



# ENGLISH FAL

Grade 6

01 – 05 May 2020

## Theme 7 Useful plants



# INSTRUCTIONS

---

- Complete all work in your general book as instructed. If you do not have it with you please complete on a separate sheet and keep it safe for future reference
- By the end of lesson 10 learners should have completed pg. 86-102 of their Departemental English FAL Workbooks. They can also make use of 'My dictionary' on page 137 - 142 to build up their own dictionary and vocabulary.
- Stamp and sign on page 101 to acknowledge their progress.
- All the best and enjoy every learning opportunity.



No previous work need to marked this week.



# Lesson 6

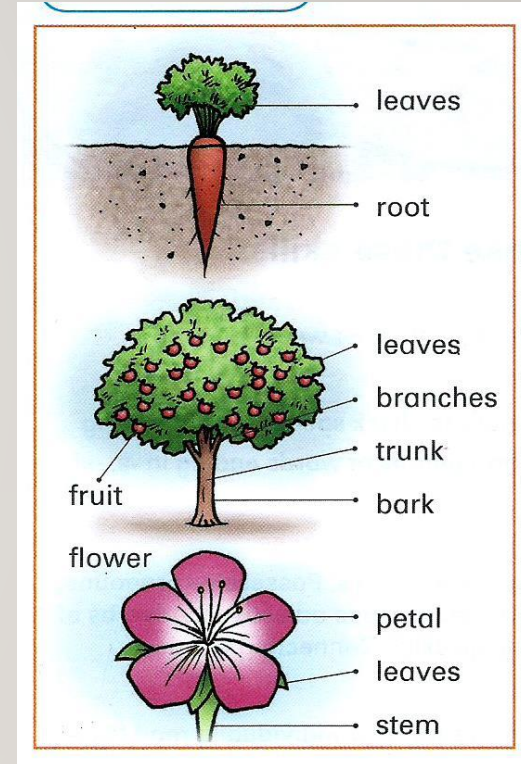


## Listen and speak:

**While you listen:** Close your eyes. Try to picture what your teacher is describing while listening to track 7. Once you've listened to the track complete the following questions in your workbook.

### After you listen to description 1 (p. 62):

1. Which plant is your teacher describing? Talk about what we use it for. *(Answer this question orally. This question requires you to identify the plant being described and what it is used for.)* Rewrite your answer in your workbook.



**Skill:** Listening and speaking  
Reading and viewing

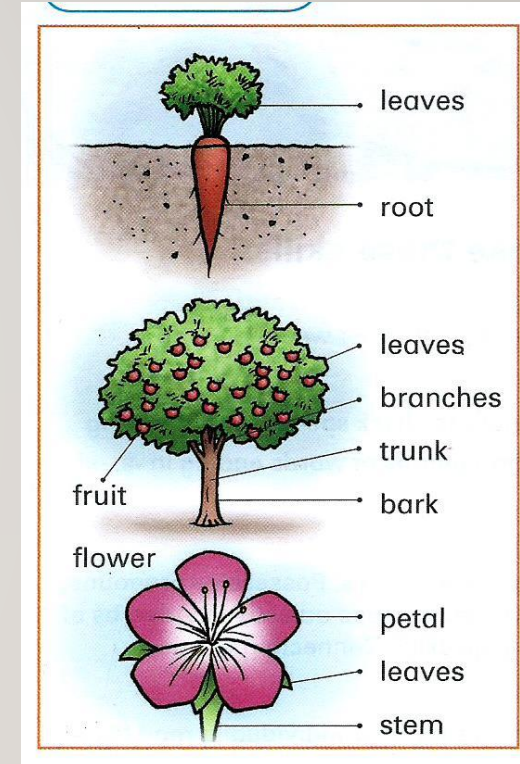
# Lesson 6 continue...

## Listen and speak:

**After you listen to description 1 (p. 62):**

*(These questions require you to distinguish parts from the whole and draw and label what was described. )*

2. What is at the top of the plant?
3. What is at the bottom of the plant?
4. Draw the plant in your workbook. Write five labels to name parts of the plant. Check the spelling.



