



ENGLISH FAL

Grade 6

15 – 19 June 2020

Theme 8 School outings



INSTRUCTIONS

- Complete all work in your general book as instructed.
- By the end of lesson 10 learners should have completed pg. 103- 119 of their Departmental 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 119 to acknowledge their progress.
- All the best and enjoy every learning opportunity.

Lesson 6

Listen and speak:

Listen to a funny story:

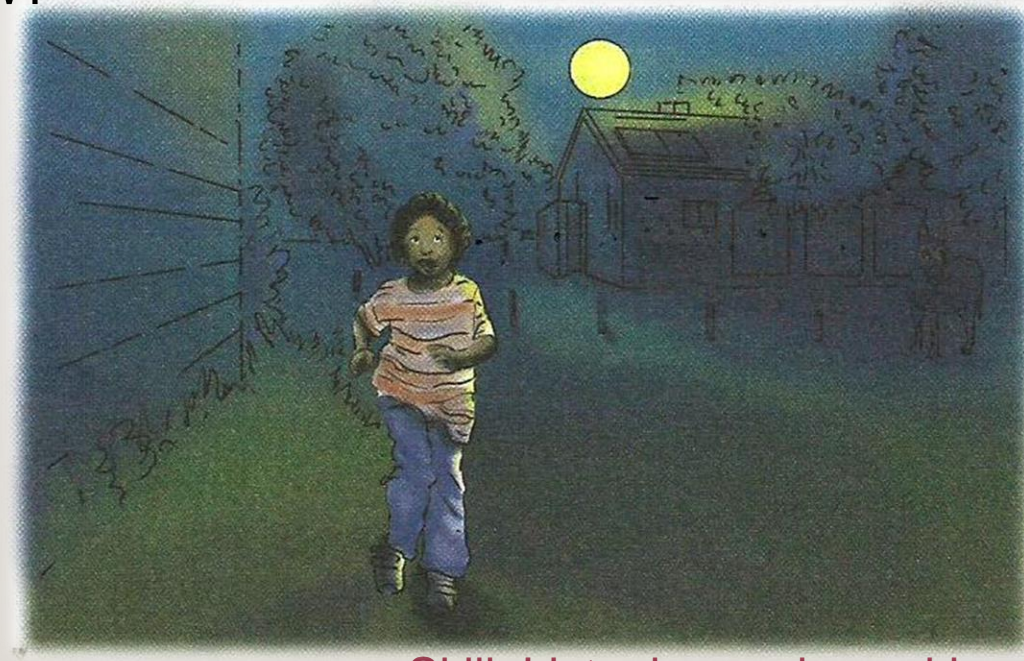
Before you listen look at the picture. What does it show?

While you listen. Listen for any words in the story that you do not know. Use the Word list to help you.

Word list

panic – a strong feeling of fear

spooky – scary, like ghosts



Skill: Listening and speaking

Lesson 6 continue...

Listen and speak:

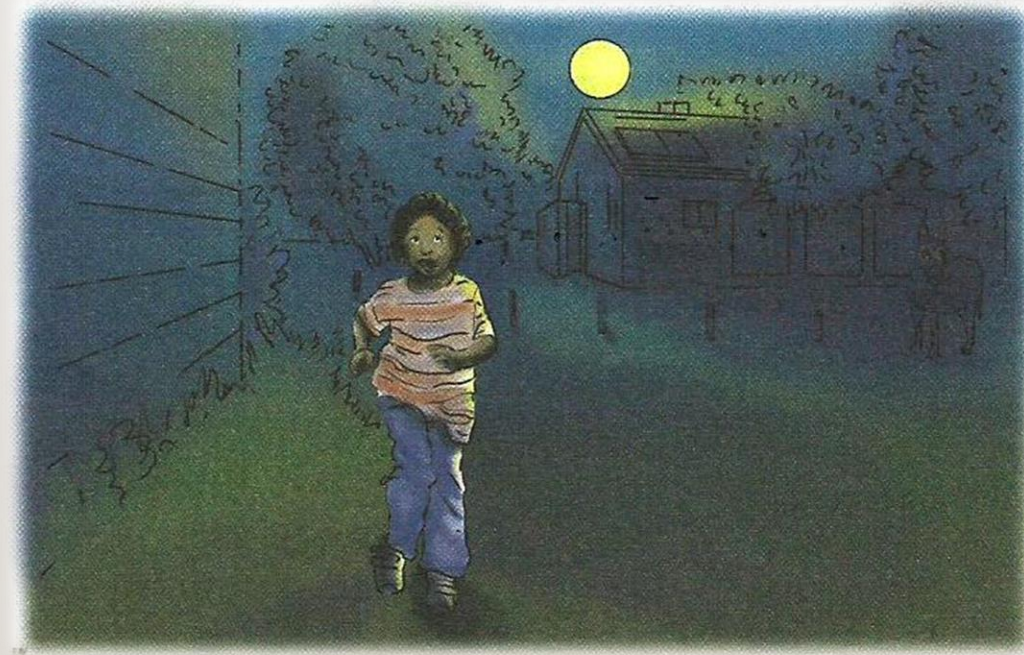
Listen to a funny story:

After you listen complete questions 1 to 6 on page 73.

Word list

panic – a strong feeling of fear

spooky – scary, like ghosts



Skill: Listening and speaking

Lesson 6 continue...

Listen and speak:

Role play a situation

Use the guidelines as set on the next slide and work in groups to act a role play where you see a donkey in the dark. You can base this very closely on the story from the theme, where you were scared. Discuss who will act the different parts. Practise the role play. Finally, act out the role play within three minutes. You can make a video of the role play and share it with your teacher on Classdojo.

(Due to the lockdown you can ask your family to become part of the roleplay. You will have to plan and give them their words to partake).



Skill: Listening and speaking

Lesson 6 continue...

Listen and speak:

Role play a situation



1. Talk about these questions in groups.
 - a) What would you have done if you were Tracy?
 - b) Would you have behaved the same way?
 - c) Would you have done something different?
2. In groups, act out seeing a donkey in the dark.
 - a) Choose one person in the group to be the main character. The others will be other learners from the story.
 - b) Make sure every person in the group has words to say.
 - c) Follow these steps:
 - What will the main character say to show that he or she is in a **panic**?
 - How will the friends help?
 - What will they say when they go to check and see the donkey?
 - What will they say to show that they do not want to go near the toilets in the dark?
 - Practise your role play. Perform it for the class.

Skill: Listening and speaking

Lesson 6

Memorandum

Answers

1. Tracy had been to the toilets.
2. She thought she had seen a cow with horns and bright red eyes.
3. She had really seen a donkey, whose eyes were shining red in the light.
4. Accept any reasonable answer, such as:
 - It was dark, and she could not see the body of the donkey.
 - She was from the city, not a rural area, and she did not know what a donkey looked like.
5. Yes, they were scared. None of them wanted to go near the toilets at night.
6. Learners' answers will vary.

Youth Day

**16 JUNE
YOUTH DAY
SOUTH AFRICA**

*Preventing the conflicts of tomorrow means
changing the mind-set of youth today.*
- Graca Machel



