



**ENGLISH
HOME
LANGUAGE
GRADE 6
TERM 4**

TABLE OF CONTENTS

CONTENT	PAGE NO.
THEME 1: A WORLD OF INFORMATION	
What is an information text	4
Examples of an information text	4 - 11
Writing Paragraphs	12
Activity 1: Write a paragraph based on a picture	12
Direct Speech	13
Activity 1: Convert sentences to direct speech	13
Indirect Speech	14
Activity 1: Convert sentences to indirect speech	14
Changes in Reported Speech	15
Comprehension: Life of a convict	16 - 18
THEME 2: HOW ITS MADE	
What is an instruction text	19
Example of an instructional text	20
Activity 1: Arrange an instructional text in order	20
Types of Sentences	21
Activity 1: Simple sentences	22
Activity 2: Compound sentences	22 - 23
Activity 3: Add punctuation and state the type of sentence	23
THEME 3: WHAT'S YOUR STORY?	
Stories	24
Activity 1: The Mystery of the Locked Door	25 - 26
Noun phrases	27
Activity 1: Identify the noun phrase	27
Prepositions	28
Activity 1: Underline the prepositions	28
Activity 2: Insert prepositions	28
Colon	29
Activity 1: Insert a colon in sentences	29
Semi-colon	30
Activity 1: Insert a semi-colon in sentences	30
Ambiguity	31
Activity 1: Add punctuation to make a sentence unambiguous	31
Summarising	32

THEME 4: POETIC FUN	
Poetic Language	33
Figures of Speech	34
Activity 1: Metaphor Poem: My Sister	34
Activity 2: Onomatopoeia poem: Oh Poor Me!	35
Activity 3: Answer the poem: Sun, Sea and Sand	36 – 37
Activity 4: Write a poem	37
Subject and Predicate	38
Activity 1: Underline the subject in a sentence	38
Activity 2: Underline the predicate in a sentence	38
Brackets (Parenthesis)	39
Activity 1: Insert brackets in a sentence	39
REVISION LANGUAGE ACTIVITIES	
Nouns	40
Plurals	40
Pronouns	41
Verbs	41
Verb Tenses	41
Adjectives	42
Degrees of comparison	42
Prepositions	42
Conjunctions	43
Punctuation	43
Comprehension: Buried Treasure	44 - 45



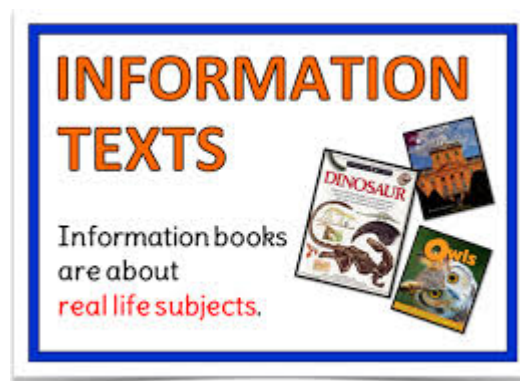
THEME 1: A WORLD OF INFORMATION

READING AND VIEWING

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:



1. HISTORICAL TEXT:

Tutankhamun Facts!

Five facts on the famous pharaoh, 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!



2. 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.



DRACOREX

Name: **Dracorex**

Lived: **70-65 million years ago**

Size: **Up to 3m long**

Discovered: **South Dakota, USA**

Say it: **Dray-co-rex**



With its long, thick skull, crowned with bony spikes and horns, this **plant-eater** has caused debate among experts. Some think the fossils found are from a previously unknown animal. Others believe that it died young, and that if it had lived longer, its sharp horns would have grown into deer-like antlers until it became a **stygimoloch**, an already-known dinosaur. Its full name is actually **dracorex hogwartsia**, so it's the only dinosaur to be named after Harry Potter's school!

