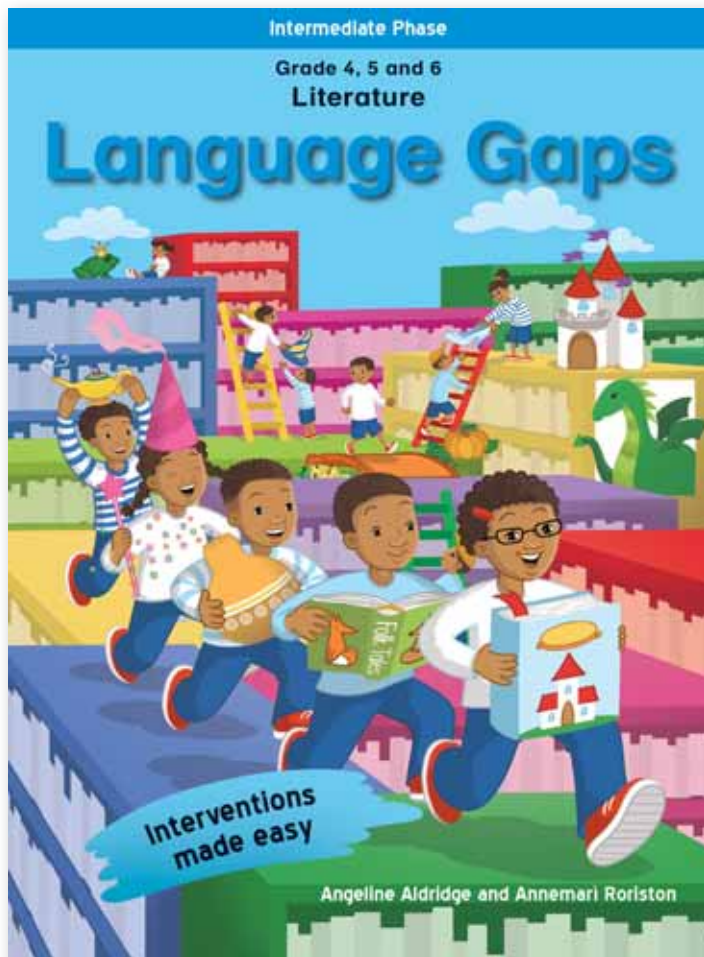
sheep	ram	ewe
horse	stallion	mare
goose	gander	goose
chicken	rooster	hen
pig	boar	sow

Apostrophes
1. boy's 2. chickens'
3. children's

Possessive noun phrases
1. My friend's name is Daba.
2. My neighbour's dog barks a lot.
3. Her mother's car looks new.

Fill in the missing possessive form words
1. spiders' web 2. rhino's baby
3. lizards' tails

Fill in the space with a, an or the. Leave the space blank if no article is needed
1. A, an 2. an
3. a, a 4. an
5. the, the 6. no article



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A funny story

The handyman

Read the following passage.

Nadia's oven didn't work, so she called someone to fix it. Since she had to go to work in the morning, she left a note for the handyman, Samkelo.

Samkelo arrived at ten o'clock and read the note pinned to the door.

The key is with my neighbour. Leave the bill and I will pay you tonight. Don't worry about my dog Bingo. He won't bother you. But, do NOT talk to my parrot! Do not say one word to the parrot!

When Samkelo unlocked the door he met Bingo, the biggest, meanest-looking dog he had ever seen. But Bingo was very good. He just sat there and watched Samkelo work.

The parrot, however, drove Samkelo crazy. The bird squawked and yelled and called him rude names.

Finally, Samkelo couldn't stand it any longer. He yelled, "Be quiet, stupid bird!" The parrot replied, "Go get him, Bingo!"

A frightened Samkelo made it out the door before Bingo could cause him any harm. He never finished fixing Nadia's oven, and he didn't plan on going back.



Answer the questions.

