



Pro-Practicum School

**English
Home Language
Year 1
Term 2**

Name: _____

Class: _____

Teacher: _____

Unit 1

Weather

Listening & Speaking Activity 1

Weather forecast describe what the weather will be like. They use the future tense.

Weather report describes the weather as it is now.

When we talk about weather, we talk about the temperature, cloud cover, the wind and weather such as rain, snow or hail.

Practise saying these words with your teacher and write down the meaning of them in your book:

- Cloudy
- Strong winds
- North, East, South, West
- Minimum
- Maximum
- Temperature
- Degrees Celsius
- Partly cloudy
- Gusts
- Conditions

Follow with your teacher as she reads a weather forecast or listen to a weather forecast.

Today, Tuesday, will be clear, with clouds over the mountains and a strong wind from the south. No rain is expected. The expected minimum temperature is 14 degrees Celsius and the expected maximum is 22 degrees Celsius.

Tomorrow, Wednesday, will be partly cloudy. There will mainly be clouds over the mountains. The wind direction will change and start blowing from the south east from this afternoon and remain throughout the day until tomorrow in Randfontein and further into Krugersdorp. There will be strong gusts of wind of over 45 km/hour.

Temperatures will be low in the morning. They will start warming up from tomorrow and we expect sunny conditions from Thursday.

At this stage, the weekend is looking fine with temperatures possibly reaching a high of 30 degrees by Saturday afternoon.

Answer these questions as a class.

1. For what day or days is the weather forecast? (1)
2. How will the weather change over those few days? (3)

Complete the sentences:

- a. The wind will change from _____ to _____ direction.
 - b. The temperature will become hotter / cooler.
 - c. The cloud cover will change from _____ to _____.
3. Listen to the forecast again to find phrases that describe the weather in the photographs. (2)



4. Discuss how the weather has changed in your area from yesterday to today. Remember to use the past tense. (2)
5. Discuss what you think the weather will be like tomorrow. Give reasons for what you predict. Remember to use future tense. (2)

Total: 10

Reading & Viewing

Activity 2

A weather report describes the weather as it is now (the present) or as it has recently been (the past).

Discuss these questions as a class.

1. What information do you expect to read in a weather report?
2. What kind of language do you think is used in a weather report?

Read a weather report:

The following weather report describes the weather in different cities of the world on 4 October 2018 over a 24 –hour period.

City	Description	Min (°C)	Max (°C)
Amsterdam	Clear	14	22
Athens	Rain	19	26
Berlin	Partly cloudy	11	24
Cairo	Clear	21	30
Dubai	Partly cloudy	28	38
Frankfurt	Clear	12	26
Harare	Rain	17	28
Lisbon	Partly cloudy	19	32
Madrid	Clear	11	29
Paris	Clear	14	28
Rome	Clear	16	27

Answer the following questions in your book.

1. What is meant by partly cloudy? (1)
2. What do the abbreviations min. and max. stand for? (2)
3. Which city is the hottest? (1)
4. Which city is the coldest? (1)
5. What is the difference between the hottest (max.) and the coldest (min.) temperatures for Rome? (2)
6. Which city has high temperatures throughout the day and night? (1)
7. Explain what the weather is like in Amsterdam and Athens. (2)