Taj Mahal Facts



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

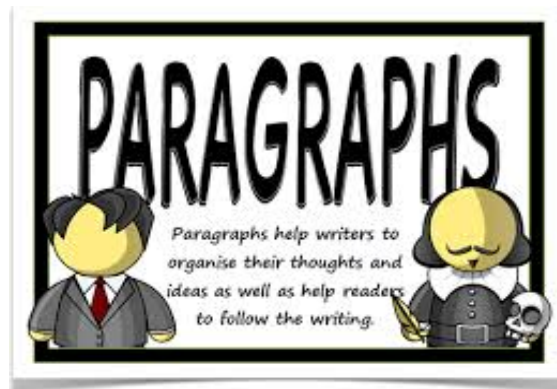
- ❖ The **Taj Mahal** is a famous **mausoleum in India**.
- ❖ A mausoleum is a building that contains **burial chambers (tombs)** for the deceased, they can be large or small and are often created in honour of influential people.
- ❖ The Taj Mahal is located in **Agra**, a city in the **Uttar Pradesh** 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.



Activity 1: Write 3 paragraphs about the picture below

A dare to enter the haunted house...



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 1: Add the relevant punctuation marks to these sentences, to make them 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 1: 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. "You are very mean," replied Tara.

Direct Speech

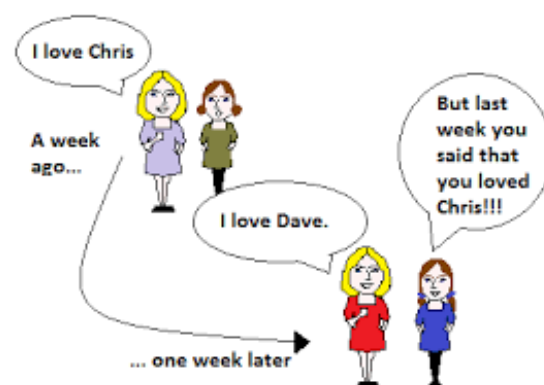
He said, "I like this dessert."

Indirect Speech

He said that he liked that dessert.

TAKE NOTE OF THE FOLLOWING CHANGES IN REPORTED SPEECH:

DIRECT SPEECH	INDIRECT SPEECH
<i>today</i>	<i>that day</i>
<i>yesterday</i>	<i>the day before</i>
<i>the day before yesterday</i>	<i>two days before</i>
<i>tomorrow</i>	<i>the next day/the following day</i>
<i>the day after tomorrow</i>	<i>in two day's time</i>
<i>next week/year etc.</i>	<i>the following week/year etc.</i>
<i>last week/year etc.</i>	<i>the previous week/year etc.</i>
<i>a year etc. ago</i>	<i>a year before/the previous year</i>



am / is	become	was
are	become	were
have/has	become	had
can/can't	become	could/couldn't
will/won't	become	would/wouldn't

Changes of pronouns	
Direct Speech	Indirect/Reported Speech
I	<i>he, she</i>
you	<i>I, she, he, we, they</i>
we	<i>they</i>
me	<i>him, her</i>
you	<i>him, her, us, them</i>
us	<i>them</i>
my	<i>his, her</i>
your	<i>my, his, her, our, their</i>
our	<i>their</i>
mine	<i>his, hers</i>
yours	<i>mine, his, hers, ours, theirs</i>
ours	<i>theirs</i>



READING AND VIEWING - COMPREHENSION

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.

Questions:

1. What is an autobiography?
2. State if the following is true or false:
 - 2.1 The write was a good pickpocket.
 - 2.2 Tasmania was once called Van Diemen's Island.
 - 2.3 The writer thought that life in Australia might be better than life in London.
 - 2.4 Working for a shoemaker in Hobart, was an excellent opportunity for the writer.
3. Write an event that took place in the writer's life for each date in the time line:
 - 3.1 1826
 - 3.2 1835
 - 3.3 1839
 - 3.4 1846
4. List three possible answers why the writer may not want to go back to London again.

Language:

5. Write the following contracted words in its original form:
 - 5.1 couldn't
 - 5.2 wouldn't
6. Find a **synonym** in paragraph 3 for the word: **prisoners**.
7. Find an **antonym** in paragraph 4 for the word: **never**.
8. Find two **proper nouns** in paragraph 1.
9. Find three **adjectives** in paragraph 3.
10. Find two **verbs** in paragraph 7.



THEME 2: HOW IT'S MADE

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**.