**HAPPY
YOUTH
DAY**



16 June 2020

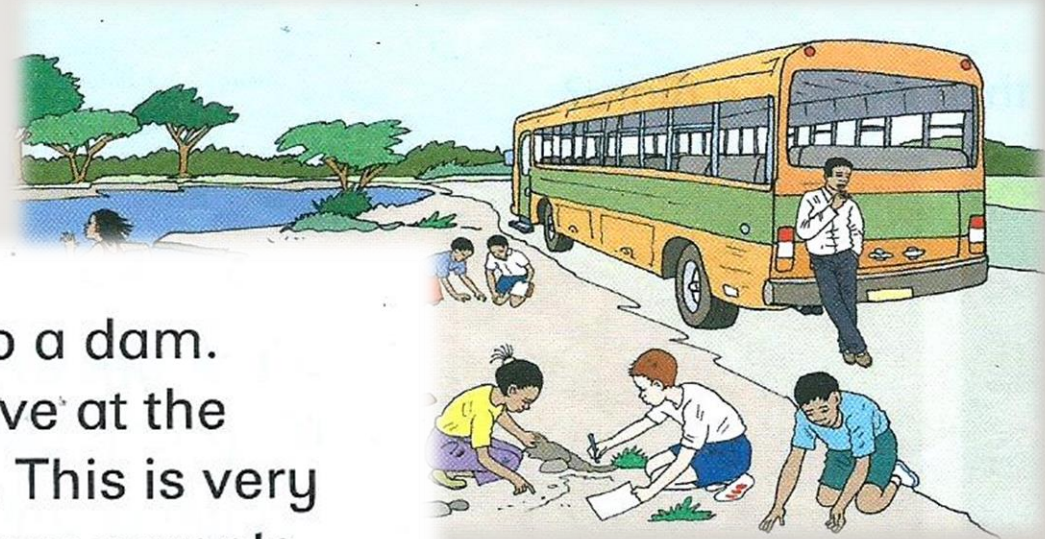
Lesson 7

Read and view

Read a story:

Before you read

1. Read this introduction about a school outing to a dam.
“Now, everyone, listen carefully. When we arrive at the dam, you all have to listen to everything I say. This is very important. I don’t want to have to explain to your parents that you were injured on the school outing.”
Layla sighed. Mr Davids was a cool teacher. But he always gave them so many rules.
2. What do you think will happen in the story?



Skill: Reading and viewing

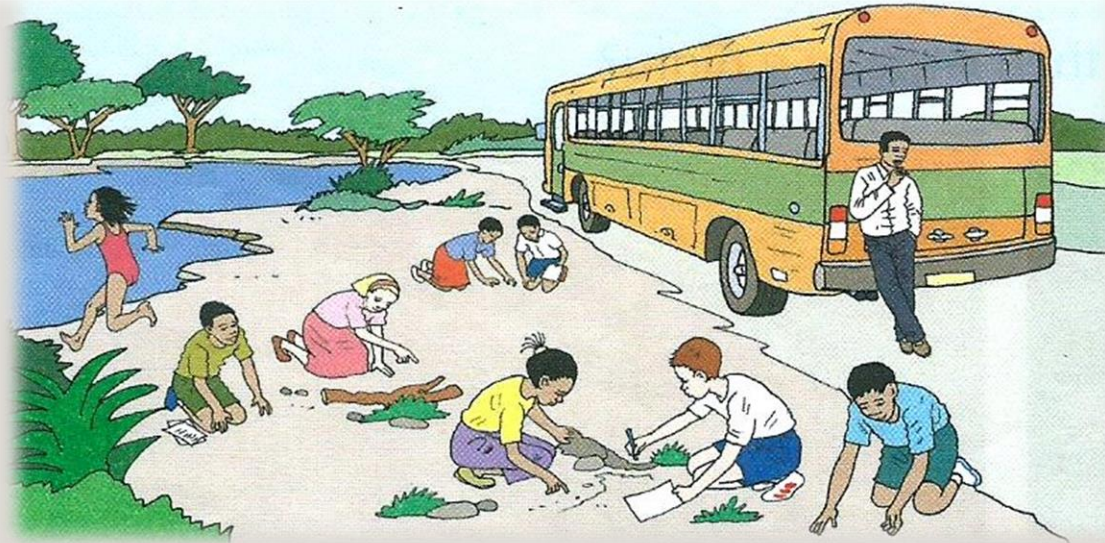
Lesson 7 continue...

Read and view

Read a story:

While you read

Think about what Layla does wrong. Think about what Mr Davids does wrong.



Skill: Reading and viewing

Lesson 7 continue...

