

**ENGLISH
HOME
LANGUAGE
GRADE 6
TERM 4**

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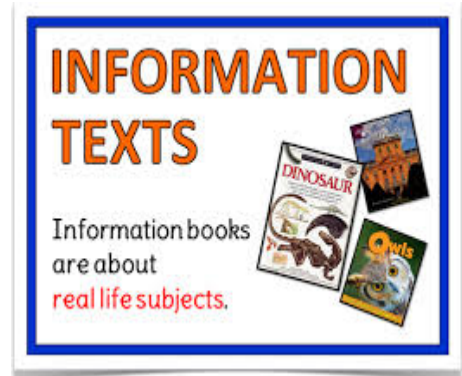
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THEME 1

INFORMATION TEXT

- Information texts provide information, and not feelings or emotions.
- They are not written in the first person (I)
- Each paragraph has a topic sentence, which tells you the main points.
- A topic sentence has supporting sentences which give specific details and examples.
- Headings and sub-heading can be used to show what the paragraphs are about.
- The tone is formal.



EXAMPLES OF INFORMATION TEXTS

HISTORICAL TEXT:

KING TUTANKHAMUN

1. **King Tut** was nicknamed the **Boy King** because he began his reign when he was only nine years old.



2. Tutankhamun died when he was only 18, and his body was **mummified**, which is how the ancient Egyptians **preserved their dead**.



3. His **golden coffin** was buried in a tomb in the **Valley of the Kings** (pictured below), surrounded by 5,000 priceless treasures.



4. These treasures included a golden throne, crown and cobra, pottery and **big chests** like the one pictured here.



5. Along with a **golden burial mask**, **King Tut's sandals** were also found in the tomb. These had paintings of his enemies on the soles - so everywhere the king went, he trampled all over his foes!



SCIENTIFIC TEXT

TYRANNOSAURUS REX

- Name:** Tyrannosaurus rex
Lived: 65 million years ago
Size: Up to 12m long
Discovered: USA and Canada
Say it: Tye-ran-oh-sore-us rex

The most famous dinosaur of them all, the **T-rex** was armed with jaws which remain the most powerful weapon nature has ever created. Its thick, sharp teeth could rip almost **100kg** of flesh off its victims in a single bone-crunching chomp!

It was also one of the smartest of the **meat-eating dinosaurs**, with a brain twice as big as those of other giant carnivores. More than 20 almost-complete skeletons have been found, and the most perfect, nicknamed **Sue**, was unearthed in South Dakota, USA, 20 years ago. Experts together spent more than **25,000 hours** restoring Sue's bones for exhibition.



THE TAJ MAHAL



The Taj Mahal, a World Heritage Site, is often referred to as one of the seven wonders of the modern world.

TAJ MAHAL FACTS:

- ❖ The **Taj Mahal** is a famous **mausoleum in India**.
- ❖ A mausoleum is a building that contains **burial chambers (tombs)** for the deceased, they can be large or small and are often created in honour of influential people.
- ❖ The Taj Mahal is located in **Agra**, a city in the **Uttar Pradesh** region of northern India.
- ❖ It was built as the final **resting place for Mumtaz Mahal**, the third wife of **Mughal Emperor Shah Jahan**.
- ❖ The name Taj Mahal means “**crown of palaces**”.
- ❖ **Construction** of the Taj Mahal took around **20 years**, beginning around 1632 and finishing around 1653.

- ❖ The Taj Mahal is made of **white marble**.
- ❖ One of the Taj Mahal's most recognizable features is a **large white dome** that is often called an 'onion dome' due to its shape. It has a height of around 35 metres (115 feet) and is surrounded by 4 smaller domes.
- ❖ The full height of the Taj Mahal is **171 metres (561 feet)**.
- ❖ The Taj Mahal is considered to be one of India's most admired works of art, as well as a **famous landmark and a tourist attraction** that draws millions of visitors every year.
- ❖ The Taj Mahal complex includes a large garden, a reflecting pool, a mosque and other mausoleums.



PARAGRAPHS

- ♥ A paragraph is made up of a number of sentences about one idea.
- ♥ The first sentence of the paragraph should give a general idea of what the rest of the paragraph will be about.
- ♥ A paragraph has a main or topic sentence.
- ♥ The sentences should be joined using conjunctions (joining words).
- ♥ Sentences should be varied by using different words at the beginning of a sentence.

DESCRIPTIVE PARAGRAPHS

- Describes something in a vivid/realistic way.
- The primary purpose of **descriptive writing** is to describe a person, place or thing in such a way that a picture is formed in the reader's mind.
- Capturing an event through **descriptive writing** involves paying close attention to the details by using all of your five senses.
- May be written in past or present tense.
- Uses adjectives, adverbs and figurative language, e.g. simile, metaphor, personification, alliteration.
- Identification: gives a general orientation to the subject, e.g. *There was a huge beast.*
- Description: describes features or characteristics of the subject, e.g. *It had a huge bulbous body, protruding eyes and it was dripping with green, slimy liquid.*

Activity 1: Descriptive paragraph

Write one paragraph to describe the picture below.



ADVERBS

Adverbs mainly modify verbs. However, they also modify adjectives or other adverbs.

TYPES OF ADVERBS

1. Adverb of Manner	describes how something is done
2. Adverb of Place	describes where something is done
3. Adverb of Time	describes when something is done
4. Adverb of Degree	describes what extent something is done
5. Adverb of Frequency	describes how often something is done



Adverb of Time

An adverb of time tells us **when** something is done or happens.

Examples: **afterwards, already, always, immediately, last month, now, soon, then,** and **yesterday.**

Last week, we were stuck in the lift for an hour.

Adverb of Place

An adverb of place tells us where something is done or happens.

Examples: **above, below, here, outside, over there, there, under, upstairs.**

We can stop **here** for lunch.

Adverb of Manner

An adverb of manner tells us **how** something is done or happens.

Most adverbs of manner end in **-ly**, such as **badly, happily, sadly, slowly, quickly**, and others that include **well, hard, fast**.