INSTRUCTIONS

EXAMPLE OF AN INSTRUCTIONAL TEXT

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



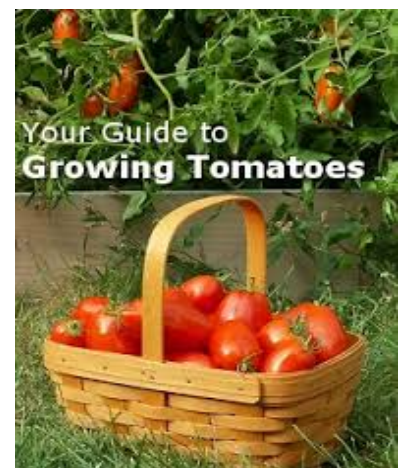
Method

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.

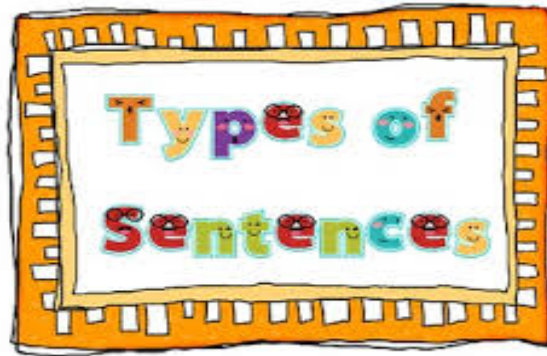
Activity 1: Re-arrange the following instructions logically.

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 blossom.

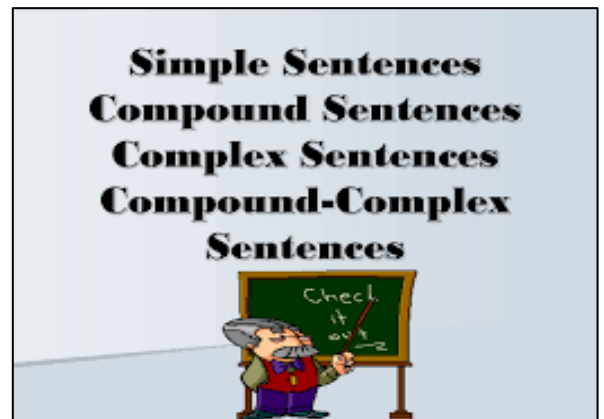


SENTENCES



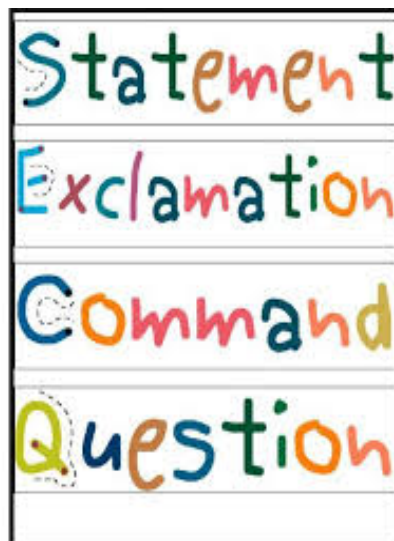
There are 4 types of sentences:

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



Sentences can appear as:

- 📌 Statements
- 📌 Commands
- 📌 Questions
- 📌 Exclamations



1. SIMPLE SENTENCE:

- 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 1: 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.



2. COMPOUND SENTENCE:

- Is made up of two simple sentences
- These sentences are joined by using conjunctions to make it one sentence

Compound Sentence

- Contains two or more independent clauses
- Clauses are joined by a coordinating conjunction.



Example: The boys went to the park, but they did not go to the zoo.

Tip: Look for these conjunctions: *for, and, nor, but, or, yet.*

Compound Sentence

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



Activity 2: 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)**



Activity 3: Add the correct punctuation mark at the end of each sentence and state whether it is a statement, command, exclamation or question.

1. Matter is anything that takes up space
2. I won one million rand
3. Dad, can you help me with my homework
4. Stop running on the pavement
5. A new fossil was found in Magaliesburg



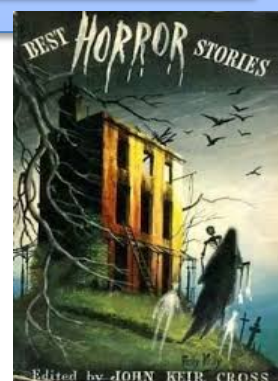
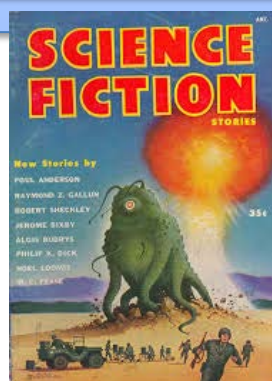
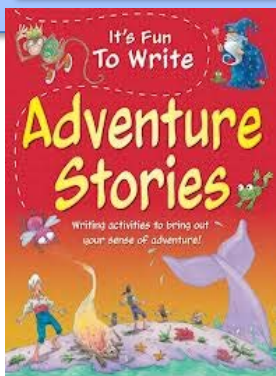
THEME 3: WHAT'S YOUR STORY?