Read and view

Read a story:

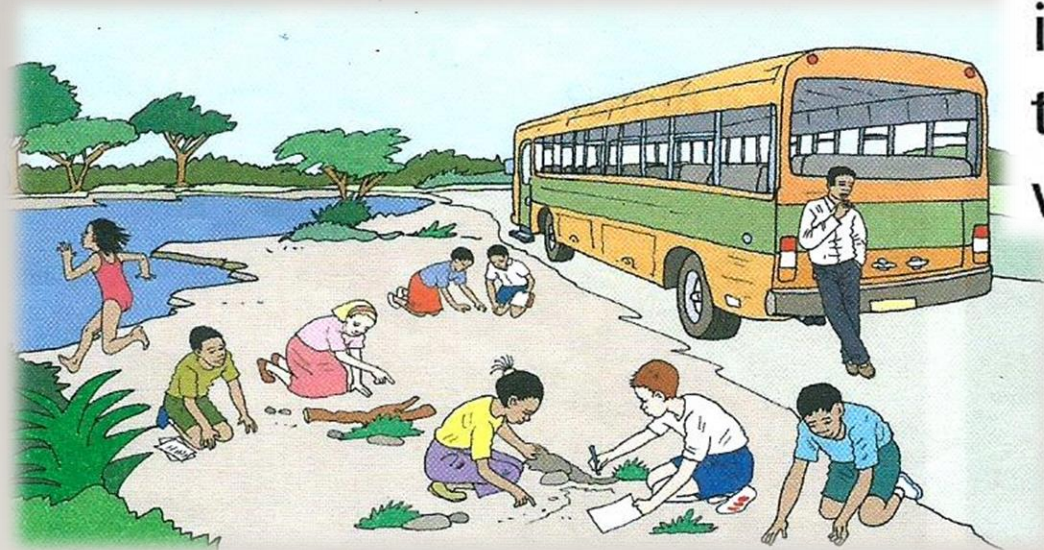
The Grade 6s of Valley Primary arrived at Midmar Dam at 10 am. After two hours in the bus, they were hot. Mr Davids gave them their first activity. They each had to draw a big square and list all the plants and insects they could see in it. Mr Davids said: “Do not leave this area. And do not go near the water without me.”

Word list

in secret – without anyone seeing or knowing

shore – the land at the edge of the water

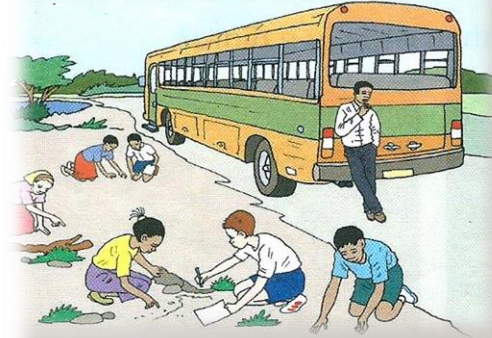
panic – a sudden strong feeling of fear



Skill: Reading and viewing

Lesson 7 continue...

But Layla had other ideas! She needed a quick swim. Mr Davids walked behind the bus. Layla knew he smoked. He had probably gone to have a cigarette **in secret**. Quickly Layla slipped off her tracksuit. Her swimming costume was underneath her clothes. She ran into the water. It was so cool! She closed her eyes and swam and floated on her back.



Word list

in secret – without anyone seeing or knowing

shore – the land at the edge of the water

panic – a sudden strong feeling of fear

“Layla, it’s me. Keep calm. I’ll get you back to shore.” It was Mr Davids.

Skill: Reading and viewing

Lesson 7 continue...

Read and view

Read a story

After you read

Complete the answers to questions 1 to 6
on page 77 in your Text book.



Skill: Reading and viewing

Rock art in southern Africa (information text)

Southern Africa has some of the best examples of rock art in the world.

The first people to live in southern Africa were the Bushmen, or San people. They lived together in groups and slept in caves. The San people painted interesting pictures on the walls of the caves.



Traditional San rock art

Some of the paintings show human figures. There are lots of paintings of wild animals, mainly buck. There are also paintings of farmers, wagons and horses.

Lesson 7 continue...

Read and view

Independent reading

Read the information text in your reader on page 42 and 43.

Discuss all the pictures then read it for a second time.