**Skill: Listening and speaking  
Reading and viewing**

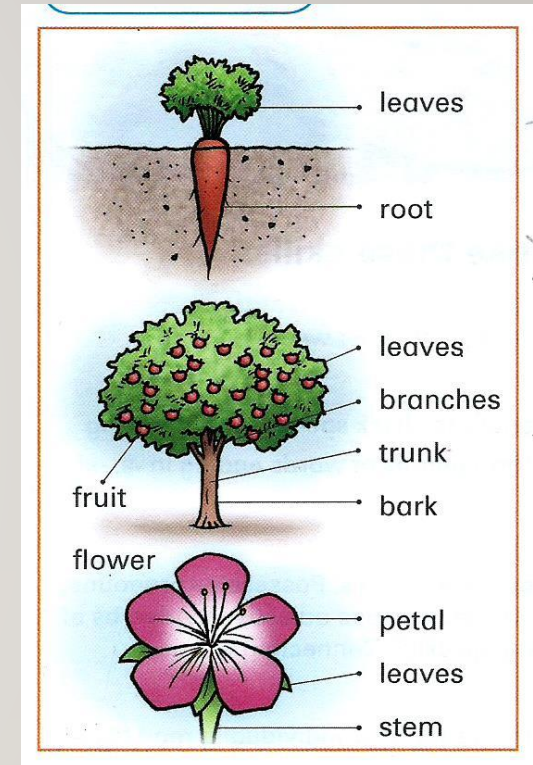


# Lesson 6 continue...

## Listen and speak:

After you listen to description 2 (p. 62):

1. Which plant is your teacher describing? Talk about what we use it for.  
(Answer this question orally. This question requires you to identify the plant being described and what it is used for.) Rewrite your answer in your workbook.



Skill: Listening and speaking  
Reading and viewing

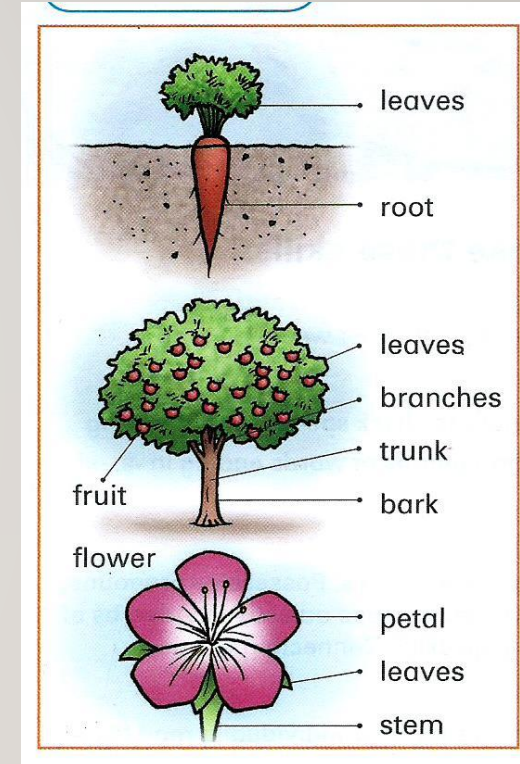
# Lesson 6 continue...

## Listen and speak:

**After you listen to description 2 (p. 62):**

*(These questions require you to distinguish parts from the whole and draw and label what was described. )*

2. Which part of the plant is colourful?
  3. Draw the plant in your workbook. Write labels for three of its parts.
- Check the spelling.



**Skill: Listening and speaking  
Reading and viewing**



# Lesson 7

## Listen and speak:

Sort plant products into groups (p. 63):

We use plants for food, medicine, **fabrics** and **building** materials.

*(Look at the illustrations of many plant products and complete the following questions in your workbooks)*

1. Look at the pictures. Match the words in boxes to the right picture.

peanut butter

shorts

carrots

bananas

door and window frames

tablets

jeans

cream

roof

dress

**fabrics** – cloth or material  
**building** – a structure that has  
a roof and walls  
**products** – something that is  
made or grown to be sold



Skill: Listening and speaking

Reading and viewing

Language structures & conventions



# Lesson 7 continue...

## Listen and speak:

### Sort plant products into groups:

*(Look at the illustrations of many plant products.)*

2. Choose two **products** that you have used before. Tell your group (mom and dad) about them.

**fabrics** – cloth or material  
**building** – a structure that has  
a roof and walls  
**products** – something that is  
made or grown to be sold



Skill: Listening and speaking  
Reading and viewing  
Language structures & conventions

# Lesson 7 continue...

**fabrics** – cloth or material  
**building** – a structure that has a roof and walls  
**products** – something that is made or grown to be sold

## Listen and speak:

### Sort plant products into groups:

3. Look at the table below and discuss the questions.
- Why is **peanut butter** in the same column as **banana**?
  - Why are **jeans** not in the same column as **banana**?