Total: 10

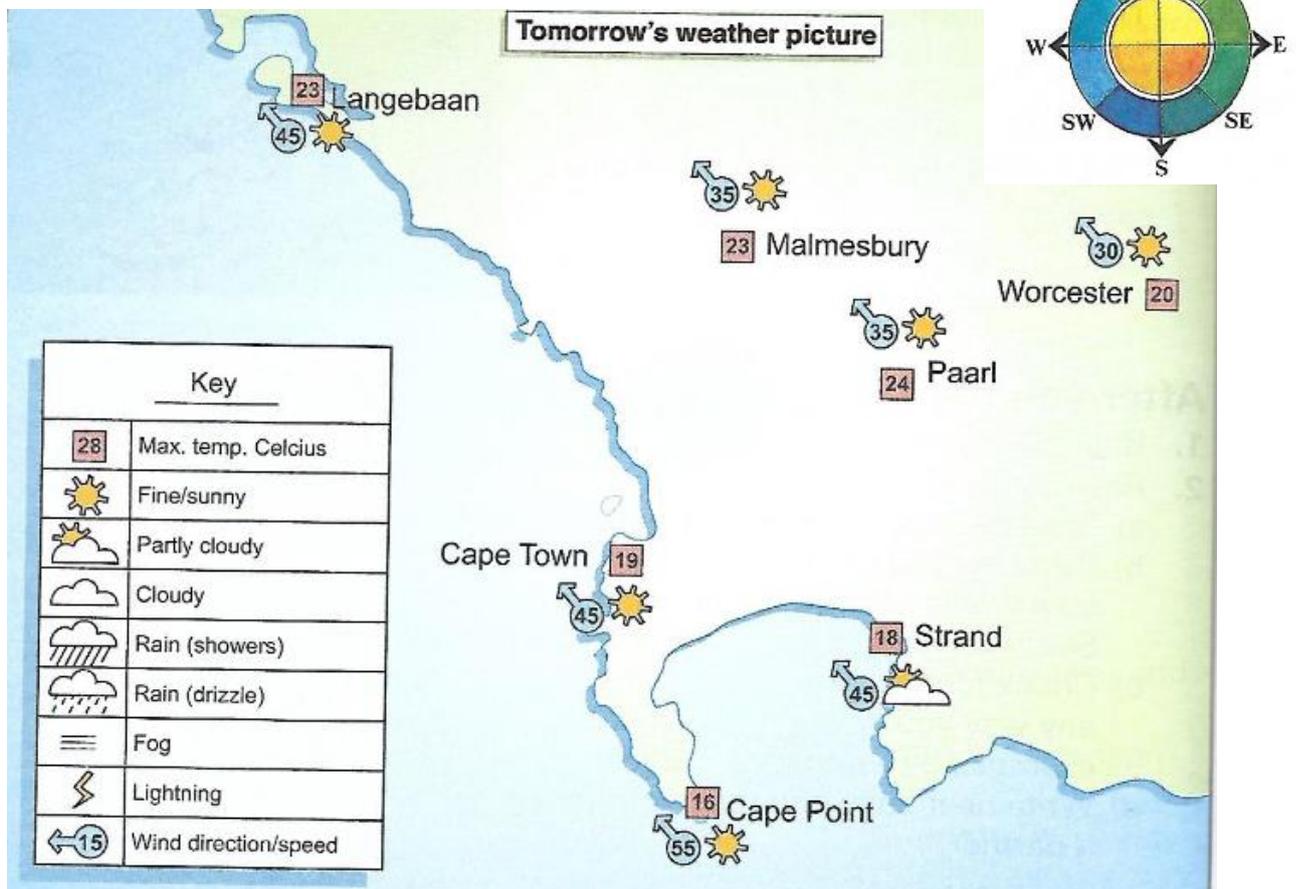
Writing & Presenting

Activity 3

Weather maps and charts use numbers and symbols. To be able to read a map you need to understand certain information. For example:

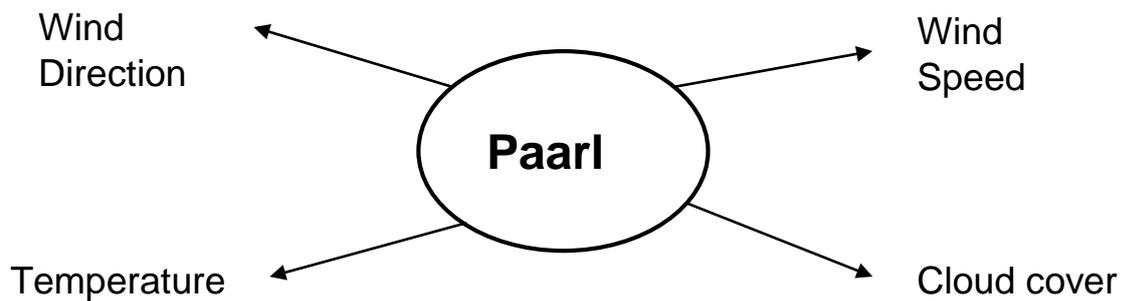
- The numbers show temperature in degrees Celsius.
- The symbols show what the weather is like. The key shows what each symbol means.
- The letters show the direction from which the wind is blowing. So, SE means the wind is blowing from the south-east, and NW means the wind is blowing from the north-west.

Look at the map and answer the questions in your book.



1. What is the map's heading? (1)
2. Choose the correct answer: (1)
 - a. The map is from the whole of South Africa.
 - b. The map is from the area around Cape Town.

3. The map appeared in the newspaper on 5 March. For which day does the map forecast the weather? (1)
4. Which town will be partly cloudy? (1)
5. Which town will be the hottest? (1)
6. Which place has the strongest wind? What is the predicted wind speed in this place? (2)
7. Is rain expected anywhere? (1)
8. Describe the weather forecast for Paarl. Use the mind map. (4)



Total: 12

Homework

Practice reading the words on page 1.

Adjectives

An adjective is a word that tell you more about a noun (things you can see, touch, taste, feel, and hear – naming words).

Adjectives **describe** nouns and pronouns. It tells you:

Colour	size	how it feels	what type
		how many	
How it acts	how it looks		how it sounds

Examples: A **beautiful** dress. A **blue** pen. A **rugby** ball. The **loud** bell.

