TERM 2
ENGLISH
GRADE 6
My School Promise

Each day I’ll do my best,
And I won’t do any less.
My work will always please me,
And I won’t accept a mess.
I’ll colour very carefully,
My writing will be neat.
And I will not be happy,
Until my papers are complete.
I’ll always do my homework,
And try my best on every test.
I won’t forget my promise, to do my very best
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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 MUST BE:**
- clear
- precise
- logical
- short
- factual
- easy to read
- easy to follow
Imperatives or Command Verbs

- these are action verbs that are used in procedures, to instruct someone to do something or to tell someone what to do.
- They usually begin a sentence.

Example of sentences with imperatives or command words:

- Do not add the egg yolks.
- Check the oven temperature.
- Make sure the dough is ready.
- Don’t run!
- Stop!

Examples of Instructional texts:

- How to make a chocolate cake
- How to make a sandwich
- How to give directions from...
- How to build a Lego race car
How to make Pancakes

Ingredients:

1 cup (250g) cake flour
a pinch of salt
1/2 cup (125ml) water
Golden syrup to drizzle
Fresh cream

Method:

1. Sift the dry ingredients together.
2. Beat eggs, water and milk together.
3. Pour the egg mixture into the flour mixture and mix thoroughly.
4. Add the oil and mix until smooth and creamy.
5. Leave the mixture to stand for 30 minutes.
6. Heat a non-stick frying pan and cook one pancake at a time.
7. Pour golden syrup over pancakes and add cream.

Makes 10 pancakes

Activity 1: Writing a Recipe

Write a short recipe about how to make your favourite dessert.
Underline all the command verbs in the Method.
Add pictures for your dessert.
Activity 2: The Wright brothers’ dreams

Read the questions first and then the passage. Thereafter, answer the questions.

Answer in complete sentences.

Look at the question words and mark allocation as a guide to answer.

Comprehension:

1. What was the Wright brothers’ lifelong interest? (1)
2. Which words in Par. 4, tell us that the dream the brothers had, was positive? (2)
3. Who sparked the Wright brothers’ lifelong dream? What did he give them? (2)
4. What did the Wright brothers do with the broken parts they recycled? (2)
5. What other dream did the brothers pursue before trying to build an aeroplane? (2)
6. When and where did the Wright brothers achieve their dream of human flight? (3)
7. What were they able to achieve with their invention? (2)
8. What, in your opinion, was the main reason for the Wright brothers’ success? (2)

Language:

1. Identify each type of noun listed below: (3)
   a. Wilfred
   b. bicycle
   c. passion

2. Rewrite the sentences. Underline the adjectives and circle the nouns. (4)
   a. At first they recycled broken bicycle parts.
   b. They built a power-driven aeroplane.

3. Rewrite these sentences and add the correct punctuation marks. (2)
   a. Orville and wilfred never gave up on their dreams
   b. don’t they deserve an award for their incredible invention

Total: 25 marks
1 In the nineteenth century, two brothers had an idea which eventually became their passionate dream. Their determination to achieve their dream changed world travel forever.

2 When Wilfred and Orville were young boys, their father came home one evening with a toy that would change their lives. In the boys' words, “Late in the autumn of 1878, our father came into the house one evening, with some object partly concealed in his hands. Before we could see what it was, he tossed it into the air. Instead of falling, as we expected, it flew across the room till it struck the ceiling, where it fluttered a while, and finally sank to the floor.” This simple toy made of bamboo, cork and stretched rubber bands, fascinated the Wright brothers and sparked their lifelong interest in human flight.

3 The Wright brothers always enjoyed learning new things. At first, they recycled broken parts to build a printing press and opened their own printing office. They later decided to move their interest to bicycles. In 1893, they opened the Wright Cycle Company, where they sold and repaired bicycles.
However, Wilfred (the older of the two) had his heart set on flying. The brothers spent many hours researching, making and testing their machines. Although there were many unsuccessful attempts at human flight, they were determined to succeed. What had started out as a hobby soon became a passion, a dream.