Parts of buildings	Fabrics	Food	Medicines
roof	jeans	banana peanut butter	quinine tablets



Skill: Listening and speaking  
Reading and viewing  
Language structures & conventions



# Lesson 7 continue...

**fabrics** – cloth or material  
**building** – a structure that has  
a roof and walls  
**products** – something that is  
made or grown to be sold

## Listen and speak:

Sort plant products into groups:

4. Talk about where the other pictures belong in the table.

Parts of buildings	Fabrics	Food	Medicines
roof	jeans	banana peanut butter	quinine tablets

5. Copy the table. Write the names of the pictures in your table.



Skill: Listening and speaking  
Reading and viewing  
Language structures & conventions



# Lesson 7 continue...

## Listen and speak:

### Spelling (p. 63)

Write the plural forms of the words in brackets.

1. Trees have many (branch).
2. (Bush) come in different sizes.
3. Please buy three (bunch) of bananas.
4. I will make two vegetable (dish).
5. The (dress) are made of soft cotton.



Skill: Listening and speaking  
Reading and viewing  
Language structures & conventions

# Lesson 7 continue...

## Listen and speak:

### Work with words and sentences (p. 63)

Which of these words only have plural forms?

clothes

bananas

shorts

dresses

oats



Skill: Listening and speaking

Reading and viewing

Language structures & conventions



# Herbs that heal (information text)

Warning: Before using any of the recipes, you should check with your parents or doctor. You never know if you might have an **allergic** reaction.

## Wild rosemary

Narrow, grey leaves with a strong smell. Little white flowers which become fluffy grey balls.

**Use:** For stomach aches or headaches.

Soak ½ teaspoon of chopped rosemary leaves in 1 cup of boiling water. Allow to soak for 5 minutes. Strain to remove the leaves. Then drink the tea.



## Bulbine

Firm, narrow leaves that are slightly flattened and fleshy. Small, orange and yellow flowers grow from long stems.

**Use:** For insect stings such as from a bee or a bluebottle. Break off a leaf and rub the **sap** on the area that has been stung. Can also be rubbed on to **cold sores** and **chapped** lips.



# Lesson 7 continue...

## Listen and speak:

### Independent reading (*Reader p. 37 - 39*)

Read 'Herbs that heal' aloud to the class (mom and dad).

Skill: Listening and speaking  
Reading and viewing  
Language structures & conventions

02 June 2020

Laerskool Mikro Kopiereg ©



## Buchu

Small, fine leaves with a strong smell. White or pink flowers.

**Use:** For **infections**, **bruises** and **sprains**.

Soak 1 teaspoon chopped buchu leaves in 1 cup of boiling water. Leave to soak for 10 minutes. Strain. Rub on to infected areas, bruises and sprains. Leaves can also be rubbed on the neck, face, legs and hands to keep insects away.



## Mountain sage

Small, grey-green leaves with blue-purple flowers.

**Use:** For sore throats, colds, coughs and tiredness.

Soak four or five leaves in 1 cup of boiling water. Leave to soak for 10 minutes and pour it through a **sieve** or strainer. Add a little honey and lemon for flavour. For a sore throat, chew a few sage leaves.

## Wild dagga

Long, narrow, hairy leaves. Bright orange flowers that look like lion's ears.

**Use:** for coughs, colds, sinus.

Pour boiling water over four or five wild dagga leaves in a small bowl. Place the bowl in a paper bag, then put the opening of the bag over the nose and mouth, and breathe in deeply. Remove the face to breathe out. Repeat this process five or six times until the breathing passages feel clearer.

**Important:** This is a different plant to the one people get addicted to. The addictive kind of dagga, also known as "dope" or "ganja" is illegal to smoke.



## Think about it

Choose a herb from the ones you have read about to help in the following situations:

- You slip and sprain your ankle
- You wake up in the morning with a blocked nose
- You have cold sores on your lips
- You are not actually sick, but you've been feeling very tired lately
- Your tummy is really sore.

# Lesson 8

**Spelling Test 2.4:** Go through the list of spelling words again.

Write 'Spelling Test 2.4' and the date in your General workbook and then do the spelling test. Let mom or dad ask you any ten of the words to write down.

Once completed they can mark it for you. Rewrite all the incorrect words five times to practice the correct spelling.