The brothers were **badly** injured in the fight.

Adverb of Degree

An adverb of degree tells us **to what extent** something is done or happens.

Examples: almost, much, nearly, quite, really, so, too, very.

She is **really** upset that she lost the race.

Adverb of Frequency

An adverb of frequency tells us **how often** something is done or happens.

Examples: again, almost, always, ever, frequently, generally, hardly, always, never, occasionally, often, rarely, seldom, sometimes, twice, usually, and weekly.

He complained that she **never** smiled back.

Activity 2: Adverbs

Underline the adverb and state which type of adverb it is.

1. The students measured the chemicals accurately.
2. They built a huge toy factory nearby.
3. I'm going to the dentist tomorrow.
4. He was almost done with his project, when the bell rang.
5. She never does her homework.



DIRECT SPEECH

Direct speech quotes exactly what someone said.

What a person says/said, is given within quotation marks "..."

- You have to give the exact words of the person.
- E.g. Sarah says, "I love strawberries!"
- E.g. Jane said, "I bought a new dress."

You must use:

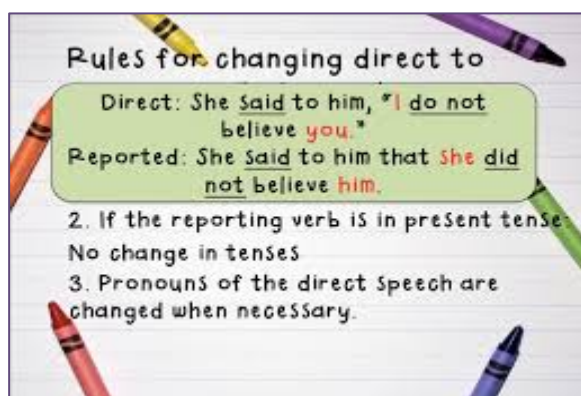
- * a comma after the introductory verb (,)
- * quotation marks to open and close the speech (" ... ")
- * a capital letter to begin the direct speech.
- * a full stop, or exclamation mark or question mark to end the sentence (. / ! / ?)

In direct speech, each new speaker must begin on a new line.

Activity 3: Direct Speech

Add punctuation marks and change these sentences to direct speech.

1. Kate said we need to write a book review
2. Paul asked would you like to see a movie today
3. We borrowed a movie from the video store says Lizzy
4. Kylie asks did you see the names on the notice board
5. Chloe replied I am going to try for the school play
6. Help yelled the children



INDIRECT SPEECH

Indirect speech is when you report what a person has said.

Many changes occur when we convert direct speech into indirect speech.

The changes are as follows:

- ✓ Remove the comma and add the word **that**.
- ✓ Take away all inverted commas.
- ✓ Change all pronouns.
- ✓ Add the word **if** or **whether** to questions.

- ✓ Keep present tense sentences in present tense e.g. **says**
E.g. Anna says, "I love the smell of roses."
Anna **says that she loves** the smell of roses.

- ✓ All sentences with the word said, will move one stage back.
E.g. Joe said, "I am feeling tired."
Joe said **that he was** feeling tired.

Activity 4: Indirect Speech

Change these direct speech sentences into indirect speech

1. Ryan said, "I am going to the shop."
2. Tara whined, "You never let me come with you."
3. "Can I come?" asked Tara.
4. "You cannot come with me," said Ryan.
5. "He is very mean," replied Tara.



TAKE NOTE OF THE FOLLOWING CHANGES IN REPORTED SPEECH:

Change in Time and Place

Direct Speech	Indirect Speech
now	then
today	that day
tonight	that night
last night	the previous night, the night before
yesterday	the previous day, the day before
tomorrow	the next day, the day after
next week	the following week
here	there
this/these	that/those

Change in verbs

Direct Speech	Indirect Speech
will	would
can	could
may	might
shall	should
must	must
ought to	ought to
used to	used to
am/is	was
are	were
have/has	had
can/cannot	could/could not
will/won't	would/would not

Changes in Pronouns

Direct Speech	Indirect Speech
I	he/she
you	I/she/he/we/they/me
we	they
me	him/her
us	them
my	my/His/her/our/their
your	his/her
our	my/his/her/our/their
mine	their

PUNCTUATION – QUESTION MARK

A question mark is a punctuation mark that is placed at the end of a direct question; that is, a sentence that asks a question.

Activity 5: Question Mark

Add question marks to the sentences below:

1. Is your uncle wearing a cowboy hat
2. Did you see the movie titled, "The three legged man"
3. She asked, "Why are you staring at me"
4. The children keep asking me, "When are you going to tell us a ghost story"
5. Was it you who said, "His three sons are as cheeky as a monkey"

Activity 6: Comprehension – Life of a convict

Questions:

1. What is an autobiography? (1)
2. Give the definition of the word: convict. (1)
3. State if the following is true or false:
 - a) The writer was a good pickpocket. (1)
 - b) Tasmania was once called Van Diemen's Island. (1)
 - c) The writer thought that life in Australia might be better than life in London. (1)
4. Write an event that took place in the writer's life for each date in the time line:(4)
 - a) 1826
 - b) 1835J
 - c) 1839
 - d) 1846
5. List two reasons why the writer may not want to go back to London again. (2)

Language:

6. Change the following contracted word to its original form: couldn't (1)
7. Find a **synonym** in paragraph 3 for the word: **prisoners**. (1)
8. Find an **antonym** in paragraph 4 for the word: **never**. (1)
9. Find two **proper nouns** in paragraph 1. (2)
10. Find two **adjectives** in paragraph 3. (2)
11. Find two **verbs** in paragraph 7. (2)

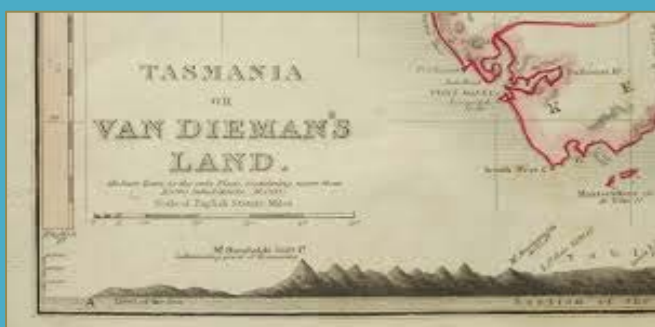
Total = 20 marks

LIFE OF A CONVICT – AN AUTOBIOGRAPHY

- 1 I was born in London, England in 1826. My life as a young child was extremely unhappy. My mother was the only member of my family I knew, and she died when I was nine years old. I then lived on the streets and had to steal so I could live. When I was 13 years old, I was caught picking pockets.