Activity 4

Read the weather report from Activity 1 on page 1 - 2 again and write down all the words that describe the weather. (7)

Verbs

Verbs are **doing words**. If you can do it with your mind or your body, it is a verb.

Example: I am **kicking** the ball.

She **sings** every day.

The wind is **blowing**.

They **eat** the food.

Subject - verb agreement: Subject: the thing or person the sentence is about. Verb: the thing that person or thing is doing.

Subject → singular (1) the verb gets a 's'. She kicks a ball.

The dog barks at night.

→ plural (2+) the verb gets no 's'. They kick a ball.

The dogs bark at night.

Activity 5

1. Read the weather report from activity 1 (page 1 – 2) again and write down all the adjectives.
2. Name three verbs / actions which might be done by each of the following. Example: bird – fly, sing, bath (12)
 - a. Chef _____
 - b. Farmer _____
 - c. Hairdresser _____
 - d. Mother _____
3. Copy the sentence in your book and choose the correct verb in brackets to fill in the blanks. (4)
 - a. Thandi _____ in the long grass. (play / plays)
 - b. The dog _____ the sausage from the baby. (take / takes)
 - c. The rhinos _____ at the tourists sitting in the jeep. (look / looks)
 - d. Everyone _____, there comes an elephant. (look / looks)

4. How many verbs can you find in the picture? Make a list in your book. (9)



Total: 25

FORMAL ASSESSMENT 1: Language

Choose five (5) words from your list in Activity 5, question 3, and write sentences about each word.

Total: 5

Homework

Practice the spelling of the words on page 1.

Unit 2

Homework

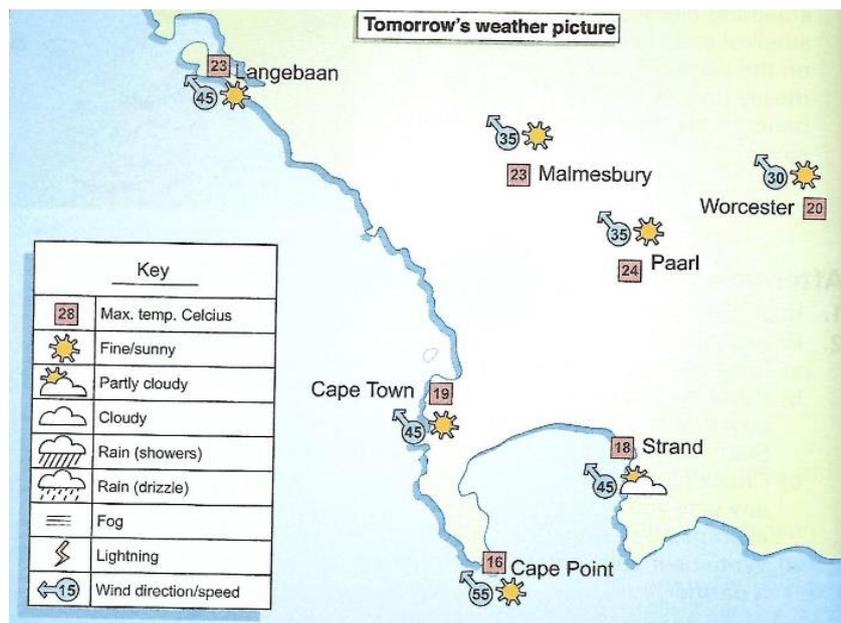
Practise reading the weather report in Activity 1.

FORMAL ASSESSMENT 2: Comprehension

Look at the weather report in activity 1 and answer the following questions.

1. What do these words mean when we talk about the weather: (10)
 - a. Temperature
 - b. Cloudy
 - c. Partly cloudy
 - d. Minimum
 - e. Maximum
2. What does it mean when they say "No rain expected." (1)
3. If temperatures are low, does it mean it is cooler or warmer? (1)
4. If temperatures are high, does it mean it is cooler or warmer? (1)
5. If you look at the temperatures in the weather report, is it cooler or warmer Saturday? (1)
6. Will the weekend be hot or cold? (1)

Look at the map again and answer these questions.



7. Choose the correct word in brackets. (4)
 - a. The wind direction for most of the area is **(north / north-west)**.
 - b. The temperatures are **(mostly / all)** above 15 °C.
 - c. The Strand is predicted to be **(cooler / warmer)** than Cape Town.
 - d. Langebaan will be **(cooler / warmer)** than Cape Town.

8. How hot is Cape Point on the map? (1)
9. Is it sunny or partly cloudy in Strand? (1)

10. Use weather symbols to show the prediction for the two towns below. Use a key that explains the symbols. (4)

<p>Smithburg Rain Wind direction: north-west Wind Speed: 30km/h Temperature: 16°C</p>	<p>Durban Sunny Wind direction: south Wind Speed: 10 km/h Temperature: 27°C</p>
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Total: 25

FORMAL ASSESSMENT 3: Reading

Read the weather report from Activity 1.

