This workbook for English First Additional Language (FAL) is the newest addition to the Department of Basic Education’s Rainbow Workbook Series. The English First Additional Language books are an important enhancement of the series and support the Department’s approach to additive bilingualism.

Many children start using their additional language, English, as the Language of Learning and Teaching (LoLT) in Grade 4. The switch from learning in their home language to learning in a second language means that children have to reach a high level of competence in English by the end of Grade 3 so that they are able to read and write well in English in Grade 4. The Rainbow Workbooks, in the eleven official languages from Grade 1 to Grade 6, help develop a strong literacy foundation upon which children can build in acquiring an additional language. The new FAL workbooks start by constructing a sturdy oral foundation in Grade 1 to enable learners to read and write in English in Grades 2 and 3, and thereafter.

However, the school curriculum makes particular language demands, requiring learners to use a special style of language for learning purposes – for reading school texts, writing academic texts, listening to teachers and taking notes, doing group work using charts and graphs, writing exams, and so on. We have attempted therefore to develop the learners’ understanding and use of academic language (their Cognitive Academic Language Proficiency) so that they are able to use the specialised language they will need when they use English to learn their other subjects.

We have built in many methods and techniques to help learners acquire the skills they need in the foundation and intermediate phases. We hope that teachers will use these as a springboard for innovation in their teaching of English. We hope also that the children will have as much joy in working through these workbooks as we had in preparing them.

We wish you well as you proceed to develop the language skills of your learners so that they learn English well enough to use it to learn their other subjects.

Mrs Angie Motshekga, Minister of Basic Education

Mr Enver Surty, Deputy Minister of Basic Education

Workbooks available in this series:

- Home Language Grades 1 – 6 (In all official languages)
- Mathematics Grades 1 – 3 (In all official languages)
- Mathematics Grades 4 – 9 (In English and Afrikaans)
- Lifeskills Grades 1 – 3 (In all official languages)
- First Additional Language Grades 1 – 6 (In English)
The writing process

1. **Plan**
   - Decide on your topic.
   - Talk to your group to gather ideas. Use a mind map to clarify your ideas about the plot, characters and setting.

2. **Draft**
   - Write your first draft.
   - When you do this think about your audience. Also think about the structure and each paragraph you will write.

3. **Revise**
   - Read the draft critically and get feedback from your classmates and teacher.

4. **Edit**
   - Edit to check spelling and punctuation. Make corrections to the draft.

5. **Publish**
   - Write your edited draft neatly as your final version.

The reading process

1. **Pre-reading**
   - Think about what you already know about the topic.
   - Think about the author and the date of the publication.
   - Read the first and last paragraphs of a section.
   - Try to predict what the text will be about.

2. **Reading**
   - While reading, pause occasionally to check that you understand.
   - Compare your predictions with what you read.
   - If you cannot work out the meaning of unknown words use a dictionary.
   - If you do not understand a section read it again slowly. Read it aloud.

3. **Post-reading**
   - Try to remember specific information.
   - Make a mind map of key ideas.
   - Write a summary to help you remember key ideas.
   - Use ideas from what you read in your own writing.
# The things we do

## Theme 1: The things we do

### Weeks 1 - 2

**The things we do**

1. **Joe plays soccer after all**
   - Predicts a story based on illustrations and headings.
   - Reads a contemporary story.
   - Comprehension based on text.
   - Retells the story in sequence.
   - Language: prepositions.

2. **Thinking about the game**
   - Discusses the story focusing on characters and plot.
   - Role plays the story.
   - Writes a diary entry summarising the story.
   - Language: common nouns.

3. **Writing a story**
   - Plans to write a story using a mind map and pictures.
   - Writes the story.

4. **Getting it right**
   - Language: introduction to countable and uncountable nouns.
   - Oral practice using How many? How much?
   - Revises common nouns.
   - Personal pronouns.

5. **Our vegetable garden**
   - Predicts a story based on illustrations and headings.
   - Reads a contemporary story.
   - Comprehension based on text.
   - Retells the story in sequence.

### Weeks 3 - 4

**Spreading the news**

6. **Puzzles and poems**
   - Completes a crossword puzzle.
   - Reads a poem aloud.

7. **Word families**
   - Sorts words into different sound families.
   - Language: subject-verb agreement, verbs and pronouns.

8. **Just checking**
   - Language: past and present verbs.
   - Forms sentences using pairs of past and present tense verbs.
   - Punctuation and spelling.
   - Breaks compound words into parts.

### Term 1: Weeks 1 - 4

9. **What’s in the news?**
   - Reads two newspaper articles.
   - Focuses on headline, by-line and introductory paragraph.
   - Comprehension exercise based on the newspaper articles.

10. **Planning your own news article**
    - Uses a mind map to plan a newspaper article.
    - Writes the article in the template.
    - Illustrates the article.

11. **The food we eat**
    - Predicts content in a pamphlet based on headings and pictures.
    - Comprehension based on pamphlet.
    - Interviews a friend and classifies information obtained.
    - Uses a table to classify information.

12. **More about language**
    - Introduction to definite and indefinite articles.
    - Fills in the correct article in these sentences.
    - Uses some or much to complete sentences.
    - Uses modals can or may.

13. **News from the sea**
    - Reads a letter.
    - Comprehension based on the letter.
    - Plans to write a friendly letter using a given frame.
    - Writes a letter based on the plan.

14. **Making unsafe places safe**
    - Predicts newspaper articles based on headlines and pictures.
    - Reads a sequence of newspaper articles.

15. **Thinking about safety**
    - Categorises information from the newspapers articles under headings.
    - Language: revision of definite and indefinite articles.

16. **Play the Tense Game**
    - Plays a board game to revise the past continuous and present progressive tenses.
    - Uses adverbs of time.
Joe plays soccer after all

"Joe, get off the field!" the referee shouted across the soccer field. "You know the safety regulations at New Town School. No soccer boots, no play!" Joe said sharply.

Joe walked off the field, not daring to look up to see who was watching him. He just went to sit quietly next to the field and was not interested in how his team was doing.

The next Wednesday, Joe decided not to go to soccer practice. He stayed at home.

"Joe, why aren’t you going to soccer practice?" asked his granny.

"It’s no use, Gran. If I don’t have soccer boots, I am not allowed to play. Some stupid safety rule!" Joe said sadly.

Granny gave her grandson a big hug and said nothing.

On Saturday morning, Joe sighed and pulled the blankets up over his head. He was sad that he was not going to soccer practice. Joe said to himself, "I can’t use these. I don’t have soccer boots."

That day, what was he going to do all day?

Granny gave her grandson a big hug and said nothing.

"Joe, why aren’t you going to soccer practice?" asked his team manager. "Are you done with soccer?"

Joe said, "I’m not, Gran. I have soccer boots."

Granny simply ignored his grumpiness and told him to close his eyes and hold out his hands. She felt something heavy being placed in his hands. It was a box. He opened it and saw a very shiny pair of brand new soccer boots. "Yes, you!" shouted Joe excitedly. He tried going to practice. "Joe asked.

"But Gran, you know I won’t be able to play in the match next week. So what’s the use of going to practice?" Joe asked.

Granny simply ignored his grumpiness and told him to close his eyes and hold out his hands. She felt something heavy being placed in his hands. It was a box. He opened it and saw a very shiny pair of brand new soccer boots. "Yes, you!" shouted Joe excitedly.

"They fit perfectly," he said happily.

Joe plays soccer after all.
He knew he would not be allowed into the field.

He did not have any money in the bank.

**Teacher:**

**Sign:**

**Date:**

**NEW RD**

**NEW RD**

**NEW RD**

**NEW RD**

How did Joe feel when he was not allowed to practice?

Why did Joe pull the blankets over his head?

A Happy  
B Angry  
C Tired

A He did not know what he was going to do all day.  
B He wanted to sleep because he was tired.  
C He was so sad because he had been excluded.

What is the best name for the story? Why did the coach not let Joe play without boots?

A **How granny's savings helped**  
B **Fun at soccer**  
C **Joe and the soccer team**

B Because he can't kick far  
B Because he could get injured  
C Because it was cold

Number these sentences from 1 to 4 to show the order in which things happened in the story.

1. He did not have soccer boots.
2. Granny bought him soccer boots.
3. The coach sent Joe off the field.
4. He stayed at home.

Fill in the missing prepositions in these sentences.

- Joe was sad because he had been excluded from soccer practice.
- He did not have any money in the bank.
- He knew he would not be allowed into the field.

---

"But Granny, what money did you use to buy these, was it your pension money?" Joe asked.

"No my boy! Your Granny is a wise old lady. Every month when I receive my pension money, I save a bit of it in the bank. I used that money to buy the boots."

"Thank you Granny! You're the best!"

---

Circle the letter next to each correct answer. If you are not sure of the correct answer, go back and read the story again. 

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Three revision questions from ACT Grade Examination 2011: Saving for a better tomorrow.
Thinking about the game

Dear diary

Last week my soccer coach sent me off the field because …

Thinking about the game

Dear diary

Last week my soccer coach sent me off the field because …

Regrettably, Joe has been prevented from playing soccer.
Common nouns are names of things that you can see and touch.

Write down some common nouns that you can think of.

Now write six sentences using some of the common nouns that you found.

Look at the story about Joe.
Find and underline ten common nouns in the story.

Let's read and think of some common nouns that you can see and touch.
Read the story about Joe in Worksheet 1 again. Then look at the pictures on the opposite page. Talk to your friend about what is happening in each picture. Write the story about Joe in Worksheet 1 again. Then look at the pictures and fill in answers to the questions in the boxes below.

What was the situation or problem?

Who are the main characters in this story?

What events take place?

How does it end? How is the problem solved?

Now write the story in your own words.

Use a mind map to help you plan your writing.

Write a rough draft.

Ask a friend to edit the draft.

Revise your text and make the necessary corrections.

Then write it neatly in your book.
Getting it right

Ask your friend about things in the classroom or at home. Ask questions starting with ‘How many...?’, ‘How much...?’, ‘How many...?’ or ‘How much...?’

What are countable nouns? They are the names of things that we can count, like animals and people.

We use numbers (1, 2, 100 etc.) and the words many or some of a few or a lot of with countable nouns. We use uncountable nouns (like sand, water and salt ‘We use the words much or a little or a lot of with uncountable nouns that cannot be counted, like sand, water and salt.

Let’s write

Let’s talk

Looking at countable and uncountable nouns

<table>
<thead>
<tr>
<th>Countable Nouns</th>
<th>Uncountable Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elephants</td>
<td>Rain</td>
</tr>
<tr>
<td>Sweets</td>
<td>Salt</td>
</tr>
<tr>
<td>Children</td>
<td>Water</td>
</tr>
<tr>
<td>Homework</td>
<td>Books</td>
</tr>
<tr>
<td>Sugar</td>
<td>Apples</td>
</tr>
<tr>
<td>Sunshine</td>
<td>Let’s talk</td>
</tr>
<tr>
<td>Term 1 – Weeks 1 – 2</td>
<td></td>
</tr>
</tbody>
</table>
Underline the common nouns in each of the following sentences. Decide whether they are countable or uncountable and put a tick in the correct box.

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Countable</th>
<th>Uncountable</th>
</tr>
</thead>
<tbody>
<tr>
<td>them</td>
<td></td>
<td></td>
</tr>
<tr>
<td>they</td>
<td></td>
<td></td>
</tr>
<tr>
<td>it</td>
<td></td>
<td></td>
</tr>
<tr>
<td>her</td>
<td></td>
<td></td>
</tr>
<tr>
<td>him</td>
<td></td>
<td></td>
</tr>
<tr>
<td>you</td>
<td></td>
<td></td>
</tr>
<tr>
<td>us</td>
<td></td>
<td></td>
</tr>
<tr>
<td>me</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Now look at this list of personal pronouns and underline them in the sentences below.

**PERSONAL PRONOUNS**

- he
- him
- I
- me
- she
- her
- you
- yours
- we
- us
- they
- them

Let's write the sentences using the correct pronouns:

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>We had our lunch before our game started.</td>
<td>I/you</td>
</tr>
<tr>
<td>They cleaned their rooms and then went to play.</td>
<td>them/him</td>
</tr>
<tr>
<td>We cooked supper before we went to the movies.</td>
<td>we/you</td>
</tr>
<tr>
<td>She ate her breakfast and then left for school.</td>
<td>she/her</td>
</tr>
<tr>
<td>They took the video camera with them.</td>
<td>they/it</td>
</tr>
<tr>
<td>That is your book.</td>
<td>yours</td>
</tr>
<tr>
<td>Is this book yours?</td>
<td>you/your</td>
</tr>
<tr>
<td>That book belongs to me.</td>
<td>mine/its</td>
</tr>
</tbody>
</table>

Let's Write:

1. I am hungry but there isn't much food left.
2. Molly has many dolls.
3. Jabu is playing in the sand.
4. Dan has two sisters.
5. Mark likes bread.
6. We went to interesting places.
7. The children in my class enjoy sport.
8. I have a few hats.
9. We went to the soccer kit to them.
10. Dineo should not eat sugar.

Uncountable and put a tick in the correct box.

Underline the common nouns in each of the following sentences:

- She ate her breakfast and then left for school.
- They took the video camera with them.
- That is your book.
- That book belongs to me.
Mr Joseph, a Grade 6 teacher, was a keen gardener. He encouraged us to help him start a school vegetable garden. The vegetable garden would work like this:

First, the school would give some of the vegetables to the children at school for lunch every day.

Secondly, every Friday, learners would be able to take some of the vegetables home to their families.

Thirdly, the remaining vegetables would be sold to make money for the school.

We divided ourselves into groups and each group prepared the soil to grow their own vegetables.

Mrs Smith from the local nursery (where plants are sold) gave us some cabbage, onion, beetroot and spinach seedlings. We then planted the seedlings in rows.

Mr Joseph explained how we should prepare the soil for the vegetables.

We took turns to water the seedlings every day. Every second day, we also watered the vegetables.

Mr Joseph organised a family day. All our parents came to share what we had learned with our families, so Mr Joseph was very proud of the garden. We wanted to harvest all the vegetables grown as well.

As time went by, all the other vegetables grew as well.

We were all very excited.

We will now read another story. Look at the title and the pictures. Discuss with your partner what this story might be about.
Let’s write a classmate.

Arrange

Easy

Mothered

Eager

Gathered

Find words in the story that mean the same as the words below. Write them down in the table next to the correct words.

They took turns to water the garden.

They planted seedlings in rows.

Some spinach was ready for harvest.

They prepared soil for vegetables.

Circle the letter next to the correct answer. If you are not sure of the correct answers, go back and read the story again.

Why did they build a fence around the garden?

A Animals must not eat the vegetables.  
B Thieves must not steal the vegetables.  
C Cars must not drive through the garden.

Why did they invite the families to visit the school?

A They prepared soil for vegetables. 
B To learn about growing vegetables.  
C To collect some vegetables.

Who was the Grade 6 teacher? What are seedlings?

A Mr. Jacobs 
B Mr. Joseph 
C Mrs. Smith

Who are the teacher?

A Roots from another plant 
B A packet of seeds 
C A little plants

What are seedlings?

A To collect some vegetables 
B To learn about growing vegetables.  
C Cars must not drive through the garden.

Why did they invite the families to visit the school?

A They prepared soil for vegetables. 
B To learn about growing vegetables.  
C To come for lunch

Circled the letter next to the correct answer. If you are not sure of the correct answer, go back and read the story again.
Adapted from Ken Nesbitt

Let's do

I played a game.

I played with toys. I stayed up late.
I played guitar. I saw a bee.
I built a fort. I climbed a tree.
I watched TV. I read a book.
I had a snack. I took a hike.
I called my friends. I dug a hole.
I kicked a ball. I scored a goal.
I surfed the web. I tried to ski.
I rode my bike. I went for a ride.
I went for a walk. I hiked the trail.
I read a newspaper. I played a game.
I rode a bike. I rode my bike.
I played a game. I rode my bike.
I read a newspaper. I played a game.
I rode a bike. I rode my bike.
I played a game. I rode my bike.

Look at the pictures.

Read the poem aloud. Try to read it to a rap tune. Perform the different movements to show the games mentioned.

I played a game.

Adapted from Ken Nesbitt

Term 1 – Weeks 1 – 2

Sports quiz

Word puzzles

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2014/04/30   8:22 AM
Read the clues below. You will need to fill in the names of either a figure of speech or a part of speech.

Words to help you:

describe a verb

Across
3. She has a heart of gold.
5. Doing word.
6. He is as sly as a fox.
8. She sells sea shells.
9. The thieves robbed the police station.
12. Describe a noun.
13. ‘Boo hoo!’ she sobbed.
14. Joining words (and, but),

Down
1. Describes a verb.
2. I am so hungry I could eat a horse.
4. The flowers dance in the breeze.
7. The, a, an are examples of
10. These words describe the position of things.
11. Can be used in the place of a noun (she, he, it)
15. Naming words are called

Help you. The words in the box on the right will give you clues to choose from. You will need to fill in the names of either a figure of speech or a part of speech.
Word families

Term 1 - Weeks 1 - 2

14

1. Look at the end sounds of these words. Sound them out loud and then write them into the correct sound family boxes.

-ack -ain -ake -ale -ame

back awake same

2. Matching the subject and verb

Circle the correct form of the verb in each sentence.

Today was is my birthday. We is are late for school.

Yesterday was is very hot. He is are the best player.

Today he was is going to the dentist. Our class is are good at maths.

Yesterday was were rainy. You is are tall.

Today was is sport's day. They is are hungry.

Yesterday was is Sunday. I is am writing.

Last July they was were in Bisho.

Yesterday was is Sunday.

Today was is sports day.

Yesterday was were rainy.

Today was is my birthday.

Last July they was were in Bisho.

Yesterday was is Sunday.

Today was is sports day.

Yesterday was were rainy.

Today was is my birthday.

(in the past tense we use was for singular and were for plural)

(in the present tense we use is or am for singular and are for plural.)

But note that we always use are and were with you.

Contact space. We have done a few examples to help you.