- Which is the best title for the story? Underline the correct answer. (1)
 - The broken oven
 - Bingo the dog
 - Don't talk to the parrot!
- Where was Nadia while Samkelo was fixing the oven? Underline the correct answer. (1)
 - Next door
 - At work
 - In the kitchen

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Answers

The handyman

- c) Don't talk to the parrot! (1)
- b) At work (1)
- a) The parrot's name is not given in the story. (1)
- c) With the neighbour (1)
- b) On the front door (1)
- a) Her oven was not working. (1)
- a) The parrot told the dog to attack Samkelo. (1)
- b) Samkelo (1)
- a) In a house (1)
10. False. While Bingo was a well-behaved dog, he had been trained by the parrot to attack on command. (1)

Total: 10

The little leaf

- d) The happy little leaf (1)
- b) The little leaf (1)
- c) In a park (1)
- The little leaf was crying because it was sad and scared. The wind had told the little leaf that one day the wind would pull the little leaf off the twig and throw it down onto the ground to die. (1)
- The twig told the little leaf not to be afraid and to hold on to the twig tightly. (1)

Total: 5

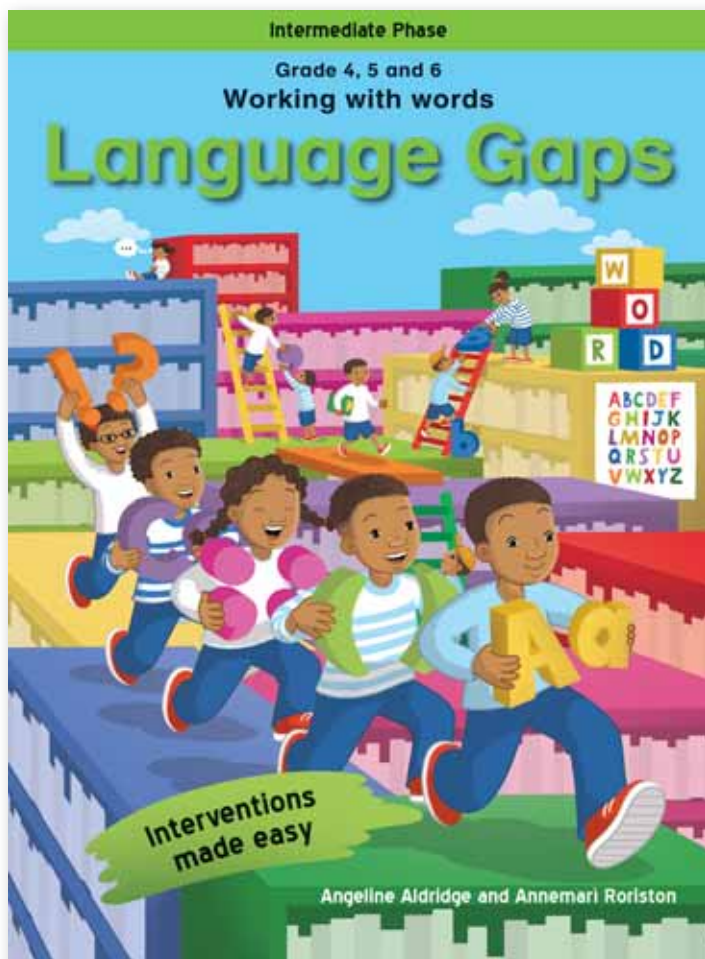
8. Learner's own answer – possible answer: Their parents were living elsewhere, as all four of the pigs were grownups with their own houses. (Or similar.) (1)
9. You cannot live your life in fear. There are so many places to explore and productive tasks that you could be doing instead. (1)
10. Learner's own answer – possible answer: You have to be the one to overcome your fear. (Or similar.) (2)

Total: 17

A friendly letter

1. Omphile Nkosi wrote the letter. (1)
2. Omphile lives at 13 Elizabeth Road, Hillside, in Edenvale. (1)
3. She wrote to Tshegoletso Lesia. (1)
4. Tshegoletso lives in Zambesi Valley. (1)
5. Omphile wrote to Tshegoletso because she heard that Tshegoletso was coming for a visit. She wanted to get to know her first before they met. (2)
6. No. She is writing the letter to get to know Tshegoletso. (1)
7. "What do you like to do?" (1)
8. She sends greeting to Mrs Khumalo. (1)
9. Learner's own answer – possible answer: Yes, the letter was friendly and was a polite gesture towards building a friendship. (1)

Total: 10



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Syllabification

Syllabification is the **sounding out** and **dividing** of words into **syllables** for reading and spelling purposes.