Skill: Reading and viewing

16 June 2020

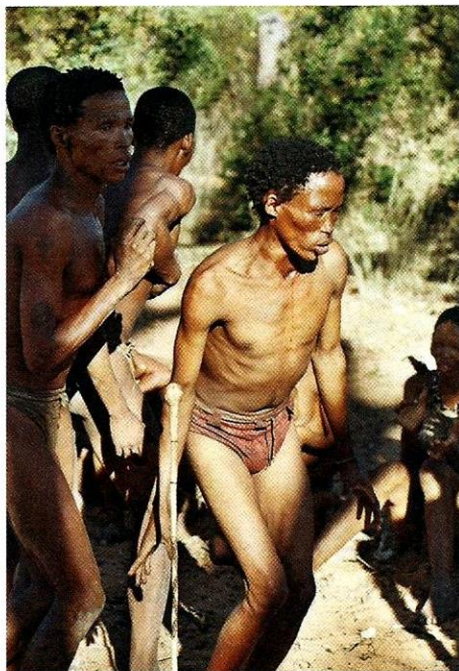
Laerskool Mikro Kopiereg ©

Lesson 7 continue...

The San people used things from nature to make their paint colours. They used stone, bones, plant saps and even blood. To make black, they used burnt bone or wood. White came from clay or bird **droppings**.

The painters made brushes from animal hair, **porcupine quills**, tips of feathers and sharp bones. Sometimes they just painted with their fingers and hands.

They did not only paint the things they saw around them. Some of the paintings show figures that are part animal, part human. We think these figures have to do with the beliefs of the people.



San people dancing together

Think about it

Describe what you can see in the photos.

Read and view

Independent reading

Read the information text in your reader on page 42 and 43.

Discuss all the pictures then read it for a second time.

Skill: Reading and viewing

16 June 2020

Laerskool Mikro Kopiereg ©

Lesson 7

Memorandum

Answers

1. a) Mr Davids warned them not to leave the area and not to swim.
b) Layla wanted to swim because she was hot. d) She almost drowned when she panicked.
c) She floated with her eyes shut. e) Mr Davids swam to help her.
2. hot, scared, relieved
3. Mr Davids went behind the school bus to have a cigarette. (Note that they can work this out from the picture, not from the text.)
4. She went for a swim because she was hot.
5. Accept any reasonable answer. The principal could be cross with Mr Davids for smoking. He could be cross with Layla for breaking the rules.
6. Accept any reasonable answer, such as: Mr Davids helps Layla back to shore. Her friends bring her a towel and her dry clothes. She thanks Mr Davids for saving her.

Lesson 8

Spelling Test 2.6: Go through the list of spelling words again.

Write 'Spelling Test 2.6' and the date in your work book 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
2.6
news
documentary
sports
things
recommend
sentences
bowl
story
update
interest
explain
cartoon
seldom

Skill: Language structures
and conventions

Lesson 8 continue...

Read and view

Spelling

Copy and complete the spelling sentences on page 77. Choose the word with the correct spelling in brackets.

Syllables

A syllable is a word or a part of a word that is pronounced as a single sound. (cat, sit)
Long words are easier to spell when they are divided into syllables. (Wed-nes-day, ad-ver-tise-ment)

Doubling of the letter 'l' when adding another syllable to a word ending with an 'l'.
(**mil-len-ni-um** but tel-e-phone)

Skill: Reading and viewing

Lesson 8 continue...

Past tense

Usually we make the **past tense** by adding **-d** or **-ed** to a word.

Examples: watch**ed**, listen**ed**

Some words are different.

Examples:

Eat becomes **ate**.

Sing becomes **sang**.

Read and view

Work with words and sentences

Complete the exercise on page 77 finding the **past tense** of the words in the story.

Skill: Reading and viewing

Lesson 8 continue...

Past tense

Rewrite these sentences in the past tense.

1. I **eat** breakfast this morning.
2. She **writes** a message to her friend.
3. She **sends** the message on her cell phone.
4. I **hear** the bell ringing.
5. The bell **rings** at 8 a.m. this morning.
6. They **sit** at their desks.
7. They **stand** in the queue for two hours.
8. The bird **flies** from tree to tree.
9. The dog **digs** a hole in the garden.
10. He **feels** happy.

