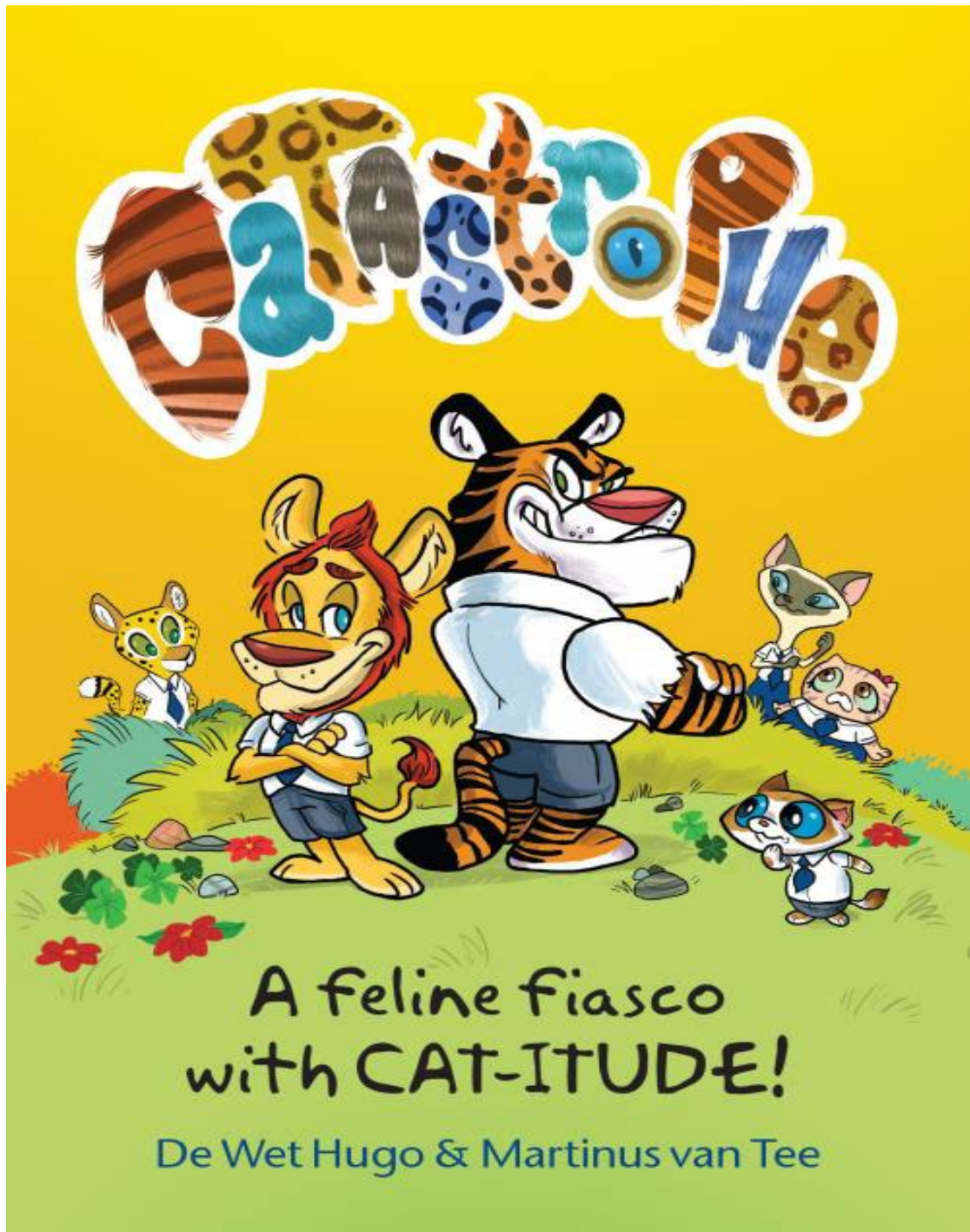


# Catastrophe

## Teacher's Guide



Compiled by Anet Burns & Leana Cronjé

# Index

1. Introduction	p 3
2. The book cover	p 4
3. The title page	p 6
4. The author	p 7
5. The layout of the book – an overview	p 8
6. Meet the characters	p 9
7. Contextual questions and reading exercises	p 13
8. Additional activities	p 39
9. Memorandum	p 42
10. Bibliography	p 55

# 1. Introduction

Reading, and especially reading for pleasure, is no longer a favourite pastime of children these days. The reasons are many, but the plethora of digital devices and activities keeping their young, developing minds occupied are certainly the most impactful and relevant.

This reading guide includes a variety of fun activities aiming at getting children to read, keeping them reading and thereby fostering a love of reading. The guide is aimed at learners in grade 4 to 6 and all activities can be adapted to the needs of the age group.

The guide includes activities based on the four language skills prescribed in the CAPS policy document:

- \*Reading and viewing
- \*Listening and speaking
- \*Language in context
- \*Writing and presenting

The reading skills sections are divided into **pre-reading**, **during reading** and **post-reading** activities. All questions were compiled according to Barret's taxonomy.

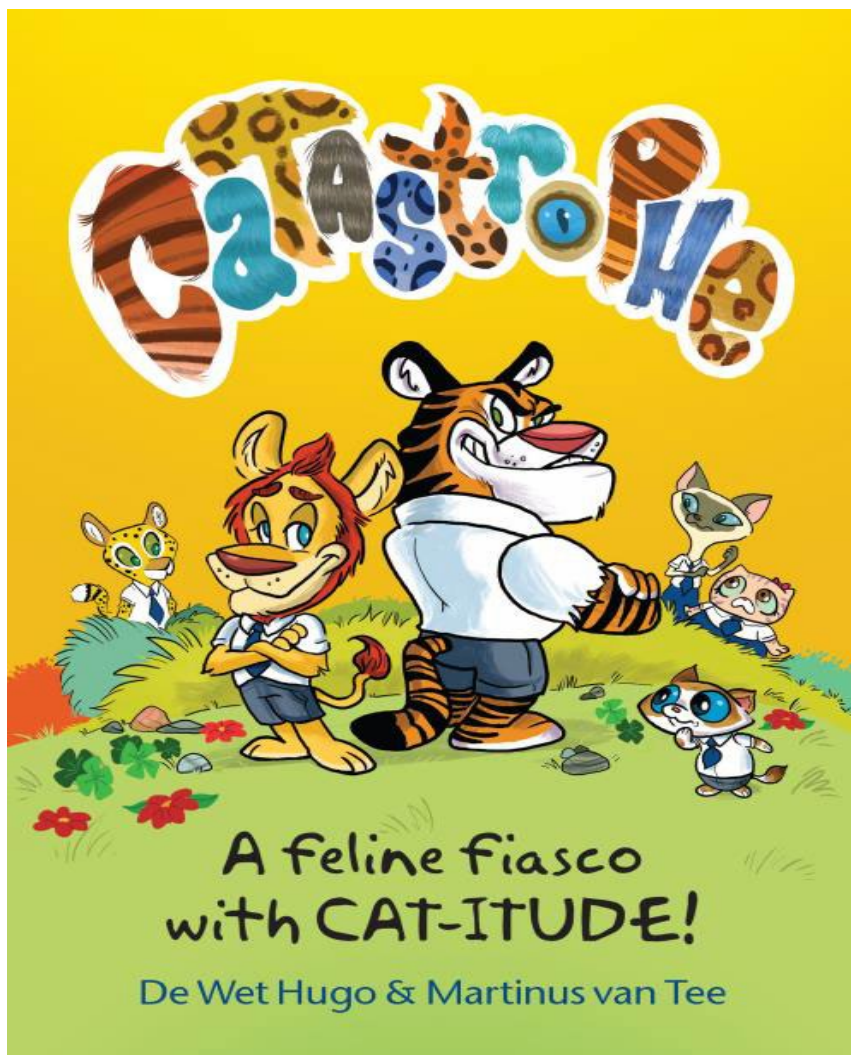
The reading activities cover all skills as outlined in the CAPS documents.

We hope that this reading guide will offer a fun and educational gateway into the joys of reading. In addition, we trust that the journey will culminate in a lasting and lifelong love of the magical world of books and the written word.

## 2. The book cover page

All children love bright, exciting colours and interesting pictures. The cover of *Catastrophe* fits the bill perfectly. The character illustrations shown on the cover are cute, humorous and all depict a different member of the feline family. Some characters look quite angry, others a bit sad, and one fellow looks rather curious. It makes us wonder what they will be up to.

The size of the letters in the title *Catastrophe* is much larger than those used in other words on the cover page. This makes it stand out from the rest of the cover page information. A fun and interesting font type has been used for the word *Catastrophe*, hinting at the fact that the book is about a group of felines. Some letters consist of stripes, typical of those found on a tiger, whilst others look like the spots of a leopard or a cheetah. It is also interesting to note that the letter “O” (in the title) looks similar to the shape of a feline eye. A feline eye differs from a human eye in that the pupil is a vertical slit, whereas the human eye’s pupil is circular.



The front cover of a book will always include the **title** of the book. The title must be exciting, as to inspire in the reader a curiosity about the book, prompting them to want to discover the story that lies within. It must create an interest in the book and pique the readers' interest. (Some titles achieve this by being humorous.) In addition, the title can already convey some idea of the tone of the book, as well as give a subtle hint as to what the story is about.

The title of this book is ***Catastrophe***. The title is a wonderful play on words indicating not only that the book is about felines but also hints that a catastrophe will take place. A catastrophe is a disaster, an event that usually creates suffering or pain. It can mean an event of great misfortune but can also be a fiasco or a tragedy. The author uses the title to allude to the fact that such an event will take place in the book.

The name of the **author**, in this case De Wet Hugo, is also indicated on the cover. An author is the person who wrote the book.