- 2 I thought I would be sent straight to prison, but instead, I was sentenced to **transportation**. This meant that I would have to take a long voyage to a place called Van Dieman's Island – now known as Tasmania. Although I was frightened by this, I couldn't help feeling faintly hopeful. At least I wouldn't be on the streets any more. Nothing could be worse than that. Or could it?

- 3 With hundreds of other convicts, I spent about five months on the ship that travelled to Australia. I was miserable – it was cramped, dirty and uncomfortable and I was seasick a lot of the time. When we arrived in Van Diemen's Land, I was taken to a place called Point Puer. This was a prison for boys aged between 9 and 17. It was across the bay from the men's prison called Port Arthur and consisted of a group of dilapidated buildings.



- 4 Soon after I arrived, I was assigned to a labouring gang, which meant physical work like cutting firewood and making bricks. After a few months, I was among a group of boys who were chosen to learn trades. My chosen trade was shoemaking. To my surprise I didn't enjoy the harsh conditions at Port Puer. Life was an endless cycle of prayers, church, work and school. The only real free time we had on Saturday afternoons. There was also the constant threat of punishment. Any boy who misbehaved could suffer solitary confinement for fighting, reduced rations or beatings.
- 5 Not long after I arrived at Port Puer, I spent 10 days in solitary confinement for fighting with another boy. It was so terrifying that from then on I was mostly well-behaved. However, like many of the other boys, I stole food and tools to trade with the men who arrived each day from Port Arthur to bring us water and food. I was never caught, although some of the other boys were.
- 6 Finally, after two years at Port Puer, I was given my ticket-of-leave. I went to live in nearby Hobart and soon found work with a shoemaker. When I was 20, I married a young woman named Mary Clifton and we had a son called Matthew. Life became much better. I eventually bought my own shoe shop.



- 7 I now have a happy life living in Hobart. I have no wish to back to England. Matthew doesn't know about my former life yet, but one day I plan to tell him. He is now exactly the same age I was when I left England. I know that his life will be better than mine.

AMBIGUITY

Sometimes, what is written can be understood in many different ways.

- Such writing is said to be ambiguous (have multiple meanings).
- Usually, punctuation can be used to correct ambiguity.
- Ambiguous words or statements lead to vagueness and confusion, and shape the basis for instances of unintentional humour.
- For instance, it is ambiguous to say: **“I rode a black horse in red pyjamas”**, because it may lead us to think the horse was wearing red pyjamas. The sentence becomes clear when it is restructured: **“Wearing red pyjamas, I rode a black horse.”** or **“I rode a black horse, while wearing red pyjamas”**.

Activity 7: Ambiguity

Rewrite these sentences, by adding in the appropriate punctuation so that they are not ambiguous.

1. When do we eat Bill?
2. Young girls wanted for pickling and bottling.
3. Police help dog bite victim.
4. Kids make nutritious snacks.
5. They are hunting dogs.

Let's eat grandpa.
Let's eat, grandpa.

**correct punctuation can
save a person`s life.**



THEME 2

INSTRUCTIONAL TEXTS

- An instructional text is a **non-fiction** (factual) text that gives **step-by-step instructions** on how to make or do something.
- It usually follows a **specific format**.
- The title tells you how to make/do something, so it will often contain the
- Word **How**, e.g. **How to make a pizza**, **How to build a sand castle**, etc.
- The **materials needed** are then listed under the following headings:
Ingredients/Requirements/What you will need.
- The instructions are presented in **sequence or in numbered steps**, under the heading **Method/Instructions**.
- **Imperatives** (the command form of the verb) are used, for example:
Turn on the oven to 180 °C, **Place the blocks together and glue**, etc.
- **Diagrams with labels, pictures or videos** are often included to help the reader **visualise** what to do or to show the **end product**.

HOW TO MAKE A SMOOTHIE

Ingredients:

- 1/2 cup of peaches, mangos and pineapple
- 1 cup milk
- 1/2 cup mashed bananas
- 1 tablespoon sugar

Method:

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

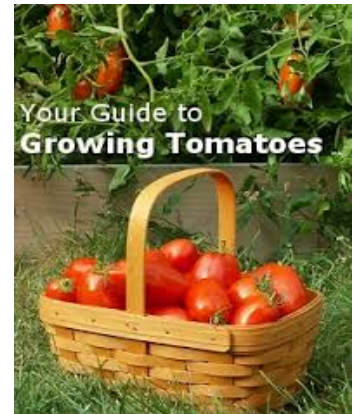


Activity 8: Instructional Text

Re-arrange the following instructions in order.

How to grow tomatoes

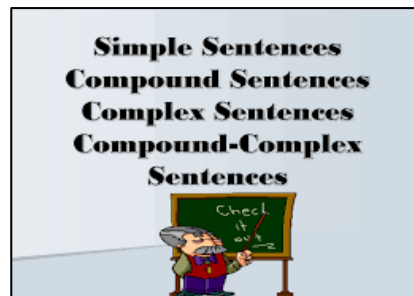
1. Tomato seedlings need at least seven hours of sunlight a day.
2. You can expect a ripe tomato within 60 days.
3. If you have limited space, plant the seedlings in containers filled with potting soil, about 40cm apart.
4. Cover at least half the seedling with soil.
5. Water the seedlings immediately after planting.
6. Add a stick for the plant to twine itself around.
7. Plant food is optional, but can promote growth.
8. Tomatoes can be grown from seeds or seedlings.
9. Each plant needs 500ml of lukewarm water for the first week.
10. Shake the plant lightly when blossoming.






