



ENGLISH FAL

Grade 6

01 – 05 May 2020

Theme 7 Useful plants Memorandum



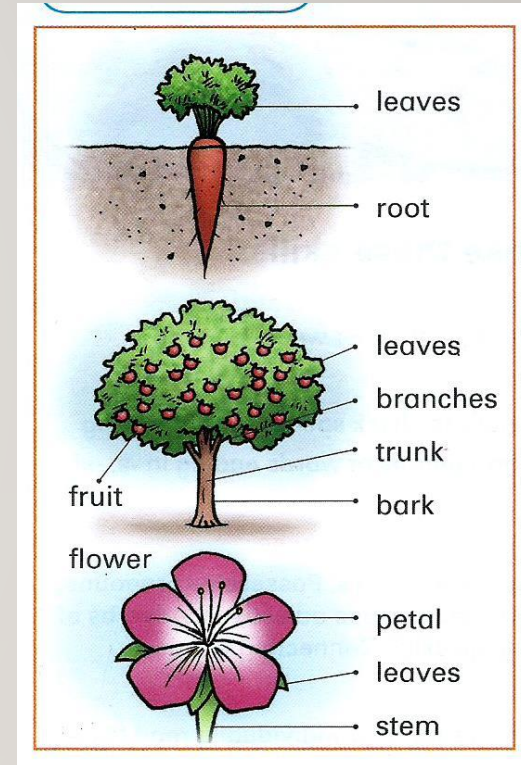
Lesson 6

Memorandum

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

1. Which plant is your teacher describing? Talk about what we use it for.

Trees are being described. We can use them for shade, fruit, wood, paper, etc.



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

Lesson 6 continue...

Memorandum

Listen and speak:

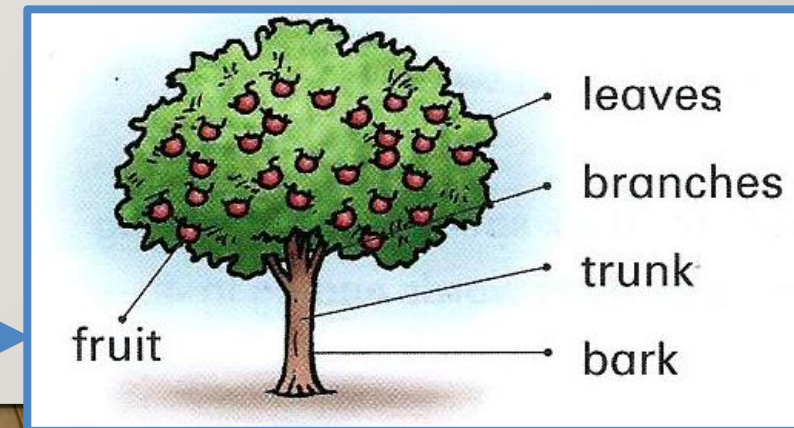
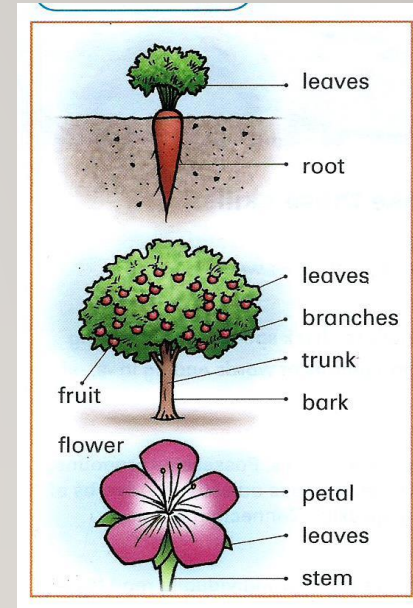
After you listen to description 1 (p. 62):

(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? **Branches (with leaves/fruits) are at the top.**

3. What is at the bottom of the plant? **Roots are at the bottom.**

4. Draw the plant in your workbook. Write five labels to name parts of the plant. Check the spelling.



Lesson 6 continue...