The **illustrator**, Martinus van Tee is also mentioned on the cover. An illustrator is a person who draws or creates pictures for a book. He/she is a real artist. Most books will have illustrations on the cover and some, most often youth and children's books, will also have illustrations inside. The illustrations must inspire a potential reader to pick up the book and read it. These beautiful works of art give the reader some insight into the storyline of the book.

On the **spine** of the book, you will again find the title, the name of the author as well as the logo of the publisher. This helps you to identify the book when it sits on a shelf with many other books. The spine keeps the pages of the book together.

The **back cover** of the book will have a short summary or a **blurb** of the story as well as the name of the **publisher**. The summary/blurb will help the reader decide whether they want to read the book or not. The summary must give just a sliver of information to the reader about the storyline, but must not give away any big spoilers. The blurb teases the reader with just enough information to encourage him/her to find out more. The publisher's name and logo is indicated on the back cover together with their Facebook page and webpage address. The bar code is called the ISBN number – a unique number allocated to every book to simplify its identification.

### Discussion of the front cover page

1. Why have these specific colours been used for the front cover?
2. Why do certain characters appear bigger than others in the illustration?
3. What do the facial expressions tell you about the characters' personalities?
4. Do you think the design of the title links well with the story?
5. What does *A feline fiasco with CAT-ITUDE* mean?
6. What about the front cover would you change? Why?

### Discussion of the back cover page

Read the blurb on the back cover page of ***Catastrophe*** together as a class and discuss the following:

1. Does the blurb make you curious about the rest of the book? Why?
2. What is funny about the name of the town where they live?
3. Lady is a name frequently given to female animals. Which other female names of animals can you think of?
4. Which other characters' names mentioned in the blurb make reference to the fact that the characters are felines?
5. What do you think is a cataclysm?
6. Which city mentioned also refers to the fact that felines are the characters?
7. How would you describe the personality of the character on the back cover page?
8. What is *Illustrated Fiction*?

## 3. The title page

One of the features of a book is the **title** page. This page is usually either the first page of the book, or alternatively the first printed page. In ***Catastrophe*** the title of the book, the name of the author, name of the illustrator and the publisher is indicated on this page. Included is a beautiful illustration.

Following the title page, we find a page introducing the feline characters. Illustrations give us an idea of their appearance and mentions their names. On the subsequent page the author indicated who the book is dedicated to. Additional information regarding the publisher, date of publication, copyright, cover design and lettering type used is also mentioned.

## 4. The author

The author De Wet Hugo was born on 26 November 1982 in Worcester. He grew up on a wine farm, Spes Bona, with his three sisters. Can you imagine what these four siblings got up to on a farm growing up? I am sure they had many adventures.

De Wet studied Education at the Cape Peninsula University of Technology in Wellington, followed by a post-graduate qualification at the University of Stellenbosch. He began his teaching career in 2006 at the Ysterplaat Primary School in Cape Town and from 2007 to 2009 he taught at De Hoop



Primary School in Somerset West. From 2010 to 2022 he was a staff member at the British/Dutch International School of Jeddah, Saudi Arabia, and he currently resides in China, where he teaches English at Wellington College Hangzhou.

He has written many books including *Skrik op die lyf*, *Rympies vir pikkies en peuters*, *Skool is 'n riller* and many more. He also wrote the wonderful, suspenseful series of books *Grilgrypers* and *Kies-jou-avontuur*. De Wet's writing talent is however not limited to books. During his time as a teacher in South Africa he was a freelance writer for the popular E-TV youth program *Cool Catz*.

Every author naturally also has his/her own favourite writers and De Wet names Roald Dahl and Stephen King as his.

When asked, during a YouTube interview to name three things that people would not know about him he mentioned that he can't eat raw onions at all, can't stand a fishy smell and finds it impossible to shower or drive without singing!



**Visit his website to learn even more about this wonderful author:**

**<https://dewethugo.co.za/>**

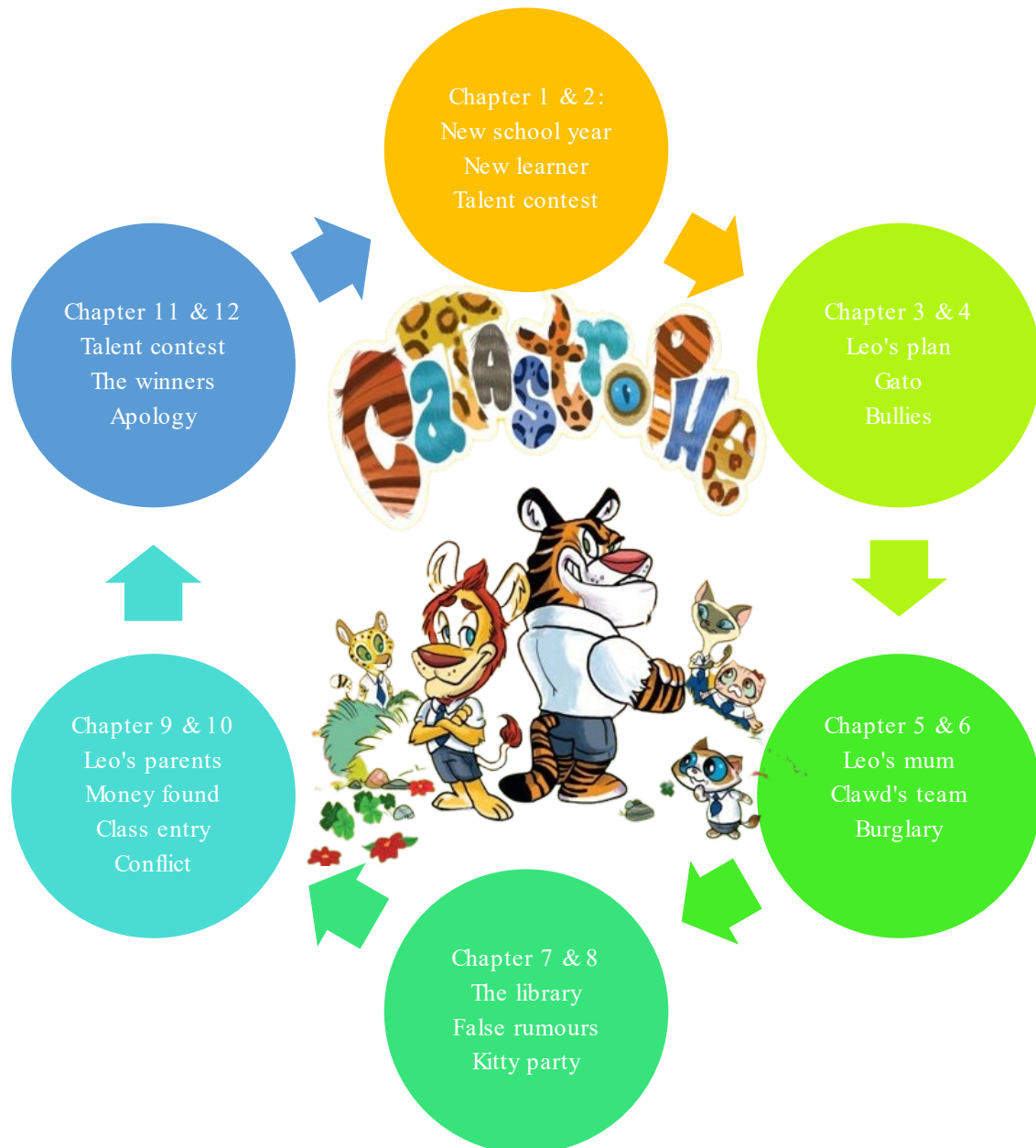
## 5. The layout of the book – a short summary

The book Catastrophe has 96 pages, of which 90 pages are dedicated to the story. The other pages contain illustrations and the publisher's information.

The book consists of 12 chapters and illustrations are included in each chapter.

The font type is bigger than usual, ensuring an uncomplicated reading experience for young readers. Page numbers are at the bottom of pages allowing easy referencing.

**The layout of Catastrophe can be outlined as follows:**



**Have a look at this short introductory video about Catastrophe:**

<https://www.facebook.com/Storierak/videos/498441625454381>



## 6. Meet the characters



**Lion** (*Compion, S. 2022*)



**Tiger** (*Sharp, C. 2017*)



**Egyptian Mau** (*Fields, S. 2023*)



**Siberian cat** (*Delamey, M. 2023*)



**Exotic Shorthair** (*T, Yamazaki. 2012*)



**Siamese cat** (*Chanon Photography, 2023*)



**Iberian Lynx** (*Silva, A. 2020*)



**Sphynx** (*Loccisano, M. 2022*)



**Leopard** (*Giraud, P. 2006*)



**Maine Coon** (*Jursova, A. 2023*)



**Puma** (*Durham, M. 2023*)



**Japanese Bobtail** (*Getty Images*)



**Caracal** (*Isselee, E. Shutterstock 2023*)



**Norwegian forest cat** (*Getty Images*)



**Munchkin** (*Yamazaki, T. 2017*)



**Cheetah** (*Temple, J. 2006*)



**Black panther** (*Fuse/Thinkstock 2023*)



**Snow leopard** (*CC0 Public Domain 2023*)

## Character Discussion

The photos on pages 9 to 11 indicate what the characters in *Catastrophe* actually look like – not their illustrations. Study each of these photos and answer the following questions:

1. How many different types of felines can you identify?
2. Which member of the feline family is your favourite? Why?
3. Is there a feline not shown on these pages that you particularly like?
4. What do all of these felines have in common?
5. Name any two differences between the feline characters in *Catastrophe*.



