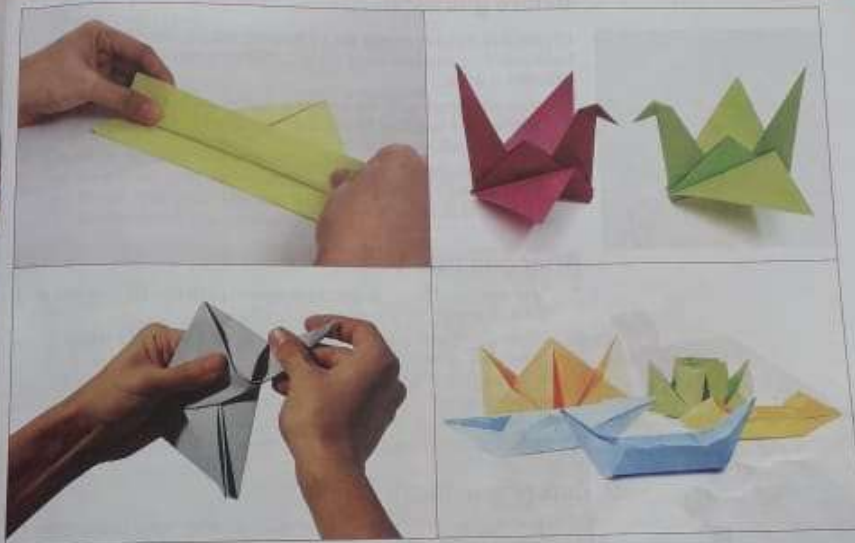


## 6

## Communicating clearly

**In this theme:**

- **Listen and speak:** follow oral instructions. Recall and discuss procedures.
- **Read:** follow written and pictorial instructions. Sequence events and steps. Identify and analyse features of instructional writing. Compare different recipes.
- **Write:** write instructional texts.
- **Language:** practise using subjects, objects; stems, prefixes and suffixes; dictionaries; punctuation.

**Starting off**

1. Do you know the correct name for the art of folding paper into shapes?
2. In which country did this art originate?
3. How important do you think it is to follow instructions when doing something like art or a craft?

## Listen and speak

### Before you listen

**Origami** is the Japanese art of folding paper. In Japan, it is believed that anyone who folds 1 000 origami cranes will be granted a wish.



1. You will start with an easier origami bird. Listen carefully while your teacher reads instructions for folding an origami pelican.
2. While you listen, make notes. Your notes must be very clear and in point form.

### After you listen

1. Use your notes to make an origami pelican. Be patient and take one step at a time.
2. Once you have completed your pelican, discuss the following questions.
  - a) Was this a difficult task?
  - b) Were your notes easy to follow?
  - c) Do you think you followed the instructions well?
  - d) Were some people better at this task than others?



### Before you listen

All schools must have an **evacuation plan** in case there is a fire. You probably have a fire drill every so often to practice leaving the building in an orderly, **efficient** fashion. Your teacher is going to read out the procedure which must be followed when the fire alarm sounds.



#### Word list

**evacuation plan** – a plan for leaving the building in an emergency, e.g. a fire

**efficient** – works well and quickly

1. While your teacher reads the school's evacuation procedure, listen for the answers to these questions.
  - a) Must you close the windows in the classroom?
  - b) May you take your school bag with you?
  - c) Are you allowed to run or talk?
  - d) What if you are on the playground when the alarm sounds?
  - e) Where must you go?
  - f) What must you do when you get there?

## Language practice

### Prefixes, suffixes and root words

Let's look at one word – **unfortunate**:

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

The **suffix** comes **after** the root; in **unfortunate**, it is **-ate**. The suffix changes the meaning of the word; **fortune** becomes **fortunate**.

The **prefix** comes **before** the root; in **unfortunate**, it is **un-**. The prefix also changes the meaning of the word; **fortunate** becomes **unfortunate**.

Prefixes often give us a clue to the meaning of the word. We know that **tri** means three. From this we know:

a **triangle** is a shape with three angles

a **tricycle** is a three-wheeled vehicle

a **trilogy** is a group of three literary works

a **trident** is a three-pronged spear.

Prefixes often indicate number, for example **uni-** means one, **bi-** means two.

Suffixes change the root word to form nouns, verbs, adjectives and adverbs. For example, from the verb **satisfy**, we can get:

**satisfaction** (noun)

**satisfactory** (adjective)

**satisfactorily** (adverb)



A trident

1. Add a prefix to the following words to give the antonym.

accurate

complete

function

represent

satisfaction

2. Can you think of words which start with the prefix **uni-**? What do these words mean?
3. How many words can you think of that start with the prefix **bi-**? What do these words mean?



4. The following are all prefixes that indicate number. Look up their meanings.

centi- dec- hexa- milli- novem-  
octo- penta- quad- sept-

5. Use your dictionary to find words to match the definitions below. All the words begin with the prefix *mal-*:

- a) an ailment or disease
- b) condition where you are weak and ill because of insufficient food
- c) wishing evil or harm to others
- d) someone who is not happy
- e) producing an unpleasant smell

6. Add suffixes to the following words to turn them into nouns:

complete hate imagine

Why is September the ninth month of the year if sept- means seven?