On 17 December 1903 at 10:35 am, Wilfred and Orville Wright realised their dream. On a cold, windy morning at Kitty Hawk, North Carolina, they flew “the world’s first power-driven, heavier-than-air machine”, in which man made free and controlled flight.

Their life-long dream had become a reality. So, the next time you hear or see an aeroplane, remember where it all started.
Prefixes and Suffixes

Let’s look at one word – unfortunate

The main part of the word is fortune and is called the root word or stem word.

The suffix comes after the root word - in unfortunate, it is -ate.

The suffix changes the meaning of the word - fortune becomes fortunate.

Examples:
- -ing - walking
- root word = walk

The prefix comes before the root - in unfortunate, it is un-.

The prefix also changes the meaning of the word - fortunate becomes unfortunate.

Examples: pre-, mis-, bi-, tri-, auto-, uni-
- bicycle
- root word = cycle
Activity 3: Prefix

Add a prefix from the box to change the meaning of the root word

<table>
<thead>
<tr>
<th>dis</th>
<th>un</th>
<th>anti</th>
<th>micro</th>
<th>non</th>
<th>multi</th>
</tr>
</thead>
</table>

1. sense
2. attractive
3. wave
4. bacterial
5. assemble

Activity 4: Suffix

Add a suffix from the box to the root word. Take note that spelling may change, so be careful.

- able - ly - ness - est - tion

1. kind
2. intend
3. suit
4. slow
5. big
Sentences can be divided into a **subject** and a **predicate**.

**The subject** says who or what is doing the action in the sentence.

**The predicate** is the rest of the sentence and says what is done.

The predicate always contains a verb.

**The woman** (subject) **ate the chocolate** (predicate).

---

**Subject**
Who or what the Sentence is about

**Predicate**
What the subject is, has, or does

The alligator **eats cookies and milk.**

---

**Subject**
Mr. Smith  The dentist  The pig with the big snout

**Predicate**
**took a walk.**  **pulled out a tooth.**  **slobbered on a kid.**

---

**Subject**
The man from the shop

**Predicate**
**is a monster.**

He **stole my bike last week.**

verb in yellow
Activity 5: Subject and Predicate

Rewrite these sentences in your book.
Circle the subject and underline the predicate.

1. The naughty child threw his toy truck out of the window.
2. My brother is upstairs.
3. The boy kicked the ball.
4. I ate the last chocolate.
5. The clever child got all the answers correct.

Activity 6: Subject, Verb and Predicate

Highlight the subject, circle the verbs and underline the predicate

1. I love the wilderness.
2. Oliver Tambo was an activist.
3. Happy people watch less television.
4. The queen bee laid her eggs in the hive.
5. The spider bite was painful.
Subject and Object

Subjects
- We use the word 'subject' to talk about the pronoun or noun that does the action of the verb.
- The subject is usually before the verb.

Objects
- We use the word 'object' to talk about the thing or person who receives the verb/action.
- It can be a noun, pronoun or a longer complex object.

Examples:
1. I love chocolate.
   Subject = I
   Verb = love
   What do I love? Chocolate.
   Object = chocolate
2. The boy packed his toys.
   Subject = the boy
   Verb = packed
   What did the boy pack? His toys
   Object = his toys

Activity 7: Subject, Verb and Object

Identify each part of the following sentences:

1. We played in the garden.
2. The cat scratched the door.
3. The boy read his book
4. The girl drew a picture.
5. Everyone cheered for the runners.
What is a book review?

- A book review is a person’s reaction/response to a book that they have read.
- Book reviewers try to give honest feedback about a book they have read.
- Writing a book report can be a lot of fun because it gives you a chance to read a new book, and then tell your teacher and friends what you thought about it.

