

Reading labels



Let's talk Work in your groups.

- Talk about the different kinds of labels that you get: food labels, clothing labels.
- Why is it important to read instructions on the labels?
- What do you think could happen if you read only part of the instructions on a label?
- If you were taking medicine where should you keep it?
- Why is it important to read the instructions on a medicine label properly?
- Why is it important to take medicine only with an adult present?



Let's read

Factual information

Active ingredient (in each packet) Actigo
Purpose Antioxidant

Uses

To provide extra strength, energy and boost your immune system

Additional information

- Act-Yu-go is a delicious supplement.
- Provides carefully selected nutrients to keep up your energy levels.
- Keeps cells healthy.

When using this product

- You will feel an extra boost of energy if you take some every day.

Directions:

Adults and children 10 years and older
Empty contents of packet into 3/4 glass of water.
Stir and allow to bubble before drinking.
Use not more than 1 packet in 24 hours.

Children under 10 years

Empty 1/2 packet into 3/4 glass of water.
Stir and allow to bubble before drinking.
Use not more than 1/2 packet in 24 hours.

Other information

Store in a cool dry place below 25°C and above the reach of babies

There are enough packets for a month's supply.

Inactive ingredients: Vitamins B1, B6, B12, C.
Contains no starch, lactose, sugar or preservatives.



Date:



Let's write

Discuss these questions in your groups and then write down the answers.

What is meant by **factual information**?

What is a health drink?

Why do you think the main heading on the label is bigger than the section headings?

How many sections are there on the label?

Based on the size of the lettering, which are the most important section headings? Write them down.

Which are the least important section headings? Write them down.

How much can children under 10 years drink?

Why would you take Act-Yu-go?

What could you feel like after drinking Act-Yu-go?



Let's write

Match the words with their meanings. Draw a line from each word on the left to its meaning on the right.

active
ingredient
contents
supplement
nutrient
selected

add on; additional
certain; particular
food, nourishment
component
effective; working
elements



Monday – Memo

1. Information that is correct and contains actual facts.
2. A drink that is healthy.
3. To draw your attention to the important information below. It also tells us that the information contains facts.
4. 6
5. Uses, Additional information, When using this product and Directions.
6. Other information and Inactive ingredients.
7. 1 packets in $\frac{3}{4}$ glass of water.
8. To provide extra strength, energy and boost your immune system.
9. Full of energy.

active		effective working
ingredient		certain, particular
contents		elements
supplement		add on, additional
nutrient		food, nourishment
selected		components

More about directions



Let's write Look at these instructions for taking a health drink.

Match the information in the right-hand column with the main idea in the left-hand column.

Read and follow the label directions every time .	Don't buy or use any health drink from a package that shows cuts, tears or slices.
Know how much medicine to give and when.	Keep all health drinks away from very small children. The drinks are often very tasty, and children might have too much thinking they're drinking a cool drink.
Never play doctor.	If the label says don't give to children under a certain age or weight, don't do it.
Follow age and weight limit recommendations.	Never give or take more than the directions say because you think it will work better or more quickly.
Follow the "KEEP OUT OF REACH" warning.	Read and follow the label. Know the abbreviations for tablespoon (tbsp.), teaspoon (tsp.) and milligram (mg.).
Always check the package and the drink itself to see that it has not been opened.	Pay special attention to directions on how to use any health drink.



Let's write Can you see that we use verbs like **read**, **know** and **follow** when we give instructions? These verbs are in the imperative tense.

Now underline the imperative verbs (verbs that tell you what to do) in this passage.

Homemade energy drink

Sage Pomegranate Green Tea Cooler

Directions: Brew 1 green tea bag for 1-3 minutes in 1 cup of hot water. Remove tea bag. Add 1 tablespoon of pomegranate concentrate. Sweeten to taste with honey. Stir in 1 tablespoon of sage. Let it brew for 15 minutes. Pour over a cup of ice. Stir until chilled and enjoy.

Date: _____



Let's write

The words below are imperatives. In your groups, discuss the kind of sentences you could make with these words, and then write them in the blank lines below. Use simple sentences and make sure that the first word starts with a capital letter and that the sentence ends in a full stop.

take _____

give _____

read _____

close _____

lock _____



Let's write

Work in groups. Look back at the factual information sheet on page 70 and underline **one** adverb of time, **two** adverbs of degree, **one** adverb of manner and **one** adverb of place.



Let's write

Write sentences of your own using these words. Let your friend check the sentences after you have written them.

today _____

above _____

very _____

badly _____

often _____

IMPERATIVE TENSE

We use the imperative to give an order, a warning, an appeal, advice, a suggestion or an instruction. You form the imperative by using the infinitive of the verb without the "to". An imperative verb is usually placed at the beginning of a sentence.