READING RUBRIC				
	2	1	0	Mark
Pronunciation	Pronounces words well	Pronounces words adequately	Pronounces words poor	
Fluency	Pays attention to punctuation and reads smoothly	Pays attention to most, but not all punctuation and reads reasonably smoothly	Does not pay attention to punctuation, and does not read smoothly	
Clarity	Reads loudly and clearly	Reads reasonably loud and clear	Reads softly, it is difficult to hear all the words	
Expression	Uses good expression	Uses adequate expression	Uses no expression	
Confidence	Learner is confident/ comfortable	Learner is moderately confident/ comfortable	Learner is not confident/ comfortable	
Over all reading skill	3-5: Good to very Good	1-2: Poor to moderate. Needs practice	Did not read	
Total:				15

Activity 6

Make your own weather chart by using a table. Like Activity 2.

Use the following information to complete the table:

Durban: showers, 14 °C / 25 °C

Nelspruit: drizzle, 12 °C / 28 °C

Bloemfontein: clear 5 °C / 25 °C

Johannesburg: thunderstorm, 18 °C / 29 °C

Kimberley: clear, 4 °C / 23 °C

Polokwane: p/cloudy, 12 °C / 25 °C

Pretoria: p/cloudy, 12 °C / 23 °C

Upington: clear 7 °C / 27 °C

Mafikeng: clear, 12 °C / 32 °C

Cape Town: cloudy, 10 °C / 17 °C

Follow the writing process.

Step 1: Plan – use a mind map to plan your weather chart.

Rearrange the cities into alphabetical order. Decide how many columns you need and what the headings will be.

Step 2: Draw the columns and give them each a heading. Place all the information under the correct heading

Step 3: Edit – Check your spelling.

Make sure the names of the cities and weather conditions are written correctly.

Step 4: Final draft – redraw the columns neatly and rewrite the information over without any mistakes.

Synonyms

Synonyms are words that has the same or similar meaning to another word.

Example: The race will start at the gate.

The race will begin at the gate.

REMEMBER: **S**ynonym = **S**ame

Activity 7

1. In your book write down the bold printed word. Next to it write down the word that means the same. (8)

start	cry	rich	collect
Run	Listen	Wealthy	Look
begin	Creep	Money	Gather
help	Sniff	Spend	Drop
look	weep	Bank	Seek

help	Huge	Simple	plump
Look	Great	Big	Slender
Write	Dainty	Difficult	Sad
Carry	Enormous	Easy	Heavy
assist	Long	hard	fat

Homework

- Practice the spelling of the words in Activity 7.
- Write them alphabetically.

2. Write down the pairs of words that almost means the same. (8)

Beautiful	Enormous
Intelligent	Dirty
Pleasant	Strong
Evil	Nice
Filthy	Little
Huge	Clever
Powerful	Pretty
Small	Wicked

Total: 16

Opposites

Look at these words:

Heavy – light

big – small

short – tall

We call these words opposites.

Activity 8

1. Match the opposites with each other. Write the word next to each other in your book. (8)

Nice	Ugly
Right	Rude
New	Nasty
Kind	Old
Smooth	Unkind
Pretty	Rough
Polite	Unhappy
Happy	Wrong

2. Write an opposite for each of the following words. (6)
 - a. Noisy
 - b. Bitter
 - c. Found
 - d. Short
 - e. Buy
 - f. Cold
3. Write each sentence with the opposite meaning of the word in brackets. (8)
 - a. Pam was (kind) to her (brother).
 - b. Eating (unripe) fruit is a (unhealthy) habit.
 - c. Rafik was (fair) when sharing the (small) cake.
 - d. I am (willing) to do the job because I am feeling (strong).

Total: 22

Verbs

Verbs are **doing words**. If you can do it with your mind or your body, it is a verb.

Example: I am **kicking** the ball.

She **sings** every day.

The wind is **blowing**.

They **eat** the food.

Subject - verb agreement: Subject: the thing or person the sentence is about. Verb: the thing that person or thing is doing.

Subject → singular (1) the verb gets a 's'. She kicks a ball.

The dog barks at night.

→ plural (2+) the verb gets no 's'. They kick a ball.

The dogs bark at night.

Activity 9

1. Your teacher will give you an instruction. Act it out to show your understanding of verbs.

Example: Kick a ball. Act how you will kick a ball.

2. Write sentences using these words.

a. swim

b. kick

c. feed

d. eat

e. hand over

3. Rewrite the sentences in your book and fill in the blank with appropriate verbs.

a. I like to _____ cake.

b. We _____ to school every day.

c. I _____ in my book.

d. They _____ in the choir.