Here are some things you need to include in your report:

1. The Book Details:
   - Title of the book.
   - Author’s name.
   - Fiction or non-fiction and genre.

2. The Setting:
   - Where did the story take place?
   - Give a description of the place if required.

3. The Characters:
   - Who was the story about?
   - Is there a main character?
   - Who are the other characters?
   - Write the characters names and be able to give a description of each character, if required.

4. Story/Plot:
   - What happens in the book?
   - Was there a problem that the characters were trying to solve?
   - Were the characters on some sort of adventure?
   - Describe the events that took place, but do not give away too much!
5. Theme/message:
- Is there a message in the story?
- Is there a lesson to be learnt?

6. Recommendation:
- Did you like/dislike the story?
- Why did you like/dislike the story?
- Would you recommend your friends to read this book?
- Rate this book out of 5 stars

Types of Books

- All books are either fiction or non-fiction.
- Non-fiction books contain factual information, such as biographies and history books.
- Fiction books contain a story which was made up by the author.
The two types of books (fiction and non-fiction) can be further divided into many different sub-types, called "genres".

Here are some of the different genres of books which are available.
# Book Review for Charlie and the Chocolate Factory

<table>
<thead>
<tr>
<th><strong>Title</strong></th>
<th>Charlie and the chocolate factory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Author</strong></td>
<td>Roald Dahl</td>
</tr>
<tr>
<td><strong>Setting</strong></td>
<td>An unnamed city; a small wooden house on the edge of a great city; a chocolate factory</td>
</tr>
<tr>
<td><strong>Characters</strong></td>
<td>Charlie Bucket, Willy Wonka, Augustus, Veruca, Violet, Mike, his father and grandparents.</td>
</tr>
<tr>
<td><strong>Type of Book</strong></td>
<td>Fiction</td>
</tr>
<tr>
<td><strong>Genre of Story</strong></td>
<td>Fantasy</td>
</tr>
</tbody>
</table>

## Plot

Charlie Bucket lives with his family, Grandpa Joe and Grandma Josephine, Grandpa George and Grandma Georgina and his mother and father. Charlie’s father works hard in a toothpaste factory, but no matter how hard he works, he never makes enough money to feed his family. Charlie loves chocolate and gets one chocolate bar for his birthday every year.

The great Willy Wonka’s chocolate factory is close to where Charlie lives. Mr. Wonka shut himself off from the public years before because his workers were selling his new ideas to rival companies. He makes an announcement that he is opening his factory to the five lucky people who find a golden ticket in his chocolate bars.

The lucky winners are Augustus Gloop, Veruca Salt, Mike Teavee, Violet Beauregarde and Charlie Bucket. Mr. Wonka’s Factory is full of exciting surprises. Charlie and the children see the Oompa Loompas and all the amazing things in the factory. The greedy Augustus falls into a pool of chocolate and has to be extracted from the pool filter. Violet, is addicted to chewing gum and turns blue with Wonka’s new chewing gum. Mike Teavee, a very rude TV addict, is shrunk to TV size, and the nasty and very demanding, Veruca Salt is thrown into the garbage chute to be incinerated. Charlie, our hero, is the last remaining child and wins the prize. Mr. Wonka wants him and his family to live with him in the factory and take over the factory when he gets old.

## Theme/Message

What goes around comes around - The hero Charlie was rewarded and the nasty spoiled children all got what they deserved.
**Activity 8: My Book Review**

Write a book review for a book that you have recently read.  
Use the same format as your notes.  
Follow the writing process.

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**Activity 9: Reading and Understanding a Book Review**

Read this review of *Journey to the River Sea* by Eva Ibbotson, about a girl who is unafraid of the dangerous creatures of the Amazon. Answer the questions that follow.

*Journey to the River Sea – Eva Ibbotson*

1 Can you imagine being on your own in the Amazon jungle, without a friend in the world? As one character says early in the book, “. . . if you just put one hand in the water there are these piranhas that strip all the flesh off your bones. Every single bit.”