Study the double page in the book that depicts the characters' faces:

1. Which character is the most important in town? Why is this the case?
2. Draw the following table in the learner workbooks.
3. Write the names of the characters in the column they fit into according to their character traits.

Secretive	Friendly	Shy/Unsure	Troublemaker



Study the double page in the book that depicts the characters' faces:

1. Give each character an adjective that best describes him/her.
2. Also mention which type of feline each character is.
3. Take note: The adjectives in the column above may not be used again.



**The *Pharos Junior Bilingual School Dictionary* will come in very handy to assist you with these questions.**



## 7. Contextual questions and reading exercises

### Chapter 1 P 1 – 5

#### Pre-reading

1. What is the title of the book?
2. In what way does the title give us some hints about the storyline?
3. Who is the author of the book?
4. Who is the illustrator of the book?
5. How did the author change the word “attitude” to fit in with his story? (Hint: Look at the front cover)

#### Reading

1. Follow along in the book as your teacher reads chapter 1. **(Listening)**
2. You will now practise your reading skills by taking turns reading chapter 1. You will go down each row in class and every learner will have a chance to read a passage. The teacher will indicate where one learner stops and the next must start. Go down each row and then start at the front of each row again. The rest of the class must follow carefully when their classmates read the story as you don't want to miss a single part of the story.

#### New words

catastrophe	A disaster, an event causing pain or suffering, something bad.
feline	An animal belonging to the cat family, examples include lions, leopards, cheetahs, house cats.
attitude	A feeling or opinion about something. It affects how you behave.
claw	A thin curved nail on an animal's finger or toe.
exotic	Strange or unusual.
munchies	A feeling of hunger, mostly for snacks.
catnap	A short nap.
amongst	Surrounded by.
Katmandu	A big city in Nepal (a country between India and the region of Tibet).
archenemy	Your worst enemy. In stories the archenemy is the antagonist.
insult	Saying bad things, making someone feel bad about themselves
mane fluff	A few thin hairs that must still grow into a mane.



### **Post-reading**

1. Why does Leo hear meowing and purring all around him instead of children's laughter when he walks through the school gates?
2. What type of feline is Leo? How would you describe this type of feline in the wild?
3. Which activity mentioned on page 2 is typical feline behaviour, especially those of cats and leopards?
4. What is a feline?
5. Look up the word fiasco in a dictionary and write down the meaning.
6. What is a catastrophe?
7. Give the names of two of Leo's friends.
8. What does Leonie mean when she describes Kathmandu as "the cat's meow"?
9. Why can't Leo and his family travel as much as he would like to?
10. Why do you think one of the characters is called Catnap?
11. Explain why the hair on Leo's back stands on end when he sees Clawd. Give a few other examples of animals whose hair can also stand on end.
12. Why do you think it was rude of Clawd to call Munchies a meerkat?
13. What other name did Clawd call Munchies that was also rude?

### **Let's discuss (Speaking)**

1. Does Leo view all tigers as rude and bad just because Clawd is rude and a bully?
2. Your own personal recount of an event: Leo felt a bit unsure of himself when he walked into the schoolyard and could not see any of his friends. We've all had an experience where we felt unsure. It might be when you had to run your first race or when you had to make new friends at a camp. Turn to the person sitting next to you and tell them about a time when you felt unsure about yourself.



### **Writing and presenting**

You must write your own personal recount, in paragraph format, about a time when you felt unsure. Your teachers will give an indication of the word count you must use:

*Grade 4: 50 – 60 words*

*Grade 5: 60 – 80 words*

*Grade 6: 80 – 100 words (\*according to CAPS)*

**Remember to use the writing process when writing a paragraph or essay:**

### **The Writing Process**

1. Always start with a mind map, using the 5 *wh* words: **Who**, **What**, **Why**, **When** and **Where**.
2. Write a first draft in pencil.
3. Edit your first draft:
  - \* Circle the punctuation marks in **green** to make sure sentences end with a punctuation mark etc.
  - \* Circle all the capital letters in **pink**.
  - \* Underline all the words of which you are not sure of the spelling in **black**. Find the correct spelling of these words in a dictionary and write them above each word.
  - \* Circle words for which you want to use a better word instead in **orange**. Find better words for these words and write them above each word in pencil.
4. Write your final draft in pen.



### **Extended activity (for learners who finish well before others).**

On the front cover page of *Catastrophe*, the letters depicting the title are made up of colours similar to the fur of different types of cats. Create your own version of the title and add your own unique details. Explain why you decided on this particular design.

## **Chapter 2 P 6 – 13**

### **Pre-reading**

Study the illustration on page 6:

1. How would you describe the headmistress, Catriona Cataclysm?
2. How do the felines feel about the headmistress?
3. If you look at the illustration, where do you think all the cats are?
4. Do you think it is fair for a teacher to have favourites?
5. What do we call a learner who is the teacher's favourite?

## Reading

Sit in groups of 4 learners. Everyone reads two pages from the chapter aloud.  
(The rest of the group **listen** carefully while their classmate reads their pages)

## New words

assembly	When all the learners in a school gather in a place like a hall.
peering	To look at someone intensely.
benefactor	A person who gives money or other help to a cause.
aristocrat	A person whose family has a high social rank, they might have blue blood, family of a king or queen.
heirs	A person who inherits money/belongings of someone who died.
fortune	A very large amount of money.
inherit	To get money or other belongings when someone dies.
gratitude	To be thankful.
generosity	Kindness, willingness to help others.
bald	No hair.
caterwauling	A terrible wailing noise.
attractive	Good looking.
annual	Every year.
solo	alone



## Post-reading

1. Number the sentences from 1-5 in the order in which the events happened:

The cats are all excited about the talent contest.	
The cats are introduced to Gato.	
The cats are gathered for assembly.	
Katsuki takes the stage with a song.	
The prize for the winner of the talent contest is announced.	

2. What do you think the headmistress means when she talks about *cat play*?
3. Which word on page 7 tells us that Leo does not like the headmistress?
4. Give a synonym for your answer in question 3.



5. Do you think headmistress Cataclysm likes Lady Elmaine Koontz? Quote a sentence from chapter 2 to prove your answer.
6. Which words tell us that the other cats do not enjoy Katsuki's singing?
7. What area is Gato from?
8. What makes Gato look different from the other cats?
9. Why does Leo suggest that they make friends with Gato?
10. Which character traits of a caracal helps to make Rusty a bully?
11. Why is Leo so excited about the prize to Kathu?
12. Why does headmistress Cataclysm look like she was going to be sick after announcing the prize?
13. The author used the word *catador*. What word do we actually use when we talk about a person fighting a bull?

### Let's discuss (Speaking)

1. Have you ever participated in a talent contest? What act did you perform?
2. Which talent, that you do not have now, would you like to have?
3. What is the strangest talent you have ever seen or heard of?
4. Do you think some talents are better to have than others? Why?



### Writing and presenting

Leo absolutely loves the delicious sandwiches his mother makes for him to take to school. He can hardly wait for recess to open his lunch box. Think of your favourite sandwich. There are so many fantastic filling choices such as bacon, lettuce, cheese, tomato and mayonnaise. Write instructions on how to make your favourite sandwich for school. Remember to be as detailed as possible in your instructions, so your friends can try to make it at home.

(Your teacher will write the important aspects about writing instructions on the board)



### Extended activity (for learners who finish well before others)

Draw two columns in your workbook. The heading of column 1 is **verb** and the heading of column 2 is **noun**. Find all the verbs on page 7 and write them in the column 1. Find all the nouns from page 7 and write them in column 2.

## Chapter 3 P 14 – 20

### Pre-reading

Idioms make our writing more interesting. It is also a fantastic way to make your speeches wonderful to listen to. Let's look at and discuss some idioms. **(Listening and speaking)**

Let the cat out of the bag	To reveal a secret.
Curiosity killed the cat	Snooping around other people's business might get you in trouble.
Get a kick out of it	Really love/enjoy something.
Piece of cake	If something is very easy.
Pig out	To eat a lot.
Add fuel to the fire	Making something difficult even worse.
Cool as a cucumber	A calm person in stressful situations.
Tick-tock	Hurry up because time is running out.
To be catty	To be a nasty person.
In hot water	In a lot of trouble.
Get cold feet	To be nervous about something and not wanting to do it anymore.

### Reading

Everyone in class will read chapter 3 silently and on their own. When you are done with the chapter, the teacher will tell you how long it took you to read the chapter. Write down the time in your book. Later in the year you will repeat this exercise to see if your reading speed has improved.

### New words

corridor	A long passageway from which classrooms open.
original	Something new or unusual.
curiosity	To want to learn about something, wanting to know more.
swoon	To like a person so much it makes you feel faint.
hesitantly	To pause before doing something.
out of tune	The music does not sound good, the notes sung is not right.

indignantly	Being upset about a comment you think is unfair.
uncalled for	A comment that was not necessary, did not have to say it.
put things into motion	To start something.
snigger	To laugh in a soft way, laughing nastily at someone.



### Post-reading

1. Who is Leonie standing with when Leo looks for her?
2. Who is “the new guy” Leonie is talking about?
3. What does she mean when she says that he is a “cool cat”?
4. Why does Leonie have big eyes when she asks Leo if he is really taking part in the talent contest?
5. Give another word for contest.
6. What does Cathy mean when she says “tick-tock”?
7. Write down all the idioms used in this chapter.
8. Who usually makes the girl cats swoon?
9. Why are the girl cats not noticing Kit Kat today?
10. Quote a sentence from chapter 3 that states that even Katie likes Gato.
11. Why do you think Leonie sounds hesitant to help Leo?
12. What does Kit Kat mean when he talks about Cathy as being catty?
13. Why does Kit Kat think it is funny when he says Cathy is catty?
14. What is the name of the girl cats’ band?
15. Are the girl cats good singers?
16. Why does Leo apologise to the girls following Kit Kat’s insult?
17. What kind of Spanish stuff would Gato be able to teach them?
18. Why would Leo’s plan, according to Leonie, no longer work?
19. Why does Clawd and Rusty snigger teasingly at Leo and his friends?