SENTENCES

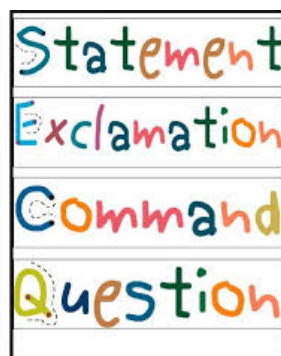
There are 4 types of sentences:

- * **Simple sentences**
- * **Compound sentences**
- * **Complex sentences**
- * **Compound-complex sentences**



Sentences can appear as:

-  **Statements**
-  **Commands**
-  **Questions**
-  **Exclamations**



SIMPLE SENTENCES

- has a **subject** and **verb**
- Shows a complete thought
- E.g. Stevo told a funny joke.
- **Stevo** is the **subject**
- **told** is the **verb**

Simple Sentence

- Contains a subject and a predicate
- Expresses a complete thought.

Example: The boys went to the park.

Tip: a simple sentence is also called an independent clause.



Activity 9: Simple sentences

Rewrite the following sentences and underline the subject and circle the verb.

1. Ella walked to the store.
2. The phone rang loudly in the office.
3. Joshua and Jenny gazed at the stars in the sky.
4. Trees sway gently in the breeze.
5. The sleepy child crawled to bed.



COMPOUND SENTENCE

- Is made up of two simple sentences.
- These sentences are joined by using co-ordinating conjunctions to make it one sentence: FANBOYS.

Activity 10: Compound sentences

Compound Sentence

- 2 or more complete sentences joined together
- joined by a "hook" (conjunction)
- "hooks" include and, but, or, so, etc.



Join the two simple sentences and make it a compound sentence. Use the conjunctions in brackets.

Remember to take away words that are repeated.

1. I will go to the park. I will meet Jerome. (**and**)
2. Veronica enjoys ballet. She does not like to attend practice. (**but**)
3. Janet cut the cake. We all sang the birthday song. (**then**)
4. Paul did not go to the mall. Paul was too ill. (**because**)
5. I bought a new skirt. I can wear it to the party. (**so**)



COMPLEX SENTENCES

A **complex sentence** is made up of an independent clause and one or more dependent clauses connected to it.

An independent clause or main clause can stand alone as a sentence and makes a complete thought. A dependent clause cannot stand alone, even though it has a subject and a verb.

Dependent clauses are connected with sub-ordinate conjunctions e.g.

although, because, before, since, unless, whenever, after, as, if, lest, now, once, provided, supposing, than, though, till, until, when, where, whereas, wherever, whether, while.

Activity 11: Complex Sentences

Underline the Independent clause in each sentence.

1. We had a bag of popcorn for dinner because we had nothing else to eat.
2. My kitchen roof leaked whenever it rained.
3. She returned the computer after she noticed it was damaged.
4. Wherever you go, you can always find beautiful scenery.
5. The actor was happy he got a part in a movie, although the part was a small one.

Complex Sentences
 consist of a main clause and
 a subordinate clause

A main clause makes sense on its own, subordinate clauses don't

In the sentence below, the main clause is in blue
 and the subordinate clause is in pink

When the rain stopped,
 we went back out to play.

Activity 12: Comprehension – Buried Treasure

Questions:

1. How does Jesterton feel about his competition? (1)
2. How will clues about the treasure be given? (1)
3. What is the exact value of the tiara? (1)
4. Explain Louis Banks' feelings about Jesterton and the competition? (2)
5. Describe the type of person Jesterton thinks will find the treasure. (3)
6. Why would people be eager to enter this competition? (1)
7. Quote a line to tell us that this treasure hunt can be dangerous. (2)
8. What do the other people believe about Jesterton's competition? (1)
9. Describe the tiara that was made by Jesterton. (2)
10. Give this story another title. (1)

Total – 15 marks

BURIED TREASURE

- 1 Fancy yourself a treasure hunter? Then a new worldwide competition could be for you.
- 2 British multi-billionaire Craig Jesterton has announced that “somewhere in the world” he has buried a golden tiara, set with diamonds, rubies, emeralds and sapphires. In two days' time, his company website will begin to reveal clues to the treasure's whereabouts. One clue a day will be given until someone works it out and uncovers the treasure.
- 3 “The tiara could be in any location in the world, from Norway to Antarctica,” says Jesterton. “It might be under the tiles of an historic cathedral or in the middle of a muddy field in a little village. The only I will say for sure is that the person who finds the treasure will need to possess a combination of intelligence, physical strength and courage. Even

someone who has solved all the Internet clues may not be able to actually prise it up from the ground. There will definitely be an element of danger involved.”

- 4 When talking to the media yesterday, Jesterton said that he had designed the tiara himself and had paid some of the world’s most expert jewellers to make it from 24-carat gold and top quality gems. Jesterton won’t reveal the exact value of the tiara, but has said that it is worth “millions”.
- 5 But Jesterton’s competition, which he feels is “just a bit harmless fun”, has been criticised by many people, who say that he is running the competition just to make more money. It is predicted that millions of hits on his company website will be coming in daily.
- 6 “Jesterton has admitted that finding the treasure will be dangerous,” said Louis Banks, the manager of rival company, Banks Incorporated. “So it is simply irresponsible for him to entice people to go off on expensive treasure-hunting trips around the world and possibly injure themselves – or worse. Jesterton should be ashamed of himself. You would never catch me pulling such an idiotic stunt.”
- 7 Idiotic or not, it is expected that thousands of people will be taking up Jesterton’s challenge in the hope of finding a piece of treasure that could mean they would never have to work another day in their lives.