2 It is the early 1900s. Maia, an orphan, has left England with her governess to go and live with her relatives, the Carter family, near a small town in the Amazon jungle. Maia soon discovers that her cousins are mean and spoilt and her uncle and aunt are cold and strict.

3 However, she soon makes some friends, and quickly falls in love with the jungle. Before long she meets Finn, who has lived in the jungle all his life, but who has his own secrets, which Maia longs to know.

4 This is a magical story, as it is full of twists and turns like the rivers in the jungle. The story is spellbinding, I couldn’t put it down. If you like adventure stories, strong heroines, and teenagers who fight for their independence, then this book is for you!

5 This book is a highly recommended read. I rate it 5 out 5 stars!
AFTER YOU READ:

1. Use your dictionary to look up the meanings of these words:
   a. navigates
   b. independence
   c. recommended

2. What is the genre of this story?

3. Each part of the book review has a different purpose. Decide which paragraph or part of the review gives you each piece of information.
   a. Paragraph ___ tells you who the characters are.
   b. Paragraph ___ asks a question to get the reader interested and gives a quote from the book.
   c. Paragraph ___ gives the reviewer’s opinion and recommendation.
   d. Paragraphs ___ and ___ describe the plot (the story).

4. What do you think of the book review? Did it make you want to read this book? How did the reviewer do this?
Examples of other Genres

Here are a few of existing music genres:

- Acoustic
- Garage
- Bashment
- Dancehall
- Grime
- Alternative
- Pop
- Dance
- Calypso
- Afro
- Beats
- Soca
- Jazz
- Rock
- Gospel
- RnB
- Punk
- House
- Dub-step
- HipHop
- Blues
- Indie
- Crunk
- Beatbox
- Funky
- House

Although they are written as single genre's sometimes a song can be made up of two different genres e.g. pop rock
Tenses: Past, Present and Future

- Tenses are used in our everyday written and spoken language.
- Tenses tell us whether actions happened in the past, are happening or happen now, or will happen.

Activity 1: Past Tense

The Past Tense is used to explain an action that has happened already. Use “ed” to change to past tense. Remember to change the spelling if it is an irregular verb e.g. fall = fell

Rewrite these sentences by changing the underlined verbs to the past tense.

1. Teddy drives to school daily.
2. Jane bakes the cupcakes for the party.
3. Mack, Jenny, and Javier walk their dog.
4. I will look for the lost ball.
5. He finds his cap under the bed.
The Present tense is used to explain an action that is happening now. Add “s” to these sentences.

Rewrite these sentences in your book and change the verb in brackets to the present tense.

1. Monica (eat) _______ sweets all day.
2. Eva (like) _______ dark chocolate.
3. Tess (play) ________ netball.
4. It (rain) _______ here almost every day.
5. Sally (plant) ___________ flowers in the garden.

The simple future tense is used to express something which will happen or something which will be true in the future.

One way to form this tense is to use: “will” + the simple present tense form of the verb.

We use “will” or “shall” when the subject is volunteering to do something in the future or deciding to do something in the future while speaking.

Example: We (clean) the room every day. (will)

We will clean the room every day.

Example: They (mop) the floor. (shall)

They shall mop the floor.
Rewrite these sentences in your book and change them to the future tense

1. The house is dirty. I (clean) _______ _______ it on Monday. (will)
2. I (ask) _______ _______ the teacher for extra work. (shall)
3. We (carry) _______ _______ the groceries to the car. (will)
4. I (ride) _______ _______ by bus to school. (shall)
5. I (buy) _______ _______ doughnuts for breakfast. (will)

**Tenses: Present, Past and Future Continuous**

**PRESENT CONTINUOUS TENSE:**

- We use the present continuous tense to show actions that are happening now.
- Use **am** or **is** or **are** + **ing**
- E.g. She **is playing** with her dog now.
- E.g. I **am going** to town now.
- E.g. They **are watching** a movie.

**PAST CONTINUOUS TENSE:**

- We use the past continuous tense to show actions that were happening in the past.
- Use **was** or **were** + **ing**
- E.g. The children **were playing** in the garden.
• E.g The cat **was eating** the mouse.