### Let’s discuss (Speaking)

1. Gato is from Catalonia in Spain. Which country or region would you like to visit? Why would you like to visit this country/region?
2. Have you had the opportunity to visit another country or region? Which country/region was it and what did you most enjoy there? Was there anything you did not like or enjoy?



### Writing and presenting

You and your friends decided to take part in the talent contest. Write a message (as a WhatsApp or SMS) to your friend giving him/her details about your first practice together as a group.

Remember to include details such as the date, time, place etc.



### Extended activity (for learners who finish well before others).

Draw a humorous picture showing one of the idioms used in this chapter literally.

## Chapter 4 P 21 – 26

### Pre-reading

1. Study the illustration on page 21. What do you think will happen in this chapter?
2. Does a Sphinx cat look like a cat you can cuddle? Look at the picture of the Sphinx cat, how would you describe its personality?
3. Compare all the descriptions of the Sphinx cat to Headmistress Cataclysm. Did the author make a good choice in choosing this type of cat to be the headmistress?

### Reading

**Listen** as your teacher reads chapter 4. Follow in the book as she/he reads. Write down the words you do not understand in your workbook. Look for the meanings of these words in the dictionary after your teacher has read the story. Now write down the meanings in your workbook.

### New words

freezes	Does not move at all.
chuckles	Laugh quietly or softly to yourself.

wicked	Evil, bad, wrong.
embarrassment	A feeling of shame, when you feel awkward.



### Post-reading

1. What is the setting of chapter 4?
2. What does “put the cat among the pigeons” mean?
3. Describe the Headmistress’s mood when she hisses to Clawd and Rusty.
4. Why did Leo freeze when the headmistress said, “Follow me to my office immediately.”?
5. On page 22 the author uses the word “pew”. What does he mean by it?
6. “Leo realizes that this is his chance.” What chance is this? What does he want to do with this chance?
7. “But clearly the cat’s not away, so the mice can’t play.” What does this idiom mean?
8. What is Kit Kat’s opinion about Catfield?
9. How is advo-cat usually spelled? Why did the author use the word in this way?
10. Why would Leonie mention kittentails, catnip and dandelions when talking about Leo’s family’s garden?
11. Do you think Leo was being friendly/polite when he mentioned tiger lilies?
12. Why are none of Leo’s friends laughing with him?
14. What does Leo want to do to Clawd? Why?

### Let’s discuss (Speaking)

In chapter 4 the characters talk about their parents’ jobs:

1. What would you like to do when you grow up?
2. Why would you choose this job?
3. What would you definitely not want to do? Why?
4. Do you think a big salary or job satisfaction is more important?
5. A few years ago, many mothers stayed at home so that they could help their children in the afternoons. Is it still a good idea for mothers to be stay-at-home moms?



### Writing and presenting

1. Summarize this chapter in five sentences.

2. Use a double A4 page in your workbook to design a poster to advertise the talent contest. Your teacher will explain all the important aspects of a poster.



**Remember – a colourful poster will draw attention. Don't include too much information on your poster, the readers should be able to see the relevant information quickly and clearly.**



**Extended activity (for learners who finish well before others):**

**Use the *Pharos Junior Bilingual School Dictionary* to complete this exercise.**



1. Write ten **adjectives** that describe the outward appearance and personality of Headmistress Cataclysm. (Use the dictionary to find interesting descriptive words.)
2. Write the **antonym** of each of the ten words you selected.

## Chapter 5 P 27 – 33

### Pre-reading

Look at the illustrations on page 27 and 31. The lioness in the illustration is Leo's mother:

1. What is her mood?
2. What could have made her feel this way?

### Reading

You will read in pairs. Each learner gets the chance to read a page and then you swap until you get to the end of the chapter. Help each other with words that you struggle with. Help each other to pronounce words correctly.

### New words

peers out	To glance at, peep at, look at, stares at.
fry	To cook food in oil, usually in a pan.
horror	Intense feeling of disgust.
mumbles	Saying something softly so that others cannot hear it well.
eel	A fish looking like a snake because of its very small fins, very slippery fish.
cannibals	Any human or animal that eats its own kind.
catfish	A fish with barbels around its mouth, the barbels look like long whiskers.
tiger shark	A dangerous aggressive type of shark.
reprimanding	When somebody did something wrong and they are spoken to seriously and angrily.
suspense	To feel uncertain because you do not know what is going to happen, feeling nervous, hold your breath.
hesitates	To wait, to stall, to be unwilling.



### Post-reading

1. What is the name of Leo's school?
2. "As hungry as a lion!" Which figure of speech is this an example of?

3. Why did Gato's eyes widen in horror when Leo mentioned his mom frying leopard?
4. On page 29 Gato says that he is not really hungry? Do you think he is telling the truth? Give a reason for your answer.
5. Quote a sentence from page 29 where Leo is being very nasty.
6. What change in body language tells Leo his mom is not happy with what he had said?
7. When Leo leads Gato up the stairs to his bedroom, he tries to make light of his mother's words. Why do you think Leo did that?
8. How do you feel about the fact that Leo calls his mom a drama queen?
9. When Leo asks Gato to be part of their act, Gato looks around the room avoiding eye contact with Leo. What could be the reason?
10. Leo makes tight fists when Gato tells him that he is already part of another team. What does this type of body language tell you about his feelings?
11. What kitchen utensil is Leo's mom holding in the illustration on page 31?

### **Let's discuss (Speaking)**

1. Leo is constantly saying nasty things about tigers. Why do you think he acts this way? Do you think this is a good way to behave?
2. All of us had bad experiences with friends or other learners at school at some time or another. How did you deal with such hurt feelings?
3. Do you share your feelings with someone? Who can you share your feelings with?
4. Do you write your feelings and experiences in a diary?
5. What can you do if those feelings start to overwhelm you?



### **Writing and presenting**

Write a poem. Your teacher will instruct you on the number of stanzas and lines.

Your poem must have:

- A title
- Words that rhyme
- The author must be mentioned
- Remember to use the writing process, starting with a mind map and ending with a great final draft.





**Have a quick peek at page 15 again where the writing process is explained.**

Choose one of the following topics as the theme of your poem:

- a. Friends
- b. Cats
- c. Lions
- d. Catastrophe
- e. Feelings



**Extended activity (for learners who finish well before others).**

Write a diary entry describing a bad day at school. Remember to use the correct format of a diary entry.

## **Chapter 6 P 34 – 41**

### **Pre-reading**

Look at the illustration on page 34:

1. Can you identify all the characters in the illustration?
2. Write down the name of each character you see and a sentence describing each character you identified.

### **Reading**

Take turns reading chapter 6. Go down each row in class and each learner reads a sentence. Where one learner stops the next reader continues. Go down each row and then start at the front of each row again. The rest of the class must follow carefully when their classmates read to not miss a single part of the story.

### **New words**

approaching	Coming closer.
unique	Being one of a kind, special, not like anything else.
seldom	Not often, rarely.
sassy	Cheeky, showing a lot of confidence, a bit forward.
stern	Serious, unsmiling, strict, hard, does not show sympathy.

sourpuss	Moping, bad-tempered, grumpy, complains frequently.
hairball	When a cat cleans its coat, hair collects as a ball in its stomach and they usually cough it out.
rogue	Rascal, dishonest, inclined to misbehave.
speculating	Form an idea, to guess an answer.



### Post-reading

1. Draw a flow diagram to summarise this chapter.
2. What does Leonie do on page 34 that shows us she is glad to see Leo, Kit Kat and Catnap?
3. What does it mean when Kit Kat tells Kitty to put away her claws? Does he mean it literally or figuratively?
4. Which feline was the first to ask Gato to be part of his group?
5. Why do the felines think they will win the talent contest if Gato is part of their group?
6. Why was Headmistress Cataclysm's stare icier than ever? (page 38)
7. Why did the felines feel shocked and disappointed when Headmistress Cataclysm announced that the prize money for the contest had been stolen?
8. Why did the headmistress specifically call in the cheetahs to investigate the theft?
9. Headmistress Cataclysm says that the rogue cat will be standing on the red carpet in her office if he/she is caught. When does someone usually stand on a red carpet?
10. Who do you think Leo's two suspects are?
11. Which feline would, according to Leo, not be a surprise to anyone?
12. Which feline would, according to Leo, be a shock to the others?

### Let's discuss (Speaking)

In this chapter Leo is already suspecting two of his classmates of stealing. He does not have any proof/evidence and is jumping to conclusions. Discuss the following questions with a classmate:

1. Have you ever been accused of something you did not do?
2. How did it make you feel?
3. How was the situation resolved?
4. Do you think it is okay for Leo to just jump to conclusions?
5. What can go wrong when somebody jumps to conclusions?



### Writing and presenting

Write a dialogue. Pretend that you are a news reporter interviewing a brave policeman who caught a bad criminal. Use the correct format to write the dialogue. Your teacher will indicate how many times each character must speak. Work hard on your first draft. The more effort you put into the editing process, the better your final draft will be.



### Extended activity (for learners who finish well before others).

Leo is still feeling bad about making his mother angry. Pretend you are Leo. Design and make a card in which you tell your mom how sorry you are for your actions and promise to never do it again.