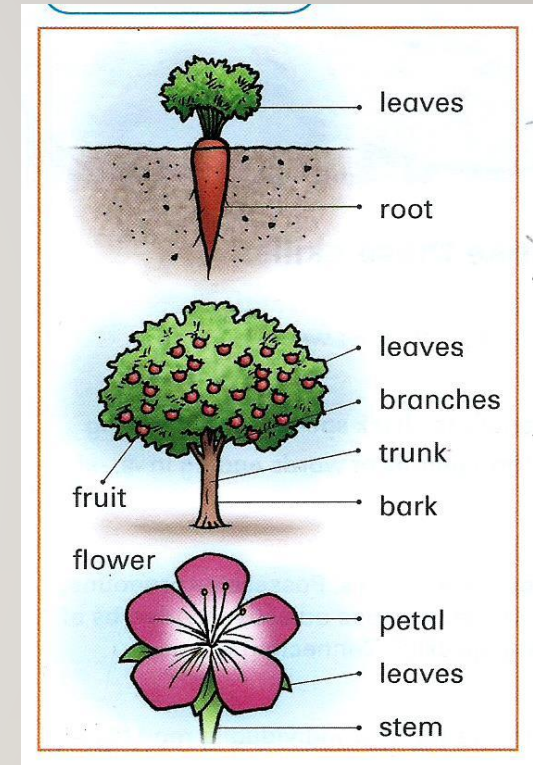
Memorandum

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.

Flowers are being described. We can use them to make perfume, to give as a gift, to put in a vase and look pretty, etc.



Skill: Listening and speaking
Reading and viewing

Lesson 6 continue...

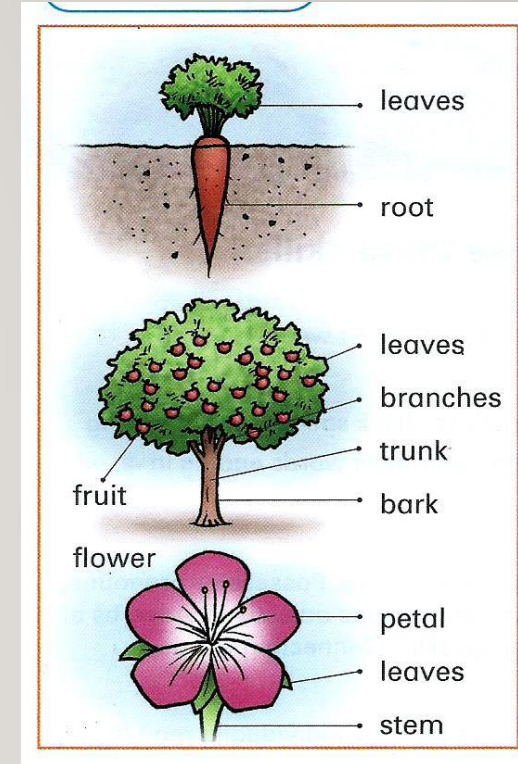
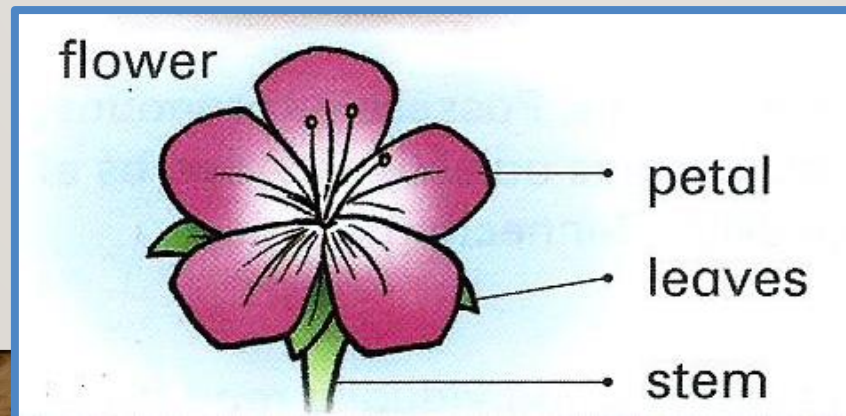
Memorandum

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? **The colourful parts are the petals.**
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