September comes from the Roman calendar, which had ten months, not twelve.



## Write your first draft

Use your mind map to write instructions for your friend. It may be easier to present your instructions in a numbered list. Remember to use imperatives.

### Imperatives

When you want to make a point forcefully, write it as an **imperative**. For example:

**Do not** put your fingers through the bars.

If the fish is swimming on its side, **take it** to the vet straight away.

**Always lock** the cage with the padlock.



### After you write

Revise, edit and present your instructions.

1. Check to see that you have included all the details.
2. Are your sentences easy to read? If they are clumsy or too long, rewrite them.
3. Consider using headings to make your instructions very clear.
4. Check for any spelling errors.
5. Have you used punctuation marks correctly?
6. You should now be ready to write a final, error-free copy of your instructions. Remember to write neatly.



## Language practice

### Plurals of words that end in -y

If the word ends in -y after a vowel, add an -s to make it plural. For example:

donkey - donkeys, boy - boys, ray - rays.

If the word ends in -y after a consonant, drop the y and add -ies. For example:

fly - flies, canary - canaries, country - countries



## Language practice

### Subject and predicate

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. It always contains a **verb**.

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

To find the **subject**, first find the verb, then ask **who** or **what did the verb**. For example:

Who ate the chocolate? The woman.

The **predicate** can be divided into **verb** and **object**.

For example:

ate (verb) the chocolate (object)

The **object** says **who** or **what** is **being acted upon**.

To find the object ask **who** or **what** after the verb.

For example:

The woman ate **what**? the chocolate

Not all predicates contain an object. For example: John sang quietly. The word *quietly* is an adverb which just tells us how John sang. It does not tell us **what** he sang, so there is no object in this sentence



1. Copy the sentences into your notebook. For each sentence, identify the subject and the predicate.  
a) The cat sat on the mat.  
b) The dog barked.  
c) Don't forget to put your shoes on.  
d) The teacher spoke to the class.



2. Write the subject and predicate of each sentence.  
3. Choose the correct subject and predicate for each sentence.  
a) The cat sat on the mat.  
b) She sat on the mat.  
c) Mrs. Smith sat on the mat.  
d) It sat on the mat.  
e) She sat on the mat.  
4. Form a sentence using the subject and predicate.  
key  
nanna

1. Copy the sentences below into your exercise book.  
For each sentence:

- Identify and highlight the verb.
- Identify the subject by asking who or what before the verb. Underline the subject.
- Identify the object by asking who or what after the verb. Put brackets around the object.

- a) The tabby cat ate the mouse.
- b) Most cats enjoy fresh meat.
- c) Domestic cats eat dried or canned catfood.
- d) Mice love the catfood industry!



2. Write two sentences of your own. The first one *must* contain an object, the second *must not* contain an object.
3. Choose the correct word in the sentences below.
- a) The (weather/whether) forecast predicted rain today.
  - b) She went on a diet hoping to (loose/lose) some weight.
  - c) Mrs van Zyl is the school's (principle/principal).
  - d) (Its/It's) a shame that I cannot attend your party.
  - e) She is going to attend a (course/coarse) on garden design.
4. Form plurals of the following words:

key      story      pathway      lorry  
nanny      artery



## Revision

Formal assessment

### Subject and predicate

- Copy these sentences into your exercise book. Complete the sentences with a suitable predicate.
  - The whole class \_\_\_\_\_
  - Mrs Smith \_\_\_\_\_
  - The enormous pizza \_\_\_\_\_
- Copy these sentences into your exercise book, then underline the object in each sentence.
  - The naughty child threw his toy truck out of the window.
  - My brother is upstairs.
  - The boy kicked the ball.
  - I ate the last chocolate.

### Verbs

- Rewrite these sentences and underline all the verbs. Some sentences contain more than one.
  - The wind blew ferociously and uprooted many trees.
  - The bacon sizzled in the pan.
  - It was his eighth birthday yesterday.
  - I love school and miss my friends during the holidays.

### Prefixes and suffixes

- Find three words that begin with the prefix *circum-*. Write them down and explain what each word means.
- The root word *port* means carry. Add three different prefixes to this root word and give definitions for your new words.
- Add suffixes to the words below to change them into verbs.  
idol   length   spark   sermon
- Rewrite the following and correct the punctuation.
  - Are you a king asked the boy. (2)
  - The mens ties were identical. (1)
  - Its time for sunday lunch. (2)
  - That book is yours. (1)

Total marks [35]

### Spelling list

approximately	duvet	juice	
bicycle	efficient	ladie	precise
chocolate	evacuation	measurement	restaurant
cinnamon	fortunate	origami	satisfactorily
consonant	ingredients	pancake	sentence
disappoint	Japanese	pleasant	suffix
			theatre