**FUTURE CONTINUOUS TENSE:**

• We use the future continuous tense to show an action that will happen over a period of time in the future.
• Use **will + be + ing**
• E.g. I **will be taking** leave next week.

### Activity 13: Continuous Tenses

Change the following sentences to the tense stated within brackets:

1. **He plays tennis at his friend’s house.** (present continuous)
2. **We go to church on Sunday.** (future continuous)
3. **Samantha is dreaming.** (past continuous)
4. **Leanne sings in the school choir.** (present continuous)
5. **Kim and Ben are trying to catch the thief.** (past continuous)
6. **Dad is going fishing tomorrow.** (future continuous)
Read the questions first and then the passage. 
Thereafter, answer the questions. 
Answer in complete sentences.

Questions:
1. Who is the hero and who is the villain in this story?
2. What does this story teach us? Choose the best answer:
   a. It’s important to do as little work as possible.
   b. It’s important to use your wits to survive.
   c. You must work for your own rewards in life.
3. Which of the following characteristics of a fable apply to this Anansi story?
   a. Fables are usually very short.
   b. Fables teach a moral lesson.
   c. The main characters are usually animals.
   d. At least one character has bad or weak qualities. These qualities cause the character’s downfall.
   e. The moral lesson of the fable is linked to the bad character’s downfall.

Anansi and the moss-covered rock

Once day Anansi was walking through the forest when he saw a strange, moss-covered rock.

“How interesting!” said Anansi. “Isn’t this a strange moss-covered rock?”

Suddenly – KABOOM! Everything went black and Anansi fell down, fast asleep.

When he woke up, Anansi wondered what had happened to him. “I was walking along,” he reminded himself. “I saw this rock and I said to myself, ‘Isn’t this a strange moss-covered rock . . .?’”
KABOOM! Anansi fell down again and woke up about an hour later. “Aha! I know what is happening,” said Anansi to himself. “This is a magic rock and every time someone comes along and says the magic words, ‘Isn’t this a strange hmm - hmmmhhmmmmm?’, down they go. I know just how to use magic like this!”

So Anansi went on walking until he came to Tiger’s house. Tiger was just about to sit down to eat. He had all his food out on the table. Anansi was hungry, but was too lazy to go and find his own food, so he said to Tiger, “Tiger, I’m just going for a walk in the lovely cool jungle. Don’t you want to come? It’s terribly hot today . . .”

“All right,” said Tiger, and the two animals went walking through the forest together. After a while, Anansi led Tiger to a certain place.

“Tiger! Do you see what I see?”
“Yes, Anansi! Isn’t this a strange moss-covered rock?”

KABOOM! Down fell Tiger and away ran Anansi to Tiger’s house, where he made off with all Tiger’s food.
Soon, Anansi was tricking all the animals in the forest. Whenever he was hungry he persuaded an animal to go to the moss-covered rock, got them to say the magic words, and KABOOM! They fell down fast asleep. Anansi helped himself to their food; some of it he ate and some he stored away in his house.
Now, Anansi did not know that he was being watched by quiet Little Spotted
Deer. She hid in the forest and saw how Anansi tricked the animals. She decided to put a stop to his nonsense.

She collected a basket of sweet coconuts and waited for Anansi to come along and invite her to go with him for a cool walk in the forest. Of course soon Anansi led her to the strange moss-covered rock.

“What is this?” said Anansi, pretending to be puzzled by the rock.

“What is what?” said Little Spotted Deer.

“This!” said Anansi pointing at the rock. “Can’t you see it?”

“I can’t see anything,” said Little Spotted Deer.

“Surely you can see it!” said Anansi, who was getting angry. “Look where I’m pointing!”

“There’s nothing there!”

Anansi stomped his thin legs. “Of course you can see it! You just don’t want to say it!”

“Say what? What am I supposed to say?” asked Little Spotted Deer.