Memorandum

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

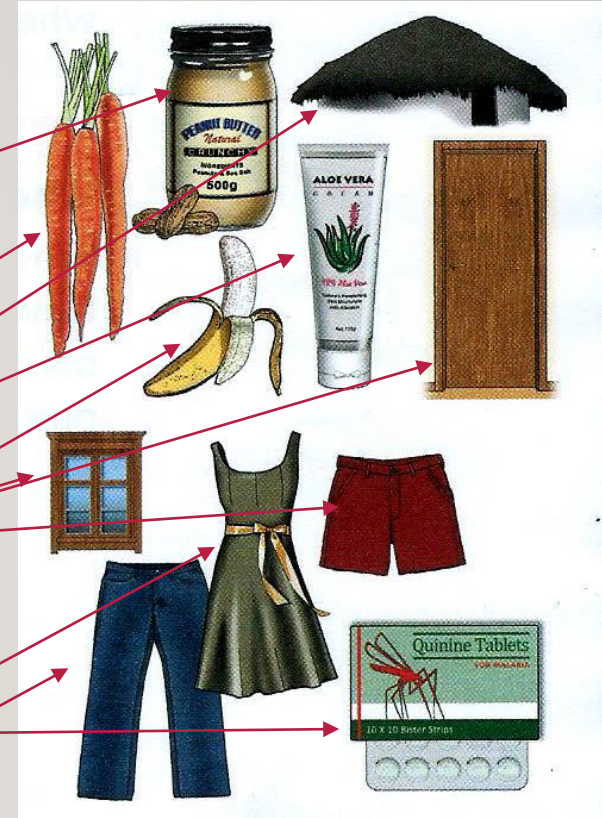
tablets

jeans

cream

roof

dress



Skill: Listening and speaking

Reading and viewing

Language structures & conventions

Lesson 7 continue...

Memorandum

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.



Skill: Listening and speaking

Reading and viewing

Language structures & conventions

Lesson 7 continue...

Memorandum

Listen and speak:

Sort plant products into groups:

3. Look at the table below and discuss the questions.

a) Why is **peanut butter** in the same column as **banana**?

Peanut butter and bananas are both food / We can eat both peanut butter and bananas.

b) Why are **jeans** not in the same column as **banana**?

Jeans are made from fabric; they are not food. Peanut butter is food and is not a fabric.



Skill: Listening and speaking
Reading and viewing

Language structures & conventions

Lesson 7 continue...

Memorandum

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 door and window frames	jeans shorts dress	banana peanut butter carrots	quinine tablets cream



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

See above

Skill: Listening and speaking

Reading and viewing

Language structures & conventions

Lesson 7 continue...

Memorandum

Listen and speak:

Spelling (p. 63)

Write the plural forms of the words in brackets.

1. Trees have many **branches**.
2. **Bushes** come in different sizes.
3. Please buy three **bunches** of bananas.
4. I will make two vegetable **dishes**.
5. The **dresses** are made of soft cotton.



Skill: Listening and speaking

Reading and viewing

Language structures & conventions

Lesson 7 continue...

Memorandum

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

Lesson 8 continue...

Memorandum

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...

Memorandum

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.

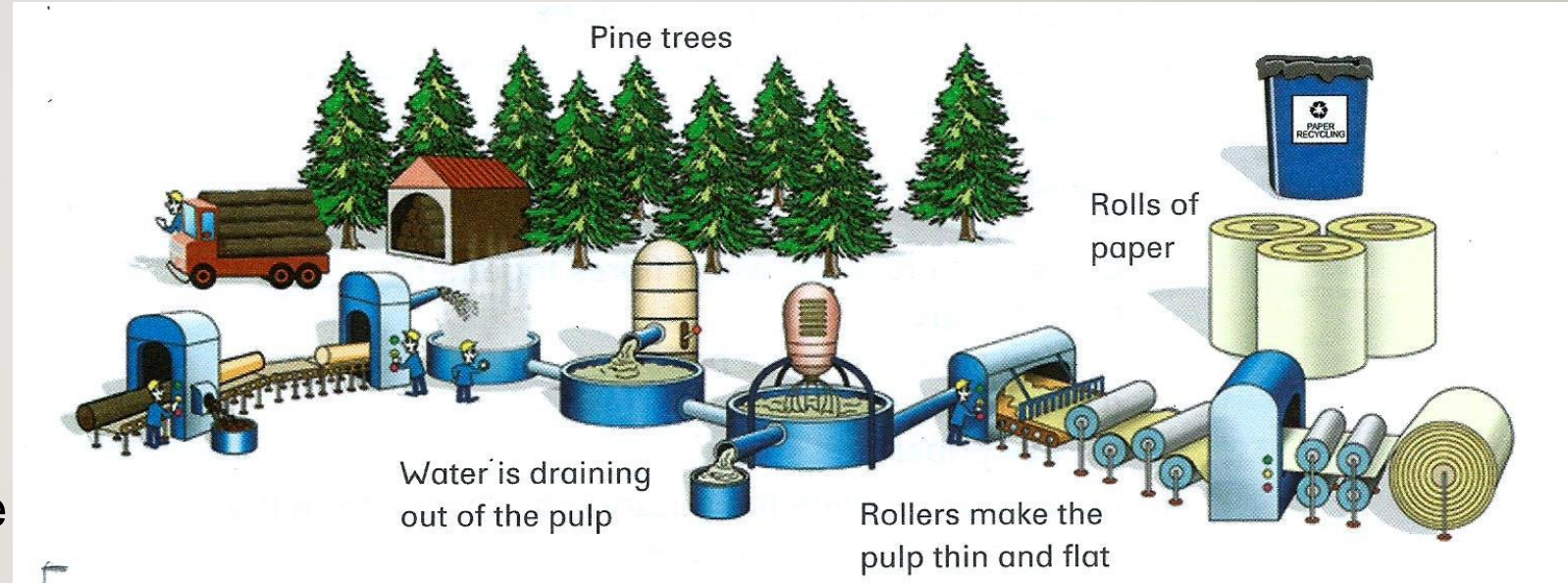
We use paper to make many things.