Spelling list
2.4
travelled
cancelled
accidentally
carefully
refers
connecting
phrasal
checklist
museum
paragraph
because
relieved
scared

Skill: Language structures  
and conventions



# Lesson 8 continue...

## Read and view:

Practise reading the information text about paper on p. 64.

### Paper

#### What it is used for

- 1 We use paper to make many things. This book is made of paper! Newspapers, magazines, money, cards, boxes and toilet paper are also made from paper. Paper comes from the wood of trees like pine trees and fir trees. The trunks of the trees are cut into logs.



**chemicals** – a substance used to make something

**sieve** – a wire net that separates solid from liquid

**ink** – a coloured liquid used for writing, printing or drawing

**serviettes** – paper or fabric squares you use while you are eating

Skill: Reading and viewing

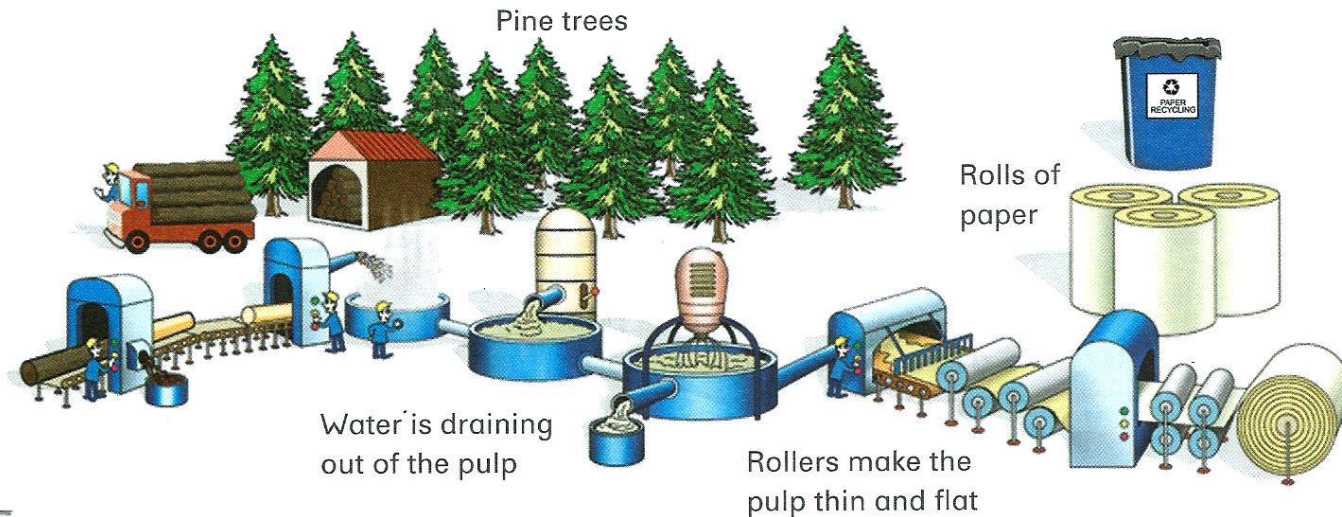


## How it is made

- 2 Paper is made in factories called paper mills. First, machines take the bark off the logs. Then they cut the logs into big pieces of wood to use for building. The small pieces of wood that are left are used to make paper. A machine breaks up the small pieces of wood into tiny pieces. These tiny pieces are called fibres.
- 3 Machines mix the fibres with **chemicals** and water to make pulp. The wet pulp is put on a big **sieve** so the water can drain out. Then big rollers push more water out of the pulp. The rollers also squash the fibres together to make them flat. Then the flat pulp goes through very hot rollers to dry it. Finally, machines roll up the very long sheets of paper.

## Paper recycling

- 4 People cut down millions of trees to make paper. Trees take very long to grow. We should recycle the paper we use, so we can make new paper from used paper. If you soak used paper in water it will become pulp again. Chemicals wash the old **ink** out of the paper. We use recycled paper to make products like cardboard boxes, **serviettes** and newspapers.



## Word list

**chemicals** – a substance used to make something

**sieve** – a wire net that separates solid from liquid

**ink** – a coloured liquid used for writing, printing or drawing

**serviettes** – paper or fabric squares you use while you are eating

# Lesson 8 continue...

**chemicals** – a substance used to make something

**sieve** – a wire net that separates solid from liquid

**ink** – a coloured liquid used for writing, printing or drawing

**serviettes** – paper or fabric squares you use while you are eating

Skill: Reading and viewing

# Lesson 8 continue...

## Read and view:

After you read (p. 65)

1. What did you read about? Choose three answers.
  - How we make magazines
  - What paper is used for
  - How to waste paper
  - How we make paper
  - How we can make new paper from used paper.