Anansi shouted ‘You’re supposed to say: “Isn’t this a strange moss-covered rock!”

KABOOM! Down fell Anansi. Little Spotted Deer ran to call all the animals and they went straight to Anansi’s house, where they took back all the food that he’d stolen from them.
Activity 15: Comprehension and Language

Read the questions first and then the passage. Thereafter, answer the questions.

Answer in complete sentences.

Look at the question words and mark allocation as a guide to answer.

Comprehension:
1. Give this article a new title of not more than 6 words. (1)
2. How many different meanings of a dream does this article talk about? Name all of them. (5)
3. Do we only dream when we are asleep? Quote a line from Paragraph 2, to justify your answer. (3)
4. Which two senses do we use when we dream? (2)
5. List two ways in which people can remember their dreams. (2)
6. Do you agree with the statement in Paragraph 6 – “…we can think of a dream as the report of a memory in your brain”. Give a reason to support your answer. (2)

Language:
1. Find an antonym in Paragraph 3, for the word “dream”. (1)
2. Find a synonym in Paragraph 6, for the word “connected.” (1)
3. List three adjectives from Paragraph 2. (3)

Total: 20 marks
The four different meanings of a dream

1. The word “dream” has four different, but connected meanings. This means that when we put the meanings together, we are able to understand what a dream is.

2. Firstly, a dream happens when there is very little brain activity, when the outside world cannot enter the brain, and when the system that thinks about “I” or “me” is shut down. This might sound very complicated, but it is explained this way because we don’t just dream during sleep, but also when we are in a very relaxed, waking state. This is when we “drift off” and suddenly realise that we have been dreaming.

3. Secondly, a dream is something that we “experience” because the thinking is very real and makes use of our senses, especially seeing and hearing.

4. Thirdly, a dream is what we remember in the morning, so it is a memory of the dreaming experience.

5. Finally, a dream can also be the spoken or written report we give others about the experience. Talking or writing about your dreams is the only way anyone else can ever know about them.

6. So, to sum up these four connected meanings, we can think of a dream as the report of a memory in your brain. The dream happens under conditions that are most often formed in a state of sleep.
**Activity 16: Diary Entry**

**Write a Journal Entry about a dream you had last night.**

Express your feelings and emotions during your dream.  
Write about how you felt when you woke up in the morning.  
Your entry must be one paragraph.

**Follow the steps of the writing process:**

- A mind map (ideas)  
- First draft – take your ideas and make them into sentences.  
- Edit your first draft (in pencil) – check your spelling and punctuation.  
- Proofread your writing once more before writing the final draft.  
- Final draft  
- Indicate the word count.

**Here is the format of a Diary Entry:**

<table>
<thead>
<tr>
<th>20 April 2017</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dear Diary</td>
<td></td>
</tr>
</tbody>
</table>

| Last night I had a very strange dream. I dreamt I was dancing in a big concert.  
The hall was filled up and I could see my family and friends sitting in the front row.  
I was supposed to be a beautiful swan, but when I looked in the mirror in the dressing room, I saw that I was wearing a black and pink track suit. There was no time for me to change and I had to go on stage wearing this bizarre outfit. As I entered the audience got really quiet. I didn't look at anybody but danced till the end of the song - I didn't know what else to do. As the music stopped I was overwhelmed by the audience's response. People were standing up, cheering and clapping hands.  
Unbelievable! I wish that dream would come true. |
It is important to have dreams about your future, as they will motivate you to achieve. Think about what your dreams are for your future. List five of your dreams.

**Activity 17: My Dreams for my Future**

A verb is a word that describes an action or a state of being. An action verb/doing word, shows what someone or something is doing.

**Examples:**
Mary *sleeps* on the couch.
Jason *kicked* the ball over the fence.
My mom *cooks* dinner.
Rewrite these sentences and underline all the verbs. Some sentences contain more than one.