Look at the end sounds of these words. Sound them out loud and then write them into the correct sound family boxes.
What do we mean by subject–verb agreement?

The subject of a sentence must agree with the verb. Look at how the verbs change in these two sentences:

The subject of a sentence must agree with the verb. What do we mean by subject–verb agreement?

In the first sentence, only one person is playing, so the present tense verb is plays. Jim
In the second sentence, two people are playing, so the present tense verb is playing. Jim and Mandu

The verb plays agrees with the singular subject Jim.

Fill in the verb that agrees with the subject. You can refer to one person or to more than one person.

Remember that you and your can refer to one person.

I    we    me    my    they    he
she   you   him   her   his
our    your    their    they're

The verb changes depending on whether the subject is singular or plural.

<table>
<thead>
<tr>
<th>Subject</th>
<th>verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>The children</td>
<td>bakes</td>
</tr>
<tr>
<td>The chef</td>
<td>bakes</td>
</tr>
<tr>
<td>The boy</td>
<td>likes</td>
</tr>
<tr>
<td>The children</td>
<td>likes</td>
</tr>
<tr>
<td>The chef</td>
<td>bakes</td>
</tr>
<tr>
<td>Those two boys</td>
<td>want</td>
</tr>
<tr>
<td>Jim</td>
<td>wants</td>
</tr>
<tr>
<td>Those two boys</td>
<td>want</td>
</tr>
</tbody>
</table>
Circle the correct form of the verb in these sentences:

- At first, the learners **take**/took turns to water the seedlings.
- Last month Mr Joseph asked/asked the children to help.
- They **dig**ed/dug holes for the seedlings.
- Sam’s mother **drive**/drove them to school.
- I **sleep**/slept late and so I missed the bus.

Now choose 3 of the pairs of words you matched above and use them in sentences starting with **today** and **yesterday**.

Let’s write:

### Circle the correct word from the verb in these sentences:

<table>
<thead>
<tr>
<th>Swan</th>
<th>Sleep</th>
<th>Raised</th>
<th>Showed</th>
<th>Begin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grow</td>
<td>Eat</td>
<td>Dug</td>
<td>Take</td>
<td>Begin</td>
</tr>
<tr>
<td>Came</td>
<td>Swim</td>
<td>Sing</td>
<td>Ask</td>
<td>Begin</td>
</tr>
<tr>
<td>Run</td>
<td>Ring</td>
<td>Began</td>
<td>Asked</td>
<td>Begun</td>
</tr>
<tr>
<td>Sank</td>
<td>Eat</td>
<td>Took</td>
<td>Rain</td>
<td>Sang</td>
</tr>
<tr>
<td>Ran</td>
<td>Eat</td>
<td>Shone</td>
<td>Shone</td>
<td>Shone</td>
</tr>
<tr>
<td>Ring</td>
<td>Eat</td>
<td>Showed</td>
<td>Showed</td>
<td>Showed</td>
</tr>
</tbody>
</table>

### Let’s write:

**Today**

- **Ask** the children to help.
- **Swim** to school.
- **Ran** late and so I missed the bus.

**Yesterday**

- **Ask** the children to help.
- **Swim** to school.
- **Ran** late and so I missed the bus.

### Term 1 – Weeks 1-2

**DATE**  

- **Frontend**
- **Backend**
- **Middle**

**Just checking**
Let’s write these sentences using the correct punctuation and spelling.

1. Let’s write

Now rewrite these sentences in the past tense.

We water the plants.

We pull out the weeds.

We cook our food, then we go to sleep.

We eat vegetables from the garden.

We go to the shop.

We grow beans, carrots, peas, and tomatoes.

New Town School has a good gardening club.

Mr. Joseph says we must be ready to plant in September.

 Gardening is fun for girls and boys.

 Rewrite these sentences using the correct punctuation and spelling.

 Break these words into two parts.

 strawberry daylight

doorway stepladder

sunshine seedling

strawberry
What's in the news?

Kiddy Times

New Town School wins the soccer league

School eats its way to success

Grade 6 class at work in the school garden.

31 March 2015
Rules for writing a good newspaper article

1. First paragraph
   - Say who, what, when, where and why. Begin with a funny, clever or surprising statement.
   - Say what the experts have to say.

2. Second/third/fourth paragraph
   - Give the reader the details. Include one or two quotes from people the reader knows.
   - In your first one or two sentences say who, what, when, where.

3. Last paragraph
   - End with a quote or a catchy phrase.
   - Say how things work.

Why do we need it?

Vitamin A
- Dark green vegetables such as broccoli and spinach
- Yellow vegetables: carrots, squash and pumpkin
- Fruits: oranges and mangoes
- Eggs
- Meat

Vitamin C
- Green vegetables such as broccoli
- Fruits: oranges and naartjies
- Yellow vegetable: squash

Where do we get this vitamin?

What is the name of the newspaper?

What is the main headline?

In what way does this headline attract our attention?

How does the school garden project contribute to the school winning the soccer league?

What other news articles feature on the front page? What is it about?

What is the main headline?

What is the name of the newspaper?
Planning your own news article

My newspaper article is:

Work with a friend to plan your own newspaper article on an achievement in your school.

Think of the topic that you will write about. Fill in the topic of your article in the centre of the mind map and then fill in the four things you will write about in the four boxes. You can use the mind map as your guide when you write your newspaper article. Sometimes we call a mind map a spider map.

Use a mind map to help you plan your writing.

Write a rough draft. Ask a friend to edit the draft. Revise your text and make the necessary corrections. Then write it neatly in your book.
Write a caption for the picture.

Draw a picture about your article.

Before you start writing your newspaper article, read through the rules for writing a newspaper article before you start.
The food we eat

1. Look at the headings and pictures in this pamphlet and discuss what information the pamphlet will provide.
2. Read the pamphlet and then answer the questions that follow.

How much of each kind of food should we have on our plates?

1. Last year our bodies need fats and oils in smaller quantities.
2. Protein, fish, poultry.
3. Grains, cereals, bread.
4. Fruits and vegetables.

What should you eat?

1. It is important for primary school children to eat a balanced diet.
2. This means that children should eat some food from each of the basic food groups every day.
3. They provide our bodies with energy and help us grow.
4. Grains provide carbohydrates.
5. Meat, fish, and legumes (dried beans, peas and lentils) provide protein.

Doctor aware

1. An apple a day keeps the doctor away.
2. We all know the saying.
3. Vitamins and minerals are found in the fruits and vegetables that contain
4. Look at the headings and pictures in this pamphlet and discuss what information the pamphlet will provide.

Let's Talk

1. Term 1 - Weeks 3 - 4
2. The food we eat

let's read
What foods are in the protein group?

Let's write our favourite foods and fill them into the right column in the food table below.

<table>
<thead>
<tr>
<th>Fruits</th>
<th>Proteins</th>
<th>Carbohydrates</th>
<th>Fats and oils</th>
</tr>
</thead>
</table>

Let's talk to our friends to tell them what foods he or she has eaten in the past two days.

<table>
<thead>
<tr>
<th>Yesterday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Today</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

My favourite foods

What foods are in the carbohydrate group?
More About Language

**Term 1 – Weeks 3 – 4

Let’s Write**

**Definite Article**

We use the when we are talking about a specific object or person.

Example: Please return the book that you borrowed from me.

**Indefinite Article (a/an)**

We use a or an when we are not referring to a specific thing or person.

Example: I bought a cell phone yesterday.

We also use a singular noun but it starts with a vowel.

Uses either the or a to complete these sentences.

1. Children’s Discovery book belongs to my brother.
2. I live in the only green house in Ruth First street.
3. Do you have a pen for me?
4. Do you have an ruler?
5. Earth is a planet.
6. I want a ice cream.
7. May I have an apple?
8. The new boy was late for school.
9. Janet Smith is an artist.
10. The Smiths are my neighbours.

Uncountable nouns do not have a definite article. Use some or much to complete these sentences.

May I have some sugar?

How much oil do I need for this cake?

We bought some bread and milk at the shop.

I have not got much hope.

May I have fish, please?

We bought oil do I need for this cake?

When do we use a or an or their?

Using a and the

We use a before a singular noun. But it starts with a vowel.

Example: I bought a cell phone yesterday.

Uses either the or a to complete these sentences.

We use a or an when we are not referring to a specific thing or person.

Example: Please return the book that you borrowed from me.

We use the when we are talking about a specific object or person.

Uses either the or a to complete these sentences.

1 the 2 the 3 a 4 a 5 a 6 an 7 a 8 an 9 an 10 the

Smalls are my neighbours.

Smith’s is my artist.

New boy was late for school.

May I have apple?

Want ice cream.

Earth is planet.

You have ruler?

Live in only green house in Ruth First street.

Children’s Discovery book belongs to my brother.
The modals can and may

Can is more commonly used to express possibility.
May is most commonly used to ask for and give permission.
When we use can, we usually use "can" in language we borrow from everyday asking permission.
"May" is more polite than "can" when asking permission but in everyday language we usually use "can".

1. May I leave school early today?
2. Can I play chess?
3. She may do maths but not geography.
4. You may swim?
5. I may use your phone, please?
6. He may be tired because he is playing badly.
7. I may play the piano.
8. I may leave school early today?
9. She may speak German?
10. I may borrow your ruler?

Write sentences starting with these modals.

I can | she may | I can | may

May | Can | May | Can | May | Can
Dear Joe,

It was great seeing you at the school soccer last week. I hope you can convince your parents to let you visit me during the next school holidays. We can go to the beach and take a cable car to the top of Table Mountain.

I now go to a big school near Cape Town. There are nearly two thousand children at the school. Our school is near the beach, so it is important that we all learn about water safety and that we swim only in areas where there are lifeguards. I don't like swimming in the sea around here very much. I find the water far too cold since we were used to the warm Indian Ocean around Durban. Here, the sea is very cold because of the cold currents in the Atlantic Ocean. I don't swim in the sea around here very much. I find the water far too cold since we were used to the warm Indian Ocean around Durban.

I read a newspaper article about a shark attack that took place near where I live. The man was saved by a seal. We are learning about sharks and seals at school. I looked at the internet. There is a newspaper article about a shark attack that took place near where I live. The man was saved by a seal. We are learning about sharks and seals at school.

I was great seeing you at the school soccer last week. I hope you can converse your parents to let you visit me during the next school holidays. We can go to the beach and take a cable car to the top of Table Mountain.

Your friend,
Paul

Date:
12 March 2014

Address:
224 Waterway Road
Fish Hoek
Cape Town 1234

---

Why do you think Paul is learning about sharks and seals at school?

1. To learn about water safety.
2. To learn about marine animals.
3. To learn about the ocean and its inhabitants.
Let's write a letter to your friend. Give your friend news about what you have been doing at home and at school, or about any other interesting activity. We have given you suggestions for each paragraph. Write the letter in rough first and let your friend check it. Then write it neatly on this page.

Dear ____________________

Fill in your name. Begin with greetings.

Write about your first item of news.

Write about your second item of news.

Write about your second item of news.

End your letter.

Dear ____________________

Fill in your address.

Use a mind map to help you plan your writing.

Write a rough draft.

Ask a friend to edit the draft.

Revise your text and make the necessary corrections.

Then write it neatly in your book.

Fill in your name. Begin with greetings.

Write about your first item of news.

Write about your second item of news.

Write about your second item of news.

End your letter.
A three-year-old girl has been pulled from a river by a schoolboy, Dumisani Mkize from the East Coast Primary School in KwaZulu-Natal. Two days ago, the toddler was left in the care of her eight-year-old sister. Her sister became distracted by friends, however, and the toddler wandered off to the river. Mrs Smith of the Department of Social Development says that children must always be supervised by a responsible adult.

Yesterday the SAPS rescued a schoolgirl who had been missing for three days. The police believe she was kidnapped by child traffickers who were hoping to sell the child across the border. Police arrested three men in connection with the kidnapping.

A driver of the Deepside school bus company in Gauteng was charged in the Deepside Magistrate’s Court today with overloading a school bus. He had packed 39 children into a 30-seater bus, which then overturned. Many children were injured, some seriously.

Mr Sekgobela of the Department of Transport says school children must report overloading, drunken drivers or vehicles that are not roadworthy to their school principals.

Term 1 – Weeks 3 – 4

Making unsafe places safe

Daily News

29 May 2015

Before you read

Look at the pictures and headings and try to predict what the text will be about. Skim the page to see what you will read about.

While you read

Compare your predictions with what you read. If you don’t understand a section, read it again slowly. Read it aloud.

ENG FAL G6 B1 T1.indd   28
2014/04/30   8:56 AM
Let's talk.

Look at the headlines and talk about what you think each news article is about.

**TODDLER DRINKS PARAFFIN**

A two-year-old child thought that the liquid kept in a cold drink bottle in their home was fruit juice. The child, who was rushed to the Red Cross Hospital in the Western Cape a week ago, was discharged today. According to Dr Komane, a spokesperson for the hospital, many parents were surprised to hear this news.

**A 12-year-old Northern Cape schoolgirl knocked over by car**

A 12-year-old Northern Cape schoolgirl was hit by a car when she tried to cross a road while the robot was red. Mr Ndebele of the Department of Transport told school children to obey the traffic rules.

**Three children were evacuated from a burning house**

Three children were evacuated from a burning house in the Free State last night. The fire was caused when one of the children knocked a candle over onto the mattress they were sleeping on. The Riverside Fire Brigade arrived in time to rescue the children.

**Teacher:**

Sign:

Date: 29/04/29

ENG FAL G6 B1 9781431502035.indb   29
2014/04/30   8:33 AM
Looking at each article again, then fill in the answers to the

**Thinking about Safety**

Term 1 - Weeks 3 - 4

<table>
<thead>
<tr>
<th>What is the headline?</th>
<th>What was the problem?</th>
<th>On what date did the event happen?</th>
<th>In which province did it take place?</th>
<th>Let her alone during her sister fell into the river.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toddler rescued from river</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

KwaZulu-Natal

29 May 2015
What is the message? Who is the expert quoted in the news article? How can we ensure that this does not happen again?

Children must always be supervised by a responsible adult. Children must not be left unsupervised.

Let's match.

| a person who kidnaps and sells children | a person below four years of age |
| remove a person illegally from a home or family | let out of hospital |
|  | catch the fire |
| rush everyone out of a building | take into hospital |

Child Trafficker
Toddler
Kidnap
flammable
Evacuate
Admit
Discharge

Draw a line to match the words on the left with their meanings on the right.
Start your sentences using one of these words…

<table>
<thead>
<tr>
<th>Rule</th>
<th>Example Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start</td>
<td>We went to soccer yesterday.</td>
</tr>
<tr>
<td>Read and then follow the instruction.</td>
<td>If you land on a red space, flip a coin. Heads you move forward two places, tails you move forward only one place.</td>
</tr>
<tr>
<td>Move forward only one place. If you land on a red space, flip a coin. Heads you move forward two places, tails you move forward only one place.</td>
<td></td>
</tr>
<tr>
<td>Flip a coin. Heads you move forward two places, tails you move forward only one place.</td>
<td></td>
</tr>
<tr>
<td>Play the game with a friend.</td>
<td></td>
</tr>
<tr>
<td>Present Progressive</td>
<td>We are going to soccer today.</td>
</tr>
<tr>
<td>Past Progressive</td>
<td>We went to soccer yesterday.</td>
</tr>
</tbody>
</table>

---

**Play the Tense Game**

Term 1 – Weeks 3 – 4
Let's match the activities with their correct adverbs. Draw a line to match each sentence with its adverb.

**Let's Talk**

Tell your friend how often the activities above take place. Use the timeline to help you.

- I never go to the theatre.
- She often visits me.
- I eat meat occasionally.
- I usually read a book before I go to sleep.
- I always wear my uniform when I go to school.

Underline the time adverbs in these sentences.

- I usually read a book before I go to sleep.
- I always wear my uniform when I go to school.
- She often visits me.
- I rarely wear my uniform when I go to school.

Let's write sentences about yourself using these words.