## Chapter 7 P 42 – 46

### Pre-reading

1. Study the illustration on page 42. Predict what will happen in this chapter.
2. Look at the illustration on page 44. What does Clawd’s body language tell us about how he is feeling?
3. Think about different words (synonyms) to use instead of the word angry.

### Reading

Your teacher will choose two learners to read the two parts of Leo and Clawd in the library. The other parts will be read by the teacher.

### New words

absent-mindedly	Not paying attention, your mind is somewhere else.
annoyed	Irritated
fangs	Large, sharp teeth.
muscular	Having a lot of muscles, strong.
mane	Long hair around the neck of an adult lion.
chortles	To laugh loudly.
prides	A group of lions is called a pride.
protrude	To extend or stick out.



### **Post-reading**

1. Why did Leo decide to go to the library?
2. Why did Leo show his fangs?
3. Which word on page 43 tells you that Clawd is strong?
4. "Tigers are much bigger and stronger than lions." Do you think this is a fact or opinion? Give a reason for your answer.
5. Can Leo really rip off Clawd's stripes?
6. Clawd says lions move in prides because they are cowards. Why do you think lions move in prides?
7. What tells us that Clawd is ready for a fight? Find the answer on page 45.
8. Do the other cats at school feel the way Leo does about Clawd?
9. What does it mean to be caught in a rat trap?
10. Clawd says Leo will soon be caught in a rat trap. Why does Clawd think Leo will be caught in a rat trap?

### **Let's discuss (Speaking)**

The two young felines, Leo and Clawd, size each other up in the library. They threaten each other with violence:

1. Do you think using violence is a good way to resolve conflict?
2. Which other ways are there to resolve a problem between two people?
3. As a friend of Leo's and Clawd's, what advice would you give them to sort out their differences?



### **Writing and presenting**

Write a news report using the correct format. Your teacher will indicate how many words you must use. Pretend that you are on the school newspaper editorial team. Write an article about the headmistress' announcement that someone stole the prize money of the talent contest. Include quotes from some of the cats in school. Remember to start the writing process with a mind map which answers the questions: who, what, when, where, how. You can make up some facts that are not mentioned in the book. Have a great time pretending to be a journalist.



### **Extended activity (for learners who finish well before others).**

Pretend that you are the thief who stole the talent contest's prize money and now have been caught. Give a statement to the police. Explain how you are feeling. Explain why you stole the money.

## **Chapter 8 P 47 – 55**

### **Pre-reading**

1. Gato is supposed to meet Leo and his friends in the park. Do you think Gato will show up?
2. If you think Gato will not show up, what might his reasons be?
3. In this chapter Leo finds out others have been talking about him. What do you think about people gossiping about others?
4. Can gossip have a negative impact on someone?
5. What might the negative impact be?
6. How does a person feel when they find out others have been gossiping about them?
7. How would you feel if others gossiped about you?
8. How will these feelings help you make better choices in future? Would you gossip?
9. Which age group or gender is mostly guilty of gossiping? What could be the reason?

### **Reading**

Follow along in the book as your teacher reads chapter 8. **(Listening)**

### **New words**

rumour	Information that is spread but is not necessarily true.
coincidence	When two or more things surprisingly happen at the same time.
calamity	Something that happened and causes a lot of unhappiness.
weasel	A small animal known to be sneaky.
darts across	To run quickly.



### Post-reading

Let's see how well you know the characters. Choose your **four** favourite characters. Draw the table in your workbook and complete it by drawing a sketch and giving his/her name as well as a description. (Describe their outer appearance as well as their personality.)

Picture of character	Name of character	Description of character

### Let's discuss (Speaking)

There are many characters in this book and you got to know them well.

1. Name a few of these characters from the book and also mention your four favourites.
2. Why are these four characters your favourites?
3. Which character do you associate with the most?
4. Which character traits of this character do you associate with?



### Writing and presenting

Clawd held a kitty party at his house. Design and make the card he used to invite everyone to the party. Remember to include details such as the date, time, address and dress code. Include a lot of colour and use an interesting font type.



### Extended activity (for learners who finish well before others).

Create a "new" character who will fit in nicely with this story. Write a brief description of this character. Give the character a creative name. Draw a sketch of your character.



***It is always a good idea to create a character for the story who will introduce conflict. It keeps the story interesting and readers will look forward to the events of the next chapter!***

## Chapter 9 P 56 –64

### Pre-reading

Study the illustration on page 56:

1. Who do you think is in the illustration with Leo and his mom?
2. What do you think is going to happen in this chapter?

### Reading

Your teacher will divide you into groups of six learners. Each learner in the group chooses a number from 1 to 6. All group members must read their parts aloud:

- Group member 1 reads pages 56 and 57.
- Group member 2 reads pages 58 and 59.
- Group member 3 reads page 60.
- Group member 4 reads page 62.
- Group member 5 reads page 63.
- Group member 6 reads page 64.

### New words

unusual	Something out of the ordinary, uncommon.
peeks out	Sticking your head out slightly to look at something.
bothering	If something is troubling you.
encourages	To support someone.
dislikes	Not to like.
intention	A plan, a purpose.
ashamed	Feeling embarrassed about something.
betrayed	To break someone's trust with an action.
recently	Not long ago.
popular	Well-liked by many.



### Post-reading

1. Where is Leo at the beginning of this chapter?
2. Why do you think he is there?

3. Why does Leo's heart start to race when his parents come into his room?
4. Why does Leo cover his face with his pillow?
5. What time of the week is this conversation taking place?
6. Why does Leo's parents "share a look", after he tells them that it is all Clawd's fault?
7. Are there a lot of other cats who dislike Clawd?
8. Is there a specific reason why Leo does not like Clawd?
9. How many times has Leo invited Clawd to his kitty parties?
10. What is Clawd's mother's name?
11. Who in class does Leo think of as a baby?
12. Choose the correct answer. The other kittens think Clawd is:
  - a. a bully
  - b. nice
  - c. strange
13. When Leo's mom puts her front paw around his shoulders, what message does she want to give Leo with this gesture?
14. What does Leo realise when his father's speaks?
15. What does Leo's parents request him to do in the week to follow?

### Let's discuss (Speaking)

Leo has never met Clawd's mother, but he thinks terrible things of her:

1. Do you think this is fair?
2. What is it called when you think bad things about people without knowing them?
3. Have you ever been prejudiced against someone? Has someone acted prejudiced against you? How did it feel?
4. Are there other examples of prejudice you have noticed in the world? What can be done about this problem?
5. Do you think if people got educated and learned more about others, it would stop this problem?



### Writing and presenting

All the cats like participating in sports. Choose a specific aspect of a sport and write instructions on how others must do that aspect. Here is an example:

#### ***Instructions on how to score a perfect goal in netball:***

1. *Stand between two to four metres from the goalpost.*
2. *Place the ball on the palm of your right hand.*



3. *Your fingers must touch the ball lightly.*
4. *Lift your right arm so that your elbow is in line with your shoulder.*
5. *Make sure your middle finger and arm form a perfect line.*
6. *The line that your finger and arm forms must be a straight line towards the goalpost.*
7. *Bend your knees slightly.*
8. *Straighten your knees a bit, use momentum to shoot the goal with your right arm.*



**When you write an instruction text, explain the steps as clearly as possible so others can do what is expected on their own and without any hesitation.**



**Extended activity (for learners who finish well before others).**

Here is a word bank with some words. Think of four headings under which you can sort these words. Now list them in a table with four different columns.

grapes	peanut butter	towel	kitchen	Marmite
honey	strawberries	bathroom	sunglasses	pears
beach ball	living room	study	bucket	cheese
bananas	apples	garage	umbrella	

**Chapter 10 P 65 –78**

**Pre-reading**

Think about the conversation Leo had with his parents in chapter 9, and what they asked him to do:

1. Do you think he will adhere to their request in chapter 10?
2. Why do you think that?

**Reading**

Take turns reading chapter 10. Go down each row in class and each learner gets a chance to read a sentence. Where one learner stops, the next reader must continue. Go down each row and then start at the front of each row again. The rest of the class must follow carefully when their classmates read the story, as you don't want to miss a single part of the story.

## New words

dense	Very thick, tightly packed together.
startled	Feeling sudden fear or shock.
emerges	Coming out of something, being able to be seen.
succeed	Have a successful outcome, getting something right.
anticipation	The excited feeling about something to come.
misunderstanding	Not able to understand something or understand it in the wrong way.
dumbfounded	You can't speak because you are too shocked.
self-conscious	Feeling embarrassed and uncomfortable.
unpleasantness	Something not nice, usually bad situation between two people.
outshine	To be better than someone else.



## Post-reading

1. Where did Leo's friends ask him to meet them?
2. What does Leo think the meeting will be about?
3. Describe the weather in a good sentence.
4. Describe the mood of the cats when Leo finds them in the park.
5. Do Leo's friends know why they are in the park?
6. Who asked all the cats to come to the park?
7. Which word on page 69 tells us Leo hates being in the park?
8. Was the prize money stolen? What happened to the money?
9. Why do you think Lady Elmaine Koontz misplaced the money?
10. List the two reasons why Gato wants the whole class to take part in the talent contest as a group.
11. "The tiger cub nods and holds out his paw." Why does he hold out his paw?
12. Why do the cats think Katsuki might win the talent contest?
13. How much time do the cats have to practise for the talent contest?

### Let's discuss (Speaking)

Leo had the wrong idea about who Clawd is all along:

1. How could they have resolved the issues between them before the day in the park?
2. Is it easy to admit that you have made a mistake?
3. How do you feel when you have resolved a problem with a friend?
4. Have you ever had a problem with a friend that you could not resolve?
5. What was that problem and why could you not resolve it?