*Take your medicine.
Sit down!
Watch out!*

ADVERBS OF ...

Adverbs of time tell you when and how often: now, today, never.

Adverbs of manner tell you how: beautifully, gracefully, badly, clearly.

Adverbs of place tell you where: above, below, here, there, indoors.

Adverbs of degree tell you how much or how little of something: very, enough, almost.

Tuesday – Memo

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Read and follow the label directions every time.	Read and follow the label. Know the abbreviations for tablespoon, teaspoon and milligram.
Know how much medicine to give and when.	Never give or take more than the directions say because you think it will work better or more quickly.
Never play doctor.	Pay special attention to directions on how to use any health drink.
Follow age and weight limit recommendations	If the label says don't give to children under a certain age or weight, don't do it.
Follow the "Keep out of reach" warning	Keep all health drinks away from very small children. The drinks are very often very tasty and children might have too much thinking they're drinking cool drink.
Always check the package and the drink itself to see that it has not been opened.	Don't buy or use any health drink from a package that shows cuts, tears or slices.

Homemade energy drink

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Any suitable sentences.

Making something to eat



Let's read

Make your own smoothie

It is a very hot Saturday afternoon. Thami is at home and has just finished doing her homework. Her younger brother and sister have gone shopping with her mom and dad. She knows they are going to be very hot when they get back. What can she do to help? She goes to the kitchen and finds a wonderful recipe to make delicious cold smoothies. She reads the recipe quickly and decides to surprise her brother and sister with smoothies when they come home at 5 o'clock.



Ingredients

- 1/2 cup of peaches, pineapples, strawberries, mangos or plums
- 1/2 cup mashed bananas
- 3/4 cup of yogurt
- 1 cup milk
- 1 tablespoon sugar

Method

1. Peel the fruit.
2. Cut the fruit into small pieces.
3. Put all the ingredients into a pot.
4. Mix ingredients together into a thick, smooth liquid.
5. Pour into a glass.
6. Keep cold in the fridge.



Let's write

First talk about the answers to these questions in your group, then write them down.

How must you prepare the fruit?

Do you need more milk or more sugar?

How many bananas do you need?

Date:



Let's write

Complete the sentences to explain the steps Thami followed to make the smoothies.



First you must ...

Then you ...

Next you ...

Finally you ...

How will Thami serve the smoothies?

How do you think her brother and sister felt when they came home? Say why.



Let's write

Combine these simple sentences to make complex sentences. Use the words in brackets.

Thami peels fruit. Thami wants to make smoothies. (because)

Thami adds sugar. Thami blends the fruit. (after)

Thami stayed at home to do her homework.

She wanted to go to the shops. (although)

Thami made smoothies. It was hot. (since)

Thami took the smoothies out the fridge. They were ready. (when)

A simple sentence contains a subject and a verb, and it expresses a complete thought.
Thami makes smoothies.
A complex sentence has an independent clause joined by a dependent clause. You use words such as *because, since, after, although, when, that, who* or *which* to join the two clauses.
Thami poured the mixture into a glass after she had blended it.

Wednesday – Memo

1. You need to peel and cut all the fruit.
2. More milk
3. ½ a cup of mashed bananas.
4. First you must peel the fruit.

Then you need to cut the fruit into small pieces.

Next you need to put all the ingredients into a pot mixing them together into a thick, smooth liquid.

Finally you need to pour it into a glass.

5. In a class.
6. Very happy.

Combining the sentences.

1. Thami peels fruit because he wants to make smoothies.
2. Thami adds sugar after he blends the fruit.
3. Thami stayed at home to do her homework although she wanted to go to the shops.
4. Thami made smoothies since it was hot.
5. Thami took the smoothies out the fridge when they were ready.

More about food



Let's write

Imagine that you are giving Thami instructions on what to do before she makes her smoothies. The first instruction has been done for you.

First go ... to the kitchen.

Then find ...

Next ...

Finally make ...



Let's write

Kalim wanted to make funny face biscuits. He wrote an e-mail to his teacher asking her for instructions. Read the e-mail his teacher sent back to him and then draw the face in the space provided.

To: 'Thuli Ngoma' tn@lelebo.co.zaFrom: Kalim@newtownkn.com

3 March 201

14:22

Subject: Icing instructions

Dear Kalim

Here are the ingredients you need and the steps you need to follow to make your face biscuits. Practise drawing the face before you do the actual icing.