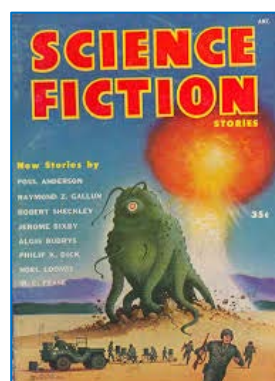
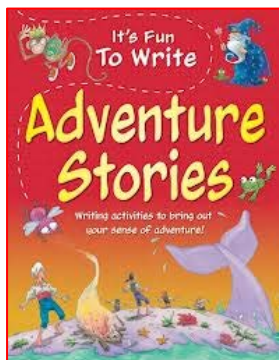


THEME 3

STORIES

- ∞ **A story is an account of imaginary or real people and events told for entertainment.**
- ∞ **Stories appear in many genres.**
- ∞ **The aim of all stories is to create an emotion within the reader.**

TYPE OF STORY	
Mystery stories	Stories of this kind focus on suspense and solving of a mystery.
Horror stories	Stories of this type aim to make the reader feel fear, disgust and horror.
Adventure stories	Exciting events and actions feature in these stories.
Fantasy stories	Any text or story that is removed from reality e.g. dragons, non-existent worlds, non-human characters, etc.
Science fiction stories	These stories include plots based upon possible technology, experiments, life in the future, dimensional portals, etc.
Humour stories	These involve characters or events which promote laughter in a story.



Activity 13: Comprehension – The mystery of the locked door

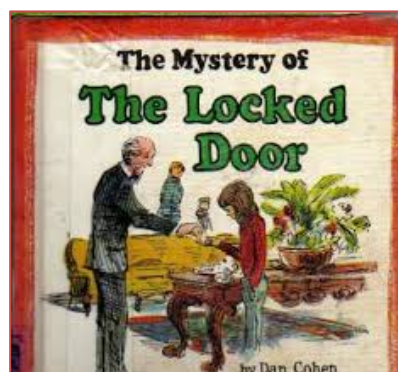
Questions:

1. What is the genre of this story? (1)
2. Answer true or false to the following statements: (3)
 - a) Kate felt queasy because she was frightened.
 - b) Uncle Stanley had hidden the key to the attic.
 - c) Kate knew someone had been near the table because it had been cleaned.
3. Name items that filled the room. (2)
4. Why does Kate squeeze into the gap between the wall and the table? (1)
5. List words or phrases that describe Uncle Stanley. (2)
6. Why do you think Kate's heart was pounding when she went to talk to Uncle Stanley? (1)
7. List two examples of mysterious or puzzling elements this type of story would use. (2)
8. Who do you think the lady in the room is? (1)
9. Why do you think she is locked in the room? (1)
10. How do you think the story will end? (1)

Language:

11. Turn the following contractions into the original word/words: (3)
 - a) couldn't
 - b) I'm
 - c) what's
12. Use a thesaurus to find synonyms for the following words: (2)
 - a) queasy
 - b) retrieved

Total = 20 marks



The Mystery of the Locked Door

- 1 Kate held her breath as she watched her uncle carefully place the key inside the photo frame. So that's where he kept it. She couldn't believe it had taken her two weeks of her holiday with her aunt and uncle to find out. Kate ducked back around the corner and hoped he hadn't seen her.
- 2 "Kate?"
- 3 Her heart pounding, she walked into the room. "Yes, Uncle Stanley?"
- 4 "I'm going out for a walk. You stay here and don't get into any trouble. Your aunt will be back any minute now."
- 5 "Okay." She tried not to look too excited.
- 6 He glared at her for a few seconds, tapped his cane and stalked towards the door.
- 7 As soon as Kate heard the door slam, she headed for the fireplace and retrieved the key from inside the photo frame. Finally, she was going to find out why Uncle Stanley always locked the door to the attic. She turned and raced up the stairs, reaching the door within seconds. Her hands shook as she fitted the key into the lock. Kate paused for a moment, then pushed open the door. It was dark inside and she felt for the light switch. She flicked it on and took in the scene in front of her.
- 8 The room was filled with all kinds of junk – stacks of boxes, neglected wooden furniture and piles of clothing. It smelt musty, making Kate feel queasy. Trying to ignore it, she looked around. Why had her uncle gone through so much trouble to keep her out of here? What was his secret? Kate's eyes fell on a small table near the far wall. She could see a handprint in the thick layer of dust on the table. She walked over and examined it. Someone must have been here recently.
- 9 Her eyes flicked up to the wall behind the table. The mournful eyes of a woman gazed at her from a mouldy-looking tapestry.
- 10 Kate shivered. "What's going on?" she whispered.
- 11 She knew it was silly to talk to tapestry, but she felt as though this woman was hiding a secret. Was she? A thought struck her. Could there be something behind the tapestry?
- 12 Kate carefully squeezed into the gap between the table and the wall. Then she reached out and moved the tapestry to one side. She gasped!

NOUN PHRASE

A **phrase** is a group of words that stand together as a single unit, typically as part of a clause or a sentence.

A **phrase does not contain a subject and verb** and, consequently, cannot convey a complete thought.

A **noun phrase includes a noun**—a person, place, or thing—and the **modifiers** which distinguish it.

You can find the noun **dog** in a sentence, but you don't know which dog the writer talks about, until you consider the entire noun phrase: e.g. **that dog, Audrey's dog, the dog on the sofa, the neighbour's dog.**

Activity 14: Noun Phrase

Rewrite the sentences. Highlight the noun and underline the noun phrase

1. Has anyone seen an old, big, brown dog?
2. Let's go on the long, winding road.
3. The football coach was ecstatic.
4. She wants to be a beautiful ballerina.
5. I consider her my favourite teacher.

Noun phrases	
<u>Noun</u> (head word)	<u>noun phrase</u>
dog	my dog
sister	a sister
friend	this friend
dictionaries	some dictionaries

VERB PHRASE

A verb phrase can be the predicate of a sentence or a clause. In this case, there will usually be a helping verb in addition to the verb.

Helping verbs include **am, is, are, was, were, being, been, has, had, does, did, could, will, would, shall, may, might,** and **must.**

Verb Phrases

Verb phrases **show time** and express action.

Helping verb + action verb = verb phrase

Examples

I am studying.

They are playing chess.

They will fail.