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

Examples:

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



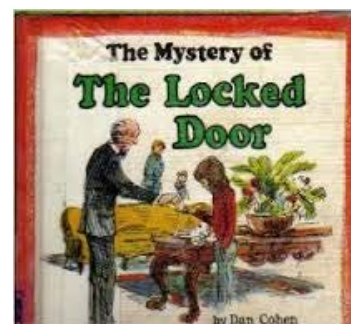
Activity 1: Read the story below and answer the questions that follow.

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!

Questions:

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

**Language:**

11. Turn the following contractions into the original word/words:

11.1 couldn't

11.2 I'm

11.3 what's

11.4 that's

11.5 hadn't



12. Use a thesaurus to find synonyms for the following words:

12.1 ducked

12.2 queasy

12.3 retrieved



NOUN PHRASES

SENTENCES:

- ∞ when we communicate by speaking or writing, we use **sentences**.
- ∞ A sentence has a **subject** and a **verb**, and makes sense on its own.
- ∞ A **phrase** is a **group of words** that do not make sense on its own.
- ∞ It **does not have a verb**.
- ∞ It adds detail to a sentence.
- ∞ A **clause** is a group of words that **contain a verb**.

NOUN PHRASES:

- ∞ These answer the questions **who** or **what** in connection with the **noun**.
- ∞ E.g. **Everyone** in the courtroom stood when the Judge entered.

(ask **who**?)

Who stood when the Judge entered?

Answer: **Everyone**.



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

Activity 1: Rewrite the sentences and underline the noun phrase

1. The fans cheered the soccer players on.
2. The girls and boys ran around the playground.
3. Some cars were selected for the race.
4. That dog performed many tricks.
5. My dad bought me many toys for Christmas.



PREPOSITIONS

⌘ 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**.

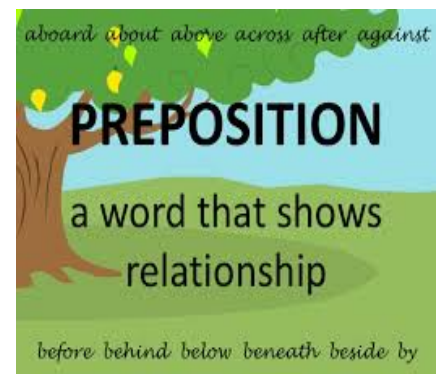
E.g. The book is **on** the table.

⌘ Prepositions usually come before nouns or pronouns.

E.g. I went **with** her/ the girl.

Activity 1: 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.
6. They ran around the field.
7. The bin is behind the door.
8. Kayla arrived in her new car.
9. I am proud of your success.
10. Her slippers were under the bed.



Activity 2: Fill in prepositions to the sentences

1. The frame hangs _____ the wall.
2. Santa came _____ the chimney.
3. He looked _____ the wall.



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 1: Insert colons 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. I would buy these if I win ten million rand a new car, designer clothes, a new watch and a new house.



;	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 1: Rewrite the following sentences, adding a semi-colon in the correct place

1. The school gardens contain a variety of flowers for example, roses, lilies, daisies and sunflowers.
2. We usually have music on a Thursday however, the music teacher was ill.
3. Cooper was late for school again therefore, he had to see the principal.
4. Nicole submitted her homework on time however, it was completed incorrectly.
5. Shannon thought she remembered everything however, she had forgotten her toothbrush.