Unit 3

Listening & Speaking, Reading & Viewing

Activity 10

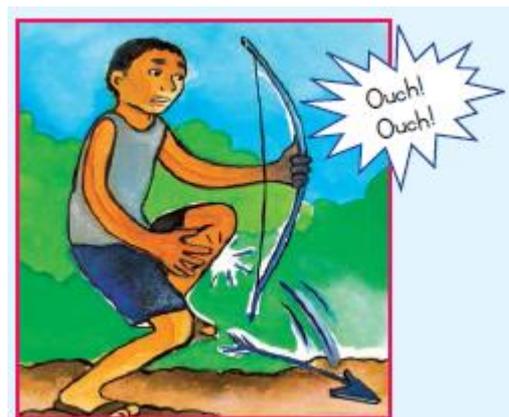
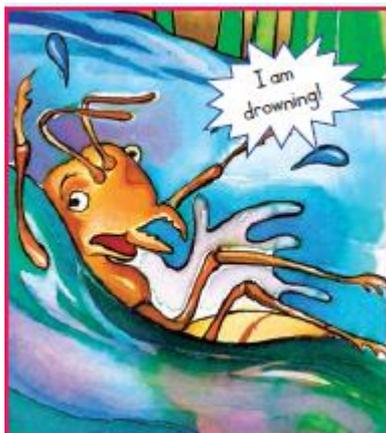
Fables

What is a fable?

A fable is a story about magical creatures, animals, plants and places. It tells a story with a moral message. (You can learn something from it) most fables are very old and many are retold in a modern setting, but with the same message. You will find animals that can speak, and natural settings with forest and rivers, in most fables.

Word bank Setting: The area where it is happening.
 Characters: The people or animals in a story.
 Moral: What can we learn from the story?

1. Look at the following pictures. What is this fable about?
2. Does it include animals that can talk?
3. What is the setting?



Read the story and answer the question in your book.

One hot day, an ant was sitting next to a river. "How lovely it will be to swim," she thought. She put one leg into the river, then another and another. Suddenly, she fell in. The water was flowing so strongly she could not get out.

"Help!" she shouted, "I am drowning!" But no one heard her shout. When the ant felt sure she would drown, a dove flew past. She saw the ant was in danger and dropped a leaf into the water. It was like a little boat and the ant climbed on.

"Thank you dove. One day I will help you."

The dove laughed. "You are too small to help me. Little ant." And she flew away.

Many months went by. Then, one day, the ant saw the dove sitting in a tree. Before she could say "hallo" a man came with a bow and arrow. He was going to shoot the dove. Quickly, the ant climbed onto the man's leg and bit him. "Ouch!" shouted the man and dropped his arrow.

"Thank you," the dove called as she flew away. "You are small, but you saved my life."

1. Why did the ant want to swim? (1)
2. What happened to her? (1)
3. How did the dove save her? (1)
4. How did the ant save the dove? (1)
5. Do you think this fable is about something that really happened? Say why. (2)
6. In which season of the year do you think this fable took place? (1)
7. Why do you say so? (1)
8. The story is a fable. What is a fable? Chose one of the answers below. (1)
 - a. A story with animals that teaches a lesson.
 - b. A story of gods and heroes.
 - c. A short letter.
9. What do you think this fable teaches us? (1)

Total: 10

Writing & Presenting

Activity 11

Write a few sentences about what the story is about.

Follow the writing process.

Step 1: Plan – Use a mind map to plan your paragraph

Step 2: Write – Write your planning in full sentences.

Use the following writing frame to complete your paragraph. (Fill in the blanks)

Title of fable: _____ 1 _____ (*write your story name*)
There were _____ 2 _____ character in the story, a _____ 3 _____ and an
_____ 3 _____. The ant climbed into a _____ 4 _____ but the water was to _____ 5 _____.
Dove threw down a _____ 6 _____ for ant to climb on. Ant was very grateful
and promised to help Dove. Dove thinks she is too _____ 7 _____ to help
anyone. Many months went by, a _____ 8 _____ came and wanted to _____ 8 _____
dove with a _____ 8 _____, ant decided to bite the man and then he
dropped his _____ 9 _____, dove flew away. The message in this fable is
that doesn't matter what your _____ 10 _____. I really
(**liked / hated**) the story because _____ 11 _____.

***** Only do Step 1 & 2. Step 3 & 4 we will do later.*****

This is how your teacher will assess (give you marks).