Activity 15: Verb Phrase







Rewrite the sentences. Highlight the verb and underline the verb phrase.


1. The author is writing a new book.
2. He was walking to work today.
3. Jonah and Elsa must collect donations for the charity.
4. Mom and Dad are going to France.
5. Aidan should take his watch to be repaired.

SUMMARISING

- A summary is a simple version of the story.
- It teaches you to be brief and get straight to the point.
- Only the main ideas are used in a summary.
- Leave out all examples, definitions and extra information.
- Leave out quotations and opinions as well.
- Use your own words wherever you can.

HOW TO SUMMARISE

-  Read the passage.
-  Highlight the main ideas in the passage.
-  Write the first draft, with these main ideas only.
-  Make sure that these ideas are in order.
-  Now try and write these main ideas in your own words.
-  Write your final draft.

SUMmarise It
Shorter than the text
Use your own words
Main ideas only 

Activity 16: Summarising

Summarise the passage below.

What's the Forecast?

The weather forecast tells us what the temperature and air conditions are likely to be outside in the near future. There is a wide variety of weather, from sunny to stormy and warm to cool. It can be rainy or cloudy or windy. Listening to or watching the weather forecast can help us be prepared so we know what to wear. If weather conditions will be severe, like snow, a storm or a hurricane, getting information ahead of time can help us prepare so we can stay safe.

A meteorologist is a person whose job it is to forecast the weather. There are many tools available now that help the meteorologist do his/her job. A common tool for getting an accurate measurement of the temperature is a thermometer. A high temperature probably means plenty of sunshine for everyone.

When the weather is rainy, a meteorologist can use a rain gauge to get numerical data about how much rain is falling outdoors. If you are lucky, you may be able to see a rainbow if the sun comes out while the last of the rain is still sprinkling from the sky.

Wind brings us weather because it blows clouds from one place to another. Therefore, it is helpful to know from which direction the wind is blowing. A wind vane can provide this information so meteorologists know what is coming. Weather forecasts are not always right, but they get more accurate all the time.



PREPOSITION

- ⌘ Prepositions usually refer to **place, position, time, manner** or **reason**.
- ⌘ There are no conventional rules for prepositions, we learn these through usage.
- ⌘ Prepositions are words that **show the relationship of one thing to another**.
E.g. The book is **on** the table.
- ⌘ Prepositions usually come before nouns or pronouns.
E.g. I went **with** her/ the girl.

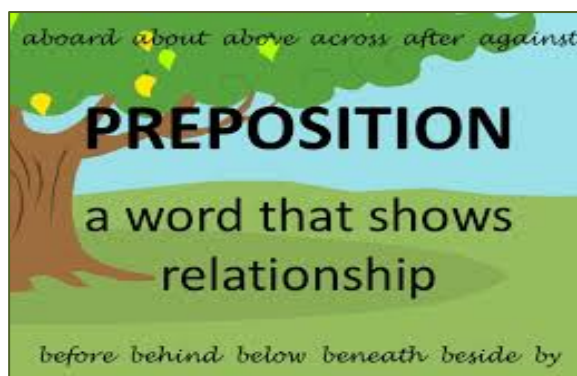
Activity 17: Preposition

Underline the prepositions in the following sentences.

1. She walked along the path.
2. We met at the airport.
3. Please think about the matter.
4. She walked across the road.
5. She stood against the wall.

Fill in the prepositions for each sentence.

1. The frame hangs _____ the wall.
2. The kettle is _____ the table.
3. Her mom is _____ hospital.
4. I am flying _____ London tomorrow.
5. There is nothing to be afraid _____.



PUNCTUATION – COLON AND SEMI-COLON

COLON
Introduces a list of items. <u>Example</u>
The following are harmful to our planet: pollution, poaching and global warming.
Introduces a quotation. <u>Example</u>
Nelson Mandela said: “It was a long walk to freedom.”
Used in script writing (dialogue or plays). A colon follows the speaker.
Jason: Where did you go? Ben: I went to look for the boat.

Activity 18: Colon

Insert a colon where necessary.

1. Be sure to buy the following erasers, pens, filing paper and glue.
2. We were given the choice of three planets to study Mars, Venus or Saturn.
3. These will be added to the tuckshop menu salad rolls, fruit cubes and smoothies.
4. We visited the following places when we went on holiday Italy, Paris and London.
5. This first-aid box contains the following items bandages, plasters, lotion, medicines and a pair of scissors.

Colons

Colons are used at the end of a clause to show an answer, elaboration or explanation follows.

I would like the following:
milk, cheese and butter.

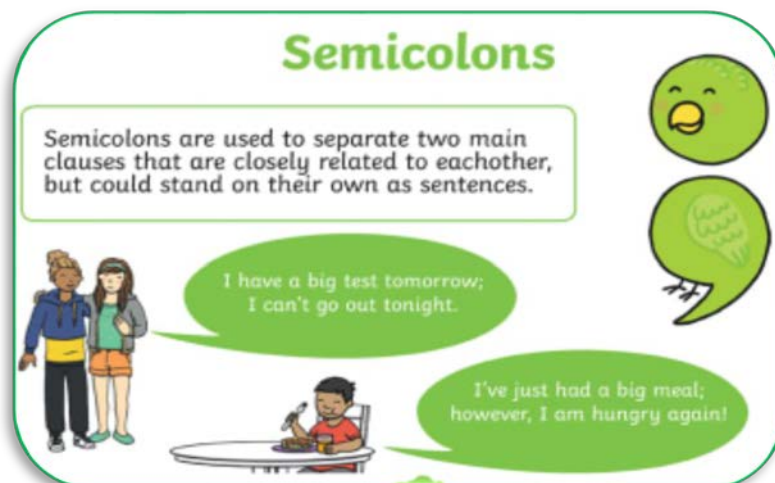
I have two hobbies:
reading and running.

;	SEMI-COLON	;
Indicates a long pause (shorter than a full stop and longer than a comma). Example Paul reached a decision; he will not run away from home.		
Used to show two opposite ideas. Example Paul was lonely; eventually he made friends.		
May be replaced by a full stop or a conjunction (and, but, so, for, although). Example She studied hard for her exam; she had nothing to fear. Or She studied hard for her exam and had nothing to fear.		