4. Name three things that we make from paper.

List any three of these: newspaper, magazines, money, cards, boxes, toilet paper.

5. Look at the picture.

- a) What makes the paper thin and flat? Rollers make paper thin and flat.



Skill: Reading and viewing

Read and view:

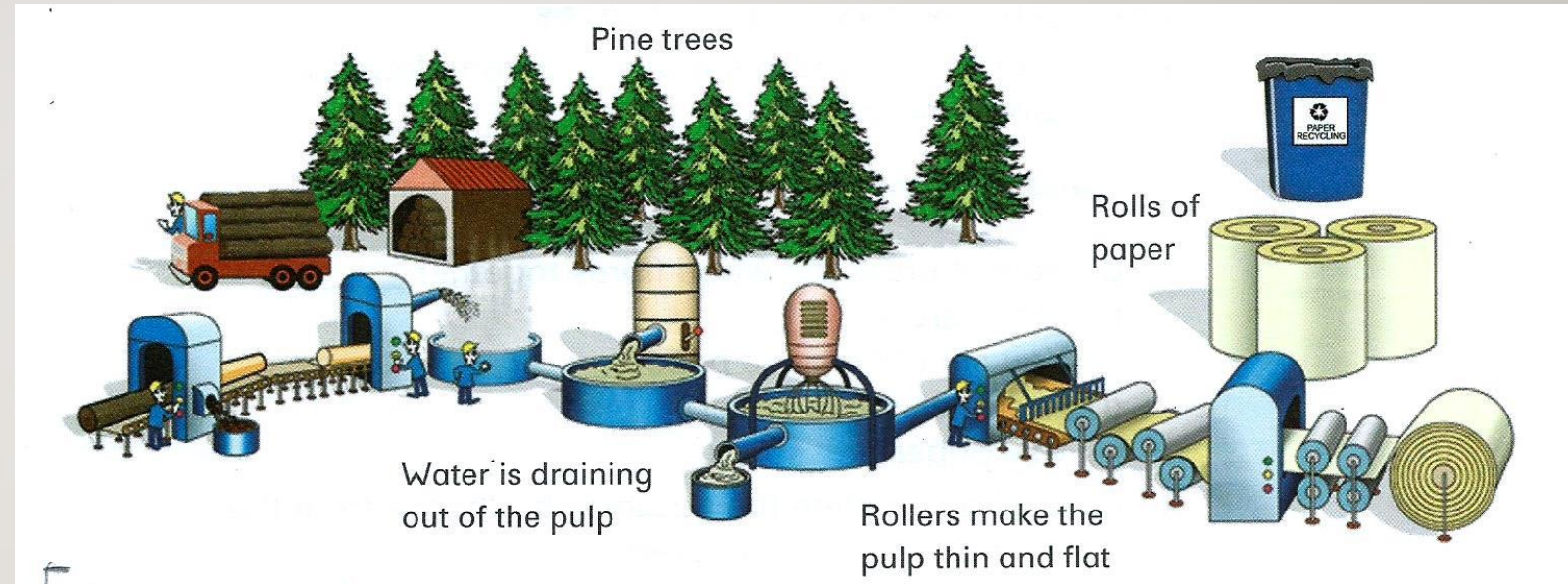
After you read (p. 65)

5. Look at the picture.
 - b) Where can we throw away used paper so we don't waste it?

We can throw it away in a recycle bin.