Skill: Reading and viewing

# Lesson 8 continue...

## Read and view:

After you read (p. 65)

2. Match the words with the correct meanings in the table below.

Words	Meanings
a) logs	to take water flow out of something
b) pulp	thick pieces of wood from tree trunks
c) drain	thin parts of something
d) fibres	use something again to make something new
e) recycling	soft wet matter made from crushing something

Skill: Reading and viewing

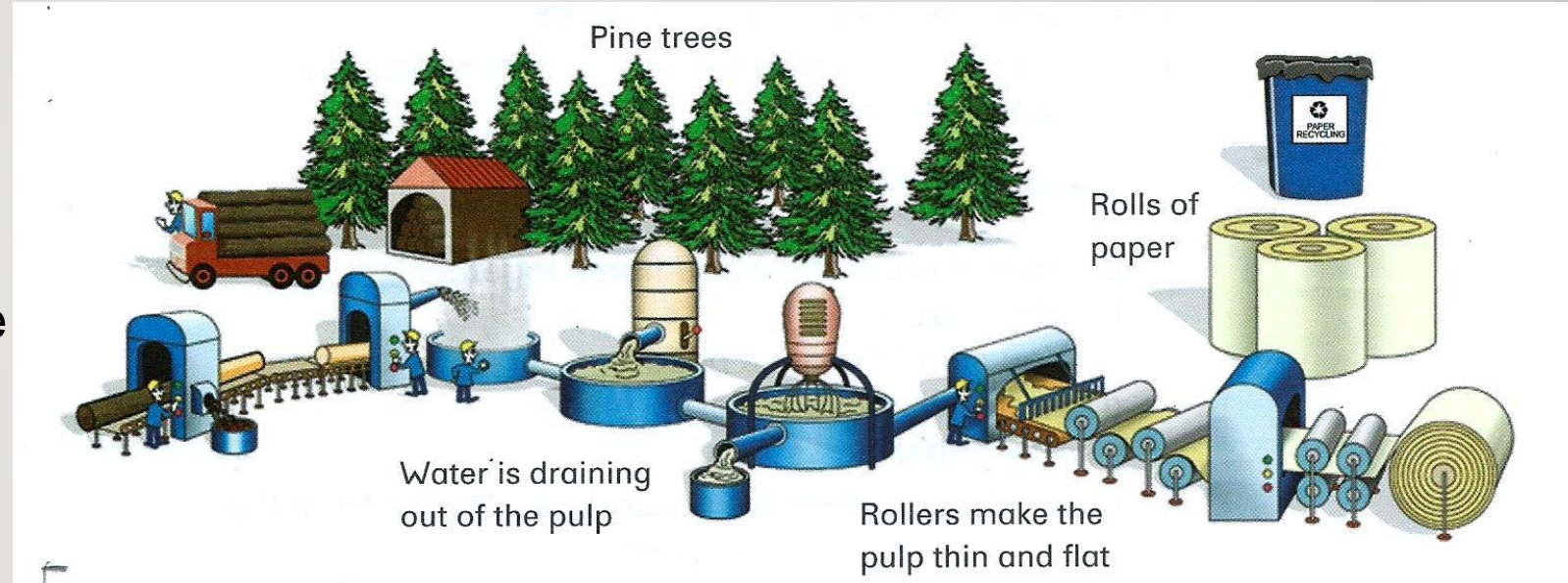


## Read and view:

# Lesson 8 continue...

After you read (p. 65)

3. Read paragraph 1. Write down the topic sentence.
4. Name three things that we make from paper.
5. Look at the picture.
  - a) What makes the paper thin and flat?
  - b) Where can we throw away used paper so we don't waste it?
6. Why do we need to stop cutting down so many trees?
7. What three things can be made from recycled paper?



Skill: Reading and viewing

# Lesson 8 continue...

## ADVERBS

An adverb gives more information about a verb, adjective or other adverb. It is used to make a phrase or sentence more exact.

- Jimmy walks **fast**. (More information about the verb **walks**)
- She is a **very** friendly girl. (More information about the adjective **friendly**)
- John ran **very** quickly. (More information about the adverb **quickly**.)