Ingredients:

- 2 cups icing sugar
- 2 tbsp water
- Yellow food colouring
- 1 packet marie biscuits
- Small box smarties
- 3 pieces liquorice
- Packet jelly beans
- Chocolate sprinkles

Method

1. Sift 10 tbsps of icing sugar into a bowl; add enough water to make a paste that you can spread.
2. Add a few drops of yellow, red or blue food colouring to get the right funny face colour.
3. Spread about a tsp of icing onto the biscuit and smooth it down with a knife.
4. Use one brown smartie and one blue smartie for the eyes.
5. Cut a piece of liquorice and shape it upwards for the mouth.
6. Use a blob of green icing for the nose.
7. Use chocolate sprinkles for the hair, beard and eyebrows.
8. Don't forget to draw it first and colour it in before you make it!

Good luck!
Mrs Ngoma

Send

Thursday

Date: _____



Let's write

Imagine that you are Kalim, and you decide to send your teacher an SMS to thank her for her help.

Use these words in your sms.





Let's write

Your friend sends you ingredients for a recipe. She uses abbreviations. Rewrite the abbreviations so that your younger cousin can follow the recipe.

Ingredients for icing cookies
 $\frac{1}{2}$ l milk
 2 ml water
 6 T sugar
 1 t colouring
 3 g chocolate sprinkles

This recipe makes 1 kg
of biscuits.



TEACHER: Sign _____

Date _____

Thursday – Memo

Top of page 76

First go to the kitchen.

Then find all the ingredients.

Next you need to prepare all the ingredients.

Final make the recipe.

Bottom of page 77

l - Litres

ml - Millilitres

T - Tablespoon

t - Teaspoon

g - Grams

kg - kilograms

A pot of soup



Let's talk

Look at the picture and then answer the questions

- How do you think you would make stone soup?
- What do you think it would taste like?
- What do you see in this picture that might give you a clue about what will go into the soup?



Let's read

Read this from a book called *Stone Soup* and then answer the questions.

Three soldiers were coming home from the war. They hadn't eaten for three days and were starving. They came across a small village but the villagers didn't want to share their food with them and they hid all their meat, milk, carrots, cabbage, barley and potatoes.

When the soldiers asked if the villagers could spare some food, each household lied and gave them a reason why they had no food to offer them. The soldiers had to think of a plan in order to get the people of this village to give them food.

So the first soldier called out, "Good people!" The villagers drew near.

"We are three hungry soldiers in a strange land. We have asked you for food and you have no food. Well then, we'll have to make stone soup."

Stone soup? That would be something to know about.

"First, we'll need a large iron pot, water to fill it and a fire to heat it," the soldier said.

"And now, if you please, three round, smooth stones." Those were easy enough to find.

The villagers' eyes grew round as they watched the soldiers drop the stones into the pot.

"Any soup needs salt and pepper," said the soldiers, as they began to stir. Children ran to fetch salt and pepper.

"Stones like these generally make good soup. But oh, if there were carrots, it would be much better." Francois ran and fetched some carrots from under the blanket.

"A good stone soup should have cabbage," said the soldiers as they sliced the carrots into the pot. "But it's no good asking for what you don't have." Marie ran and fetched three cabbages from under the bed.

Friday

Date: _____

"If we only had a bit of beef and a few potatoes, this soup would be good enough for a rich man's table." The villagers remembered their potatoes and the pieces of beef hanging in the cellars. They ran to fetch them.

A rich man's soup – and all from a few stones. It seemed like magic!

"Ah," sighed the soldiers as they stirred in the beef and potatoes, "if we only had a little barley and a cup of milk! But – no good asking for what you don't have."

The villagers brought their barley from the barns, and their milk from the wells. The soldiers stirred the barley and milk into the steaming broth while the villagers stared.

At last the soup was ready. "All of you shall taste," the soldiers said.

The next day the soldiers left and ...

Ellipsis:
Three dots (...) used to show that words or information have been left out.



Let's write

Discuss these questions in your group and then write down your answers.

What made the soup taste so good? Was it the stones?

Why do you think the soldiers were able to trick the villagers?

Where do you think the soldiers are going next?

What was the **reason** for the soldiers asking for the stones and other ingredients?

What **Ingredients** did they use?

What **steps** did they follow to make the soup?

What was the **result**?

TEACHER: Sign _____ Date _____

Friday – Memo

1. No it was not the stones. It was all the ingredients that the villagers placed in the pot.
2. The villagers did not know about a stone soup. They were interested to see how this soup would be made.
3. To the next village.
4. They were hungry.
5. Water, salt, pepper, carrots, cabbage, beef, potatoes, barley and milk.
6. First they placed water into the pot.
They then added salt and pepper.
The remainder of the ingredients were placed in the pot and stirred.
7. They enjoy a soup filled with stones.