You can "clap" out the word in order to "hear" the syllables.

By sounding out the words into syllables, you are able to read and spell with greater ease and accuracy.

- Every syllable has one vowel sound, which can be either long or short.
rea / ding (2 vowel sounds = 2 syllables)
mea / sure / ment (3 vowel sounds = 3 syllables)
mag / ni / fi / cent (4 vowel sounds = 4 syllables)
- Where there are double consonants, we separate the "terrible twins".
syl / la / bles *plan / ning* *ac / com / mo / da / tion*
- If possible, try to start each syllable with a consonant. You may be required to separate a consonant blend in order to do this.
ven / ti / la / tion *com / part / men / ta / lise* *ad / ver / ti / sing*

Break the following words into syllables.

For example:

cat one syllable *dra - ma* two syllables
kan - ga - roo three syllables

Break these words into syllables.

For example: inside = in - side

- pelican = _____
- cushion = _____
- kitten = _____
- necklace = _____
- March = _____

Total: 5

Sorting syllables

Read the words in the box:

drop engineering alligator doll bark weekend
 respectful telephone watermelon teacher hippo afternoon

Count the syllables and write the words into the right columns.

1 syllable	2 syllables	3 syllables	4 syllables
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Total: 12

Answers

A savoury yummy kebab

cheese, ham, onion, prawn, tomato

A sweet yummy kebab

apple, cherry, melon, orange, pawpaw

Alphabetical order

1. Bettie, Elise, Mandy, Refilwe and Thandiswa

2. Allan, Indran, Jeremy, Sipho, Thabani

Alphabetical order

1. scorpion, seal, snake

2. blesbok, bantebok, buffalo

3. tiger, toad, turkey

Break the words into syllables

1. pe - ti - can

2. cu - shion

3. kit - ten

4. neck - lace

5. March

Syllabification

1 syllable - drop; doll; bark

2 syllables - weekend; hippo; teacher

3 syllables - respectful; telephone; afternoon

4 syllables - engineering; alligator; watermelon

Sequencing and putting in full stops

1. We can make cotton into clothes.

2. You can make flour into bread.

Rewrite the sentences using capital letters

1. I am going to school.

2. Kevin Anderson is my cousin.

3. Come and visit me on Saturday.

4. My birthday is in May.

5. Miss P. R. Masilo is a teacher.

10 + 2 = (5)

Rewrite the following sentences using commas

1. My dad visited London, Paris and Rome.

2. Patsy, my sister, is very pretty.

3. I need a pen, pencil and ruler for tomorrow.

4. Lunzi, Jack, Nthabiseng and Peter went fishing.

Read the conversation and circle all the contractions

Well, You'll, won't, I'll, She'll, We'll, It'll (9)

Write the contraction of each word pair

1. didn't

2. hasn't

3. can't

4. haven't

5. It's (5)

Read the passage and circle the apostrophes showing possession

children's, Everyone's, table's, James's, owner's, twins', boys', table's, birds', babies', dog's. (11)

Fill in the apostrophes

1. Dimpho's

2. Khosi's, Sandra's

3. mother's

4. person's

5. men's (6)

Fill in the apostrophes

1. Can't

2. we'll, Palesa's

3. It's, I'm

4. bird's (6)

More sentences to fill in quotation marks

1. "Send a message to Walter," said Masego.

2. Jerry asked, "How old are you turning on your birthday?"

3. "Wait for me!" Nombeko shouted. "I've hurt my leg!"