Activity 19: Semi-colon

Rewrite the following sentences, adding a semi-colon in the correct place.

1. Some of them played volleyball and flew kites others swam in the beach.
2. Some of the things we need are fresh, green salad chunky, creamy soup and spicy, thick sauce.
3. We sent them the packages yesterday morning they should have received them by now.
4. He gives up smoking obviously, he fears getting one of the smoking-related diseases.
5. The essay was badly written moreover, it has many grammar errors.



CONTRACTIONS

- When we join two words and lose one or more letters, this is called a **contraction**.
- Contractions make language more informal, similar to the way we speak.
- We use an **apostrophe** to show where the letters have been removed.

I'm = I am

you're = you are

we'd = we had

should've = should have



Activity 20: Contractions

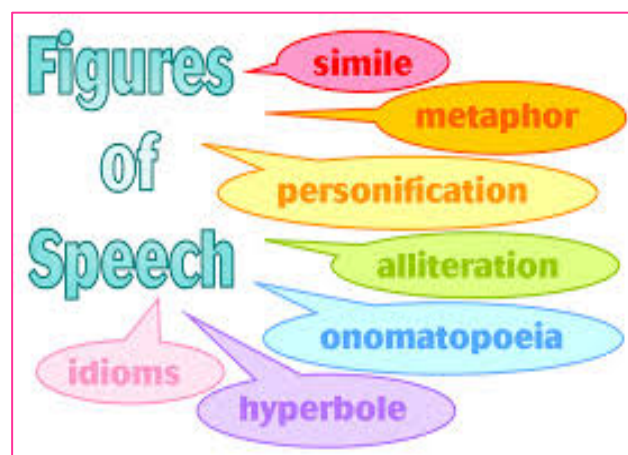
Change the formal words in each sentence to a contraction.

1. I will not attend the party on Saturday
2. The school rugby team did not win the league.
3. I am excited to go to Gold Reef City.
4. It is a snowy morning.
5. She could not play a prank on the other girls.

THEME 4

FIGURES OF SPEECH

FIGURATIVE LANGUAGE	Saying one thing and meaning something else.
LITERAL LANGUAGE	Meaning exactly what you say.
SIMILE	Comparing two things using the words like or as.
PERSONIFICATION	Giving human qualities to non-human things.
METAPHOR	Comparing two unlike things without using <i>like</i> or <i>as</i> .
ALLITERATION	repetition of consonants sounds at the beginning of words.
ASSONANCE	Repetition of vowel sounds in words.
ONOMATOPOEIA	When words sound exactly like the sound they are describing i.e. sound words.
PUN	A play on words for a humorous effect.
RHYME	The repetition of two or more words that sound similar.
COUPLET	Two rhyming lines.
QUATRAIN	A verse of four lines.
SESTET	A verse of six lines.
OCTET	A verse of 8 lines.



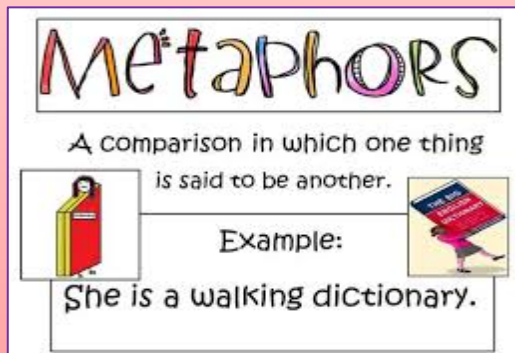
METAPHOR

To make a **direct comparison without using like or as.**

Example

She is a ticking time bomb.

- ♥ The girl is directly compared to a bomb that is about to explode.
- ♥ This tells us that the girl has a very short temper and is ready to blurt out anything, at any time.



Activity 21: Metaphor

Write five examples of a metaphor from the poem below.

My Sister

She is a tornado
 Causing chaos everywhere
 She is an earthquake
 Shaking up the house
 She is a toothache
 Bugging me all the time
 She is a strawberry popsicle
 Staining the furniture
 She is a pizza party
 Fun – until it's time to go home

ONOMATOPOEIA

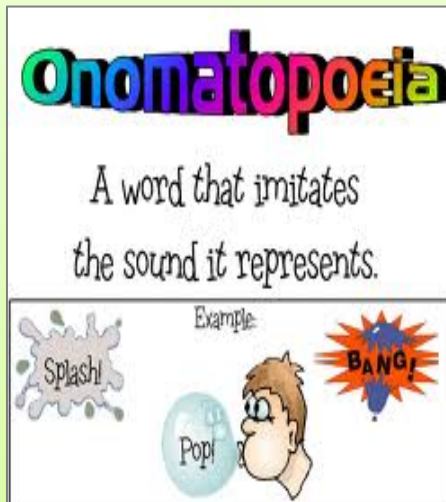
The use of words that **imitate the real-life sounds and actions**.

Examples

The snake made a **hissing** sound.

Woof, woof.

The car **screached** at the robot.



Activity 22: Onomatopoeia

List five words, from the poem below, to show onomatopoeia

Oh Poor Me!

I fell on the ground
Ker-plunk!
And landed in a garbage dump
(Pee-ew)
So I dusted myself off
Swat! Swat!
With feathers from a bird I
caught
Eeek! Eeek!
And continued the journey
anew!
Crunch! Crunch!

Activity 23: Poetry

Questions:

1. What is this poem about?
2. What is the structure of this poem?
3. Define a simile.
4. Give two examples of simile from the poem.
5. Define onomatopoeia.
6. List two examples of onomatopoeia from the poem.
7. Define alliteration.
8. List two examples of alliteration from stanza 4 and underline the consonant.
9. Refer to stanza 5 and write down the rhyming words.
10. List the beach equipment mentioned in stanza 3.
11. Name all the clothing mentioned in the poem.
12. Find synonyms in the poem for the words:
 - a) lazy
 - b) clock
13. Find antonyms in the poem for the words:
 - a) tiny
 - b) horizontal
14. Why is the word "SAND" in stanza 5, in capital letters?
15. What do we feel after reading this poem?