Lesson 8

Memorandum

Spelling

Answers

- | | |
|--------------|------------------|
| 1. travelled | 3. accidentally. |
| 2. cancelled | 4. carefully |

Work with words and sentences

Answers

- | | |
|---------|---------|
| 1. saw | 4. went |
| 2. swam | 5. felt |
| 3. was | |

Lesson 8

Memorandum

Rewrite these sentences in the past tense.

1. I **ate** breakfast this morning.
2. She **wrote** a message to her friend.
3. She **sent** the message on her cell phone.
4. I **heard** the bell ringing.
5. The bell **rang** at 8 a.m. this morning.
6. They **sat** at their desks.
7. They **stood** in the queue for two hours.
8. The bird **flew** from tree to tree.
9. The dog **dug** a hole in the garden.
10. He **felt** happy.

Lesson 8 continue...

Listen and speak:

Skill: Reading and viewing
Language structures & conventions

Language focus

Adverbs of degree (Ask to what extend?)

Adverbs are words that tell us more about actions, or verbs. For example:

Anna **really** likes watching documentaries.

↓
adverb

↓
verb

The adverb **really** tells you how much Anna likes watching documentaries.

Other examples: barely, extremely, hardly, just, less, nearly, quite, very, etc.

Lesson 8 continue...

Listen and speak:

Language focus

Adverbs of degree

Complete the activity on page 90 in your workbook.



Skill: Reading and viewing
Language structures & conventions

Lesson 8 continue...

Language focus

Phrasal verbs

Copy and complete the sentences on page 78 with a phrasal verb from the boxes provided.



Phrasal verbs

Some verbs have more than one word. These are called **phrasal verbs**. For example: **look after** means to take care of someone.

Use **is** or **are**

Copy and complete the sentences on page 78 using **is** or **are**.

Skill: Reading and viewing

Lesson 8 continue...

Language focus

Extension on **is** or **are**

Complete the following sentences.

1. The group of learners **is/are** going on an outing.
2. My new pair of jeans **is/are** blue.
3. His new jeans **is/are** black.
4. The scissors **is/are** in my pencil bag.
5. Paper **is/are** expensive, so do not waste it.

Skill: Reading and viewing

Lesson 8

Memorandum

Phrasal verbs

Answers

1. a) Mr Davids **looked after** the learners on the outing.
- b) Layla wanted to **cool down** in the water.
- c) The learners **wrote down** the plants and insects they could see.
- d) The learners had to **divide up** into groups to study different parts of the shore.
- e) Layla **looked up to** Mr. Davids after he saved her.

Use **is** or **are**

Answers

- | | |
|--|---|
| 1. It is very hot today. | 4. School outings are a lot of fun. |
| 2. The learners are going on an outing. | 5. The shore is the land at the edge of the dam. |
| 3. Mr Davids is a teacher. | |

Lesson 8

Memorandum

Extension on **is** or **are**

Complete the following sentences.

1. The group of learners **is** going on an outing. (one group of learners)
2. My new pair of jeans **is** blue. (one pair)
3. His new jeans **is** black. ('jeans' used as a plural)
4. The scissors **are** in my pencil bag. ('scissors' used as plural)
5. Paper **is** expensive, so do not waste it. ('paper' gets a singular verb)

Write and present:

Lesson 9

Write your full address on the right-hand side.

Write the date.

Use the person's title and surname. Only use the person's first name if you know the person.

The first paragraph lists some of the things that Musa enjoyed.

The second paragraph explains how the outing has had a good influence on him.

End politely.

12 Sunbird Court
High Road
Durban
4001
12 June 2013

Dear Miss Naidu

Thank you very much for helping us at our school outing to Midmar Dam. I enjoyed it a lot. My favourite part was studying the plants and insects of the area. I also enjoyed swimming with rubber tyres in the dam after lunch.

Your talk was very interesting. Now I want to learn more about water conservation! Thank you again.

