

**ROSEHEIGHTS PRIMERE SKOOL**

**WORK SCHEDULE WEEK:** 15/06/20 – 19/06/20

**MONDAY:** 15/06/20 BL 55

Luister en praat. Learners will read the following advert.

**Woordeskat:**

- voedsame                      *nutritious*
- krakerige                      *crunchy*
- honger te stil                *satisfy hunger*
- verskeidenheid              *different*
- geure                            *flavours*
- versterk                        *strengthen*
- gesonde                        *healthy*
- pels                              *coat*
- beenvormpies                *bone shapes*
- verseker                        *ensure*
- ..die ware jakob!            *the real thing*
- handelsnaam                 *tradenname*
- uitleg                            *reason/explanation*
- teikengroep                 *target group*
- noodzakelike                 *necessary*
- verskillende grootte lettertipes    *different sizes and types of fonts*
- manipulerende                *manipulated*

Activity C to be completed in class workbooks.

**TUESDAY:** 16/06/20 BL 56

Lees en kyk:

Learners must read the advert again and complete **ACTIVITY A**

**Wednesday 17 /06 / 20**

Lees en kyk : **ACTIVITY B**

1. Learners to take turns reading “ **Die kosdiewe**”
2. Learner to use dictionaries to find the meaning of words in woordeskat -activity **C**

**WOODRSKAT:**

- Stilletjies *quietly*
- nuweling *newcomer*
- uiteindelik *eventually*
- voedsame *nutritious*
- avontuur *adventure*
- pret *fun*
- smullekker *delicious*
- gulsig *greedy*
- proes *taste*
- vassit *sit still*
- detensieboek *detention book*
- om verskoning *to apologize*
- kosblik *lunchtin*
- vlak *underneath*
- kaneel *cinnamon*
- gil *scream*
- trane *tears*
- gedrag *behaviour*
- tamatiestraat beland *land in trouble*

**ACTIVITY D**

Learners to complete bl 58/59. “Bestudeer die knemerke van die storie “ then answer the questions.

**THURSDAY 18 / 06**

Learners to complete activity D (if not completed)

**SKRYF EN AANBIED:**

Learners must create an advert for any food /petfood of their choice. It must be “ visueel treffend” - visually striking and it must have an “ illustrasie” - illustration

TAAL EN KONVENSIES

- A. **EIENAME** : names of people and places.
- B. **VROULIKE VORM** : gender
- C. **AANWYSENDER VOORNAAMWOORD**: indicative pronoun ( hierdie , daardie)
- D. **BETREKLIKE VOORNAAMWOORD**
  - Relative pronouns act as conjunctions. They group 3 words so the verb goes to the end
  - People- (wie/ wat) or whose (wie se)

Wat		what
Wat + op	Waarop	On what
Wat + in	Waarin	In what
Wat + teen	Waarteen	Against what
Wat + onder	Waaronder	Under what
Wat + mee	Waarmee	With what
Wat + oor	Waarop	About what
Wat + uit	waaruit	Out of what

E. **INDIREKTE REDE: INDIRECT SPEECH**

Ma sê : “ Ek is moeg” = 2 sentences [Ma sê] + [Ek is moeg]

- In indirekte rede we join these 2 sentences using the conjunction - **dat** (that) which is in the 3<sup>rd</sup> group so the verb of the 2<sup>nd</sup> sentence goes to the end.
- All (**voornaamwoorde**) also changes to make the sentence make sense : eg

Ek - hy /sy ; ons – hulle ; jy- ek ; jou - my ; my – haar / sy

1. Pa sê: “ Die motor is baie vuil”
2. Pa sê: “ Ek moet die motor was”
3. Die kinders sê: “ Ons speel tennis”
4. Ma sê: “ Dit word baie koud”
5. P sê: “ ek doen baie werk”

F: **ANTONIEME / SINONIEME**

**G: DUBBELPUNT / KOMMAPUNTE:**

Dubbelpunt (colon -:)	Jy het Die volgende nodig: papier, potlood en uitveer.
Kommapunt ( semi- colon - ;)	Hy swem in die somer; hy speel rugby in die winter.

- Colon ( : ) is used instead of a comma before **Direkte Rede**
- Semi- colon ( ; ) is used before the following group 2 conjunctions - ; dus ; daarna ; nogtans

1. Die hoof sê “ Julle moet vir die toets leer”
2. Dr. Karrim sê “Dit is veilig om terug na skool toe te gaan”
3. Ma het pannekoeke, springmielies kolwynjies en koffie gemaak,
4. Ouma het 'n trui hoed serp en boeties gebrei.
5. Pa was die motor sny die gras en maak die motor huis skoon.