6. Why do we need to stop cutting down so many trees?

We need to stop cutting down so many trees because they take very long to grow.

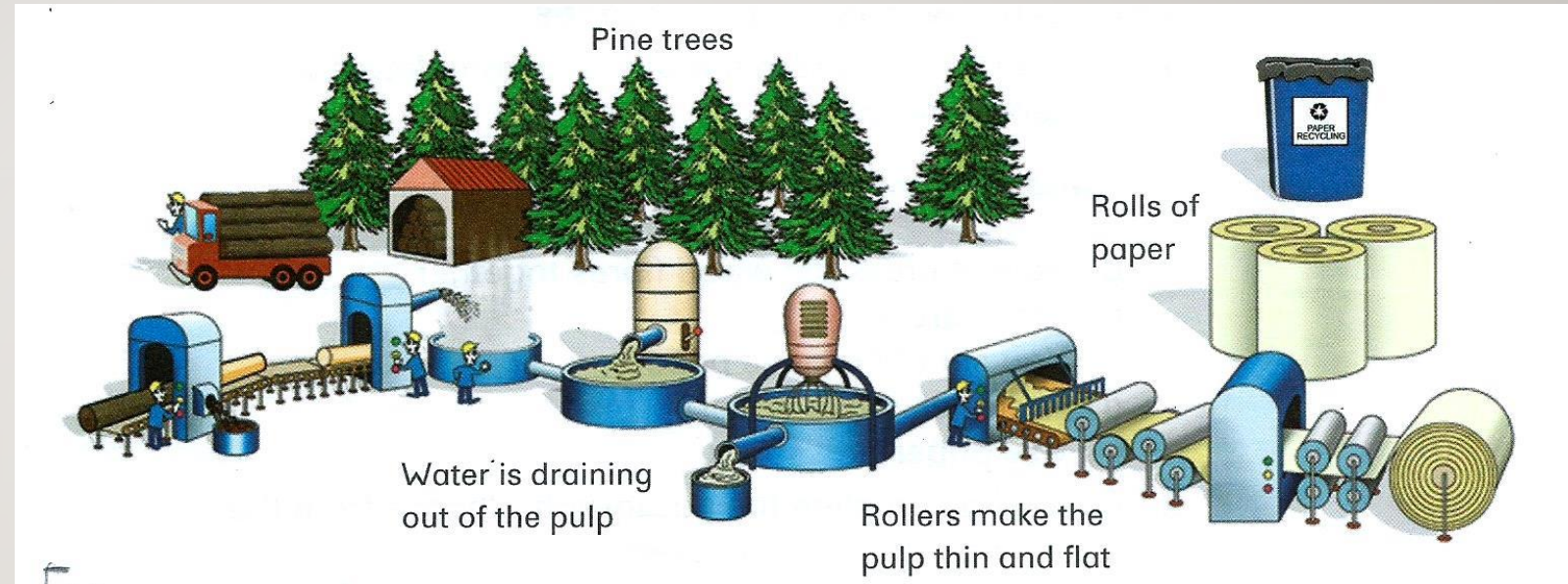


Skill: Reading and viewing

Read and view:

After you read (p. 65)

7. What three things can be made from recycled paper?



Examples of three things that can be made from recycled paper: cardboard boxes, serviettes and newspaper.

Skill: Reading and viewing

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 tightly.
- b) Trees grow slowly.
- c) You should recycle paper regularly.
- d) Factories make paper quickly.
- e) Use paper wisely!

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.