Yours sincerely
Musa Khumalo

Skill: Writing and presenting

Lesson 9 continue...

Write and present:

1. You planned and wrote your rough draft of a letter in Lesson 5. Return now to this letter, revise and edit. You should check for these things:

- Is the address correct?
- Is the greeting correct?
- Is the ending correct?
- Does the letter have two paragraphs?
- Is the spelling correct?
- Are the sentences correct?
- Is the language formal, with no slang?

Checklist: The writing process

- | | |
|---|---|
| <ol style="list-style-type: none">1. Plan: What outing will you write about?2. Write a first draft: Set it out in the same way as the model letter above. Make sure your letter is polite and interesting. | <ol style="list-style-type: none">3. Revise and edit: Check your letter. Correct any mistakes.4. Write and present a neat copy of your letter: Write a neat copy to hand in to your teacher. |
|---|---|

2. Make corrections and write the neat, final version of your letter.

Skill: Writing and presenting

Lesson 9 continue...

Revision:

Complete the revision on page 80 in your workbooks.



Skill: Writing and presenting

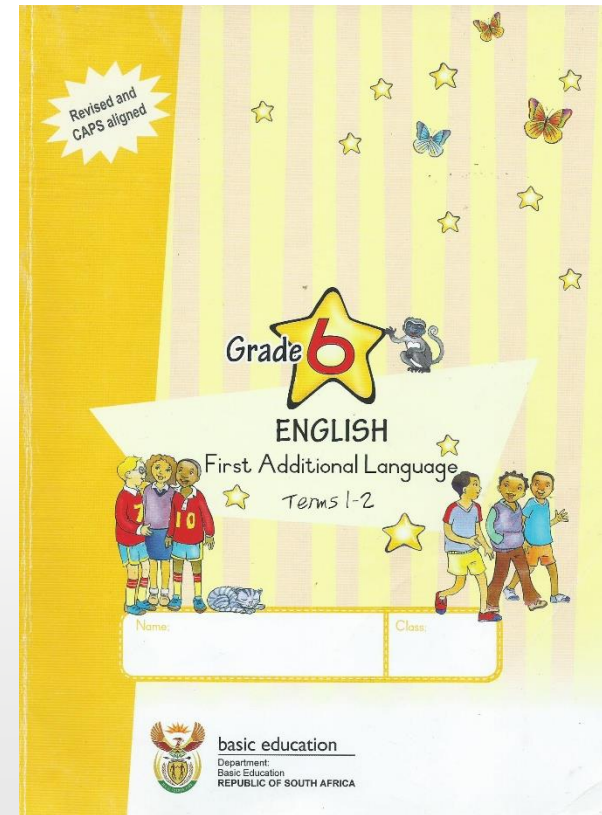
Lesson 9

Memorandum

1.
 - a) The Grade 6s **were** very excited.
 - b) Their teacher **was** taking them to the museum on an outing.
 - c) They would **be** finding out about the local history.
 - d) Their teacher said, 'I **am** arranging a picnic lunch.'
 - e) The outing **was** a big success.
 - f) Phelisa **was** scared of the donkey.
 - g) The learners **were** excited about the outing.
 - h) We **are** going to sleep at the camp site.
2.
 - a) Mapungubwe was a very wealthy area, **but** then it became poor.
 - b) Experts dug carefully **so that** they did not damage any of the buried bones.
 - c) The people must have been healthy **because** their bones were in good condition.
 - d) Mapungubwe has interesting things from our history, **however** many people have not been there.
 - e) The rhino is kept in a museum, **as** it is very valuable.
3. Accept any correct answers, such as:
 - We went to the museum to **find out** about our history.
 - We used computers to **look up** information on the Internet.
 - We had to **write down** the words to our favourite song.
 - **Listen to** important information while the museum guide speaks.
 - We had to **take care** when we were learning to play hockey.
4. 'I would like to thank you for coaching our athletics team this year. We have all improved a lot because of your help. Will you be able to coach us again next year?'

REMEMBER!

Completed from pg. 111 to pg. 119



THANK YOU
AND
STAY SAFE!