### Writing and presenting

The cats usually play in a park close to school. Write a descriptive essay about this park. Your teacher will tell you how many words you have to use. Follow the writing process. The park will look different in each of the seasons. You may decide which season it is when you describe the park.



**Remember: A descriptive essay is not a story, but rather uses words to paint a picture for the reader. It describes something the reader could not experience himself/herself.**



### Extended activity (for learners who finish well before others).

Write a WhatsApp message to all the parents of Cathedral Primary advertising the talent show and encouraging them to buy tickets.

## Chapter 11 P 79 – 84

### Pre-reading

1. Have you ever participated in a talent competition? How did you do?
2. Which item will Leo and Clawd's group present?
3. What creative name would you give Cathedral Primary's talent competition?

### Reading

You must read this chapter silently on your own. Do not say any of the words out loud and do not communicate with your classmates – we are practising silent reading.

## New words

audience	The people who watch the play or concert.
frantically	In a fearful or hurried way.
deafening	A noise so loud you cannot hear anything else.
variety	A lot of different things
acrobatic	Difficult movement to do with your body such as balancing and summersaults.



## Post-reading

1. Which two classmates are anxious on the day of the talent contest?
2. Who are attending the talent contest?
3. Who are the judges?
4. When he sees Mrs. Tigereye for the first time, what does Leo realise?
5. How does the audience respond to Katsuki?
6. Which items do the following contestants perform:
  - The Russian blue cats
  - A Bengal cat
  - Three British shorthairs
  - Sand cats
7. What does “a forest of butterflies in Leo’s stomach” mean?
8. Is the class’s performance a success? Motivate your answer.
9. Who, however, does not look impressed?

## Let’s discuss (Speaking)

How has Leo as a character grown and change during the story? How is he different? What helped him change? Did he grow in a good way?



## Writing and presenting

Design an awesome program for the talent contest. Decide which items the program must contain. Decorate your program. The class will choose the best program.



### Extended activity (for learners who finish well before others).

Pretend you are taking part in the talent show and design a costume for your performance. Give your act an interesting and creative name.

## Chapter 12 P 85 – 90

### Pre-reading

Look at the drawing on page 85:

1. What is written on the note that Headmistress Cataclysm is holding in her paw?
2. How do you think the story *Catastrophe* ends?

### Reading

Listen carefully while your teacher reads chapter 12. Follow along in your copy of the book.

### New words

Can you still remember what the meaning of these new words you learned are? Write the word with its meaning next to it.

<b>catnap</b>	<b>heirs</b>	<b>swoon</b>	<b>wicked</b>	<b>mumbles</b>
<b>stern</b>	<b>mane</b>	<b>rumour</b>		



### Post-reading

Summarize the story *Catastrophe*.

- Your summary may not be less than 10 sentences.
- You may only use a maximum of 15 sentences.
- Remember to write a first draft so that you can edit it and create a wonderful summary – use the writing process.

### **Let's discuss (Speaking)**

Think about an alternative ending to the book:

- You will have 5 minutes to think of the ending.
- The class will be divided into groups of 5 learners.
- Each learner will share their ending with the group.
- The group will vote for the best ending.
- One of the other group members will share the alternative ending with the class.



### **Writing and presenting**

Pretend that you are Leo. Write a diary entry about the night of the talent contest. Your teacher will tell you how many words you must use in your diary entry. Follow the writing process carefully and use the correct diary format.



### **Extended activity (for learners who finish well before others).**

Draw your own cartoon about the conflict in the library when Leo and Claud confronted each other. Your cartoon must have between 6 to 8 frames.

## 8. Additional Activities

Upon completion of the book, the following additional activities can be done.

### Activity 1: The Book Report

Complete the following book report on *Catastrophe*.

#### Book report

1. Title: \_\_\_\_\_

2. Author: \_\_\_\_\_

3. Genre: \_\_\_\_\_

4. Illustrator: \_\_\_\_\_

5. Name a few characters: \_\_\_\_\_

\_\_\_\_\_

6. What is the story about? \_\_\_\_\_

\_\_\_\_\_

7. What is the setting of the story? \_\_\_\_\_

8. Did you enjoy the book? Would you recommend this book to other readers?

\_\_\_\_\_

9. What did you learn from the story? \_\_\_\_\_

\_\_\_\_\_

## Activity 2: The book review

A review is the evaluation of a publication, service or company or restaurant, movie (movie review), video games, musical compilation, book, play, dance performance or art exhibition. The person who does the review can also grade the work allowing others to know whether it is something they would be interested in.

The purpose of a book review is to either encourage or discourage readers to read the book. The reviewer (person writing the review) will mention in the first paragraph already how he/she feels about the book. Without divulging any details about the story, he/she will describe the characters and the most important events in the book. In the conclusion of the review, he/she will either recommend the book or not.

A book review will have the following features:

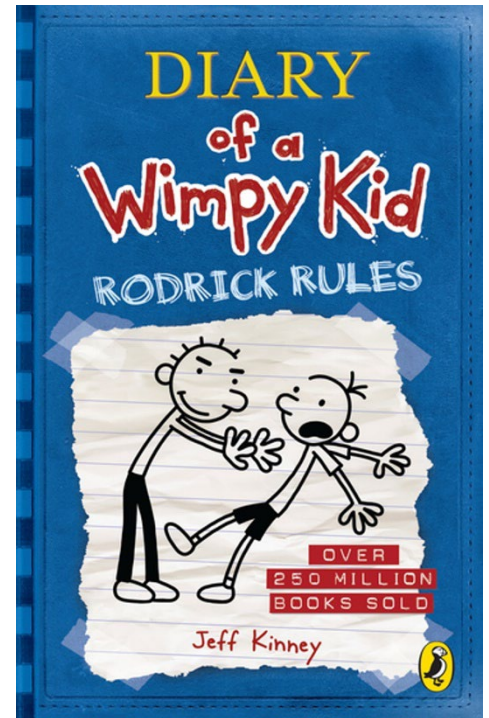
- 1. Heading:** Must draw the attention of the reader and be striking.
- 2. Introduction:** Already mention what you think about the book.
- 3. Background:** Give information about *where* and *when* the story takes place.
- 4 Characters:** Introduce the characters and mention something about them.
- 5 Summary:** A short summary of events without giving the story away.
- 6 Core:** Give your opinion on the book and say why this is your opinion.
- 7 Conclusion:** Summarise your opinion in the final paragraph and grade the book (use points or stars).

You will write your own book review, but first read the following review of *Diary of a Wimpy Kid*. See if you can find all seven of the features of a book review. Take note how the reviewer uses descriptive words to encourage others to read the story. He rouses their curiosity but ensures that he does not give away the ending.



## Review: Diary of a Wimpy Kid – Rodrick Rules

When I picked up this interesting book and started to page through it, I felt very uncomfortable. I have always believed that you should not snoop in other people’s diaries. But after reading a couple of pages I realised that this diary was meant for the reader. The kid almost writes as if he is speaking to me directly and wants to share some juicy stories with me. *Diary of a Wimpy Kid: Rodrick Rules* is about a normal family – mom, dad and three boys. Our writer is the middle child and he finds this rather challenging. His oldest brother is not what you would call friendly towards him. He teases and bullies him a lot, but they do sometimes get up to some trouble together. One night, when their parents went out for the evening, we read that our diary writer, Greg, is instructed to be responsible and well behaved. But as soon as their parents leave the house, Rodrick starts to call all his high school friends inviting them to a party at their house. At first Greg wanted to call his parents and tell them what was happening, but eventually decided to say nothing and just see how the high school kids would behave. Once everyone had left the house was in a terrible state. All of this happened while Rodrick had locked Greg in the basement so he would not spill his secret. After finally being released from the basement Greg still helped his brother to clean up everything. We continue to read about the many adventures of the boys – nothing too naughty and some of them rather funny. The diary is a wonderful, enjoyable, light reading that you can enjoy and pick up to read again and again. Many of the stories will make the reader laugh and re-read those events. The English is not too difficult or intricate. You can believe that it was written by a young boy. Enjoy *Diary of a Wimpy Kid: Rodrick Rules*. I know I did!



Write your own review about *Catastrophe* using the following process:

- a) Use the book report template to complete the details of the book.
- b) Use this information and write your own book review. Remember the **seven** features of a book review!



**Use a dictionary when writing your review to ensure that your spelling is correct.**

## 9. Memoranda

### The Book Cover

#### Discussion of the front cover

1. *The colours are bright and colours we would find in nature.*
2. *They are the main characters in the story.*
3. *Whether they are shy, friendly, angry or scared.*
4. *Yes, the colour of the letters looks like the fur of different cats/felines.*
5. *Learner gives own answer with motivation.*

#### Discussion of back cover page

1. *Learner gives own answer with motivation.*
2. *Only cats/felines stay in the town.*
3. *Any appropriate names.*
4. *Leo, Clawd*
5. *cataclysm = a large-scale and violent event in the natural world*
6. *Catalonia*
7. *Strict, angry*
8. *Illustrated – has pictures, Fiction – made up, not true*

### Meet the characters

1. *18 types of cats/felines*
2. *Learner gives own answer with motivation.*
3. *Learner gives own answer.*
4. *The shape of their eyes, they are carnivores, they are mammals.*
5. *Their habitat, colour of their fur, length of their hair/fur.*

Study the double page in the book that depicts the characters' faces:

1. *Learner gives own answer with motivation.*
- 2.