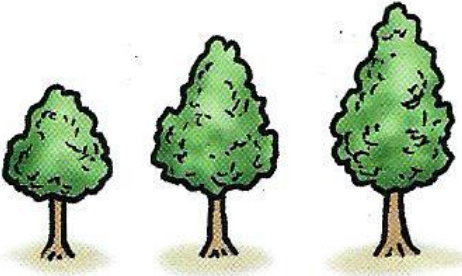
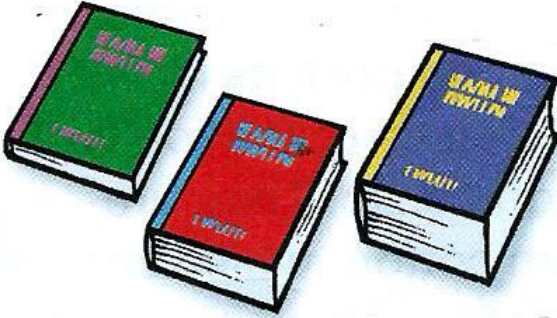
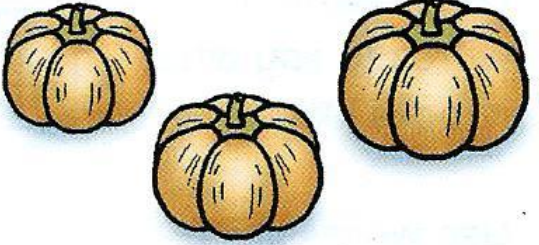
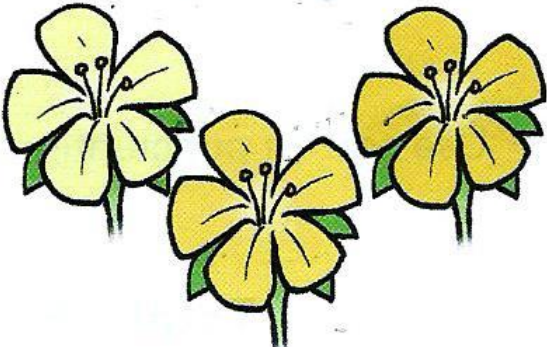
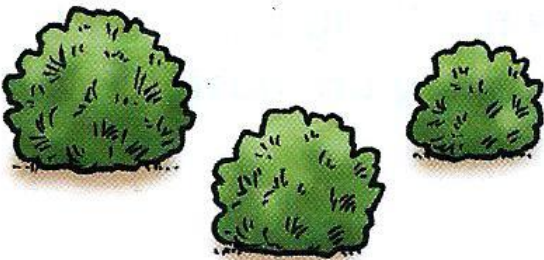
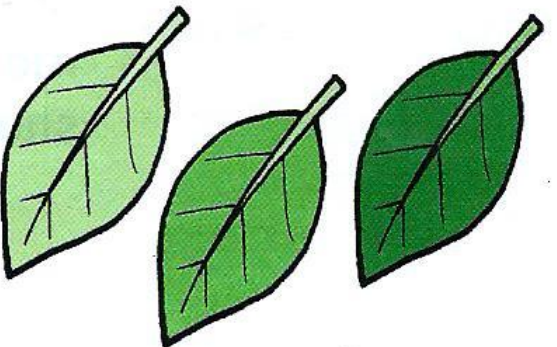
First machines take off the bark. **Next** machines crush leftover wood into small fibres. Fibres, chemicals **and** water are mixed together to make pulp. Big rollers make the pulp flat **but** it is still wet. **Then** hot rollers dry the flat pulp. **Finally** machines roll up the long sheets of paper.

Skill: Reading and viewing

Lesson 9 continue...

Read and view:

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

 <p>a) tall, taller, tallest</p>	 <p>b) <u>thick</u>, thicker, <u>thickest</u></p>	 <p>c) <u>big</u>, <u>bigger</u>, biggest</p>
 <p>d) yellow, <u>yellower</u>, <u>yellowest</u></p>	 <p>e) <u>small</u>, <u>smaller</u>, smallest</p>	 <p>f) <u>green</u>, greener, <u>greenest</u></p>

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.

see mindmap

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.

Why do we need plants?

People need plants for food and oxygen.

Plant roots hold soil together.

Saving our plants

What can we do?

Do not waste things.

Recycle paper.

Protect areas/places with plants.

Grow our own plants.

Why are plants in danger?

People destroy/kill plants for space to live/build homes.

Plants die from a dirty/polluted environment.

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 **shorter** than yours, but Tom's is the **shortest**.
- b) The blue paper is **smoother** than the white paper.
- c) This is the **strongest** wood in the world.

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

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

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 **pyjamas**.
 - b) My **pants** are long.
 - c) Our **groceries** include a lot of fruit.
 - d) I use garden **scissors** to cut my roses.
4. Write the plural form of the words in brackets.
 - a) You find sea plants lying on many **beaches**.
 - b) Three **classes** are learning about plants this year.
 - c) Plants breathe out **gases** including oxygen.
 - d) There are **patches** 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!