AMBIGUITY

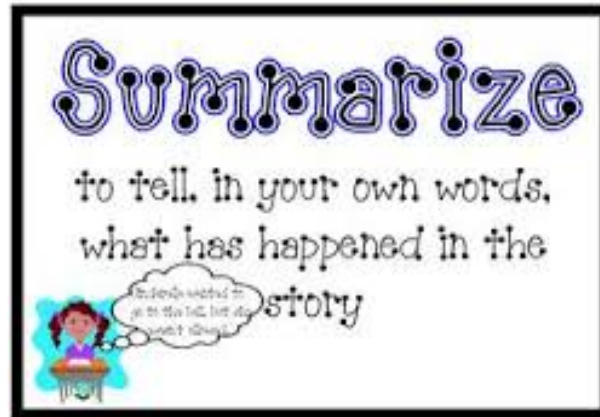
- Sometimes, what is written can be understood in many different ways.
- Such writing is said to be ambiguous (have multiple meanings)
- Usually punctuation can be used to correct ambiguity.

Activity 1: Rewrite these sentences using appropriate punctuation so that they are not ambiguous

1. When do we eat Bill?
2. Young girls wanted for pickling and bottling.
3. The chicken is ready to eat.
4. Kids make nutritious snacks.



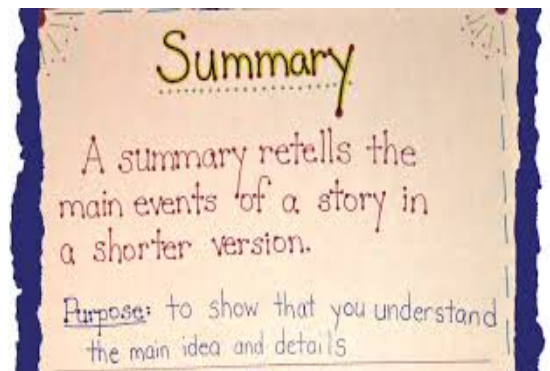
SUMMARISING




- 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 

THEME 4: POETIC FUN

POETIC LANGUAGE DEFINITIONS:

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 like or as

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.

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.



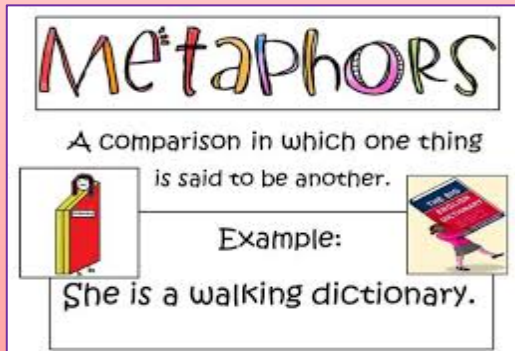
METAPHOR

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

Example

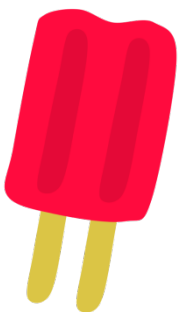
She is a ticking time bomb.

- ♥ 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 1: Write three examples using metaphor.

Example of a Metaphor Poem:



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



ONOMATOPEIA

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

Examples

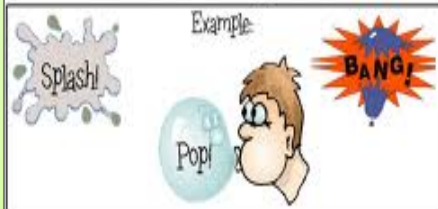
The snake made a **hissing** sound.

Woof, woof.

The car **screached** at the robot.

Onomatopoeia

A word that imitates
the sound it represents.



Activity 2: List five words to show onomatopoeia

Example of an Onomatopoeia Poem:

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



Activity 3: Read the poem below and answer the questions**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
Sand in your sandshoes and a big sand parcel
Sandpaper, sand hopper, sandstorm, sand-fly
Sand in your hair and a huge sea castle!

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:
 - 12.1 lazy
 - 12.2 Clock
13. Find antonyms in the poem for the words:
 - 13.1 tiny
 - 13.2 Horizontal
14. Why is the word "SAND" in stanza 5, in capital letters?
15. What do we feel after reading this poem?



Activity 4: Write an eight line poem about a fun activity that you did. Each stanza must be 4 lines only. Make sure you have at least 2 different figures of speech in your poem. Highlight the figures of speech.

Follow the writing process.