1. Sally listens to the news report.
2. The sausage sizzles in the pan.
3. She removes the pot from the stove.
4. He stirs all the ingredients in a bowl.
5. My mom cracks the eggs with ease.
Auxiliary Verbs

* **Auxiliary verbs** are *helping verbs* because they are needed to form many of the tenses.
* Auxiliary verbs help the main verb.
* Some tenses, like the present perfect continuous, need more than one auxiliary!

Here are some examples of the common auxiliary verbs in action:

- Why *are* you talking?
- You should *be* listening to me!
- I *was* having a bath when you called!
- A new road *is* being built behind the school.
- Have you done your homework?
- My father *has* never visited the USA.
- I *am* living in Germany?
- They *were* picking flowers.
- Other common auxiliary verbs are: will, should, would, can, must, might, may, could. (These verbs are often called *modal verbs*).

Activity 19: Auxiliary Verbs

Re-write these sentences and fill in the missing auxiliary verbs.

1. We _____ going to play a trick on you.
2. The dog _____been barking all day.
3. They _____ be late if they don’t hurry up.
4. Anansi_____ talking to Tiger in the forest.
5. I _____ not do as you say.
Use the correct tense of the verb to complete each sentence.
Use the tense that is given within brackets for each sentence.

1. They __________ removing the tree. (present tense)
2. She __________ having a rest. (present tense)
3. She __________ baked her favourite tart. (future tense)
4. The allergy tablets __________ effective. (past tense)
5. The birds ___________ eat the worms. (future tense)
Finite Verbs

- A **finite verb** is a form of a **verb** that has a subject and tense.
- It can function alone as a complete sentence.

### Examples

- They play football.
- He plays football.
- You are playing football.
- She is playing football.
- She was playing football.

### Things to observe:
- Each verb has its subject.
- The form of the verb depends on its subject.
- Each verb is limited by number, person, of the subject and its tense.

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Non-finite Verbs

- A **non-finite** verb does not have a subject or show tense.
- It cannot make a sentence complete and needs help to complete a sentence.
- There are three types of **non-finite** verbs: gerunds, infinitives, and participles.

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Information Texts

- 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 point.
- A topic sentence is followed by supporting sentences which give specific details and examples.
  For example: South Africa is an important country in Africa. It has a strong economy. It is also a popular holiday destination.
  (The topic sentence is in italics.)
- Headings and sub-headings can be used to show what the paragraphs are about.
- The tone is formal.

Activity 21: Reading and Answering an Information Text

Read the information text below and answer the questions.

Predicting the weather

Weather forecasting involves predicting the weather, a practice that people have been carrying out for centuries. In the past, people used to look to plants and animals for hints about the weather. This is because nature gives certain clues. For example, before it rains, ants move to higher ground, cows lie down, pine cones open up, frogs croak more frequently, and sheep’s wool uncurls.

People also made forecasts by studying the clouds. Being able to predict the weather by observing cloud formations is a skill that is somewhat lost on us modern humans. Most of us can easily look at a cloud and see the unicorn or ice-cream cones, but very few of us can look at clouds and see the approaching cold front.
Today, thanks to modern technology, forecasting is much, much easier. However, it still involves thousands of observers and scientists all over the world, and thousands of machines. For instance, meteorologists use thermometers to measure temperature, barometers to measure air pressure, rain gauges to measure the amount of rain that falls, and anemometers to measure wind speed. Satellites are used to take pictures of clouds from space. The information from these machines is then combined to produce weather maps like the one you see below.

Questions:
1. Are the following statements true or false? If they are false, say why.
   a. We can predict the weather accurately by finding signs in nature.
   b. It is easier to predict the weather today than it was in the past.
   c. Thermometers are used to measure air pressure.

2. Write down the topic sentence (that presents the main idea) and two supporting sentences (that present supporting detail) from the first paragraph.