- never
- hardly ever
- occasionally
- sometimes
- often
- usually
- always

Show when these activities take place.
<table>
<thead>
<tr>
<th>I CAN:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>predict what a story will be about</td>
<td></td>
</tr>
<tr>
<td>read a story</td>
<td></td>
</tr>
<tr>
<td>answer comprehension questions based on text</td>
<td></td>
</tr>
<tr>
<td>retell a story in sequence</td>
<td></td>
</tr>
<tr>
<td>role play a story</td>
<td></td>
</tr>
<tr>
<td>identify characters, setting and plot in a story</td>
<td></td>
</tr>
<tr>
<td>read a pamphlet</td>
<td></td>
</tr>
<tr>
<td>read a letter</td>
<td></td>
</tr>
<tr>
<td>read a newspaper article with understanding</td>
<td></td>
</tr>
<tr>
<td>categorise information under headings</td>
<td></td>
</tr>
<tr>
<td>plan to write a story using a mind map and pictures</td>
<td></td>
</tr>
<tr>
<td>write a story</td>
<td></td>
</tr>
<tr>
<td>write a diary entry summarising a story</td>
<td></td>
</tr>
<tr>
<td>use a mind map to plan a new article</td>
<td></td>
</tr>
<tr>
<td>write a news article</td>
<td></td>
</tr>
<tr>
<td>write a newspaper article with understanding</td>
<td></td>
</tr>
<tr>
<td>follow the writing process</td>
<td></td>
</tr>
<tr>
<td>use personal pronouns</td>
<td></td>
</tr>
<tr>
<td>use the past continuous and present progressive tenses</td>
<td></td>
</tr>
<tr>
<td>use contractions and apostrophes</td>
<td></td>
</tr>
<tr>
<td>use prepositions</td>
<td></td>
</tr>
<tr>
<td>use nouns, can and may</td>
<td></td>
</tr>
<tr>
<td>use subject–verb agreement</td>
<td></td>
</tr>
<tr>
<td>use past and present verbs</td>
<td></td>
</tr>
<tr>
<td>use correct punctuation and spelling</td>
<td></td>
</tr>
<tr>
<td>use modal verbs can and may</td>
<td></td>
</tr>
<tr>
<td>use adverbs of time correctly</td>
<td></td>
</tr>
<tr>
<td>break compound words into parts</td>
<td></td>
</tr>
<tr>
<td>sort words into different sound families</td>
<td></td>
</tr>
<tr>
<td>identify common nouns</td>
<td></td>
</tr>
<tr>
<td>use personal pronouns</td>
<td></td>
</tr>
<tr>
<td>use the past continuous and present progressive tenses</td>
<td></td>
</tr>
<tr>
<td>write a news article</td>
<td></td>
</tr>
<tr>
<td>use a mind map to plan a new article</td>
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<tr>
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<td></td>
</tr>
<tr>
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<td></td>
</tr>
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<td></td>
</tr>
<tr>
<td>role play a story</td>
<td></td>
</tr>
<tr>
<td>read a story</td>
<td></td>
</tr>
<tr>
<td>use contractions and apostrophes</td>
<td></td>
</tr>
<tr>
<td>use personal pronouns</td>
<td></td>
</tr>
<tr>
<td>use prepositions</td>
<td></td>
</tr>
<tr>
<td>use past and present verbs</td>
<td></td>
</tr>
<tr>
<td>use correct punctuation and spelling</td>
<td></td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>sort words into different sound families</td>
<td></td>
</tr>
<tr>
<td>break compound words into parts</td>
<td></td>
</tr>
<tr>
<td>use contractions and apostrophes</td>
<td></td>
</tr>
<tr>
<td>use personal pronouns</td>
<td></td>
</tr>
<tr>
<td>use the past continuous and present progressive tenses</td>
<td></td>
</tr>
<tr>
<td>write a news article</td>
<td></td>
</tr>
<tr>
<td>use a mind map to plan a new article</td>
<td></td>
</tr>
<tr>
<td>write a diary entry summarising a story</td>
<td></td>
</tr>
<tr>
<td>write a letter</td>
<td></td>
</tr>
<tr>
<td>write a story</td>
<td></td>
</tr>
<tr>
<td>plan to write a story using a mind map and pictures</td>
<td></td>
</tr>
<tr>
<td>categorise information under headings</td>
<td></td>
</tr>
<tr>
<td>read a newspaper article with understanding</td>
<td></td>
</tr>
<tr>
<td>read a letter</td>
<td></td>
</tr>
<tr>
<td>read a pamphlet</td>
<td></td>
</tr>
<tr>
<td>identify characters, setting and plot in a story</td>
<td></td>
</tr>
<tr>
<td>role play a story</td>
<td></td>
</tr>
<tr>
<td>read a story</td>
<td></td>
</tr>
<tr>
<td>Week 5 - 6</td>
<td>Weeks 5 - 10</td>
</tr>
<tr>
<td>-----------</td>
<td>-------------</td>
</tr>
<tr>
<td><strong>Telling tales</strong></td>
<td><strong>Telling tales</strong></td>
</tr>
<tr>
<td><strong>Theme 2: Telling tales</strong></td>
<td><strong>Theme 2: Telling tales</strong></td>
</tr>
<tr>
<td>Term 1 Weeks 5 – 10</td>
<td>Term 1 Weeks 5 – 10</td>
</tr>
<tr>
<td><strong>Weeks 5 - 6</strong></td>
<td><strong>Weeks 7 - 8</strong></td>
</tr>
<tr>
<td><strong>Telling tales</strong></td>
<td><strong>About town</strong></td>
</tr>
<tr>
<td><strong>Michael gets a pet</strong></td>
<td><strong>Reading for information</strong></td>
</tr>
<tr>
<td><strong>Predicts a story based on illustrations and headings.</strong></td>
<td><strong>Reads a diary entry.</strong></td>
</tr>
<tr>
<td><strong>Reads a contemporary story.</strong></td>
<td><strong>Reads and extracts information from a TV programme.</strong></td>
</tr>
<tr>
<td><strong>Comprehension based on text.</strong></td>
<td><strong>Reads and extracts information from a TV programme.</strong></td>
</tr>
<tr>
<td><strong>Retells the story in sequence.</strong></td>
<td><strong>Reads and extracts information from a TV programme.</strong></td>
</tr>
<tr>
<td><strong>The tale of the tail</strong></td>
<td><strong>Poems</strong></td>
</tr>
<tr>
<td><strong>Uses a dictionary to find the meanings of homonyms.</strong></td>
<td><strong>Poems</strong></td>
</tr>
<tr>
<td><strong>Uses homophones to write sentences.</strong></td>
<td><strong>Poems</strong></td>
</tr>
<tr>
<td><strong>Word families.</strong></td>
<td><strong>Poems</strong></td>
</tr>
<tr>
<td><strong>Subject–verb agreement.</strong></td>
<td><strong>Poems</strong></td>
</tr>
<tr>
<td><strong>Prepositions.</strong></td>
<td><strong>Poems</strong></td>
</tr>
<tr>
<td><strong>Writes a friendly letter.</strong></td>
<td><strong>Poems</strong></td>
</tr>
<tr>
<td><strong>Proper nouns</strong></td>
<td><strong>Poems</strong></td>
</tr>
<tr>
<td><strong>Introduction to proper nouns.</strong></td>
<td><strong>Poems</strong></td>
</tr>
<tr>
<td><strong>Alphabetical order.</strong></td>
<td><strong>Poems</strong></td>
</tr>
<tr>
<td><strong>And now for the action</strong></td>
<td><strong>Poems</strong></td>
</tr>
<tr>
<td><strong>Introduction to verbs.</strong></td>
<td><strong>Poems</strong></td>
</tr>
<tr>
<td><strong>The present progressive tense.</strong></td>
<td><strong>Poems</strong></td>
</tr>
<tr>
<td><strong>The aliens have landed!</strong></td>
<td><strong>Poems</strong></td>
</tr>
<tr>
<td><strong>Reads a poem aloud. Focuses on content, poetic devices and rhythm.</strong></td>
<td><strong>Poems</strong></td>
</tr>
<tr>
<td><strong>Draws a picture based on the content of the poem.</strong></td>
<td><strong>Poems</strong></td>
</tr>
<tr>
<td><strong>Comprehension based on the poem.</strong></td>
<td><strong>Poems</strong></td>
</tr>
<tr>
<td><strong>Plays a space game.</strong></td>
<td><strong>Poems</strong></td>
</tr>
<tr>
<td><strong>Meeting an alien</strong></td>
<td><strong>Poems</strong></td>
</tr>
<tr>
<td><strong>Role plays an interview with an alien.</strong></td>
<td><strong>Poems</strong></td>
</tr>
<tr>
<td><strong>Asks wh- questions.</strong></td>
<td><strong>Poems</strong></td>
</tr>
<tr>
<td><strong>Writes a description of the alien using adjectives.</strong></td>
<td><strong>Poems</strong></td>
</tr>
<tr>
<td><strong>Join them up!</strong></td>
<td><strong>Poems</strong></td>
</tr>
<tr>
<td><strong>Uses conjunctions to join sentences.</strong></td>
<td><strong>Poems</strong></td>
</tr>
<tr>
<td><strong>Language: personal pronoun and reflexive pronouns.</strong></td>
<td><strong>Poems</strong></td>
</tr>
<tr>
<td><strong>Just checking</strong></td>
<td><strong>Poems</strong></td>
</tr>
<tr>
<td><strong>Revises personal and reflexive pronouns.</strong></td>
<td><strong>Poems</strong></td>
</tr>
<tr>
<td><strong>Punctuation and spelling.</strong></td>
<td><strong>Poems</strong></td>
</tr>
<tr>
<td><strong>Conjunctions.</strong></td>
<td><strong>Poems</strong></td>
</tr>
<tr>
<td><strong>Fun activity using collective nouns.</strong></td>
<td><strong>Poems</strong></td>
</tr>
<tr>
<td><strong>Weeks 7 - 8</strong></td>
<td><strong>Weeks 9 - 10</strong></td>
</tr>
<tr>
<td><strong>Reading for information</strong></td>
<td><strong>Poems</strong></td>
</tr>
<tr>
<td><strong>About town</strong></td>
<td><strong>Poems</strong></td>
</tr>
<tr>
<td><strong>Reads the passage and fills in the missing information.</strong></td>
<td><strong>Poems</strong></td>
</tr>
<tr>
<td><strong>Explains the position of the planets based on a diagram.</strong></td>
<td><strong>Poems</strong></td>
</tr>
<tr>
<td><strong>Reads a poem.</strong></td>
<td><strong>Poems</strong></td>
</tr>
<tr>
<td><strong>Identifies adjectives in sentences.</strong></td>
<td><strong>Poems</strong></td>
</tr>
<tr>
<td><strong>Classifies adjectives according to colour, taste, type or size.</strong></td>
<td><strong>Poems</strong></td>
</tr>
<tr>
<td><strong>Adjectives of comparison.</strong></td>
<td><strong>Poems</strong></td>
</tr>
<tr>
<td><strong>Completes a table of comparative adjectives.</strong></td>
<td><strong>Poems</strong></td>
</tr>
<tr>
<td><strong>Looking at language</strong></td>
<td><strong>Poems</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Poems</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Poems</strong></td>
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<td></td>
<td><strong>Poems</strong></td>
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<tr>
<td></td>
<td><strong>Poems</strong></td>
</tr>
</tbody>
</table>

**English Language Level:**
- EFL
- FAL
- G6
- B1
- 9781431502035.indb
- 2014/04/30
- 8:34 AM
Michael begged his dad to let him have a guinea pig as a pet. His father said yes and made Michael promise that he would look after it.

"I will, " promised Michael.

"Remember to be very careful with it and never pick it up by its tail. ", said his father solemnly.

"I won't, " said Michael. "Will that hurt it?"

"Not only that, " said his father. "Its eyes will drop out!"

"Really?" said Michael. He was astonished. "I'll be very careful then."

Michael made a bed of wood shavings for the guinea pig. He went to the pet shop and chose a brown guinea pig.

The pet shop owner said, "You can give him fruit, raw vegetables and cornflakes. Oh, and by the way, don't hold him up by his tail or his eyes will fall out."

"I know that, " said Michael. He was astonished. "I'll be very careful then."

At last, Michael ran inside the house. "There is something wrong with my guinea pig, " he said to his mother. "It doesn't have a tail!"

"Guinea pigs don't have tails, " said Michael, feeling a little foolish. But then he managed to laugh at himself, and lovingly carried his pet back to its new home to play with it.

"You were all teasing me, " said Michael, feeling a little foolish. But then he managed to laugh at himself, and lovingly carried his pet back to its new home to play with it.
Dear diary
3 April 2014

After nagging my parents for months they finally agreed to let me have a hamster as a pet. Today was H-day - the day I could collect the hamster from the pet shop. I was so excited I could not sleep a wink last night! I went with my dad to the pet shop. I chose the sweetest little hamster with round shining eyes and soft, glossy fur. Immediately I saw the little creature, I knew this was the pet I had been waiting for. I bought the sweetest little hamster with round shining eyes and soft, glossy fur. I now know that hamsters don't have tails!

I don't know if I will manage to sleep tonight because I am so excited. I have a maths test tomorrow and I have to wake up early to do some revision. 

Why were the shopkeeper's words not true?
A. Because it was not because it was so small
B. Because it was so small

Why did Michael inspect the guinea pig again?
A. He did not want to touch the tail
B. He wanted to see if the eyes were fixed

What colour was the guinea pig?
A. Brown
B. Black

Why was Michael so careful while handling the guinea pig?
A. In case he touched its tail

What does "every now and again" mean?
A. Occasionally
B. Often

Why did Michael inspect the guinea pig again?
A. He did not want to touch the tail
B. He wanted to see if the eyes were fixed
C. He did not want to touch the tail

What colour was the guinea pig?
A. White
B. Brown

Why were the shopkeeper’s words not true?
A. Because it was not because it was so small
B. Because it was so small

Michael was Michael so careful while handling the guinea pig?
A. Yes, because Michael was so careful while handling the guinea pig.

What does "every now and again" mean?
A. Occasionally
B. Often

Why did Michael inspect the guinea pig again?
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B. He wanted to see if the eyes were fixed

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A. He did not want to touch the tail
B. He wanted to see if the eyes were fixed

What colour was the guinea pig?
A. White
B. Brown
These words are called **homophones**. They sound the same but they are spelled differently and have different meanings. Use a dictionary to help you find the meanings of all the words, and use them to write sentences.

<table>
<thead>
<tr>
<th>homophone</th>
<th>past tense</th>
<th>homophone</th>
<th>past tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>tail</td>
<td>told</td>
<td>sail</td>
<td>sailed</td>
</tr>
<tr>
<td>tale</td>
<td>told</td>
<td>sale</td>
<td>sold</td>
</tr>
<tr>
<td>weigh</td>
<td>weighed</td>
<td>way</td>
<td>went</td>
</tr>
<tr>
<td>wail</td>
<td>wailed</td>
<td>whale</td>
<td>whale</td>
</tr>
<tr>
<td>flour</td>
<td>flowered</td>
<td>flour</td>
<td>flowered</td>
</tr>
</tbody>
</table>

Now choose three pairs of these words, and use them to write three sentences:

1. **Today** I **fell** off my bicycle, but I was very **brief**. I had a **great** day.
2. **Yesterday** we **got** lost on our **break**. We **saw** a **great** movie.
3. **Today** I **ate** a **lot** of **break**fast. I **slept** well last night.

---

Looking at irregular verbs

Most regular verbs can be changed to the past tense by adding a “d” or “ed”. When you change an irregular verb to the past tense the spelling of the verb changes. Take a look at the irregular verbs in these tables and try to remember them.

- **speak** spoke
- **write** wrote
- **eat** ate
- **steal** stole
- **break** broke
- **go** went
- **fly** flew
- **sing** sang
- **catch** caught
- **think** thought
- **buy** bought
- **get** got
- **fall** fell
- **take** took
- **drive** drove
- **have** had
- **rest** rested

Now choose three pairs of these words, and use them to write three sentences:

1. **Today** I **slept** in and **thought** about nothing. I **bought** a new pair of **sleep**ers.
2. **Yesterday** I **ate** a **lot** of **chocolate**. I **thought** about my **break**fast.
3. **Today** I **thought** about **break**fast, but **get** felt really **tired**. I **slept** well last night.
Let's write

Fill in these prepositions into the correct spaces. Use each preposition only once.

with during in into towards on behind out

The afternoon, Michael walked towards the guinea pig. He put the guinea pig in his arms and then the guinea pig, holding it lovingly, put the cage on top of the bookshelf. His father's car but his dad was reversing his car of the gate. He called, "Dad, the guinea pig doesn't have a tail!"

Dear _________________,

Now, imagine you are Michael. Write a letter to your friend to tell her or him that you now have a guinea pig. Tell your friend why you were afraid when you received the pet.

Your friend ____________________

Date

Address

Teacher: ____________________

Sign: ____________________

Date: ____________________

Address: ____________________
Proper nouns are names of people, places, months and days. They always start with a capital letter.

Circle the words that are proper nouns and that should start with a capital letter:

Places

People

Write down some proper nouns of people and places that start with a capital letter:

Jan
Sam
Polokwane
Bongi
John
Mandu
Table Mountain
Dr
Flower
Durban
Bus
Monday
Roses
Marry
Table Mountain
Ann
Polo

Proper nouns are names of people, places, months and days. They always start with a capital letter.
The hard G sound: The soft G sounds like a J.

good golf giraffe giant
goose gate George gypsy
gown get geography gem
gold grow gentle gym

Use eight words from the word box to write five sentences. Read them to your friend.

Number the words in each column from 1 to 4 to show the correct alphabetical order. If there are words that start with the same letter, use the second or third letter to decide on the order.

Then, divide each word into syllables.

The second or third letter to decide on the order.

Use eight words from the word box to write five sentences. Read them to your friend.
And now for the action

Term 1 - Weeks 5 - 6

Let's Talk

Look at each of these pictures. They show different actions. Let's talk about what is happening in each picture. Tell your partner a word to describe each action. Then, show your partner each of these actions.
Write a sentence about each picture as if the action is happening now.
This is called the present progressive tense. All the verbs will end in -ing.

1. She is cooking.
2. The teacher is writing on the board.
3. These are two students.
4. The clock is ticking.
5. The sun is setting.
6. The bird is flying.
7. The cat is sleeping.
8. The dog is playing.
10. The ball is rolling.
11. The flower is blooming.
12. The tree is growing.
13. The river is flowing.
14. The ocean is crashing.
15. The mountain is standing.
16. The sky is clear.

Now look around the classroom and write a sentence about what eight people are doing.

Let's write...
The aliens have landed!

Term 1 – Weeks 5 – 6

Let’s read

In your group, practice and perform this poem.

There’s an alien in my bedroom.

He’s got three wobbly eyes
And a big round greenish face.
With big green ears and little hands
And tiny feet that smell.

He walked around my bedroom
And very nearly fell.

He came here in a spaceship
And parked in my back yard.

He says he’s got no petrol
So going home is hard.

He asked me if I could help him
To get his ship to fly.

I filled it up with helium
And watched it leave the sky.

Louise Nilon (adapted)
What is the poem about?

Find words in the poem that rhyme with the words in the top row:

fell
fly
hand

space

Let's write:

What's the poem about?
Make up a role play with your friend in which you interview an alien from outer space. Ask your friend questions starting with the words below.

<table>
<thead>
<tr>
<th>You</th>
<th>The alien</th>
</tr>
</thead>
<tbody>
<tr>
<td>What</td>
<td></td>
</tr>
<tr>
<td>Where</td>
<td></td>
</tr>
<tr>
<td>When</td>
<td></td>
</tr>
<tr>
<td>Why</td>
<td></td>
</tr>
<tr>
<td>Who</td>
<td></td>
</tr>
<tr>
<td>How</td>
<td></td>
</tr>
</tbody>
</table>

Now fill in your questions and the alien's answers.

Let's role play a role play with your friend in which you interview an alien from outer space.
Now describe the alien. Say what it looks like, what it is, what colour it is, what shape it is, how it moves, and so on. Write as many sentences as you can to describe it.