Sun, Sea and Sand

When you go to the beach you can have a good time
 Whether it's wet or whether it's fine
 There's lots to do, but it's much better fun
 If you go to the beach on a day when there's sun

Sunscreen, sunhat, sunglow, sun shower
 Everything glowing like a yellow sunflower
 Suntan, sunburn, sunburst, sunset
 Sundial time and a warm sun shower

Take a dinghy or a surfboard into the tide
 If you stay upright you might get a ride
 You can swim, paddle, splash in the waves by the shore
 Sea water is what beaches are for

Seashells, seashore seabird, seaspray
 Swimming in the waves with the biting sea bugs
 Seaweed, seahorse, sea mist, seasick
 Seagulls flying and fat sea-slugs

You've swum and paddled and basked in the sun
 And eaten the sandwiches, every one
 The sand is warm beneath you like a cushion or a nest
 'Cause it's really SAND that beaches do best

Sandwich, sandal, Sandhill, and sand-fight
 Sander, sand hopper, sandstorm, sand-fly Sand in your hair and a huge sea castle

SUBJECT AND OBJECT

- The subject in a sentence is the person doing the action.
- The object is the person/thing receiving the action.

E.g. Ella hit the ball.

Ella is the subject – she is doing the action (hit)

...the ball is the object – it receives the hitting action.

Activity 24: Subject and Object

Underline the subject and highlight the object in each sentence.

1. Kevin put his books in my bag.
2. Alex's sister helped at the school fair.
3. The principal's award was given to Jennifer.
4. The rain fell on the flowers.
5. The children threw the rubbish on the floor.

PUNCTUATION – PARENTHESES

BRACKETS (PARENTHESIS)
Used to show additional information in a sentence. <u>Example</u> The three men (who were brothers) went to the rugby match.
Commas or dashes can be used instead of brackets. <u>Example</u> The old man, who lived on the island, came to visit us. The tennis match – which was played on Tuesday – was won by Sally Williams.

Activity 25: Parenthesis

Insert brackets to show additional information in the sentences below.

1. Usain Bolt the fastest runner won another gold medal
2. Vin Diesel the famous actor won an Oscar trophy.
3. Angela the most intelligent girl at school took all the academic awards.
4. Keisha the best netball player hurt her back.
5. Tom Newby Primary the best school in Benoni won the Spellathon.

Report Writing

Reports are factual accounts or summaries written in a formal way.

- Reports may be either investigative or eye-witnessed.
- The aim is to convey and record information.
- The facts must be correct, relevant and informative.
- Attention to detail is essential.
- It may be written in point form.
- The tone will be dependent on the type of report you are writing and the audience to whom it is directed.
- To make the report sound more objective, avoid using the first person (I or me).
- Format: Include the time, date and facts of the incident.



REVISION: LANGUAGE

1. NOUNS:

UNDERLINE THE COMMON NOUNS AND CIRCLE THE PROPER NOUNS.

- a) Jeff made a lot of friends at Councillor Camp.
- b) The game took place at Moses Mabida Stadium.
- c) Steven mixed all the ingredients together.
- d) Byron Secondary School had a fashion show at school.
- e) They studied the pictures of Venus and Mars.

2. PLURAL:

WRITE THE PLURAL FORM FOR EACH NOUN.

- a) shoe
- b) hero
- c) company
- d) cherry
- e) witch

3. PRONOUN:

CHOOSE THE CORRECT PRONOUN WITHIN BRACKETS.

- a) Our principal challenged (we/us) to read 5000 pages this year.
- b) Will Cathy go with (she/her) and (me/I) to the park?
- c) The audience clapped loudly for (us/we).
- d) The captains selected (her/she) and (me/I).
- e) Mark wanted to buy cards from (him/he) for (me/I).

4. VERB:

UNDERLINE THE ACTION VERBS IN EACH SENTENCE.

- a) The gliders soar through the air.
- b) The stars sparkle at night.
- c) Marcy skates to the park.

- d) The farmer cuts the corn.
- e) The boat sails into the harbour

5. VERB TENSE:

CHANGE THE VERBS TO PAST TENSE

- a) act
- b) grow
- c) boil
- d) break
- e) answered

6. ADJECTIVE:

UNDERLINE THE ADJECTIVE IN EACH SENTENCE.

- a) The dirty foal returned to the farm.
- b) The magic carpet flew over the city.
- c) The baker delivered delicious biscuits to the store.
- d) A tiny, black puppy roamed on the street.
- e) The dirty, smelly shoes were left outside.

7. DEGREES OF COMPARISON:

ADD THE CORRECT FORM OF THE ADJECTIVES TO THE FOLLOWING WORDS:

- a) light _____
- b) difficult _____
- c) good _____
- d) happy _____
- e) sad _____

8. PREPOSITION:

UNDERLINE THE PREPOSITION IN EACH SENTENCE.

- a) The two girls looked at each other across the table.
- b) The acorn tree beside the lake is my favourite.
- c) The football team celebrated after winning their game.

- d) They found fossils inside the cave.
- e) The students put their lunch boxes into their bags.

9. CONJUNCTION:

CHOOSE ONE CONJUNCTION FROM THE OPTIONS WITHIN BRACKETS.

- a) The rain began, (since/so) the ceremony was moved inside.
- b) The new house was complete, (but/because) it had no furniture.
- c) The canteen served hamburgers (although/and) hotdogs.
- d) (However / Although) the clown was funny, he was also annoying.
- e) The internet is a good source of information, (yet/for) it can be dangerous.

10. PUNCTUATION:

ADD PUNCTUATION TO THE SENTENCES.

- a) The tropical rainforest of south America is always wet and very hot
- b) Many animals such as birds bats and alligators live in the rainforest
- c) Did you know that many animals live in the forest
- d) an hour later we reached our destination
- e) the trip to water world took over an hour