RUBRIC FOR PARAGRAPH WRITING					
	4/5	3	2	1	0
Understanding of the topic	Thorough understanding	Some understanding	Limited understanding	Incorrect understanding	No understanding
Editing		Very well editing	Some editing	Very little editing	No editing
How many sentences?	4/5 Sentences	3 Sentences	2 Sentences	1 Sentence	0 Sentences
Sentences structure	4 – Very good structure	good structure	Acceptable structure	A few mistakes	A lot of mistakes in structure
Punctuation		No mistakes	A few mistakes	A lot of mistakes	No punctuation
Planning: mind map and first draft	Correct planning	Mostly correct	Mind map or first draft only	Very little planning	No planning
Total:				/25	

Language

Present & Past Tense

Sentences are written in tenses. Past, Present and Future Tense. You always find the verb in a sentence and then change that word to make it present, past or future.

Past Tense: I kicked a ball.

I swam in the pool.

Present Tense: I kick a ball.

I swim in the pool.

Future Tense: I will kick a ball.

I will swim in the pool.

REMEMBER: Subject - verb agreement: Subject: the thing or person the sentence is about. Verb: the thing that person or thing is doing.

Subject → singular (1) the verb gets a 's'. She kicks a ball.

The dog barks at night.

→ plural (2+) the verb gets no 's'. They kick a ball.

The dogs bark at night.

Activity 12 (Past Tense)

1. Rewrite these sentences into the past tense. (5)
 - a. Tshepo buys sweets at the tuck shop.
 - b. Thando kicks a ball and scores a goal.
 - c. Chimane learns for his exam test.
 - d. They eat cake at birthday parties.
 - e. We go swimming every weekend.

2. Use the following words and write past tense sentences. (3)
 - a. Walk
 - b. Move
 - c. See

Homework

Rewrite these sentences and choose the correct word between the brackets. (9)

Ted (walk/walked) down the dusty road until he (saw/is seeing) an old, broken down house. This must be the ghost house Thandi (told/tells) me about! He (is creeping/ crept) closer and closer to the back of the house. Nothing (moved/ moves). Suddenly, the door (open/opened) and (shuts/shut) with a loud bang. (help/helps) me! He (screamed/screams), "it's the ghost!"

Total: 18

Activity 13 (Present Tense)

1. Copy the Present Tense sentences in your book. (6)
 - a. I begin work every day with a smile.
 - b. I forgot that it gets warm during the day.
 - c. I held my pen in my right hand when I work.
 - d. They ring the doorbell when they come and visit.
 - e. I run in the Cross Country team every year.
 - f. We stood in a line before we enter the class.
 - g. The teacher teach us English.
 - h. She thought we are very clever.

2. Write down the present tense word for the following words. (8)
 - a. Walked
 - b. Saw
 - c. Sang
 - d. Wrote
 - e. Brought
 - f. Drew
 - g. Threw
 - h. Rained

Total:14

FORMAL ASSESSMENT 4: Past & Present Tense

1. Decide if the following sentences is Present Tense or Past Tense. (5)
 - a. I play hockey.
 - b. He write a letter.
 - c. I help my friend
 - d. She digs a hole.
 - e. They flew to Cape Town.

2. Now change them to the tense that they are not. (5)

3. Help Jabu complete his Diary entry by using the past tense of the words in brackets. Diaries are always written in past tense. (10)

I am back at school. We _____ (start) school last Tuesday. We _____ (play) our first soccer match last weekend. We _____ (win) the game 2 – 0.

Afterwards we _____ (eat) at KFC. Our coach _____ (pay) for our supper. Then we _____ (drive) home.

Yesterday afternoon I _____ (swim) in the school gala. I _____ (know) that we would win our races. When we _____ (take) our trophies to the school assembly everyone _____ (cheer).
It is great to be back at school.

Total: 20 / 2=10

FORMAL ASSESSMENT 5: Writing a paragraph

In Activity 10 you planned a paragraph about the fable we read in class. You did step 1 & 2.

Now it is time to do Step 3 & 4.

Follow the writing process.

Step 3: Edit – Fix your mistakes. Check for spelling, capital letters, full stops.

Step 4: Final writing: Write your step 2 paragraph without the mistakes.

RUBRIC FOR PARAGRAPH WRITING

	4/5	3	2	1	0
Understanding of the topic	Thorough understanding	Some understanding	Limited understanding	Incorrect understanding	No understanding
Editing		Very well editing	Some editing	Very little editing	No editing
How many sentences?	4/5 Sentences	3 Sentences	2 Sentences	1 Sentence	0 Sentences
Sentences structure	4 – Very good structure	good structure	Acceptable structure	A few mistakes	A lot of mistakes in structure
Punctuation		No mistakes	A few mistakes	A lot of mistakes	No punctuation
Planning: mind map and first draft	Correct planning	Mostly correct	Mind map or first draft only	Very little planning	No planning
Total:	/25				

Unit 4

Listening & Speaking

Reading & Viewing

Activity 14

What do you remember about fables? Let's go look at Activity 10 (page 15) to remind ourselves.

Read the following story with your teacher.