Use a mind map to help you plan your writing. Write a rough draft. Ask a friend to edit the draft. Revise your text and make the necessary corrections. Then write it neatly in your book.
Now use each of these connecting words (conjunctions) to form complete sentences.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>bought apples, oranges</td>
<td>shows addition in English oral exam.</td>
</tr>
<tr>
<td>had breakfast</td>
<td>before we had lunch.</td>
</tr>
<tr>
<td>woke up</td>
<td>before we had lunch.</td>
</tr>
<tr>
<td>practised every day</td>
<td>before we had lunch.</td>
</tr>
<tr>
<td>helped cook the food</td>
<td>before we had lunch.</td>
</tr>
<tr>
<td>visited my friend</td>
<td>before we had lunch.</td>
</tr>
<tr>
<td>helped with my homework</td>
<td>before we had lunch.</td>
</tr>
<tr>
<td>came home by bus</td>
<td>before we had lunch.</td>
</tr>
<tr>
<td>got dressed</td>
<td>before we had lunch.</td>
</tr>
<tr>
<td>played with my friends</td>
<td>before we had lunch.</td>
</tr>
<tr>
<td>went for school</td>
<td>before we had lunch.</td>
</tr>
<tr>
<td>went to school</td>
<td>before we had lunch.</td>
</tr>
</tbody>
</table>

Use the bolded words in each column to join the correct part in column B to make a complete sentence. Use the bolded words in each table in column A to join the correct part in column A to make a complete sentence. Then draw a line to connect the first part of each sentence in column A to the correct part in column B.

Let's write:

A: 23 Join them up!

Date: Term 1 – Weeks 5 – 6
I am at school. We are children.

She is a girl. You are my best friend.

He is a boy. They are playing soccer.

It is a daffodil. We are eating our lunch.

**Remember:**

Look at pronouns. Underline the personal pronoun in each of these sentences.

<table>
<thead>
<tr>
<th>pronoun</th>
<th>personal pronouns</th>
<th>reflexive pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>I</td>
<td>me</td>
</tr>
<tr>
<td>you</td>
<td>you</td>
<td>you</td>
</tr>
<tr>
<td>she</td>
<td>her</td>
<td>herself</td>
</tr>
<tr>
<td>he</td>
<td>him</td>
<td>himself</td>
</tr>
<tr>
<td>they</td>
<td>them</td>
<td>themselves</td>
</tr>
<tr>
<td>we</td>
<td>us</td>
<td>we</td>
</tr>
<tr>
<td>me</td>
<td>myself</td>
<td>themselves</td>
</tr>
</tbody>
</table>

You must enjoy yourselves during the holidays.

Look at the following sentences and underline the personal pronouns and reflexive pronouns.

- You should look after yourselves during the holidays.
- You must enjoy yourself during the holidays.
- Now that Gugu is four years old, she is able to dress herself.
- She hurt herself when she fell from the tree.
- Every day when I get home I help myself to food.
- They care for themselves when their parents are at work.
- We like to cook for ourselves.
- When our parents are away we cook and clean for ourselves.
- I make up my bed by myself.
- He walks to school by himself.

<table>
<thead>
<tr>
<th>pronoun</th>
<th>personal pronouns</th>
<th>reflexive pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>I</td>
<td>me</td>
</tr>
<tr>
<td>you</td>
<td>you</td>
<td>you</td>
</tr>
<tr>
<td>she</td>
<td>her</td>
<td>herself</td>
</tr>
<tr>
<td>he</td>
<td>him</td>
<td>himself</td>
</tr>
<tr>
<td>they</td>
<td>them</td>
<td>themselves</td>
</tr>
<tr>
<td>we</td>
<td>us</td>
<td>we</td>
</tr>
<tr>
<td>me</td>
<td>myself</td>
<td>themselves</td>
</tr>
</tbody>
</table>
Just checking!

Term 1 – Weeks 5 – 6

Let's write:

1. Fill in the correct personal and reflexive pronouns.
2. Rewrite these sentences using the correct punctuation and spelling.
4. Linda and Anna live in Cape Town.
5. On Wednesday Peter and Bongani will go to Polokwane.
6. My birthday is in March and Joe's birthday is in June.
7. The teacher asked where is your homework?

Let's write:

Rewrite these sentences using the correct punctuation and spelling:

1. This is Peter's book.
2. The teacher asked where is your homework?
3. Joe's teacher told the children that they must grow their own vegetables for their families. We can all help our families. We will enjoy while working in the garden. Vegetables give us vitamins.

Fill in the correct personal and reflexive pronouns.

1. They
2. Their
3. Their
4. Our
5. Ourselves
6. Our
7. We
Let's write two sentences about what you like at school.

Now join them using "and" to make one sentence.

Trace along the lines to find the correct collective nouns for these animals.

When you have found the answer, write it in the correct space below each picture.

We use collective nouns when we talk of a group of people or a group of animals. E.g. a team of soccer players.

Fun

Now join them using "and" to make one sentence.

Write two sentences about what you like at school.
Look at the map and talk about the places on it. Say what is in each block and point to it.

Let's talk about the map and say where each of these places is. Use the red numbers from the left of the map and the blue letters from the top of the map.

Where is the bank? Where is the hospital? Where is the church? Where is the police station? Where is the fire station? Where are the flats? Where is the school? Where is the post office? Where is the clinic? Where is the park?
Talk to your friend about the different places on the map.

Answer these questions together and then fill in the answers.

- Name two places that are near to the school.
- Name four places that are opposite the park.
- What places are opposite the fire station?
- Which place is nearer to the school – the park or the clinic?
- Are the flats near to or far from the school?
- If there was a fire at the market, how far would the fire engine need to drive? Count the blocks.

Mark two places that are far apart on the map. Write directions on how to go from one place to the other. When you have done this, underline all the verbs you used in your directions.

<table>
<thead>
<tr>
<th>First</th>
<th>Then</th>
<th>After that</th>
<th>Then</th>
<th>Finally</th>
</tr>
</thead>
</table>

Give your friend directions from any five places on the map. Don’t say where you are directing your friend to. See if your friend can find the place by following your directions. Your friend will find it helpful to trace the directions with his/her finger.

Watch out at the zebra crossing.

Don’t go more than 60 km.

You must turn left at the robot.

Do you think it will rain tomorrow?

At what time will the bus leave?

It is not today.

Mix the butter and sugar together.

Are you going to play chess tomorrow?

You must not cross when the robot is red.

Who will play chess with you?
Do you ever use a TV guide? Look carefully at this TV guide.

<table>
<thead>
<tr>
<th>Channel</th>
<th>Time</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>SABC 1</td>
<td>17:00</td>
<td>Captain Planet</td>
</tr>
<tr>
<td>SABC 2</td>
<td>17:30</td>
<td>News</td>
</tr>
<tr>
<td>SABC 3</td>
<td>20:00</td>
<td>Weather Update</td>
</tr>
<tr>
<td>Magic World</td>
<td>06:00</td>
<td>Weather</td>
</tr>
</tbody>
</table>

Now read the TV guide carefully and answer these questions.

1. At what time would you watch Takalani Sesame?
2. Which programmes are sports programmes?
3. Which programme gives you the news in a minute?
4. You have to present a summary of the news in class. Which programme will give you the information you need to do this?
5. Which programmes will give you information about the weather?

Say which channel they are on and at what time.

Tell your friend which programmes you would like to watch.

Do you ever use a TV guide? Look carefully at this TV guide.
This kind of picture is called a pie chart, because it looks like a pie that has been cut up into slices. It tells us what percentage (%) of children in Grade 6 like which sports.

Look at the % on each slice and tell your friend what percentage of children like the different sports.

- Popular sports
  - Tennis: 14%
  - Soccer: 36%
  - Netball: 29%
  - Rugby: 21%

Which sport is the most popular? What % of the children like this sport?
Which sport is the least popular? What % of the children like this sport?

The picture below is called a pictograph or a pictogram. It uses pictures to show the number of children participating in sports. Look at the number at the end of each bar and tell your friend how many children play each sport.

- Popular sports
  - Tennis: 5
  - Rugby: 7
  - Netball: 9
  - Soccer: 11

Let’s write the name of the sport and the number of children playing it.

Let’s talk.

Teacher: [Sign, Date]

ENG FAL G6 B1 T2.indd   55 2014/04/30 9:02 AM
Write the words in the correct boxes.

**Soft C** - Sounds like S.

The soft C works with e, i, y and sounds like S.

**Hard C** - Sounds like K.

The hard C works with a, o, u and sounds like K.

Look at these words. Say them aloud and work out which start with the soft C-sound and which start with the hard C-sound. Circle the soft sounds in blue and the hard sounds in red.

- camera
- coffee
- cat
- circle
- cents
- mice
- centipede
- city
- cake
- centimetre
- cap
- face
- camel
- caterpillar
- catch

Let's write

- happy
- joyful
- adorable
- ecstatic
- obnoxious
- aggressive
- angry
- untidy
- offensive
- quiet
- peaceful
- neat
- bright
- smart
- clever
- Polish
- quiet
- rude
- clever
- offensive
- untidy
- aggressive
- angry
- untidy
- offensive
- quiet
- peaceful
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- quiet
- rude
- clever
- offensive
- untidy
- aggressive
- angry
- untidy
- offensive
- quiet
- peaceful
- neat

Let's write

- Le
- Left
- happy
- joyful
- adorable
- ecstatic
- obnoxious
- aggressive
- angry
- untidy
- offensive
- creative
- peaceful
- quiet
- tranquil
- rowdy
- awful
- intelligent
- foolish
- clever
- smart
- bright

Let's write

- Let's write

Look at the words in each row. Circle the synonyms or words with similar meanings to the words in the first column. There is more than one matching word in each row. You will need to use your dictionary to help you. Use the words to write 8 sentences in your exercise book.

**Term 1 – Weeks 7 – 8**
Let's write:

1. Fill in the correct pronouns in each of these sentences.
2. Don't forget to use a capital letter at the beginning of a sentence.
3. We go to school from Monday to Friday.

I my ______ have packed  ______ bag for my trip.
our we ______ have a big dog at ________ home.
your Do _____ have  ________ book with you?
his he ______ has _______ book but not his pen.
she her _________ has left __________ book at home.
it its ________ hurt ________ paw when it fell.
mine my This is _______ book. The book is _______________.
their theirs They took ________ car to the garage. That bike is also ____________.

Let's Write:

Do you know the difference between its and it's?

Fill in its or it's to complete these sentences.

important to save water.
The cat licked                paws.
_____   going to be cold tonight.
The bird flew to   _           nest to feed   _____  chicks.
_____   not nice to be caught in a storm.
I am going to work in the garden while still light.

Let's Write:

Now see if you can fill in the correct prepositions in the sentences below. Use the words in the box to help you.

Ben goes to school                bus.
We go                school from Monday                Friday.
When you play with a ball you must play                the house and not in it.
She sat                 the grass and read her book                the tree.
Drive the car                the circle and then turn                the garage.
She set the grass and read her book                the tree.
When you play with a ball you must play                the house and not in it.
We go to school                bus.

Teacher: Sign: Date:
Let's talk. Let's talk to your friend about this table, and use it to practise forming negative sentences using do not or does not.

<table>
<thead>
<tr>
<th><strong>Can not</strong></th>
<th><strong>Will not</strong></th>
<th><strong>Should not</strong></th>
<th><strong>Do not</strong></th>
</tr>
</thead>
</table>

Now write the short form for these negatives.

- He does not go to school by bus.
- She does not play football in the street.
- They do not swim in the river alone.
- We do not walk into the house with muddy shoes.
- They do not remember the names of the planets.
- You do not get very cold in Limpopo.
- It does not get dark until 8 o'clock in summer.
- He does not get to school by bus.

Now use the table and any other examples you can think of to write sentences in the negative form. We've done the first one for you.

Let's write. Now write the short form for these negatives.

- do not
- does not
- should not
- will not
- can not

Talk to your friend about this table, and use it to practice forming negative sentences using do not.
We use the past progressive tense to show actions that were happening in the past.

The children were sleeping when the fire broke out.

Past progressive tense

Complete the following sentences using the past progressive tense.

1. The sun ___ when I woke up.
2. If it ___ when I walked to the bus stop, I ___ breakfast.
3. I ___ breakfast when she phoned.

Look at the diary and answer these questions using the past progressive tense.

What did Jim do while Mandu was:

- having breakfast
- playing netball
- doing homework
- eating lunch
- at assembly
- doing maths
- in life skills class
- on the bus

Let's write the sentences using the past progressive tense.

Mandu

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>06:00</td>
<td>Woke up, dressed, had breakfast</td>
</tr>
<tr>
<td>07:00</td>
<td>Left for school</td>
</tr>
<tr>
<td>08:00</td>
<td>School assembly</td>
</tr>
<tr>
<td>09:00</td>
<td>Life skills class</td>
</tr>
<tr>
<td>10:00</td>
<td>Break</td>
</tr>
<tr>
<td>11:00</td>
<td>Maths class</td>
</tr>
<tr>
<td>12:00</td>
<td>Played in the sand</td>
</tr>
<tr>
<td>13:00</td>
<td>School lunch</td>
</tr>
<tr>
<td>14:00</td>
<td>Went to netball match</td>
</tr>
<tr>
<td>15:00</td>
<td>Went home with mother</td>
</tr>
<tr>
<td>16:00</td>
<td>Played</td>
</tr>
<tr>
<td>17:00</td>
<td>Bus home</td>
</tr>
<tr>
<td>18:00</td>
<td>Supper</td>
</tr>
<tr>
<td>19:00</td>
<td>Homework</td>
</tr>
<tr>
<td>20:00</td>
<td>Went to bed</td>
</tr>
</tbody>
</table>

Jim

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>06:00</td>
<td>Slept</td>
</tr>
<tr>
<td>07:00</td>
<td>Woke up</td>
</tr>
<tr>
<td>08:00</td>
<td>Had breakfast</td>
</tr>
<tr>
<td>09:00</td>
<td>Washed</td>
</tr>
<tr>
<td>10:00</td>
<td>Went to nursery school</td>
</tr>
<tr>
<td>11:00</td>
<td>Sang</td>
</tr>
<tr>
<td>12:00</td>
<td>Woke up, dressed, had breakfast</td>
</tr>
<tr>
<td>13:00</td>
<td>Travelled to netball match</td>
</tr>
<tr>
<td>14:00</td>
<td>Went home with mother</td>
</tr>
<tr>
<td>15:00</td>
<td>Played</td>
</tr>
<tr>
<td>16:00</td>
<td>Bathed</td>
</tr>
<tr>
<td>17:00</td>
<td>Supper</td>
</tr>
<tr>
<td>18:00</td>
<td>Went to bed</td>
</tr>
</tbody>
</table>

Look at the diary and answer these questions using the past progressive or continuous tense.

What did Jim do while Mandu was:

- having breakfast
- at assembly
- doing maths
- doing maths class
- eating lunch
- doing homework

Let's read the diary of 13-year-old Mandu and her 4-year-old brother Jim. Look at what they did yesterday.

<table>
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<tr>
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<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
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<td>Left for school</td>
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</tr>
<tr>
<td>09:00</td>
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<tr>
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<td>Break</td>
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<tr>
<td>11:00</td>
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</tr>
<tr>
<td>12:00</td>
<td>Played in the sand</td>
</tr>
<tr>
<td>13:00</td>
<td>School lunch</td>
</tr>
<tr>
<td>14:00</td>
<td>Went to netball match</td>
</tr>
<tr>
<td>15:00</td>
<td>Went home with mother</td>
</tr>
<tr>
<td>16:00</td>
<td>Played</td>
</tr>
<tr>
<td>17:00</td>
<td>Bus home</td>
</tr>
<tr>
<td>18:00</td>
<td>Supper</td>
</tr>
<tr>
<td>19:00</td>
<td>Homework</td>
</tr>
<tr>
<td>20:00</td>
<td>Went to bed</td>
</tr>
</tbody>
</table>

Let's write the sentences using the past progressive tense.
We all live on planet earth. I live in a home on street or road. The street is in a village or a town called . The village or the town is in province.

The other planets are solid rock like Earth. Mercury, Venus and Mars are solid rock like Earth. The outer planets, Jupiter, Saturn, Uranus and Neptune, consist of gas. Mercury is closest to the sun. It is the hottest planet. Jupiter is so big that all the other planets could fit inside it.

Let’s talk about space.

Look carefully at the chart and explain the position of the planets to your friend.

Read the passage and fill in your own details.

DATE

Term 1 - Weeks 9 - 10
The planets are named after the old roman gods.

<table>
<thead>
<tr>
<th>Roman God</th>
<th>Roman God</th>
<th>Roman God</th>
<th>Roman God</th>
</tr>
</thead>
<tbody>
<tr>
<td>Venus</td>
<td>Mercury</td>
<td>Mars</td>
<td>Saturn</td>
</tr>
<tr>
<td>The goddess of love and beauty</td>
<td>Mercury, messenger of the gods</td>
<td>The god of war</td>
<td>The god of agriculture</td>
</tr>
<tr>
<td>The king of the gods</td>
<td>The king of the gods</td>
<td>The king of the gods</td>
<td>The king of the gods</td>
</tr>
</tbody>
</table>

The planets orbit or go round the sun.

Earth is one of the eight planets in the solar system.
And Earth forms part of the solar system.
Africa is on planet Earth.
The country is on the continent of Africa.
The province is in South Africa.

The Family of the Sun (Sung to the tune of “The Farmer in the Dell”)

The family of the Sun,
The family of the Sun,
There are eight planets in The family of the Sun.
The family of the Sun,

Mercury has no atmosphere.
And Mercury is small.
It’s just a rocky ball.

Mercury is hot.

Venus

It’s a big red spot.

Venus has thick clouds
That hide what’s below.
The air is foul, the ground is hot.

We love the Earth, our home.
Its oceans and its trees.
We eat its food, we breathe its air.
No pollution, please.

We love the Earth, our home.

Saturn

Saturn has great rings.

We wondered what they were.
Now we know they’re icy rocks.

Saturn has great rings.