<b>Secretive</b>	<b>Friendly</b>	<b>Shy/Unsure</b>	<b>Troublemaker</b>
<i>Gato</i>	<i>Leonie</i>	<i>Leo</i>	<i>Clawd</i>
<i>Lupita</i>	<i>Cathy</i>	<i>Lady Elmaine Koontz</i>	<i>Kit Kat</i>
<i>Pumlani</i>	<i>Katie</i>	<i>Catnap</i>	<i>Rusty</i>
<i>Headmistress Catalysm</i>	<i>Kitty</i>	<i>Munchies/Patches</i>	

<i>Pantricia</i>	<i>Mayor Katz</i>		
<i>Detective</i>	<i>Katsuki</i>		
<i>Snow leopards</i>	<i>Leo's mom</i>		
	<i>Mrs Tigereye</i>		

Study the double page in the book that depicts the characters' faces:

1. Learner gives own answer – must be adjectives
2. Learner gives own answer.

## Contextual questions and reading exercises

### Chapter 1 P 1 – 5

#### Pre-reading

1. Catastrophe
2. Yes, there is a major upset/misunderstanding/event that might take place.
3. De Wet Hugo
4. Martinus van Tee
5. When there is confusion or crisis.

#### Post-reading

1. The school is for cats, not human children.
2. A lion. Big, muscular with a mane.
3. They are sitting in the trees.
4. Member of the cat family.
5. A complete failure, especially a ludicrous or humiliating one.
6. An event causing great and usually sudden damage or suffering; a disaster.
7. Kit Kat, Catnap
8. Her visit was a wonderful and memorable experience.
9. His father is the mayor and cannot leave the town very often.
10. He has a very relaxed personality.
11. He does not like Clawd at all and immediately feels aggressive towards him. The hair on a dog's neck also stands on end when feeling threatened.
12. Munchies is not a meerkat and would much rather be called by his real name.
13. Patches

### Let's discuss (Speaking)

1. Yes, he does.
2. Learner gives own answer.

### Chapter 2 P 6 – 13

#### Pre-reading

1. Strict, angry. She does not take any nonsense from learners.
2. They are scared of her and careful when having to deal with her.
3. In the school hall for assembly on the first day of the school year.
4. No, all learners must be treated the same.
5. A teacher's pet.

#### Post-reading

1. Number the sentences from 1-5 in the order in which the events happened:

<i>The cats are all excited about the talent contest.</i>	<b>5</b>
<i>The cats are introduced to Gato.</i>	<b>2</b>
<i>The cats are gathered for assembly.</i>	<b>1</b>
<i>Katsuki takes the stage with a song.</i>	<b>3</b>
<i>The prize for the winner of the talent contest is announced.</i>	<b>4</b>

2. Any mischief the learners get up to.
3. horrible
4. wonderful, fantastic
5. No, "... smiles falsely ..."
6. They roll their eyes.
7. Catalonia
8. His pointy ears.
9. To prevent him from making friends with Clawd and becoming a bully.
10. He was easily influenced by Clawd.
11. It would be a weekend getaway without their parents.
12. She is surprised that someone can sponsor such an extravagant prize.
13. A matador.

**Let's discuss (Speaking)**

- 1. *Learner gives own answer.*
- 2. *Learner gives own answer.*
- 3. *Learner gives own answer.*
- 4. *Learner gives own answer.*

**Extended activity (for learners who finish well before others).**

<b>VERBS</b>	<b>NOUNS</b>
purses	lips
go	gang
behaving	street
sighs	cats
know	Leo
cursed	Cathedral Primary
begin	headmistress
whisper	throat
clears	hall
quits	Lady Elmaine Koontz
sits	school
like	benefactor
extend	woman
smiles	chair
quivering	stage
is	aristocrat
have	kittens
ask	heirs
adopt	fortune
	parents

### **Chapter 3 P 14 – 20**

#### **Post-reading**

1. *Kitty, Cathy, Katie*
2. *Gato, the new learner from Catalonia.*
3. *He could teach them new things, thereby ensuring that they win the contest.*
4. *She is unsure whether Leo has any actual talent.*
5. *Competition, clash*
6. *She is impatient and does not want to wait to hear about Leo's plan.*
7. *Let the cat out of the bag, curiosity killed the cat, don't stand a cat's chance*
8. *Kit Kat*
9. *They only have eyes for Gato.*
10. *"Even shy Katie stretches her short little neck trying to see where the new cat is."*
11. *She is unsure about what Leo wants to ask and whether she would want to do it.*
12. *She often says things that are hurtful to others.*
13. *She is a cat and therefore will naturally be "catty".*
14. *Leonie and the Pussycats*
15. *No, they sing out of tune.*
16. *Although what Kit Kat said was the truth, he could have been more tactful.*
17. *Things that the other cats in Catfield would not know.*
18. *Clawd and Rusty have already spoken to Gato and invited them into their group.*
19. *They realise that Leo and his friends also wanted Gato in their group.*

#### **Let's discuss (Speaking)**

1. *Learner gives own answer with motivation.*
2. *Learner gives own answer with motivation.*

### **Chapter 4 P 21 – 26**

#### **Pre-reading**

1. *Learner gives own answer with motivation.*
2. *No, a Sphinx cat looks aloof and as if it enjoys being alone.*
3. *Yes, Headmistress Cataclysm does not have a warm accessible personality. She appears to be introverted and not very friendly.*

## **Post-reading**

1. *During break time, on the playground.*
2. *Say or do something that is likely to cause trouble or controversy.*
3. *She is extremely angry.*
4. *For a moment Leo thought that she was speaking to him.*
5. *An interjection. It indicates surprise/relief.*
6. *It is his opportunity to speak to Gato alone. He wants to convince Gato to join their group and take part in the talent contest with them.*
7. *The teachers are watching them and even on the first day of school Clawd and Rusty could not get away with bad behaviour.*
8. *It is a boring place where nothing much happens.*
9. *Advocate, it is a play on words to include the word "cat".*
10. *Clawd's mother and the deputy mayor.*
11. *These are the flowers that grow in their garden. All of these also include either the word "cat" or "lion" in their name.*
12. *No, he does not like any word with "tiger" in it – even if it is the name of a flower.*
13. *They do not think his joke is funny and they do not share his opinion of tigers.*
14. *He has the urge to push Clawd's face in a sandbox. He feels angry and embarrassed because the others are not laughing with him.*

## **Let's discuss (Speaking)**

1. *Learner gives own answer.*
2. *Learner gives own answer with motivation.*
3. *Learner gives own answer with motivation.*
4. *Learner gives own answer with motivation.*
5. *Learner gives own answer with motivation.*

## **Chapter 5 P 27 – 33**

### **Pre-reading**

1. *On page 27 she looks friendly, but on page 31 it is clear that her mood has changed.*
2. *Someone possibly made her angry.*

### **Post-reading**

1. *Cathedral Primary*
2. *Personification.*
3. *He thought that it was a dish of actual fried leopard that they made.*
4. *No, he is quite hungry, but definitely does not want to eat fried leopard.*
5. *“ . . . I refuse to eat anything reminding me of tigers.”*
6. *She frowns and pulls her shoulders back.*
7. *He feels embarrassed in front of his new friend and tries to act as if his mother’s reprimand does not bother him.*
8. *It is disrespectful towards his mother.*
9. *Gato does not know how exactly he will tell Leo that it will not be possible.*
10. *The person is easily angered.*
11. *A spatula/egg lifter.*

### **Let’s discuss (Speaking)**

1. *Learner gives own answer with motivation.*
2. *Learner gives own answer with motivation.*
3. *Learner gives own answer.*
4. *Learner gives own answer.*
5. *Learner gives own answer.*

## **Chapter 6 P 34 – 41**

### **Pre-reading**

1. *In the illustration we see Leonie, Kitty, Cathy and Katie.*
2. *Learner must write one sentence about each to describe them.*

### **Post-reading**

1. *Learner gives own answer, must be a flow diagram.*
2. *She gives them a friendly greeting and in the illustration she appears to be waving at them.*
3. *She must not be so quick to insult others or make snide remarks. He means it figuratively.*
4. *Clawd.*



5. *He will teach them new things from Catalonia and Spain that the other groups would not be able to do*
6. *She has an important announcement to make and from the look of things, it does not seem to be something positive.*
7. *They immediately thought that the contest would be cancelled.*
8. *Nobody can escape them and they will hunt down the thief.*
9. *A person usually stands on the red carpet when they are famous and in the spotlight. In this case, however, they will be in the spotlight because they had been caught as a thief.*
10. *Clawd and Gato.*
11. *Clawd*
12. *Gato*

### **Let's discuss (Speaking)**

1. *Learner gives own answer.*
2. *Learner gives own answer.*
3. *Learner gives own answer.*
4. *No, he has no evidence.*
5. *A person can easily be falsely accused.*

## **Chapter 7 P 42 – 46**

### **Pre-reading**

1. *Learner gives own answer.*
2. *He appears to be aggressive and seems ready for a fight.*
3. *Angry, upset, provoked.*

### **Post-reading**

1. *He wanted to see if there were any books with ideas for a talent contest.*
2. *He is immediately angry and shows his aggression towards Clawd. It is also a way to warn Clawd to not bother him.*
3. *muscular*
4. *It is only an opinion, as it has not been proven scientifically.*
5. *No, a tiger's stripes can't be ripped off.*

6. *It is safer, they can work together when hunting and lions are pack animals that live together in family groups.*
7. *He lifts his paw and his sharp nails protrude.*
8. *No, they do not. They all get along with him.*
9. *Caught in an unpleasant situation that offers no prospect of improvement.*
10. *Clawd thinks that Leo stole the prize money and will soon be caught out.*

### **Let's discuss (Speaking)**

1. *No, violence is never a good way to resolve conflict.*
2. *Talk about it.*
3. *Learner gives own answer.*