## Types of adverbs

Adverbs of ...

- **manner** (Ask how?) – describe how an action takes place (carefully, fast, neatly, slowly, etc.)
- **place** (Ask where?) – anywhere, far, here, near
- **time** (Ask when?) – describes when an action took place (immediately, now, soon, today, etc.)
- **frequency** (Ask how often?) – always, never, often, seldom, soon, etc.)
- **degree** (Ask to what extend?) – barely, hardly, quite, really, very, etc.)
- **Duration** – tell us how long an action continued, still happening, stopping or not happening (already, no more, still, yet, etc.)

*Adverbs can consist of more than one word.*

*Adverbs often end in -ly.*



# Lesson 8 continue...

## Read and view:

### Work with words and sentences (p. 66)

1. Choose adverbs from the boxes to complete the sentences below. See if you can identify the type of adverb and write it in brackets next to the sentence.

wisely

slowly

regularly

quickly

tightly

- a) Rollers press the wood fibres together \_\_\_\_\_.
- b) Trees grow \_\_\_\_\_.
- c) You should recycle paper \_\_\_\_\_.
- d) Factories make paper \_\_\_\_\_.
- e) Use paper \_\_\_\_\_.

Skill: Reading and viewing

# Lesson 8 continue...

## Connecting words

**Words** and phrases need to be connected for a variety of reasons. For example, you may want to make a comparison, contrast, show purpose or demonstrate condition. Most of the connectives, **words** that form the connection, are used to join two clauses together or start a new sentence expanding on the previous statement.

## LINKING WORDS IN ENGLISH

Emphasis	Addition	Contrast	Order
Undoubtedly	Additionally / an additional	Unlike	First/ firstly
Indeed	Furthermore	Nevertheless	Second/ secondly
Obviously	Also	On the other hand	Third/ thirdly
Particularly / in particular	Too	Nonetheless	Finally
Especially	As well as that	Despite / in spite of	At this time
Clearly	Along with	In contrast (to)	Following
Importantly	Besides	While	Previously
Absolutely	In addition	Whereas	Before
Definitely	Moreover	Alternatively	Subsequently
Without a doubt	Not only...but also	Conversely	Above all
Never	In addition to this	Even so	Last but not least
It should be noted	Apart from this	Differing from	First and foremost

Skill: Reading and viewing



# Lesson 8 continue...

## Read and view:

### Work with words and sentences (p. 66)

2. Copy and complete the paragraph. Choose from the **connecting words** in brackets.

(First/Next) machines take off the bark. (Before/Next) machines crush leftover wood into small fibres. Fibres, chemicals (and/but) water are mixed together to make pulp. Big rollers make the pulp flat (or/but) it is still wet. (Then/And) hot rollers dry the flat pulp. (First/Finally) machines roll up the long sheets of paper.

Skill: Reading and viewing

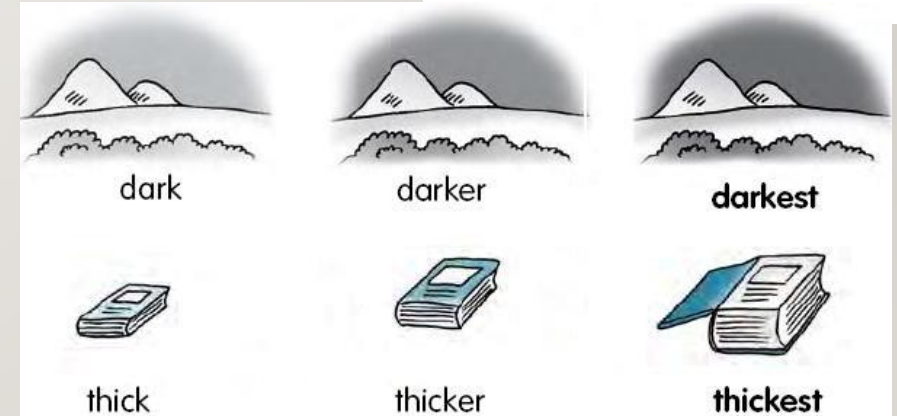
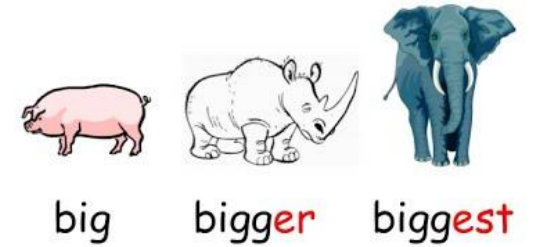
# Lesson 9

## Adjectives

An adjective is a describing word. It tells us more about a noun or pronoun and makes the meaning more exact.