Great Jupiter is big.
We’ve studied it a lot.
We found that it has 16 moons.

Great Jupiter is big.

There is a big red spot.

Great Jupiter is big.

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Great Jupiter is big.
Out of this World

Let's write

Look back at the previous worksheet and then answer these questions:

Which planet is closest to the sun?

Which is the largest planet in the solar system?

Which is the hottest planet?

Which planet has rings around it?

Which planet is named after the goddess of love?

Which planets are solid right through?

Which planets are mostly gaseous?

When we compare different things to each other using adjectives, there are certain rules. Most one-syllable adjectives take -er and -est. When we compare adjectives tell us about:

Say which of these the adjective tells us about:

What do these adjectives tell us about:

Let's write

When we compare different things to each other using adjectives, there are certain rules. Most one-syllable adjectives take -er and -est.

colour
taste
type

size

We have a new wooden table.

We have woolen hats for winter.

We are delicious cake at her party.

Jupiter is the biggest planet.

The earth is a blue planet.

Let's look at adjectives. Adjectives tell us more about nouns. What do these adjectives tell us about:

The earth is a blue planet.

Jupiter is the biggest planet.

We ate delicious cake at her party.

We have woollen hats for winter.

We have a new wooden table.

which planets are mostly gaseous?

which planets are solid right through?

which planet is named after the goddess of love?

which planet has rings around it?

which is the hottest planet?

which is the largest planet in the solar system?

which planet is closest to the sun?
We add more or most to almost all adjectives with two or more syllables. Examples of these are the adjectives careful and interesting.

We say more + careful and most + interesting.

Let's write the following sentences:

1. The most wonderful book I have ever read.
2. The more colourful flowers attract more bees.
3. The most peaceful place in the world is the ocean.

Complete this table of adjectives:

<table>
<thead>
<tr>
<th></th>
<th>more important</th>
<th>interesting</th>
</tr>
</thead>
<tbody>
<tr>
<td>most wonderful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>peaceful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>more colourful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>beautiful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>more careful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>most careful</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

An example has been done for you.
Let’s Read

Looking at Language

Term 1 – Weeks 9 – 10

Kenn Nesbitt

He doesn’t often lose
and kicks them all concurrently.
He dribbles 50 soccer balls
and then you’ll see defeat.
Legs and then you’ll see defeat.
He’s such a fierce competitor.

at first you’ll see his hundred
defeat; it you ever meet,
off sneakers in his locker.
Remember, he has 50 pairs
of legs and then you’ll see defeat.
He dribbles 50 soccer balls

Don’t ever ask a centipede

He doesn’t often lose.
and kicks them all concurrently.
He dribbles 50 soccer balls

at first you’ll see his hundred
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defeat; it you ever meet,
off sneakers in his locker.
Remember, he has 50 pairs
of legs and then you’ll see defeat.
He dribbles 50 soccer balls

Don’t ever ask a centipede

He doesn’t often lose.
Now write a description of a person you admire. It could be a sports star or a historical figure.

Choose three adjectives that describe your character.

Fill in some sentences that describe your character.
Who owns it?

We use the apostrophe ‘s (before the s) to show possession when something belongs to one person and the s’ (after the s) when it belongs to more than one person.

Who owns each item?

Write sentences using the correct form of the apostrophe.

Jabu Mandu the girls the boys my teacher my dad

cap doll sunglasses boots book jacket

Combine these words to form compound words as in the example.

1. tooth + brush = toothbrush
2. play + ground = playground
3. rain + bow = rainbow
4. cat + fish = catfish
5. butter + fly = butterfly
6. tea + spoon = teaspoon
7. star + fish = starfish
8. fire + man = fireman
9. bull + frog = bullfrog
10. cup + cake = cupcake

Now write sentences using the correct form of the apostrophe to show possession.

This is Jabu’s cap.

Let’s write the sentences using the correct form of the apostrophe.

We use the apostrophe ‘s (before the s) to show possession when something belongs to one person.

Who owns each item?

cap doll book jacket

jacket book doll cap

my dad my teacher the boys the girls

Mandu Jabu

Date
Write sentences to describe actions that you do every day.

<table>
<thead>
<tr>
<th>Time/Event</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every morning</td>
<td>I brush my teeth.</td>
</tr>
<tr>
<td>Every afternoon</td>
<td>I read a book.</td>
</tr>
<tr>
<td>On weekends</td>
<td>I go to the park.</td>
</tr>
<tr>
<td>At night</td>
<td>I go to bed.</td>
</tr>
<tr>
<td>During the school holidays</td>
<td>I play video games.</td>
</tr>
<tr>
<td>On my birthday</td>
<td>I have a party.</td>
</tr>
<tr>
<td>During the winter</td>
<td>I like to ski.</td>
</tr>
<tr>
<td>On Saturday nights</td>
<td>I go out with friends.</td>
</tr>
</tbody>
</table>

The simple present tense describes regular actions. Example:

- I brush my teeth every day.
- You eat breakfast every morning.

Compare the sounds of these words. Look at their second letters:

<table>
<thead>
<tr>
<th>Word</th>
<th>Second Letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>circle</td>
<td>e</td>
</tr>
<tr>
<td>cement</td>
<td>e</td>
</tr>
<tr>
<td>cat</td>
<td>e</td>
</tr>
<tr>
<td>can</td>
<td>a</td>
</tr>
<tr>
<td>centimeter</td>
<td>e</td>
</tr>
<tr>
<td>city</td>
<td>i</td>
</tr>
<tr>
<td>catch</td>
<td>c</td>
</tr>
<tr>
<td>cot</td>
<td>o</td>
</tr>
<tr>
<td>can't</td>
<td>a</td>
</tr>
<tr>
<td>center</td>
<td>e</td>
</tr>
<tr>
<td>ceiling</td>
<td>e</td>
</tr>
<tr>
<td>centipede</td>
<td>e</td>
</tr>
<tr>
<td>center</td>
<td>e</td>
</tr>
<tr>
<td>kite</td>
<td>i</td>
</tr>
<tr>
<td>keep</td>
<td>e</td>
</tr>
<tr>
<td>kind</td>
<td>i</td>
</tr>
<tr>
<td>kidnap</td>
<td>a</td>
</tr>
<tr>
<td>kitty</td>
<td>i</td>
</tr>
<tr>
<td>kind</td>
<td>i</td>
</tr>
</tbody>
</table>

and see if you can work out a pattern.
<table>
<thead>
<tr>
<th>I can ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>use personal and reflexive pronouns</td>
</tr>
<tr>
<td>use the past progressive tense</td>
</tr>
<tr>
<td>use conjunctions</td>
</tr>
<tr>
<td>write sentences in the simple present tense</td>
</tr>
<tr>
<td>form compound words</td>
</tr>
<tr>
<td>use the apostrophe to show possession</td>
</tr>
<tr>
<td>match synonyms</td>
</tr>
<tr>
<td>identity words with the soft / and the hard c sound</td>
</tr>
<tr>
<td>use conjunctions</td>
</tr>
<tr>
<td>complete a table of comparative adjectives</td>
</tr>
<tr>
<td>use comparative adjectives correctly</td>
</tr>
<tr>
<td>classify adjectives according to type</td>
</tr>
<tr>
<td>use adjectives to describe a character</td>
</tr>
<tr>
<td>sort words in alphabetical order</td>
</tr>
<tr>
<td>use the present progressive tense</td>
</tr>
<tr>
<td>use prepositions correctly</td>
</tr>
<tr>
<td>use the present progressive tense</td>
</tr>
<tr>
<td>use subject–verb agreement</td>
</tr>
<tr>
<td>classify words into word families</td>
</tr>
<tr>
<td>use homophones to write sentences</td>
</tr>
<tr>
<td>write directions to accompany a map</td>
</tr>
<tr>
<td>give directions based on a map</td>
</tr>
<tr>
<td>locate places on a map</td>
</tr>
<tr>
<td>read a photograph and map</td>
</tr>
<tr>
<td>read a TV programme</td>
</tr>
<tr>
<td>read a letter</td>
</tr>
<tr>
<td>identify rhythm and rhyming words in a poem</td>
</tr>
<tr>
<td>read a poem with understanding</td>
</tr>
<tr>
<td>read a diary</td>
</tr>
<tr>
<td>role play a story</td>
</tr>
<tr>
<td>identify characters, setting and plot in a story</td>
</tr>
<tr>
<td>relate a story in sequence</td>
</tr>
<tr>
<td>answer comprehension questions based on a text</td>
</tr>
<tr>
<td>read a story with understanding</td>
</tr>
<tr>
<td>predict what a story will be about</td>
</tr>
</tbody>
</table>
Weeks 1 - 2
Reading a story
The brave little fish

Uses illustrations and headings to predict a story.
Reads "The brave little fish".
Writes a paragraph about his/her prediction.

More about the brave little fish
Continues to read the end of the story.
Talks about how the story made her/him feel.
Makes up a role play about the story.
Numbers sentences in the order in which the events happened in the story.
Reads a passage and identifies types of animals.
Identifies the adjectives describing the animals.

Writing your story
Talks about a story he/she wants to write.
Fills in ideas on the mind map.
Writes the story in rough and edits it.
Writes the story neatly in the space provided.

Demonstrative pronouns
Introduction to singular and plural.
Uses this, these, that or those to complete sentences.

The Lion King story
Reads a cartoon story.
Talks about the characters and plot.
Compares the story with other stories.

Fun with language
Revises the definite article and indefinite article.
Fills in the adjectives before the nouns in given sentences.
Completes sentences by filling in the adjectives after the nouns.
Completes the crossword of hard- and soft-C words.

Tense game
Plays a tense game revising continuous tenses. Revises countable and uncountable nouns.
Let's talk

The brave little fish

Discuss with your friend what you think will happen to the brave little fish on his adventure.

It was one of the coldest winter nights. Deep in the ocean an old fish assembled her 11,000 children and grandchildren to tell them a story. This is the story she told them.

Once upon a time, a brave little fish lived with his mother in a high mountain stream. The little fish was an only child. He and his mother swam in circles all day long.

Then the little fish began to think. He sank deeper and deeper into thought as he followed his mother along the same boring path. Mother fish wondered what was wrong with her child, and thought that perhaps he was ill.

Early one day, before sunrise, the little fish woke his mother and said, “Mother, I want to talk to you.”

“Ah, my child,” said the mother sleepily, “It’s too early to talk, save your talking for later. Let’s go swimming.”

“No, Mother! I don’t want to go swimming any longer. I want to leave.”

“Leave, what do you mean you want to leave?”

“Mother, I have to leave to see where the stream ends and what lies beyond the mountains. I have been wondering about this for days now.”

The mother just laughed and said, “When I was your age, I also had those thoughts. But, my dear, a stream has no beginning and no end. The stream just flows and never goes anywhere.”

“But Mother, isn’t it true that everything comes to an end? The nights, days, weeks, months, even years?”

The little fish thought about this for days now. He realized that the stream was no different from anything else. The stream was just one of the many things that he and his mother would have to experience in their lifetime.

Then the little fish began to think. He sank deeper and deeper into thought as he followed his mother along the same boring path. But this time, he was no longer afraid of the unknown.

The brave little fish
Let’s write a paragraph of about 8 sentences about what you think will happen to the brave little fish on his first adventure.

The little fish’s mother was very upset and cried out loudly: “My dear child, are you mad? Everything you need is here. The world you want is here!”

Just then a school of fish swam passed, and the elder fish asked, “What are you arguing about?”

The mother told them that her child wanted to leave the stream to see what was beyond the mountains. All the fish, young and old, thought the little fish was silly, but the little fish would not give up on his dreams.

The mother felt afraid for her only child. She said, “My child, I understand that you need to go beyond the mountains to see what is there. I don’t know anyone who has ever left this stream, but I hope you succeed.”

The mother fish said goodbye to her only child as he went on his adventure. (Adapted from The Little Black Fish, Samad Behrangi, 1968.)
Let’s talk

Talk about how you felt when you read about the little fish’s decision to leave the stream. Discuss all the advantages and disadvantages of doing what the little fish decided to do.

Let’s write

Now list the advantages and disadvantages you thought about:

Advantages

Disadvantages

Let’s write

Give reasons for your answer:

1. Do you think the little fish liked swimming around the stream with his mother? Give reasons for your answer.

2. Why did the little fish want to talk to his mother?

3. Do you think the little fish did the right thing in leaving the stream? Give reasons for your answer.

4. The title of the story is “The brave little fish”. Do you think this is a good title?

More about the brave little fish
Let's write

1. Number these sentences in the order in which the events happened in the story. Then underline the conjunction or joining word in each sentence. (Some of the sentences start with a conjunction.)

   1. He told his mother he wanted to leave so that he could discover the world.
   2. It was a very cold night and the little fish thought and thought about his future.
   3. The little fish swam round and round in circles because he was very bored.
   4. His mother told the other fish that he wanted to leave because he did not like it in the pond.
   5. Although the mother fish did not want him to leave she allowed him to go.

2. Label each of the objects or things in your picture.

3. Draw a picture of what the little fish might see if it left the stream.

Let's do

4. Now write a sentence describing each of the objects in your picture. Use adjectives to form interesting sentences.

5. The names of each of the objects or things in your picture are “nouns.” Use adjectives to describe each one.

6. Draw a picture of what the little fish might see if it left the stream.

Let's role play

7. What are they like?

8. Make up a role play about what happened in the story of the little fish.
Writing your story

Term 2 – Weeks 1 – 2

Let’s write

Talk to your friend about a story you want to write.

Then fill in your ideas on this page.

Who are the characters?

Where does the story take place?

What happened in the story?

How does the story end?

Now write your story in rough. Ask a friend to edit it for you.

Use a mind map to help you make the necessary considerations.

Then write it neatly in your book.

Ask a friend to edit the draft. Review your text and ask a friend to edit it again. Then write it neatly in your book.

Engage with your learning and help you.

Story about
You are ready to write your story neatly in the space provided.

Title of my story

The beginning

The middle

The middle

The end
Demonstrative pronouns

We say *this* when it is near.

We say *that* when it is far.

This is the road

This is a cat.

That is a bird.

That is Mandela Road.

Let’s write

Fill in either *this*, *these*, *that* or *those* to complete these sentences. You will need to work out whether the objects are near or far and are singular or plural.

<table>
<thead>
<tr>
<th>This</th>
<th>That</th>
<th>Far</th>
<th>Near</th>
</tr>
</thead>
<tbody>
<tr>
<td>these</td>
<td>these</td>
<td>these</td>
<td>these</td>
</tr>
<tr>
<td>those</td>
<td>those</td>
<td>those</td>
<td>those</td>
</tr>
</tbody>
</table>

Singular or Plural

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>my book</td>
<td>my books</td>
</tr>
<tr>
<td>car</td>
<td>cars</td>
</tr>
<tr>
<td>shoes</td>
<td>shoes</td>
</tr>
<tr>
<td>cows</td>
<td>cows</td>
</tr>
</tbody>
</table>

Where? Singular Plural

Near

Far

We say that is when it is far.

We say this is when it is near.
Now fill in these or those.

_________ are my cats.
_________ are stars.

Let's write

Le

Teacher:

Sign:

Date:

Plural

We say those are when they are far.

We say those are when they are near.

We say they are when they are near.

Those are

That is

These are

This is
Term 2 – Weeks 1 – 2

The Lion King story

One day he sends young Simba to a dangerous place where he hopes he will be eaten by hyenas. Simba’s brither is not happy about this. The king’s brother, Scar, is not happy about Simba’s birth, because he wants to be king. Your son is in trouble; you need to go and help him. You silly brith, your stupidity killed your father.

The king tries to climb back up the mountain, and asks Scar to help him. But Scar refuses to help him, and the king falls from the mountain and is killed.

Help me, Scar! I am going to fall!

Your father.

You should look after the baby. They have now a son. We have a new son called Simba.

We have a son! He will be the next king of the jungle!

Go now and play in the valley!

Go now and play in the valley! The lion king and queen have a new son called Simba.
Talk about Scar, the main character. What did Scar do to ensure he became king?

Do you know any other stories in which the characters use tricks to gain power?

The Lion King has become a famous theatrical show. Would you like to see a show like this? Why?

At last I got rid of both of them.

Ashamed, Simba flees and Scar becomes the new King.

Don't worry be happy.

Hakuna matata.

Simba makes friends with a meerkat and a warthog. They teach him to be happy and not to worry.

Yes, I tricked your father and he died. I wanted to be king.

So Simba goes back home to his mother. Simba tells Scar he tricked the king and that he caused the king’s death.

Yes, I tricked your father.

The king’s ghost appears.

At last, Simba becomes king, and all the animals gather round to celebrate.

Let’s talk

Teacher:

Sign:

Date:
Sing this song as a group.

**Chorus**

The lion sleeps tonight,
In the jungle, the mighty jungle,
The lion sleeps tonight.

Chorus

In the village, the quiet village,
The lion sleeps tonight.

Chorus

Hush my darling, don't fear my darling,
The lion sleeps tonight,

Chorus

In the village, the peaceful village,
The lion sleeps tonight.

**Dhmikube**

He, ha, helelelema, helelelema.

**Chorus**

In the village, the quiet village,
The lion sleeps tonight.

In the jungle, the mighty jungle,
The lion sleeps tonight.

**Dhmikube**

He, ha, helelelema, helelelema.

Sing this song as a group.

**Chorus**

The lion sleeps tonight,
In the jungle, the mighty jungle,
The lion sleeps tonight.

Chorus

In the village, the quiet village,
The lion sleeps tonight.

Chorus

Hush my darling, don't fear my darling,
The lion sleeps tonight,

Chorus

In the village, the peaceful village,
The lion sleeps tonight.

Tell your friend about the setting of this song. What time of the day is it? What does the place look like? Do you think it is peaceful or not? Is it a city or a village? What do jungles look like?
Add the suffix -ful to these words and then use each word in a sentence.