4. Lindwe said, "I have not seen your tag bag anywhere."

5. "Let's all go for lunch at the Spur," said Benny. (5)

Fill in the colons

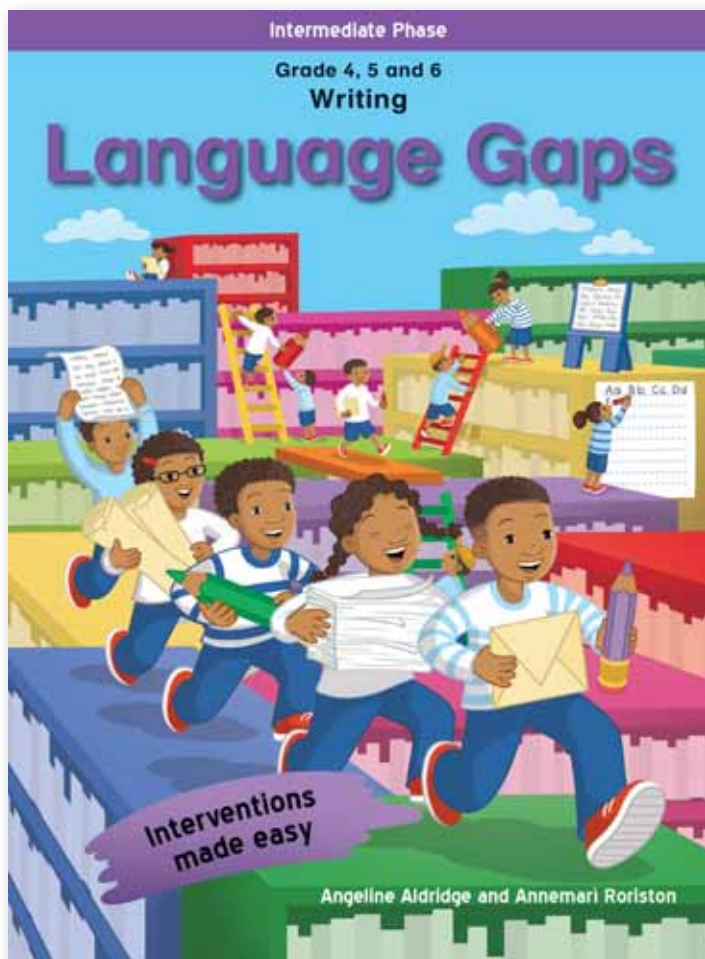
1. Mbuli: Are you going to the Matric Dance?

Rebecca: If I find a partner.

Jobu: Would you partner me to the dance?

Mbuli: Yes, that would be nice. We do enjoy each other's company.

2. I need to buy the following items for the salad:



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How to write a paragraph



A **paragraph** is a short passage or a collection of sentences that fit together to make a part of a piece of writing.

Read these four paragraphs.

The three robbers

Long ago, in the eighteenth century, there were three robbers. They each wore a large black cloak and a tall black hat. They also wore frightening masks that covered their faces.

The first robber had a pistol. The second robber had a dagger. The third robber had a huge red axe.

In the dark of the night they stalked the streets and highways, searching for victims. They terrified everyone. Women fell down in a faint. Brave men ran from the sight of them. Dogs fled with a howl and their tail between their legs. Carriages were forced to stop when the robbers smashed the carriage wheels as they passed on the rough roads at night.

The robbers' hide-out was in a cave hidden in some craggy, cavernous mountains. The robbers knew that no one would ever find them so deep in such a dangerous place. There they would carry their loot at the end of every night. They had trunks spilling over with gold, jewels, money, timepieces, wedding rings and precious stones.

See the story in your mind's eye:

- The first paragraph describes the characters.
- The second paragraph describes something important about each one.
- The third paragraph describes what happened.
- The fourth paragraph describes the character's hide-out.

Answer the questions about the three robbers.

- Which of these words tells what kind of men the villains (baddies) were?

pirates robbers highwaymen

Write the answer in the first space.

- What weapons did they carry?

Write the words in the second space.

- When did the villains go out?

in the evening shadows in a dense fog
in the dark of the night in a storm

Write the answer in the third space.

- Leave the fourth space empty.

- Where was the robbers' hide-out?

in a mountain cave in a deserted warehouse
in a haunted house on a secret island

Write the answer in the fifth space.

- Which word in the story describes all the valuables in the hide-out?

plunder booty loot

Write the answer in the sixth space.

Write the answers here in your notebook. Leave the second column empty for now.

1.	
2.	
3.	
4.	
5.	
6.	

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