If you compare two things the adjective ends with **-er**. For example: This tree is **old**. This tree is **older**.

If you compare three or more things the adjective ends with **-est**. For example: This tree is **old**. This tree is **older**. This tree is the **oldest**.



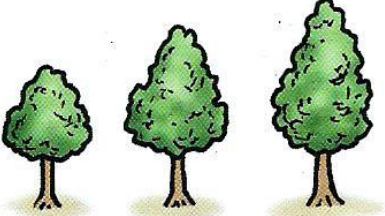
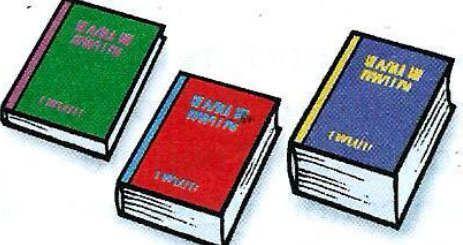
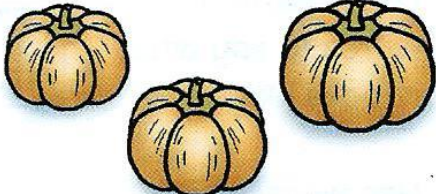
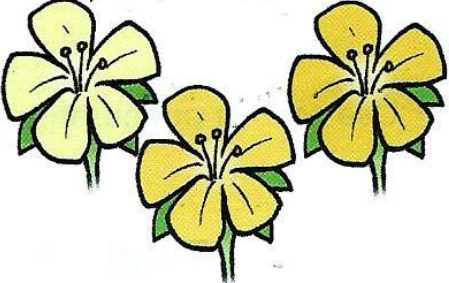
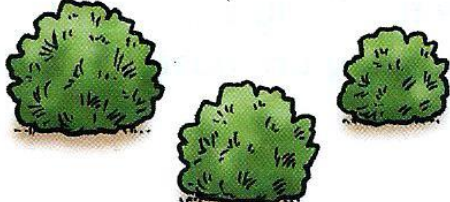
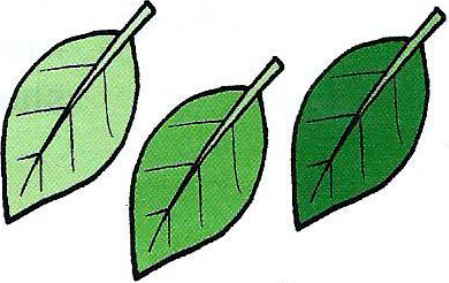
Skill: Language structures and conventions  
Writing and presenting



# Lesson 9 continue...

Read and view:

1. Write the correct adjective for a to f in the table below. (p. 66)

 a) <b>tall</b> , <b>taller</b> , <b>tallest</b>	 b) _____, <b>thicker</b> , _____	 c) _____, _____, <b>biggest</b>
 d) <b>yellow</b> , _____, _____	 e) _____, _____, <b>smallest</b>	 f) _____, <b>greener</b> , _____

Skill: Language structures and  
conventions  
Writing and presenting



## Saving our plants

### Why do we need plants?

- 1 People cannot live without plants. If there were no plants, there would be no food to eat. People, animals, birds, and insects eat plants. Plants also make oxygen in the air and people need oxygen to breathe. The roots of plants also hold the soil in the ground together.

### Why are plants in danger?

- 2 People destroy many plants to make space for more houses, roads, factories and other buildings. Plants also die from dirty water, soil and air.

### What can we do?

- 3 We must try not to waste things. We must recycle things like paper. We must also try to protect places where plants grow. We should plant and grow our own plants.



## Lesson 9 continue...

### Read and view:

1. Read the information about saving our plants. (p. 69)
2. Write down the main points in each paragraph. Use only key words. For example, one main point from paragraph 1 is:

People need plants for food and oxygen.