<table>
<thead>
<tr>
<th>rest</th>
<th>peace</th>
<th>wonder</th>
<th>help</th>
<th>delight</th>
</tr>
</thead>
<tbody>
<tr>
<td>ugly</td>
<td>useless</td>
<td>careless</td>
<td>despair</td>
<td>beautiful</td>
</tr>
</tbody>
</table>

Match these words to their antonyms (opposites).

| peaceful | hopeful | useful | careful | beautiful |
| despair | disorderly | careless | helpful | peaceful |

Let’s write

Add the suffix -ful to these words and then use each word in a sentence.

Let’s write

Now look at the picture of the village and describe the setting of the song. Use these adjectives to help you.

- lush green
- dark
- mighty
- quiet
- village
- moonlight
- starlight
- straight
- peaceful
| The | ___________ | dog | The | ___________ | dog | The | ___________ | cake | The | ___________ | girl | The | ___________ | player | The | ___________ | bag | The | ___________ | book | The | ___________ | sunshine | The | ___________ | light | The | ___________ | fish | The | ___________ | soccer player | The | ___________ | bag |
|-----|-------------|-----|-----|-------------|-----|-----|-------------|-----|-----|-------------|-----|-----|-------------|-----|-----|-------------|-----|-----|-------------|-----|

### Definite Article (the)

We use **the** when we are talking about a specific thing, place or person.

Example: "Please return **the** book that you borrowed from the library yesterday."

### Indefinite Article (a/an)

We use **a** or **an** when we are not referring to a specific thing or person.

Example: "I bought **a** phone at a cellphone shop."

---

**Fill in the adjectives before the nouns in each of these phrases.** We have given you some words to help you. You may use each word only once. When you have done this, write the phrases as sentences, putting the adjective after the noun. We have done the first example for you.

<table>
<thead>
<tr>
<th>small</th>
<th>excellent</th>
<th>pretty</th>
<th>delicious</th>
<th>thick</th>
<th>little</th>
<th>warm</th>
<th>bright</th>
</tr>
</thead>
</table>

- The **small** dog
- The **excellent** book
- The **pretty** cake
- The **delicious** food
- The **thick** book
- The **little** girl
- The **warm** cake
- The **bright** sun

Do you have **any** cellphone? (any cellphone)

<table>
<thead>
<tr>
<th>The</th>
<th>___________</th>
<th>dog</th>
<th>The</th>
<th>___________</th>
<th>cake</th>
<th>The</th>
<th>___________</th>
<th>girl</th>
<th>The</th>
<th>___________</th>
<th>player</th>
</tr>
</thead>
</table>

- I was in **the** car when the accident happened.
- He has **a** big bag we use for our soccer kit. (specific big bag)
- He has **any** big bag.
- Please can I have **the** book you borrowed from me? (specific book)
- I have **an** apple.

Now fill in **a** or **the**. We have done the first one for you.

- **The** boy with the red hair arrived late today. (specific boy)
- **a** phone at a cellphone shop.

*Example: "He bought a phone at a cellphone shop."

*Example: "Please return the book that you borrowed from the library yesterday."*
Complete this crossword puzzle. We have helped you with the "across words." The pictures provide clues for the "down words." Listen to the C-sounds and write the hard-C words in red.

The soft and hard C

HINTS

ACROSS

1 cake
3 coffee
4 cut
5 camel
6 circle
9 city
10 centimetre
11 Coke

DOWN

2 cake
3 coffee
4 cut
5 camel
6 circle
9 city
10 centimetre
11 Coke
Throw your dice.
Move a marker along.
Use the time expression in the oval shapes and make a sentence. If you land on a blue space, read and then follow the instruction.

The one who reaches the end first is the winner.

Tense game – who will be the winner?

Start sentences 1-8 with Last Saturday I ...
Start sentences 9-17 with Yesterday I ...
Start sentences 18-26 with Later tonight I am going to ...
Start the 27–34 with Every day I ...

Past tense 1-17
Past progressive tense 27–34
Simple present tense 18–26
Present tense
**Something to Remember**

**Countable and Uncountable Nouns**

If you can't count it, it does not have a plural. Look at these:

- milk
- sugar
- oil
- sand
- water
- flour
- salt

**Fill in some, a and an.**

May I have **milk** and **apple**.

Would you like **tea**?

John went to the shop and bought **milk**, **cheese**, **sweets** and **jersey**.

I went to the shops and bought **sugar**, **oil** and **toothpaste**.

He also bought **umbrella** and **ice cream**.
Animals come in different shapes and sizes – from big elephants to tiny snails. All animals need to breathe air and eat to grow. There are so many animals that scientists divide them into different groups. Did you know that people are also animals?

Vertebrates

Animals with backbones are called vertebrates. You have a backbone, so you are also a vertebrate.

Invertebrates

Animals without backbones are called invertebrates. You have a backbone, so you are not an invertebrate.

What are mammals?

Mammals are animals that have hair or fur. Mothers feed their young with milk produced by their bodies. Human beings are mammals. When we are young we are fed on our mother’s milk.

What do they eat?

Animals that eat plants are called herbivores. Animals that eat other animals are called carnivores. Animals that eat both plants and animals are called omnivores.

What are mammals?

Mammals are animals that have hair or fur. Mothers feed their young with milk produced by their bodies. Human beings are mammals. When we are young we are fed on our mother’s milk.

Animals that eat plants are called herbivores. Animals that eat other animals are called carnivores. Animals that eat both plants and animals are called omnivores.

Animals that eat plants are called herbivores. Animals that eat other animals are called carnivores. Animals that eat both plants and animals are called omnivores.
Reptiles have scales and lay eggs. They are cold-blooded animals. This means they are able to keep their bodies warm in cold weather. They need lots of sunshine to keep warm. In cold winters, they hibernate. This means they sleep through the winter months. Turtles and tortoises are reptiles.

Amphibians are cold-blooded animals. They live in water and breathe with gills. Later they move onto land and breathe with lungs. Examples of amphibians are frogs and toads. They lay their eggs in water. Some amphibians are able to breathe both in water and on land.

Birds have wings and feathers, a beak and claws for gripping. Some birds like ducks have webbed feet for swimming. Most birds can fly. Birds are warm-blooded animals. This means that their bodies are able to stay warm even in cold weather.

Fish are cold-blooded animals. They spend their whole life in water. They need to breathe under water. How do they do this? Water enters the fish’s mouth and passes over its gills, which take in the oxygen. The water then leaves the fish through its gills. Fish need water in which to live. Some fish, like ducks, lay eggs in water; some fish spend their whole life in water.
When write the adverbs under the correct heading:

<table>
<thead>
<tr>
<th>When?</th>
<th>Where?</th>
<th>How?</th>
</tr>
</thead>
</table>

Some fish live in fresh water.
Ostriches can run very fast.
Reptiles sleep in the winter months.

Now underline the adverbs:

- Reptiles sleep in the winter months.
- Some fish live in fresh water.
- Ostriches can run very fast.

Look at these sentences and then underline the adverbs:

- Reptiles sleep in the winter months.
- Some fish live in fresh water.
- Ostriches can run very fast.

**More about adverbs**

When we want to say more about an action, we can use an **adverb**. Adverbs tell us about time or place or how about an action.

When we want to say more about an action, we can use an **adverb**. Adverbs tell us about time or place or how about an action.

### Warm-blooded vs. Cold-blooded

<table>
<thead>
<tr>
<th>Warm-blooded</th>
<th>Cold-blooded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mammals</td>
<td>Fish</td>
</tr>
<tr>
<td>Birds</td>
<td>Amphibians</td>
</tr>
<tr>
<td>Reptiles</td>
<td></td>
</tr>
</tbody>
</table>

Tick whether these animal groups are warm-blooded or cold-blooded.

**Vertebrates**

- Fish
- Amphibians
- Birds
- Mammals
- Reptiles

**Invertebrates**

- Shellfish
- Starfish
- Spiders
- Snails

**How?**

- How do fish breathe?
- What do "cold-blooded" mean?
- What animals are cold-blooded?

Tell your friend 5 facts that you learned when you read the previous worksheet.

---

Sharing our World With Animals

Term 2 - Weeks 3 - 4
Complete each sentence using an adverb from the list. Underline the word the adverb describes.

<table>
<thead>
<tr>
<th>S</th>
<th>D</th>
<th>R</th>
<th>O</th>
<th>W</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Characteristic mentioned in worksheet 4.</th>
<th>He held the guinea pig ______________________________   .</th>
</tr>
</thead>
<tbody>
<tr>
<td>Worksheet 4.</td>
<td>I ran home __________________________________________</td>
</tr>
</tbody>
</table>
1 and 2 before 3 but 4 then 5 and 6 then 7 because 8 so that

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>I could enjoy the weekend.</td>
<td>I did all my homework on Friday.</td>
</tr>
<tr>
<td>It was raining.</td>
<td>We could not play soccer.</td>
</tr>
<tr>
<td>I went to the beach.</td>
<td>I did my homework.</td>
</tr>
<tr>
<td>Swimming.</td>
<td>I enjoyed netball.</td>
</tr>
<tr>
<td>I sit down to eat.</td>
<td>I failed my exam.</td>
</tr>
<tr>
<td>I failed my exams.</td>
<td>I studied hard.</td>
</tr>
<tr>
<td>I play with my friends.</td>
<td>I like apples, pears.</td>
</tr>
<tr>
<td>Bananas.</td>
<td></td>
</tr>
</tbody>
</table>

Now join the sentences using either and, then, but, so that, because and before

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>It was vicious.</td>
<td>I wanted to play soccer.</td>
</tr>
<tr>
<td>I let my books at home.</td>
<td>I could not afford a CD player.</td>
</tr>
<tr>
<td>I failed it.</td>
<td>The dog looked friendly.</td>
</tr>
<tr>
<td>I bought one.</td>
<td>The test was easy.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

But shows us the contrast.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>I could go and swim.</td>
<td>I poured the juice carefully.</td>
</tr>
<tr>
<td>I did not spill it.</td>
<td>The girl ran to school.</td>
</tr>
<tr>
<td>He could get to the other side.</td>
<td>I wished it would stop raining.</td>
</tr>
<tr>
<td>She was not late.</td>
<td>The boy crossed the road.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

So that tells us the purpose.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was sick.</td>
<td>My mother was angry with me.</td>
</tr>
<tr>
<td>He let his book at school.</td>
<td>She has to take medicine.</td>
</tr>
<tr>
<td>My room was so untidy.</td>
<td>He did not do his homework.</td>
</tr>
<tr>
<td>She has a bad cough.</td>
<td>I could not go to the concert.</td>
</tr>
</tbody>
</table>

Because tells us the reason.

Let’s write:

To the correct part in Column B to form a complete sentence.

Draw a line to connect the first part of each sentence in Column A with the words in the middle column to join these sentences.

Date: 06.06.2023
Remember we add *es* to nouns ending in *s*, *x*, and *sh*.

Complete this crossword puzzle. Write the plural forms of these words in the correct spaces.

Plural-looking nouns

Some nouns that end in -s look like they are plural, but they really are singular. Some diseases, like measles and mumps, are singular, but they really are plural.

Some words that refer to "paired items" are treated as plural: scissors, pants, jeans, trousers, glasses, pliers, tweezers. We treat these as plural: scissors, pants, jeans, trousers.

Look at 12 items in your classroom and write down their plural forms.
Fill in the correct pronouns in each of these sentences.

Let's write

Le

I my ______ have packed ______ bag for my trip.

our we ______ have a big dog at ________ home.

you your Do _____ have ________ book with you?

his he ______ has _______ book but not his pen.

she her _________ has left __________ book at home.

it its ________ hurt ________ paw when it fell.

mine my This is _______ book. The book is _______________.

their theirs They took ________ car to the garage. That bike is also ____________.

Do you remember the difference between its and it's? Fill in its or it's to complete these sentences.

important to save water.

The cat licked ________ paws.

_____ going to be cold tonight.

The bird flew to ______ nest to feed _______ chicks.

_____ not nice to be caught in a storm.

I am going to work in the garden while ______ still light.

Ben goes to school ______ bus.

We go ______ school from Monday _______ Friday.

When you play with a ball you must play ______ out. It's not very nice to be caught in a storm.

When you play with a ball you must play ______ out. It's not very nice to be caught in a storm.

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When you play With the ball you must play ______ out. It's not very nice to be caught in a storm.

When you play With the ball you must play ______ out. It's not very nice to be caught in a storm.

When you play With the ball you must play ______ out. It's not very nice to be caught in a storm.
Design a poster to encourage people to save an animal from extinction. Look back at worksheet 41 and select an animal.

How to design a poster
- Include a heading to attract attention.
- Draw a picture to support the message.
- Include a message that will persuade people to save the animal from extinction.
- Give accurate information about what people can do to save the animal.

Let's write sentences using each of these possessive pronouns.

1. His
2. Mine
3. Yours
4. Hers
5. Its
6. Ours
7. theirs
8. hers
I started singing at a very young age. My first performance was when I was three years old. I sang

Loyiso! Welcome to our radio show for tweenagers, Loyiso! We know that you are a musician?

Music was our life when we were growing up. We, as a family, always sang at weddings, funerals and other special occasions that took place in our community. My grandmother was a composer and she taught me about the basics of music. Later I won a scholarship to study music at the University of Pretoria. Education is very important to me.

What language do you sing in?

I sing in my mother tongue, IsiXhosa, and also in English. I helped to launch my career.

How has your family and upbringing shaped your singing career?

We live in South Africa. My home was in the dusty streets of Kwa-Nobuhle township in Port Elizabeth. Enough food was sometimes a struggle. My parents were hardworking, and they instilled the importance of education in us.

When did you start singing?

My most memorable experience as a musician was performing at the 2010 FIFA World Cup. That was an incredible experience. We performed after the final. Being part of that moment was unforgettable.

I attended primary school in Uitenhage. Later I won a scholarship to study music at the University of Pretoria. Education is very important to me.

What has been your most rewarding experience as a musician?

I enjoy performing for my audience. I feel that music has the power to bring people together. I've had the opportunity to tour in 16 countries and have legions of fans around the world.

Where and when were you born?

I was born in Port Elizabeth in 1970. I grew up in the dusty streets of Kwa-Nobuhle Township in the Eastern Cape Province in South Africa. My home was in the dusty streets of Kwa-Nobuhle Township.

Term 2 - Weeks 3 - 4

A Radio Interview
<table>
<thead>
<tr>
<th>Event</th>
<th>Teenager</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monarchable</td>
<td>University</td>
</tr>
<tr>
<td>Birthplace</td>
<td>Age</td>
</tr>
</tbody>
</table>

Discuss these questions with your partner.

- People from cities or from rural areas?
- Older or younger people?
- Are you a tweenerager? What are the names of the programmes that you listen to or watch? What are the names of the programmes that you perform on?
- What is your age? Are you between 11 and 13 years old?
- People from cities or from rural areas?
- Who do you think would be more interested in knowing about Loyiso?

### Let’s Talk

**What message do you have for “tweenagers”?**

Music has taught me to be disciplined. You need to work hard to become the best at what you do.

**What is the importance of being a positive role model?**

Know how to live a positive life.

**What message do you have for your community work and helping others?**

You are well known for your community work and helping others.

### Draw a line from each word in the left-hand column to its meaning in the right-hand column.

<table>
<thead>
<tr>
<th>electrfying</th>
<th>sing or play an instrument</th>
</tr>
</thead>
<tbody>
<tr>
<td>perform</td>
<td>fantastic</td>
</tr>
<tr>
<td>career</td>
<td>before the main event</td>
</tr>
<tr>
<td>launch</td>
<td>occupation</td>
</tr>
<tr>
<td>curtain raiser</td>
<td></td>
</tr>
<tr>
<td>star</td>
<td>lunch</td>
</tr>
</tbody>
</table>

*Let’s match*

Fill in this card about Loyiso.

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Birthplace</th>
<th>University</th>
<th>Memorable event</th>
<th>Teacher</th>
<th>Sign</th>
<th>Date</th>
</tr>
</thead>
</table>

"...I have also coached school plays and given talks about HIV/AIDS to a number of schools across South Africa. It is important for young people to know how to live a positive life."

**My 94.7 Cycle Challenge**

"My 94.7 Cycle Challenge, which is a sponsored cycling event to raise funds, was involved in the charity event..."
Thinking about the stars

Read the interview with Loyiso Bala again, and then answer these questions.

1. How old is Loyiso today?
2. How would you describe his early childhood?
3. What is his career?
4. How do we know that he is a caring South African?

Let’s talk

Find out which stars your friends like most. They can be sports stars or pop stars.

Fill in the names of sports or pop stars in the yellow space at the bottom of this table. Now ask ten friends which of these stars they like most. For each person, colour in a block above the name of the star they select.

Who is the most popular star selected by your friends?

<p>| | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</tbody>
</table>

Fill in the names of sports or pop stars. You can think of any famous person. You can write his name in the yellow space. Colour in the columns from the bottom up.

Who is the most popular star selected by your friends?

Let’s write

Find out which stars your friends like most. They can be sports stars or pop stars.

|   |   |
|---|---|---|---|---|---|---|---|---|---|
|   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |

How do we know that he is a caring South African?

What is his career?

How would you describe his early childhood?

How old is Loyiso today?

Read the interview with Loyiso Bala again, and then answer these questions.
Let's talk

Talk to your friend about this table, and use it to help you to practise forming negative sentences using do not and does not.

### Negative Sentences

<table>
<thead>
<tr>
<th>He does not like rugby.</th>
</tr>
</thead>
</table>

### Short Form of Negatives

- do not
- does not
- should not
- will not
- cannot

### Examples

- He does not like rugby.
- She does not cross the road when the robot is red.
- They do not play soccer.
- We do not eat lots of sweets.
- You do not get angry easily.
- I do not watch television every day.
- Rain in winter.
- Snow in South Africa.

### Let's Write

Now use the table and any other examples you can think of to write sentences in the negative form. We've done the first one for you.

---

**Teacher:**

**Sign:**

**Date:**

---

ENG FAL G6 B1 9781431502035.indb   97
2014/04/30   8:41 AM
About me

A CV gives personal information about oneself, which is also your life path.

CV is short for curriculum vitae, which interests are.

It also says what your hobbies are and what you have done in your education.

People will often ask you for a CV.