Anansi the greedy spider and the turtle

One evening, Anansi the spider sat down to a delicious supper. Just as Anansi was about to put the first bite into his mouth, he heard a knock on his door. He opened the door. There was Turtle, who looked very tired. Turtle said, "Anansi, please let me in. I've walked so far today, and I'm so tired and hungry."



But Anansi was too selfish to share his supper with anyone else. So he came up with a nasty plan. Just as Turtle sat down at the table and began to reach for some food, Anansi yelled at him, "Turtle, your hands are all dirty! You can't eat with your hands all dirty! Go wash them." Turtle's hands were dirty, from walking on them all day. So Turtle slowly crawled to the river and washed his hands, and then slowly crawled back to the table.

Meanwhile Anansi had started eating up the food. By the time Turtle got back the food was nearly all gone. And just as Turtle sat down Anansi started yelling again, "Turtle, your hands are still dirty! Go wash them again!" And they were dirty, because Turtle had used them to crawl back from the river. Sadly, Turtle got up and went to wash his hands again.

By the time Turtle had crawled all the way back there was no more food. Turtle looked at Anansi and said, "Thank you for inviting me to dinner. If you're ever near my house, please come by and have supper with me."

Well, as time went by, Anansi the spider began to think more and more about how Turtle had promised to feed him. So one day he walked over to Turtle's house at lunch time, when the sun was high over the river. Turtle was lying on a rock in the sun, warming himself up, as turtles do. When Turtle saw Anansi, he said, "Hello there, Anansi! Have you come to have dinner with me?" And Anansi said, "Yes, that would be very nice, thank you." He was getting hungrier and hungrier.



So Turtle dived into the water. Anansi waited on the rocks by the shore. Pretty soon Turtle swam back up and said, "OK Anansi! It is all ready now. Please join me for dinner." And Turtle dived down again and began to eat the green leaves he had for dinner. Anansi tried to dive down to the bottom of the river, but he was a spider, not a turtle, and he couldn't dive that deep. He kept floating back up to the surface again. He tried jumping in, he tried diving in, but nothing helped. He just couldn't get down to that dinner.



Finally Anansi had an idea. He put lots of stones in the pockets of his coat, until he was heavy enough to sink down to the bottom of the river. He saw Turtle's table, full of juicy green leaves and lots of other delicious food.

But just as Anansi was reaching for some of that delicious food, Turtle stopped him. Turtle said, "Anansi, surely you're not going to eat dinner with your coat on? That's not



how we do things at my house." Anansi took his coat off. But without the rocks in his pockets to hold him down, he floated right back to the surface of the river again, and popped right out of the water.



Answer these questions in your book.

1. Who is the story about? (2)
2. Where does the story take place? (1)
3. What is the story about? (2)
4. What is the moral of the story? Choose the best one. (1)
 - a. All's well that end well.
 - b. When you try to outsmart someone, you may find that you're the one outsmarted.
 - c. Don't bite the hand that feeds you.

Total: 6

FORMAL ASSESSMENT 6: Unprepared Reading

Read the story to your teacher.

READING RUBRIC				
	2	1	0	Mark
Pronunciation	Pronounces words well	Pronounces words adequately	Pronounces words poor	
Fluency	Pays attention to punctuation and reads smoothly	Pays attention to most, but not all punctuation and reads reasonably smoothly	Does not pay attention to punctuation, and does not read smoothly	
Clarity	Reads loudly and clearly	Reads reasonably loud and clear	Reads softly, it is difficult to hear all the words	
Expression	Uses good expression	Uses adequate expression	Uses no expression	
Confidence	Learner is confident/ comfortable	Learner is moderately confident/ comfortable	Learner is not confident/ comfortable	
Over all reading skill	3-5: Good to very Good	1-2: Poor to moderate. Needs practice	Did not read	
Total:				15

FORMAL ASSESSMENT 7: Unprepared speaking

Retell the story to your teacher.

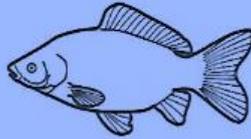
UNPREPARED SPEAKING				
	2	1	0	
	Good	Acceptable	Not up to standard / Did not speak	
Content is topic based. Correct				
Clarity				
Expression				
Confidence				
Vocabulary				
Total:				10

Degrees of Comparison

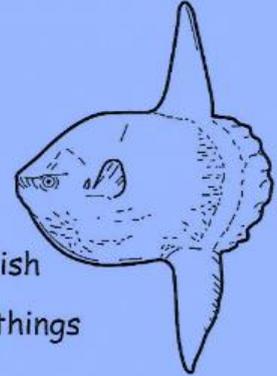
This is where we compare 3 things.



a big fish



a bigger fish



the biggest fish

Add -er to the describing word when comparing 2 people or things and -est when comparing 3 or more.