## **Chapter 8 P 47 – 55**

### **Pre-reading**

1. *No, he is already late.*
2. *Learner gives own answer.*
3. *Learner gives own answer.*
4. *Yes, it impacts a person's self-image and sense of worth negatively.*
5. *Learner gives own answer.*
6. *Sad, hurt.*
7. *Learner gives own answer.*
8. *Learner gives own answer.*
9. *Learner gives own answer.*

### **Post-reading**

*Learners must choose only four characters – their favourite ones.*

Picture of character	Name of character	Description of character
<b><i>Draw a sketch of the character.</i></b>	<b><i>Write the name of the character.</i></b>	<b><i>Describe the character's appearance and personality.</i></b>

### **Let's discuss (Speaking)**

1. *Learner gives own answer.*
2. *Learner gives own answer.*
3. *Learner gives own answer.*
4. *Learner gives own answer.*

## **Chapter 9 P 56 – 64**

### **Pre-reading**

1. *Leo's dad, Mayor Katz.*
2. *Learner gives own answer.*

### **Post-reading**

1. *In his room, lying on his bed.*
2. *He wants to be alone, there are things bothering him.*
3. *He suspects that they want to speak to him about the stolen money.*
4. *He does not want to look them in the eye when they are talking to him.*
5. *It is weekend.*
6. *They realise that Leo blames Clawd for all his problems.*
7. *No, the others like Clawd.*
8. *Not really. He is, however, upset that Clawd did not invite him to his kitty party*
9. *Never.*
10. *Mrs. Tigereye*
11. *Munchies/Patches*
12. *b*
13. *That she loves and supports him. Also, that the conversation was a serious one.*
14. *All the other cats have a good relationship with Clawd and gets along well with him.*
15. *They want him to make an effort to get to know Clawd better.*

### **Let's discuss (Speaking)**

1. *No, you can't form an opinion of someone you don't know.*
2. *Prejudiced.*
3. *Learner gives own answer.*
4. *Learner gives own answer.*
5. *Learner gives own answer.*

**Extended activity (for learners who finish well before others).**

<b>FRUIT</b>	<b>HOME</b>	<b>SANDWICH</b>	<b>VACATION</b>
grapes	kitchen	peanut butter	towel
strawberries	bathroom	Marmite	sunglasses
pears	living room	honey	beach ball
bananas	study	cheese	bucket
apples	garage		umbrella

**Chapter 10 P 65 – 78**

**Pre-reading**

1. Yes
2. *He realized that they were right about him being the only one not liking Clawd.*

**Post-reading**

1. *The park.*
2. *They want to tell him that they convinced Gato to be part of their group for the talent contest.*
3. *It's cloudy with very dense fog.*
4. *They look very serious and is convinced that trouble lies ahead.*
5. *No, but they suspect something has happened.*
6. *Gato*
7. *Nightmare*
8. *No, everything was a misunderstanding. Lady Elmaine Koontz moved the money from one safe to another and did not remember doing it.*
9. *She is an older lady cat and forgets easily.*
10. *If they win, they will spend a wonderful weekend in Kathu together. The contest will also give them an opportunity to get to know each other better.*
11. *So he and Leo can shake paws and make peace.*
12. *She is, according to Headmistress Cataclysm, the best singer in the school.*
13. *One week.*

### **Let's discuss (Speaking)**

1. *They could have discussed the matter much earlier.*
2. *No, it is very difficult.*
3. *Learner gives own answer.*
4. *Learner gives own answer.*
5. *Learner gives own answer.*

### **Chapter 11 P 79 – 84**

#### **Pre-reading**

1. *Learner gives own answer.*
2. *Learner gives own answer.*
3. *Learner gives own answer.*

#### **Post-reading**

1. *Munchies and Katie*
2. *The whole town is there.*
3. *Lady Elmaine Koontz, Mayor Katz, Headmistress Cataclysm and Mrs. Tigereye.*
4. *She does not look at all the way he imagined her, but rather friendly.*
5. *The audience loves her voice.*
6. *The contestants perform the following acts:*
  - *The Russian blue cats – sing*
  - *A Bengal cat – dance*
  - *Three British shorthairs – magic tricks*
  - *A group of sand cats – variety of acrobatic moves and acts*
7. *He is nervous about performing.*
8. *Yes, the audience members jump up, clap and purr like they haven't done for any of the other acts.*
9. *Headmistress Cataclysm*

### **Let's discuss (Speaking)**

*Learner gives own answer.*

*(Leo realises that his classmates are all cats even though they all look different. Do not judge anyone on their outward appearance.)*

### **Chapter 12 P 85 – 90**

#### **Pre-reading**

- 1. The name of the act that is the winner of the talent contest.*
- 2. Learner gives own answer.*

#### **New words**

*Catnap – A short nap.*

*Heirs – A person who inherits money/belongings of someone who died.*

*Swoon – To like a person very much, to adore him/her so much it makes you feel faint.*

*Wicked – Evil, wicked, wrong*

*Mumbles – Saying something softly so that others cannot hear it well.*

*Stern – Serious, unsmiling, strict, hard, does not show sympathy.*

*Mane – Hair growing on the back or around the head of some animals.*

*Rumour - Information that is spread, but is not necessarily true.*

## 10. Bibliography

CC0 Public Domain 2023. Picture of snow leopard (Photograph). <https://phys.org/news/2019-10-local-attitudes-leopards-vital-ongoing.html> /Date of access: 20 Feb 2023.

Chanan Photography. 2023. *Picture of Siamese cat (Photograph)*. <https://chanan.smugsmug.com/Cat-Photos> /Date of access: 20 Feb 2023.

Compion, S. 2022. Picture of Lion in the Kruger National Park (Photograph) [https://www.krugerpark.co.za/africa\\_lion.html](https://www.krugerpark.co.za/africa_lion.html) /Date of access 17 Feb 2023.

Delamey, M. 2023. Picture of Siberian cat (Photograph). [https://en.wikipedia.org/wiki/Siberian\\_cat](https://en.wikipedia.org/wiki/Siberian_cat) /Date of access: 17 Feb 2022.

Departement van Basiese Onderwys. 2011. *Kurrikulum- en Asseseringsbeleid-verklaring (KABV), Afrikaans Huistaal, Graad 4-6*. Pretoria: Departement van Basiese Onderwys

DeWetHugo. 2023. *Welkom by my webwerf*. <https://dewethugo.co.za/> Date of access: 17 Feb 2023.

Durham, M. 2023. Picture of mountain lion (Photograph). <https://abc11.com/tag/mountain-lion-sighting/> Date of access: 23 Feb 2023.

Fields, S. 2023. *Picture of Egyptian Mau (Photograph)*. <https://www.collinsdictionary.com/dictionary/english/egyptian-mau> /Date of access: 22 Feb 2023

Fuse/Thinkstock 2023. *Picture of a leopard with black fur rests in a tree (Photograph)*. <https://kids.britannica.com/students/article/black-panther/631597> /Date of access: 12 Feb 2023.

Getty Images. 2022. *Picture of Japanese Bobtail (Photograph)*. <https://www.gettyimages.com/photos/japanese-bobtail-cat> /Date of access: 25 Feb 2023.

Getty Images. 2023. *Picture of Norwegian Forest Cat (Photograph)*. <https://www.thesprucepets.com/norwegian-forest-cat-4170085> /Date of access: 20 Feb 2023.

Giraud, P. 2006. *Picture of leopard (Photograph)*. [https://www.wikiwand.com/en/African\\_leopard](https://www.wikiwand.com/en/African_leopard) /Date of access: 23 Feb 2023.

Hugo, D. 2022. *Katastrofe*. Kaapstad: Human & Rousseau.

Isselee, E. 2023. *Picture of caracal (Photograph)*. <https://www.shutterstock.com/image-photo/caracal-6-months-old-front-white-752719594> /Date of access: 23 Feb 2023.

Jursova, A. 2023. *Picture of Maine Coon (Photograph)*. <https://www.gettyimages.com/detail/photo/maine-coon-cat-royalty-free-image/1189893683> /Date of access: 23 Feb 2023

Loccisano, M. 2022. *Picture of Sphynx cat (Photograph)*. <https://www.gettyimages.com/detail/news-photo/buttons-a-sphynx-cat-takes-part-in-the-second-annual-meet-news-photo/105639224> /Date of access: 20 Feb 2023.

Maree, A, 2020. *Afrikaanse Teorieleër*. Pretoria: Laerskool Monumentpark.

Sharp, C. 2017. *Picture of Bengal tiger (Panthera tigris tigris) female, Kanha National Park, India (Photograph)*. <https://en.wikipedia.org/wiki/Tiger> /Date of access: 17 Feb 2023.

Silva, A. 2020. *Picture of Iberian Lynx (Photograph)*. <https://wildcatconservation.org/wild-cats/eurasia/iberian-lynx/> Date of access: 20 Feb 2023.

Stone, M. 2020. *Picture of fireflies at night in Congaree National Park (Photograph)*. *National Geographic*. <https://www.nationalgeographic.com/animals/2020/06/synchronous-fireflies-rare-look-congaree-national-park/#/fireflies-congaree-1994.jpg/>



Date of access: 22 Feb 2023

Temple, J. 2006. *Picture of cheetah in Sabi Sands Game Reserve (Photograph)*.  
<https://www.wikiwand.com/en/Cheetah#Media/File:TheCheethcat.jpg> /Date of  
access: 20 Feb 2023.

Yamazaki, T. 2012. *Picture of Exotic shorthair cat (Photograph)*. <https://www.catster.com/lifestyle/whos-that-cat-the-exotic-a-gorgeous-sweet-breed/> /Date of access: 20  
Feb 2023.

Yamazaki, T. 2017. *Picture of Munchkin cat (Photograph)*.  
<https://www.catster.com/cat-breeds/munchkin/> /Date of access: 10 Feb 2023