What is a CV?

<table>
<thead>
<tr>
<th>Name</th>
<th>21 March 2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of birth</td>
<td>21 March 2003</td>
</tr>
<tr>
<td>Name</td>
<td>Mandla Ntuli</td>
</tr>
<tr>
<td>Address</td>
<td>24 Luthuli Road, Green Village, New Town 9876</td>
</tr>
<tr>
<td>Telephone</td>
<td>031 000 0000</td>
</tr>
<tr>
<td>School</td>
<td>New Town Primary</td>
</tr>
<tr>
<td>Grade</td>
<td>Grade 6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hobbies</th>
<th>Playing soccer for the school team, Reading, Swimming, Playing soccer for the community club, Computer games</th>
</tr>
</thead>
</table>

References: names of two people who know me

- Mrs A Shabalala, Grade 4 teacher, New Town Primary School, Tel: 000 1 234567
- Mr J Smith, My soccer coach, Bluetown Soccer Club, First Avenue, New Town, Tel: 000 7654321

Let's read

Take a look at Mandla's CV.
Now that you have read Mandla's CV, answer these questions.

Write a CV for yourself. Fill in your information in this CV.

<table>
<thead>
<tr>
<th>Name</th>
<th>Date of Birth</th>
<th>Address</th>
<th>Telephone</th>
<th>School</th>
<th>Grade</th>
<th>Hobbies</th>
<th>References: names of two people who know me</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Two people who will give Mandla a reference</td>
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<td></td>
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<td></td>
<td></td>
<td>Belonging to?</td>
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<td></td>
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<td></td>
<td></td>
<td>Which soccer club does Mandla belong to?</td>
</tr>
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<td></td>
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<td>What are his hobbies?</td>
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<td></td>
<td>What grade is he in?</td>
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<td>What school does he go to?</td>
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<td></td>
<td></td>
<td></td>
<td>What is his phone number?</td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Where does Mandla live?</td>
</tr>
</tbody>
</table>

CV for

Let's write

Teacher: ____________________________

Sign: ____________________________

Date: ____________________________

Now that you have read Mandla’s CV, answer these questions.
Think about the adverbs of time and answer these questions.

What activities do you do only sometimes?

What do you do always?

What activities do you often do?

What do you do never?

Complete these sentences.

I never

I often

I sometimes

I always

Do you remember that the nouns in the green column do not have plurals?

- glasses
- hutch
- tweezers
- scissors
- mathematics
- coach
- dish
- bunch
- wish
- bunch
- coach

Fill in the correct plurals.

- coach
- scissors
- hutch
- mathematics
- tweezers
- scissors

Complete these sentences.

Do you remember that the nouns in the green column do not have plurals?

Think about the adverbs of time and answer these questions.
Fill in the correct pronouns:

<p>| | | |</p>
<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>The netball found was</td>
<td></td>
<td></td>
</tr>
<tr>
<td>could not find</td>
<td></td>
<td></td>
</tr>
<tr>
<td>These soccer jerseys are</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and those are</td>
<td></td>
<td></td>
</tr>
<tr>
<td>He took</td>
<td></td>
<td></td>
</tr>
<tr>
<td>soccer boots and she took</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This is</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Fill in appropriate adverbs:

- He runs
- The train goes
- The woman walks
- The phone rings
- The choir sings
- She speaks
- They play
- The dog barks

Fill in appropriate adverbs.

Teacher: Sign: Date:
<table>
<thead>
<tr>
<th>I CAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>From negative sentences</td>
</tr>
<tr>
<td>Use pronouns</td>
</tr>
<tr>
<td>Use its or its correctly</td>
</tr>
<tr>
<td>Use possessive pronouns</td>
</tr>
<tr>
<td>Identify plural-looking nouns eg scissors</td>
</tr>
<tr>
<td>From the plurals of words ending in sh, ch and z</td>
</tr>
<tr>
<td>Use conjunctions to join sentences</td>
</tr>
<tr>
<td>Classify adverbs of time, place and manner</td>
</tr>
<tr>
<td>Draw, label and write a description based on what I have read</td>
</tr>
<tr>
<td>Read and discuss information texts</td>
</tr>
<tr>
<td>Use the continuous tenses</td>
</tr>
<tr>
<td>Use the past and past-c words correctly</td>
</tr>
<tr>
<td>Use adjectives before and after nouns</td>
</tr>
<tr>
<td>Use the definite article and indefinite article</td>
</tr>
<tr>
<td>Match words to their antonyms</td>
</tr>
<tr>
<td>From suffixes</td>
</tr>
<tr>
<td>Use demonstrative pronouns</td>
</tr>
<tr>
<td>Answer questions based on the CV</td>
</tr>
<tr>
<td>Read and write a CV</td>
</tr>
<tr>
<td>Intervene friends about their preferences and extract information</td>
</tr>
<tr>
<td>Read a radio interview with a star</td>
</tr>
<tr>
<td>Design a conservation poster</td>
</tr>
<tr>
<td>Write the story in rough and edit it then write the story neatly</td>
</tr>
<tr>
<td>Use a mind map to plan a story</td>
</tr>
<tr>
<td>Identify the adjectives describing the animals</td>
</tr>
<tr>
<td>Read a passage and identify types of animals</td>
</tr>
<tr>
<td>Talk about the characters and plot</td>
</tr>
<tr>
<td>Read a comic strip</td>
</tr>
<tr>
<td>Number sentences in the sequence of a story</td>
</tr>
<tr>
<td>Make up a role play about the story</td>
</tr>
<tr>
<td>Read a contemporary story and predict the ending</td>
</tr>
<tr>
<td>Use illustrations and headings to predict a story</td>
</tr>
</tbody>
</table>

CHECK YOURSELF
Stories to Think About

Theme 4: Stories to Think About
Term 2: Weeks 5 - 8

Weeks 5 - 6

Stories to Think About

A Story About Myrtle the Turtle

Reads a cartoon story and fills in the speech bubbles to complete the story.

Caring for Sea Animals

Reads and compares the speech bubbles of her/his friends.

Comprehension based on the cartoon.

Numbers sentences to show the order in which things happened in the story.

Matches words and their meanings.

Writes a diary entry summarising what happened in the story.

Myrtle Writes a Letter

Writes a letter describing what happened in the story.

Follows the stages of the writing process.

The Little Turtle

Rewrites sections of the story from the present to the past tense.

Identifies the regular verbs and irregular verbs.

Writes the past tense of these words.

Reads a poem.

Identifies rhyming words.

Uses phrasal verbs to complete sentences.

City or Village

Reads a story: "Country Mouse and City Mouse".

Writes a paragraph about the lifestyle of each mouse.

Reads a pie chart.

Answers questions about the pie chart.

Language: Urban and Rural

Spells words with the double "l" sound.

Uses although and but to join sentences.

Plans and then writes a story.

Spreading the News

Reads an e-mail (as a form of social text).

Answers questions about the e-mail.

Writes an e-mail.

Uses the main points from the e-mail to compose an SMS.

Caring for Our Environment

Reads a letter.

Identifies adverbs of time.

Answers questions based on the text.

Weeks 7 - 8

Staying Safe

Reads a pamphlet.

Answers questions based on the pamphlet.

Thinking About Safety

Reads a pie chart.

Conducts an environment and safety quiz.

Designing a Questionnaire

Completes the questionnaire template.

Conducts a survey.

Writes a brief description of what was most or least popular.

Writing a description of what was considered/interval.

Completes the environment and safety quiz.

Completing a crossword puzzle on words with the silent E.

Completes sentences starting with a given modal.

Matches antonyms.

Rewrites sentences in the future tense.

On the Internet

Reads an article.

Answers questions based on the article.

Translates words and concepts into his/her mother tongue.

Uses directions to make a craft object.

More Map Work

Answers questions based on a map.

Translates words and concepts into his/her mother tongue.

Designing a Questionnaire

Completes the questionnaire template.

Conducts a survey.

Answers questions based on the article.

Translates words and concepts into his/her mother tongue.

Uses directions to make a craft object.

Cities or Villages

Reads a story: "Country Mouse and City Mouse".

Writes a paragraph about the lifestyle of each mouse.

Reads a pie chart.

Answers questions about the pie chart.

Language: Urban and Rural

Spells words with the double "l" sound.

Uses although and but to join sentences.

Plans and then writes a story.

Using a website to complete a map quiz.

Answers questions based on the map.

Stores and compares the speed bubbles.

Finding Your Way

Uses a road map to explain to someone how to get to a destination.

Follows the stages of the writing process.

Using a website to complete a map quiz.

Answers questions based on the map.

Stores and compares the speed bubbles.

On the Internet

Reads an article.

Answers questions based on the article.

Translates words and concepts into his/her mother tongue.

Uses directions to make a craft object.

Looking at Language

Completes a crossword puzzle on words with the silent E.

Completes sentences starting with a given modal.

Matches antonyms.

Rewrites sentences in the future tense.
Let’s read
A story about Myrtle

Myrtle and her family have lived in the sea for nearly half a century. They have many friends. Myrtle wonders what all the things at the bottom of the sea are. The pollution of the ocean is an environmental problem that affects the lives of the creatures that live in the ocean. Look carefully at the pictures and see how Myrtle the turtle gets tangled in some plastic that someone threw into the sea.

Let’s write
Fill in the speech bubbles to show what the turtle says in each picture.

Myrtle wonders what all the things at the bottom of the sea are.

I am so hungry, I wonder what we will find to eat today.

I don’t know if we can eat that.

The word Myrtle rhymes with turtle. They both have an ur-sound like the word nurse, even though they are spelled differently.
While swimming, Myrtle gets entangled in a plastic bag. It wraps around her fins and shell.

Myrtle asks her friends to help her. The octopus tries to help her. Even with eight legs, he is not able to help. Myrtle asks her friends to help her. The octopus tries to help her.

Please can you help me? I will try.

Myrtle asks the jellyfish to help her. Jellyfish tries to help her. I am using all my legs but I can’t get it loose.

Myrtle starts to feel weak. The plastic pulls tighter around her. That night she is too weak to stay under water and floats upwards, to the surface.

The man looks after Myrtle at the marine centre until she is well again. Then he returns to the ocean centre until the marine centre releases her back into the sea.

Then two men on a boat spot Myrtle. They rescue her and take her to a marine care centre. At the centre, they give her an injection to help her sleep while they work on her. When she wakes up, she is free of the plastic bag. The man looks after Myrtle until she is well again. Then he returns her to the ocean and releases her back into the sea.

Look, she is hurt from the trash that people throw into the sea. Let’s take her to the clinic.

The man looks after Myrtle at the marine centre until she is well again. Then he returns her to the ocean and releases her back into the sea.
Caring for sea animals

Let's read

Read what three of your friends wrote in the speech bubbles in Worksheet 49. Whose story do you think is the best? Why?

Let's write

Go back and read the story of Myrtle in the previous worksheet and then answer these questions. Circle the letter next to each correct answer. If you are not sure of the answers, you need to re-read the story very carefully.

What is the main message of this story?
A Throwing trash into the sea can hurt sea animals.
B Sea animals should not go near litter.
C How silly the turtle was to swim near the litter.

How long has Myrtle the turtle lived in the ocean with her family?
A For about 10 – 15 years.
B For about 15 – 20 years.
C For about 45 – 50 years.

Who would you blame for Myrtle's situation?
A Humans
B The other animals for not warning her
C Myrtle for greedily looking for food

What is the best name for the story about Myrtle?
A How humans trick animals
B How Myrtle's dinner ends in disaster
C How pollution hurts animals

Number these sentences from 1 to 6 to show the order in which things happened in the story.
1. She got trapped in a plastic bag.
2. Today Myrtle was hungry and went to look for food.
3. She saw a lot of litter at the bottom of the sea.
4. She floated to the surface and a man in a boat helped her.
5. None of the other animals could help set her free.
6. She saw a lot of litter at the bottom of the sea.

What long has Myrtle the turtle lived in the ocean with her family?
A For about 10 – 15 years.
B For about 15 – 20 years.
C For about 45 – 50 years.

The answers you need to re-read the story very carefully.

Worksheet 49: Whose story do you think is the best? Why?

Read what three of your friends wrote in the speech bubbles in Worksheet 49.
Dear Diary

Today I was looking for food at the bottom of the sea. Suddenly, I saw some...
Myrtle writes a letter

This story is based on a report given at the Marine conference.
The sea turtle was in search of food and possibly mistook the plastic bags for its favourite food – jellyfish.
The turtle was rescued in 2009 by a marine biologist in Melbourne Beach, Florida, United States of America.

Water pollution is an increasing problem for our sea life. Use your mind map to write your letter on rough paper. Ask a friend to edit your letter and then write it neatly on the opposite page. We have created an address for Myrtle.

Tell your friend about the dangers of sea and water pollution for sea animals.

You are Myrtle. You need to write a letter to a friend in another ocean to explain what happened to you.

Hunting for food

Getting tangled

Getting rescued and what happened next

Background about your life in the ocean

Let’s talk

Myrtle writes a letter

Term 2 – Weeks 5 – 6
Look back at the story about Myrtle the turtle.

The story is written in the present tense.

Look at text boxes 7 and 8 on page 105. Underline all the verbs. Then rewrite the sentences in the past tense. You will need to change the verbs into the past tense form. Some are regular verbs such as pulls – pulled, and some are irregular verbs like feel – felt.

In the past tense you will need to change the verbs into the past tense form. Some are regular verbs such as pull, push, swim, run, sing, read, write, eat, look, am, is, are, was, were, being, have been, be, be, am, is, am.

Fill in the correct form of the verb to be to complete the following sentences:

<table>
<thead>
<tr>
<th>rush</th>
<th>walk</th>
<th>pull</th>
</tr>
</thead>
<tbody>
<tr>
<td>push</td>
<td>sing</td>
<td></td>
</tr>
<tr>
<td>leap</td>
<td>speak</td>
<td></td>
</tr>
<tr>
<td>read</td>
<td>write</td>
<td></td>
</tr>
<tr>
<td>swim</td>
<td>look</td>
<td></td>
</tr>
<tr>
<td>eat</td>
<td>meet</td>
<td></td>
</tr>
<tr>
<td>keep</td>
<td>sleep</td>
<td></td>
</tr>
<tr>
<td>meet</td>
<td>keep</td>
<td>sleep</td>
</tr>
<tr>
<td>meet</td>
<td>keep</td>
<td>sleep</td>
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<tr>
<td>meet</td>
<td>keep</td>
<td>sleep</td>
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<tr>
<td>meet</td>
<td>keep</td>
<td>sleep</td>
</tr>
<tr>
<td>meet</td>
<td>keep</td>
<td>sleep</td>
</tr>
</tbody>
</table>

Learn how to form the irregular verbs.

Write the past tense of these words. Circle the regular verbs that take –ed in the past tense.

Fill in the correct form of the verb to complete the following sentences.

You must ________ happy that you passed.

Have you ________ to Cape Town? I ________ sorry to hear your bad news.

We ________ going to play soccer tomorrow. She ________ on her way home now.

We ________ caught in the rain yesterday. They ________ late for school yesterday.

They are ________ naughty. He ________ not on the bus.

The little turtle.

Term 2 – Weeks 5 – 6

ENG FAL G6 B1 9781431502035.indb   110
2014/04/30   8:42 AM
The little turtle

There was a little turtle,
He lived in a box.
He swam in a puddle
He climbed on the rocks.
He snapped at a mosquito,
He snapped at a flea
He snapped at a butterfly,
And he snapped at me.

He caught the mosquito,
He caught the flea.
He caught the butterfly,
But he didn't catch me.

C Lindsay (adapted)

Underline the rhyming words in the poem.

| 1. Quick! ___________ the bus. It's ready to leave. |
| 2. I don't know where my book is. I have to ___________ it. |
| 3. Can you ______________ this form please. |
| 4. It's dark inside. Can you ______________ the light, please? |
| 5. It's warm in this room. Please ___________ your coat. |
| 6. This pencil is old. You can ___________ it. |
| 7. The TV is very loud. Can you ___________ it ______________ a little? |
| 8. The firemen were able to ___________ the fire. |

Fill in these phrasal verbs to complete the sentences.

- take off
- put on
- look at
- fill in
- throw away
- switch on
- look for
- turn down
This is a city or a village? Why?

Country mouse and city mouse

Where would you rather live – a city or a village? Say why:

What would you miss if you had to move away from where you live now?

Where were you born – in a village, on a farm, in a town or in a city?
Write a paragraph about the lifestyle of each mouse. Describe how they lived and what they ate. We have started each paragraph for you.

At that moment a huge, hungry cat pounced on Mathilda Mouse. She had the fright of her life. She managed to pull herself loose from the cat’s heavy paw, and she started to run. She did not stop. “Goodbye, Missy,” she called as she ran out into the street. “I will eat grain for the rest of my life. At least I am safe... I live without fear!” she panted. She ran all the way back to her village.

Mathilda, the country mouse, lives in a mouse hole on the farm.

Missy, the city mouse, lives in a mouse hole in a big house in the middle of a busy city.

What kind of chart is this?

In South Africa the number of people living in the urban areas is increasing. Why do you think this is happening?

What colors are used to show the rural and urban numbers?

Let’s read.

Let’s write.

Urban refers to cities and towns.

<table>
<thead>
<tr>
<th>Urban</th>
<th>Rural</th>
</tr>
</thead>
<tbody>
<tr>
<td>44%</td>
<td>56%</td>
</tr>
</tbody>
</table>

Urban refers to cities and towns.

ENG FAL G6 B1 9781431502035.indb   113
Some spelling rules to remember:

- **Doubling the “l” sound**
  - cancel, cancelled
  - cheerful, cheerfulness
  - travel, beautiful

- **Halving the “l” sound**
  - graceful, full
  - beatful, eachful

**Teacher’s note**

In addition to reading a social text like a letter or a story, learners can read the CAP 5 for this packet and perform a poem.

**Let’s write**

Fill in the reasons for your choice in the mind map. Whether you prefer to live in an urban or a rural area.