INSTRUMENTS USED FOR PREDICTING WEATHER

![Anemometer](image)

![Barometer](image)

![Thermometer](image)

![Satellite](image)

![Rain Gauge](image)

![Weather Forecast](image)

![Barometer](image)
Activity 22: Gold Reef City

Write a short information text (10 lines) about Gold Reef City, and why it is a very popular attraction for children, teenagers and adults.

Follow the writing process
Do you feel like going on a great adventure?
Crown Bay Primary School will once again be presenting an extraordinary treasure hunt this year. But you must be very brave if you want to take part, because a real pirate is guarding the treasure!

Bring the following along:
- your pirate sword and hat
- sunblock
- R10 entry fee
- comfortable walking shoes

We will give you a map.

Place:
Crown Bay Game Reserve

Date:
Saturday, 6 June 2018

Time: 9 am
Activity 23: Reading and Answering an Information Text

Questions.
1. What is the title of the pamphlet?
2. Who is presenting the event?
3. Who is guarding the treasure?
4. Who will be able to decipher the clues easily?
5. How much does it cost to enter?
6. Why do you think you will need sunblock?
7. Why do you think you will need comfortable walking shoes?
8. When will the event be held?

Adjectives

They are describing words.
They describe a noun or pronoun.
They help to make writing more interesting as they add detail to descriptions.
Adjectives are often placed before a noun.
Example: The small girl climbed the tall tree.
The adjective may also come after a linking verb – is, am, are, was, were.
Example: The girl is small. The tree was tall.
Activity 24: Underline the Adjectives

Rewrite the sentences and underline the adjectives in the sentences below. Some sentences contain more than one.

1. It was an unusual afternoon for Paul.
2. The story my uncle told was fascinating.
3. The advertisement in that newspaper is deceptive.
4. The democratic election took place yesterday.
5. The class read an interesting and humorous book.

Activity 25: Write sentences using Adjectives

Choose 5 adjectives from the list below. Then write 5 sentences to describe a noun.

wicked naughty old
happy clever yellow
beautiful colourful red
inquisitive energetic silly
# Punctuation Marks: Comma

<table>
<thead>
<tr>
<th><strong>COMMA</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Used to separate items on a list.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Example</strong></td>
<td></td>
</tr>
<tr>
<td>Dad bought pens, books, erasers and glue.</td>
<td></td>
</tr>
<tr>
<td>*(there is no comma before <em>and</em>)</td>
<td></td>
</tr>
<tr>
<td><strong>Shows additional information.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Example</strong></td>
<td></td>
</tr>
<tr>
<td>Ronaldo, the famous soccer player, scored the winning goal.</td>
<td></td>
</tr>
<tr>
<td><em>(brackets or dashes can also be used to show additional informational)</em></td>
<td></td>
</tr>
<tr>
<td><strong>Placed before and after certain conjunctions.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Example</strong></td>
<td></td>
</tr>
<tr>
<td>He went to town, <em>but</em> forgot to buy his shoes.</td>
<td></td>
</tr>
<tr>
<td>Example: <em>Nevertheless,</em> she will make up for her mistake.</td>
<td></td>
</tr>
<tr>
<td><strong>Used after introductory words in direct speech.</strong></td>
<td></td>
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<tr>
<td><strong>Example</strong></td>
<td></td>
</tr>
<tr>
<td>Bill said, “I will meet her.”</td>
<td></td>
</tr>
<tr>
<td>Joanne asked, “Can I come with?”</td>
<td></td>
</tr>
<tr>
<td><strong>Used to separate repeated words in a sentence.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Example</strong></td>
<td></td>
</tr>
<tr>
<td>Whatever you want to say, say it now.</td>
<td></td>
</tr>
</tbody>
</table>
Activity 26: Inserting the Comma

Rewrite the sentences and insert commas where necessary.

1. The old man who lives in England came to visit South Africa.
2. The tennis match which was played yesterday was won by Tom Newby.
3. The bird with the colourful feathers caught the worm.
4. The rocket which was damaged landed safely on Mars.
5. The children who were naughty in class got break detention.