Skill: Language structures and  
conventions  
Writing and presenting

04 June 2020

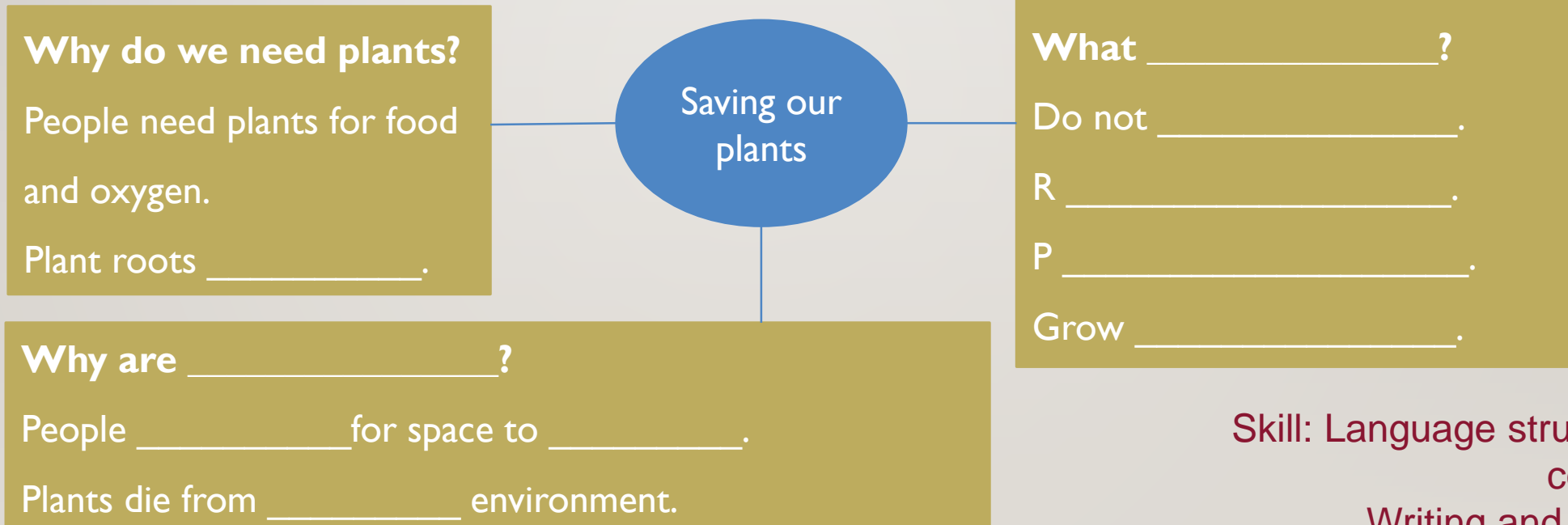
Laerskool Mikro Kopiereg ©



# Lesson 9 continue...

## Read and view:

3. Now copy this mind map into your workbook. Write the correct heading in each box. Write your main points under the headings. You can use the words in the boxes to help you.



Skill: Language structures and conventions  
Writing and presenting

# Lesson 10

## Revision (p. 70)

1. Copy and complete the sentences. Add **–er** or **–est** to the adjectives.

- a) My tree is **short**\_\_ than yours, but Tom's is the **short**\_\_.
- b) The blue paper is **smooth**\_\_ than the white paper.
- c) This is the **strong**\_\_ wood in the world.

2. Complete the sentences. Choose words from the boxes.

- a) If the clothes belong to me, they are \_\_\_\_\_.
- b) The house belongs to us, so it is \_\_\_\_\_.
- c) The flowers belong to my mother, so they are \_\_\_\_\_.
- d) The tree house belongs to Ann and Sam, so it is \_\_\_\_\_.
- e) The chocolate belongs to you, so it is \_\_\_\_\_.

mine

yours

his/hers/its

ours

theirs

Skill: Language structures and  
conventions  
Writing and presenting



# Lesson 10 continue...

## Revision (p. 70)

3. Write the correct form of the word in brackets.
  - a) I love cotton (pyjama/pyjamas).
  - b) My (pants/pant) are long.
  - c) Our (grocery/groceries) include a lot of fruit.
  - d) I use garden (scissor/scissors) to cut my roses.
4. Write the plural form of the words in brackets.
  - a) You find sea plants lying on many (beach).
  - b) Three (class) are learning about plants this year.
  - c) Plants breathe out (gas) including oxygen.
  - d) There are (patch) of grass where we can sit.

Skill: Language structures and  
conventions  
Writing and presenting

# REMEMBER!

Completed from pg. 86 to pg. 102





THANK YOU  
AND  
STAY SAFE!