Now prepare to write your five paragraphs about

- I would like to live in town.
- I don’t like the city noise.
- I would like to go and live in town.
- I don’t like the city noise.

Partner how the two sentences differ in their meaning.

**Let’s talk**

Fill in: although, or, but, to join these sentences. Then explain to your partner how the two sentences differ in their meaning.

<table>
<thead>
<tr>
<th>although</th>
<th>or</th>
<th>but</th>
</tr>
</thead>
<tbody>
<tr>
<td>Although I would like to go and live in town, I don’t like the city noise.</td>
<td>or</td>
<td>but</td>
</tr>
<tr>
<td>Although I would like to go and live in town, I don’t like the city noise.</td>
<td>or</td>
<td>but</td>
</tr>
</tbody>
</table>

**Date**

Term 2 - Weeks 5 - 6

Language: Urban and Rural
Dear Bongi, Ann, Sam and Jabu,

As you know, I have moved to the city. Gauteng is a busy province. More than 11 million people live here! That is 5 and a half million more than the population of Limpopo. I really miss Limpopo.

There are more than 1,000 children in my new school. The school is near the park and the swimming pool. I play in the park. I am also lucky that I live opposite an internet café. I go there often to play computer games. This is lucky for me, because I live on the 11th floor and we do not have a garden. But I can play in the park and the swimming pool.

I hope to be chosen for the soccer team, but I am not as good as the other under-13 boys. I am hoping that I will be chosen for the soccer team. But I am not as good as the other under-13 boys.

As you know, I have moved to the city. Gauteng is a busy province. More than 11 million people live here. That is why I miss Limpopo.

Bye

Alan
Write an e-mail to an imaginary friend who lives in another province. Talk about what has happened to you so far this term.

**Teacher:**

**Sign:**

**Date:**

---

**Let's write**

Who wrote the e-mail?

On what date and at what time was the e-mail sent?

What is Alan’s e-mail address?

What is Bongi’s e-mail address?

Where did Alan move from?

Where did Alan move to?

How does Alan cope with not having a garden to play in?

Does Alan think he will be selected for the soccer team? Why?

How many people live in Gauteng province?

How many people live in Limpopo province?

---

Now use the main points from your e-mail to compose an SMS to the same friend.
Read the letter Mary wrote to Mandu.

---

Mary

Your friend

What are we doing at our school?

What is your school doing to fight pollution? Wouldn’t you like to join us to see

because of the smoke

care about what they are doing to our air. Many children suffer from asthma.

to the nearby factories about the air pollution they cause. Factories hardly ever

because the fish are dying as a result of the water pollution. We have also spoken

Once a week we clean up around the school. We sometimes clean the river banks

it is so much I am away in the garden. We learn a lot about plants and nutrition.

Our class also decided to start a vegetable garden. We now supply vegetables for

the classrooms. When the other children have gone home.

at the playground. We usually water the grass in

as a result of my injury, the Grade 6 class decided to form an environmental club.

unhygienic and it also unhealthy.

in full of litter and there is a lot of broken glass and this looks unsightly and

Two months ago, while we were training for the school marathon, I cut my foot

I hope you are well and are practising your running for the next marathon. I was

1 June 2014

Walkerville 9000

21 Walker Street
List the 3 advantages of the vegetable garden that are mentioned in the letter.

- Noise pollution
- Environmental pollution
- Water pollution
- Air pollution

Why did the Grade 6 class decide to set up a clean-up programme?

- Because they wanted to grow vegetables
- Because they usually clean the school
- Because Mary cut her finger on some glass
- Because they like clean places

Let's Write

Let's write the letter again carefully and underline all the adverbs that tell us how frequently things happen. (Use the adverbial timeline in worksheet 42 to help you.)

Now answer these questions. Circle the letter next to each correct answer if you are not sure of the correct answer, go back and read the letter again.

Why did the Grade 6 class decide to set up a clean-up programme?

- Because they wanted to grow vegetables
- Because they usually clean the school
- Because Mary cut her finger on some glass
- Because they like clean places

List 3 of the activities of the environmental club.

Fish die from water pollution.
Animals die from soil erosion.
We cut ourselves on broken glass.
We get asthma from air pollution.

What was the main purpose of the letter?

- The writer wanted to tell her friend about the dying fish.
- She wanted to tell her friend about her injury.
- She wanted to tell her friend about the dying fish.
- She wanted to tell her friend about the dying fish.

Which of the following problems caused by pollution is NOT mentioned in the letter?

- We get asthma from air pollution.
- We cut ourselves on broken glass.
- Animals die from soil erosion.
- Fish die from water pollution.

Let's Write
Let's read

**Beware - Danger at Home**

Every year many accidents happen as a result of children drinking paraffin. These fires caused by spill paraffin from lamps or stoves.

In South Africa, many homes burn down due to accidental fires, and can cause a fire. During the cold months in autumn, the fumes are very dangerous.

Parents should ensure that the bottle containing the paraffin is kept away from open flames as it catches alight easily, and can cause a fire.

Paraffin should be kept in a transparent bottle that is clearly labelled. Secondly, it should be kept out of reach of young children. Even the fumes are very dangerous.

Parents should therefore take the necessary precautions.

Parents may assume that it is safe to drink paraffin, sometimes keep in cool drink bottles and looks like water.

Children drink this deadly poison accidentally. Since paraffin is

---

**Choose the statement which correctly indicates the main idea of the text.**

A. Paraffin is used in stoves.

B. What paraffin is used for.

C. Paraffin is dangerous in our homes.

D. Paraffin is very expensive.

---

Circle the letter of the correct answer.

---

Let's write

---

Read the pamphlet and answer the questions that follow.
Use the word **completely** in a sentence of your own to show its meaning.

Use the word **transparent** in a sentence of your own to show its meaning.

Write down one word from the pamphlet that means the opposite of **on purpose**. Use it in a sentence.

Why should paraffin not be kept near open fires?

Name one way in which a child can be prevented from drinking paraffin.
Thinking about safety

Look at the chart and tell your friend about the most common safety issues that children have.

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water accidents</td>
<td>19%</td>
</tr>
<tr>
<td>Road accidents</td>
<td>30%</td>
</tr>
<tr>
<td>Household accidents</td>
<td>24%</td>
</tr>
<tr>
<td>Molestation</td>
<td>16%</td>
</tr>
</tbody>
</table>

Discuss and then write the answers to these questions:

- Which is the greatest problem faced by children?
- What percentage of problems occurs in people’s homes?
- What percentage of problems involve swimming or water?
- Which problem is least reported?
- Why do you think this is so?
- Into which category does paraffin poisoning fit? Why?

Let's write
Let's do it's do

Walk around the school grounds with two of your friends and look at the environment inside and outside the school fence. Tick the correct column to indicate what the quality of the environment is and then write a reason for your opinion. Are there any places that could be dangerous for children?

Why do you say this?
Let’s do it’s do Let’s do it’s do

Complete the questions in the pink column and then ask 5 of your friends the questions.

Fill in the names of your friends in the blue spaces.

Your friends in the blue spaces.

Complete the questions in the pink column and then ask 5 of your friends the questions.

<table>
<thead>
<tr>
<th>1. Do you like ________ TV programme?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Do you like ________ ?</td>
</tr>
<tr>
<td>3. Can you ________ ?</td>
</tr>
<tr>
<td>4. Have you ever been caught in a storm?</td>
</tr>
<tr>
<td>5. Have you ever been to ________?</td>
</tr>
<tr>
<td>6. Do you like eating ________?</td>
</tr>
<tr>
<td>7. Would you like to __________ ?</td>
</tr>
<tr>
<td>8. Have you read ________?</td>
</tr>
<tr>
<td>9. Have you ever ________?</td>
</tr>
<tr>
<td>10. Do you ________?</td>
</tr>
</tbody>
</table>

Total

Terms 2 – Weeks 7 – 8

Designing a questionnaire
Then write a brief description on what your friends liked most and what they liked least.

<table>
<thead>
<tr>
<th>Question 1</th>
<th>Question 2</th>
<th>Question 3</th>
<th>Question 4</th>
<th>Question 5</th>
<th>Question 6</th>
<th>Question 7</th>
<th>Question 8</th>
<th>Question 9</th>
<th>Question 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
</tbody>
</table>

Draw a bar chart showing how many of your friends gave yes answers for each question.
Looking at language

Do you remember?

We use can to show ability, may for permission or probability, must, have to and should to show necessity, and will to show intention.

Complete these sentences about your plans for the next school holidays. They each start with a modal.

I will
I might
I won't
I should
I may
I have to
I must

Complete this crossword puzzle by filling in the silent E words. We have helped you with the across words. You will need to work out where the other words will fit in.

Let's write: Complete this crossword puzzle by filling in the silent E words. We have helped you with the across words. You will need to work out where the other words will fit in.
Rewrite these sentences in the future tense:

I went to the library and took out a book on elephants.

We baked a cake for my sister's birthday.

Our team played soccer against the Junior Chiefs.

We went to the match by train.

Write antonyms of each word in the space below it:

<table>
<thead>
<tr>
<th>nice</th>
<th>somebody</th>
<th>strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>boring</td>
<td>unsafe</td>
<td>ugly</td>
</tr>
</tbody>
</table>

Choose words from the boxes. Write antonyms of each word in the space below it.
A tortoise is a reptile with four scaly legs and a wrinkly neck and head. It moves slowly along with its shell house on its back. There are different types of tortoises:

- Those who live in the sea.
- Those who live in fresh water in the wetlands.
- Those who live on land.

Tortoises and turtles are reptiles that have a hard shell covering their bodies. Tortoises live on land and turtles live in the sea. Because their shells are so heavy, they can only move slowly on land but turtles live in the sea. Turtles spend most of their time swimming, but they can also move slowly on land.

Turtles and tortoises can live for more than 100 years. Tortoises and turtles lay eggs. Turtles lay their eggs on land. They dig a hole in the sand, lay their eggs in the hole, cover the eggs with sand, and return to the sea. When the babies hatch, they walk to the sea.

There are different types of tortoises. Some have a very thick shell to protect themselves while others have a soft shell. Turtles, on the other hand, can move very fast in the sea.

On the internet

- http://www.underthesea.com
- Yahoo!
- Google Maps
- YouTube
- Wikipedia
- News (585)
- Popular

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Email us

Workbookpedia

Let's talk

Have you ever seen a website?

Talk about each item of information given on this website.
There are more than 13,000 different types of fish. Some fish live in colder water and others live in warmer water.

Creating a fish scene

Make your own fish tank.

Paint the inside of a shoebox blue-green and turn it on its side. Then cut out the fish at the back of the book. Attach the fish to the top of the box with sticky tape and string.

There are more than 13,000 different types of fish. Some fish live in colder water and others live in warmer water.

Let's write down one idea from each item on the web page.

- Octopus
- Slingray
- Lionfish
- Nurse shark
- Sawfish
- Tuna
- Yellowfin tuna
- Mackerel
- Parrotfish
- Nurse shark
- Sawfish
- Tuna
- Yellowfin tuna
- Mackerel
- Parrotfish

Now write down one idea from each item on the web page.

- Stingray
- Parrotfish
- Mackerel
- Tuna
- Lionfish
- Nurse shark
- Sawfish
- Tuna
- Yellowfin tuna
- Mackerel
- Parrotfish

Let's talk:

What are the differences between a tortoise and a turtle?

Where do turtles lay their eggs?
Let's read the map carefully and then answer the questions on the population sizes of the various provinces.
Let's write

Translate these words into your first language:

<table>
<thead>
<tr>
<th>Word work</th>
</tr>
</thead>
<tbody>
<tr>
<td>parallel</td>
</tr>
<tr>
<td>thousand</td>
</tr>
<tr>
<td>million</td>
</tr>
<tr>
<td>smaller</td>
</tr>
<tr>
<td>larger</td>
</tr>
<tr>
<td>how many?</td>
</tr>
<tr>
<td>fewer than</td>
</tr>
<tr>
<td>more than</td>
</tr>
<tr>
<td>least</td>
</tr>
<tr>
<td>most</td>
</tr>
</tbody>
</table>

Which province has the longest coastline?
Which province is the biggest province in size?
Which provinces are next to the sea?
Which province has fewer than 2 million people?
What is the capital of KwaZulu-Natal?
What is the capital of the Northern Cape?
How many people are there in your province?
Which province do you live in?
Which provinces have more than 5 million people?
Which province has the fewest people?
Which province has the most people?
How many provinces are there in South Africa?
Let's write

Finding your Way

Look at this picture, which shows where Bheki lives, and then fill in the missing words.

Bheki lives in a house with a roof and a beautiful wall.

When Bheki walks into the street, the is on his left.

The teacher lives in a house with a wall.

When Bheki wants to go to the playground, he walks out of his gate and turns to go to the Post Office.

When Bheki leaves the school, he turns left. He then turns to go home.

After church, Bheki turns and then .

When the priest wants to buy stamps, he has to turn and then .

When Bheki walks into the street, the is on his left.

Bheki lives in a house with a roof and a beautiful wall.

and then fill in the missing words.

Term 2 – Weeks 7 – 8
Look at where Bheki is standing. Complete these sentences. Use the directions on the compass, like north, south, east and west.

Bheki is facing _______.

He needs to walk _______ if he wants to go to the playground.

If Bheki comes out of church, his house is to the _______.

Fill in the words that have the same meaning as the highlighted words in the sentences below.

Bheki was _______ to change schools. He was _______ in his new school.

His brother could run _______ than he could. Bheki could never beat him as he was much _______.

He wished he was _______. He felt that he was not as _______ as the other children.

Now fill in words that have the opposite meaning.

Thohoyandou is a _______ town but Johannesburg is _______.

Bheki was very _______ in Johannesburg but in Thohoyandou he was very _______.

Big cities are usually very _______ but small towns are _______.

Words that have the same meaning are called synonyms. Words that are opposite in meaning are called antonyms.

Let’s write directions from Bheki’s home to 5 different places on the map.

Next to the street map is a compass. The compass shows another kind of direction. Instead of using words like left and right you can use words like north and south to show direction.

miserable
smart
huge
unhappy
quiet
quicker

Write directions from Bheki’s home to 5 different places on the map.
| 1. Ann studies hard she sometimes gets bad marks. |
| 2. Ann sometimes gets bad marks she studies hard. |
| 3. He got lost he had a map. |
| 4. They were poor they had enough to eat. |
| 5. Nomsa likes apples she likes pears. |
| 6. Nomsa likes apples she does not like pears. |
| 7. She left her book at home she could share with her friend. |
| 8. The teacher was nice she was strict. |

Do you remember? The words we use to join phrases, clauses and sentences are called conjunctions. They are important for linking sentences together.

Let's write sentences. Then underline the verbs.

- My grandmother is feeling better today.
- My little puppy is naughty.
- English is more difficult than Maths.
- She is older than her sister.
- She obtained 49%. She passed.
- My sister is older than I am.
- My teacher was kind to me.
- She is clever.

Almost, much too, very so
<table>
<thead>
<tr>
<th>I CAN</th>
<th>CHECK YOURSELF</th>
</tr>
</thead>
<tbody>
<tr>
<td>use the words so, too, very, much</td>
<td></td>
</tr>
<tr>
<td>rewrite sentences in the future tense</td>
<td></td>
</tr>
<tr>
<td>match rhyming pairs</td>
<td></td>
</tr>
<tr>
<td>complete sentences starting with given models</td>
<td></td>
</tr>
<tr>
<td>complete a crossword puzzle on words with the silent E</td>
<td></td>
</tr>
<tr>
<td>write a brief description of the findings of the survey</td>
<td></td>
</tr>
<tr>
<td>conduct a survey using a questionnaire</td>
<td></td>
</tr>
<tr>
<td>complete a questionnaire template</td>
<td></td>
</tr>
<tr>
<td>design a questionnaire</td>
<td></td>
</tr>
<tr>
<td>conduct an environment and safety quiz</td>
<td></td>
</tr>
<tr>
<td>read a letter</td>
<td></td>
</tr>
<tr>
<td>read a pamphlet and answer questions based on the pamphlet</td>
<td></td>
</tr>
<tr>
<td>answer questions based on the text</td>
<td></td>
</tr>
<tr>
<td>identify adverbs of time</td>
<td></td>
</tr>
<tr>
<td>use conjunctions although and but to join sentences</td>
<td></td>
</tr>
<tr>
<td>spell words with the double “e” sound</td>
<td></td>
</tr>
<tr>
<td>use the main points from an e-mail to compose an SMS</td>
<td></td>
</tr>
<tr>
<td>write an e-mail</td>
<td></td>
</tr>
<tr>
<td>answer questions about the e-mail</td>
<td></td>
</tr>
<tr>
<td>read an e-mail</td>
<td></td>
</tr>
<tr>
<td>answer questions based on the pie chart</td>
<td></td>
</tr>
<tr>
<td>read a pie chart</td>
<td></td>
</tr>
<tr>
<td>read a story, plan and then write a story</td>
<td></td>
</tr>
<tr>
<td>use phrases words to complete sentences</td>
<td></td>
</tr>
<tr>
<td>identify regular verbs and irregular verbs</td>
<td></td>
</tr>
<tr>
<td>change sentences from present to the past tense</td>
<td></td>
</tr>
<tr>
<td>follow the stages of the writing process</td>
<td></td>
</tr>
<tr>
<td>write a friendly letter</td>
<td></td>
</tr>
<tr>
<td>write a diary, entry to summarise a story</td>
<td></td>
</tr>
<tr>
<td>number sentences according to the sequence of the story</td>
<td></td>
</tr>
<tr>
<td>identify amusing words</td>
<td></td>
</tr>
<tr>
<td>read a cartoon story and a poem</td>
<td></td>
</tr>
</tbody>
</table>
Bookmark

Cut out the bookmark. Write down the titles of the books you read. When you find words you do not know, write them on the back.

Concentric twist:

Cut on all the solid lines. Start from the outside and cut through the hole. Write new words on the back. Draw a small hole on the back by pressing a pencil through the black dot. Hang the sculpture by tying a string through the hole.

Cut out the markers for games.
Cut out these fish, attach string to the fish and use them to build the shoe box aquarium.