Activity 15

1. Complete the following. (10)

- a. A tall man _____
- b. _____ a happier face _____
- c. _____ the longest ladder
- d. A ripe Banana _____
- e. _____ the shortest day

Take note of the following.

good - better - best

bad - worse - worst

many - more - most

2. Complete the following. (6)

- a. A good friend _____
- b. Many sweets _____
- c. _____ the worst game

3. Complete the following. (4)

- a. He caught a big fish. She caught a _____ fish. I caught the _____ fish.
- b. Tom is strong. Daniel is _____. Sean is the _____.

Total: 20

Punctuation

Capital letters	Commas	Full Stops
Capital letters are used: <ul style="list-style-type: none">● at the beginning of a sentences● for the names of people, places and things● for the word 'I'	A comma is used: <ul style="list-style-type: none">● to help make the meaning clear● to separate words, phrases and names	A full stop is used at the end of a sentence

Activity 16

1. Rewrite these sentences using capital letters, commas and full stops.
 - a. i play cricket on monday thursday and saturday
 - b. my friend ben went to australia in may
 - c. mr and mrs chinappa drove down oak street
 - d. february is the warmest month in south africa
 - e. mark james and i swam across the vaal river
 - f. sheila bought a radio from oxland furnishers
 - g. mr vusi mthembu has a birthday in march
 - h. mary clive nosipho an ahmed are going to play tennis on Tuesday
 - i. lindiwe threw a huge snowball at her father
 - j. have you remembered to close the door to the back room

Total:10

Homework

Practise the spelling of the words you wrote in the blanks in Activity 15.

Reading & Viewing

Activity 17

Next season

Mom has started waking me up earlier to prepare me for what is to come. No more staying up late, no more pool parties, and no more fun in the sun. the days are becoming shorter. It looks like summer is coming to an end. (40)

I don't believe that summer has to have an end. "Why can't we play outside, swim, go to the beach, drink fruit punch, and have no homework forever?" (72)

Mom says, "Summer is a season and seasons come and go". She also said, "we should be excited about the next season and excited about what the next season brings for us". I am still not quite sure what she means when she says that. I guess I will have to figure it out as the season changes. (98)

So far all I know is that mom says, "it's time to look sharp"! she's buying me some new clothes, some new shoes, and a new backpack. She keeps reminding me that it is important to listen, be safe, be respectful, and be responsible. All the children in my neighbourhood tell me that their parents are saying the same thing to them as my mom is saying to me. (129)

I think I am starting to understand what season is coming up. Maybe the new season won't be so bad? The weather is already starting to cool down and the leaves are changing to become pretty colours on the trees. Mom is being really nice buying me new things. All the other children are preparing for what's next, just like me! I'll see every one of my friends there. (159)

Yes! I am ready! Next season will be great and I cannot wait! I am ready for Fall! I am ready for the season that takes me back to school! (198)

1. Why did his mother start to wake him up earlier?
2. What can't this boy do anymore? Name three things.
3. Which season has come to an end?
4. What does mom say we should be excited about?
5. What did mom buy for him?
6. Mom reminds him of important things. Name those things.
7. How was the weather changing?
8. Is this boy ready for what's coming next?

Read the story to your teacher. You will have 2 minutes to read as much as you can.

Trial 3:

Date: _____

Time: 2 minutes

Word count completed: _____

Total errors: _____

Total comprehension questions correct: _____

Tense List

past tense	present tense	future tense
acted	act	will act
ate	eat	will eat
began	begin	will begin
bought	buy	will buy
brought	bring	will bring
chose	choose	will choose
did	do	will do
cleaned	clean	will clean
crept	creep	will creep
drank	drink	will drink
drew	draw	will draw
dug	dig	will dig
felt	feel	will feel
flew	fly	will fly
forgot	forget	will forget
had	have	will have
heard	hear	will hear
held	hold	will hold
helped	help	will help
kicked	kick	will kick
kissed	kiss	will kiss
knew	know	will know
learnt	learn	will learn
looked	look	will look
lost	lose	will lose
lived	live	will live
likes	like	will like
made	make	will make
moved	move	will move
opened	open	will open
played	play	will play
prepared	prepare	will prepare
rained	rain	will rain

ran	run	will run
rang	ring	will ring
read	read	will read
remembered	remember	will remember
saw	see	will see
sang	sing	will sing
sat	sit	will sit
screwed	screw	will screw
screamed	scream	will scream
sold	sell	will sell
sent	send	will send
started	start	will start
stared	stare	will stare
stood	stand	will stand
stole	steal	will steal
stung	sting	will sting
swam	swim	will swim
taught	teach	will teach
threw	throw	will throw
tells	tell	will tell
turned	turn	will turn
walked	walk	will walk
was / were	is / are	
went	go	will go
won	win	will win
wrote	write	will write
yesterday	today	tomorrow