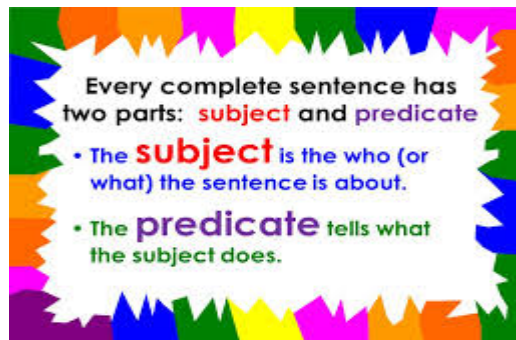
SUBJECT AND PREDICATE

- The subject in a sentence is the person doing the action.
- The predicate is the rest of the sentence after the subject.

E.g. Ella walked to the store.

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

...**walked to the store** - is the predicate because it is the rest of the sentence after the subject.



Activity 1: Underline the subject in each sentence

1. Kevin put his books in my bag.
2. Alex's sister helped at the school fair.
3. The primary school students won the best dressed competition.
4. The brand new building was painted bright blue.
5. The principal's award was given to Jenifer.



Activity 2: Underline the predicate in each sentence

1. The trees sway gently in the wind.
2. The phones rang loudly in the office.
3. The stars shine brightly.
4. The spring rains helped the flowers to bloom.
5. The eager group of tourists watched the wildlife.



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 1: 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.



REVISION LANGUAGE ACTIVITIES

1. NOUNS: UNDERLINE THE COMMON NOUNS AND CIRCLE THE PROPER NOUNS

- 1.1 Jeff made a lot of friends at Councillor Camp.
- 1.2 The game took place at Moses Mabida Stadium.
- 1.3 Steven mixed all the ingredients together.
- 1.4 Byron Secondary School had a fashion show at school.
- 1.5 They studied the pictures of Venus and Mars.



2. PLURALS: WRITE THE PLURAL FORM FOR EACH NOUN

- 2.1 shoe
- 2.2 hero
- 2.3 company
- 2.4 cherry
- 2.5 witch



3. PRONOUNS: CHOOSE THE CORRECT PRONOUN WITHIN BRACKETS

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



4. VERBS: UNDERLINE THE ACTION VERBS IN EACH SENTENCES

- 4.1 The gliders soar through the air.
 4.2 The stars sparkle at night.
 4.3 Marcy skates to the park.
 4.4 The farmer cuts the corn.
 4.5 The boat sails into the harbour



5. VERB TENSE: CHANGE THE VERBS TO PAST TENSE

- 5.1 act
 5.2 grow
 5.3 boil
 5.4 break
 5.5 answered



6. ADJECTIVES: UNDERLINE THE ADJECTIVE IN EACH SENTENCE

- 6.1 The dirty foal returned to the farm.
- 6.2 The magic carpet flew over the city.
- 6.3 The baker delivered delicious biscuit to the store.
- 6.4 A tiny, black puppy roamed on the street.
- 6.5 The dirty, smelly shoes were left outside.



7. DEGREE OF COMPARISON - ADD THE CORRECT FORM OF THE ADJECTIVES TO THE FOLLOWING WORDS

- 7.1 light _____
- 7.2 difficult _____
- 7.3 good _____
- 7.4 happy _____
- 7.5 sad _____



8. PREPOSITIONS: UNDERLINE THE PREPOSITIONS IN THE SENTENCE.

- 8.1 The two girls looked at each other across the table.
- 8.2 The acorn tree beside the lake is my favourite.
- 8.3 The football team celebrated after winning their game.
- 8.4 They found fossils inside the cave.
- 8.5 The students put their lunch boxes into their bags.



9. CONJUNCTIONS: CHOOSE ONE CONJUNCTION FROM THE OPTIONS WITHIN BRACKETS

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



10. PUNCTUATION: ADD PUNCTUATION TO THE SENTENCES. USE A DIFFERENT COLOUR PEN.

- 10.1 The tropical rainforest of south America is always wet and very hot
- 10.2 Many animals such as birds bats and alligators live in the rainforest
- 10.3 Did you know that many animals live in the forest
- 10.4 an hour later we reached our destination
- 10.5 the trip to water world took over an hour



COMPREHENSION

BURIED TREASURE



- 1 Fancy yourself a treasure hunter? Then a new worldwide competition could be for you.
- 2 British multi-billionaire Craig Jesteron 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 Jesteron. “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, Jesteron 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. Jesteron 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.

Questions:

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

