

Let's Learn ENGLISH

GRADE 6



Mauritius Institute of Education
under the aegis of
Ministry of Education, Tertiary Education, Science and Technology



Name:



Professor Vassen NAËCK

- Head Curriculum Implementation,
Textbook Development and Evaluation

THE ENGLISH PANEL

- **MAURITIUS INSTITUTE OF EDUCATION**

Dr (Mrs) Aruna ANKIAH-GANGADEEN
Dr Pascal NADAL

- Panel Coordinator, Associate Professor
- Senior Lecturer

- **MINISTRY OF EDUCATION AND HUMAN RESOURCES, TERTIARY EDUCATION AND SCIENTIFIC RESEARCH**

Mrs Sazia Bibi MULUNG
Ms Anoucheka GANGABISSOON

- Mentor
- Educator

- **SERVICE DIOCÉSAIN DE L'ÉDUCATION CATHOLIQUE**

Mrs Patricia LAVIOLETTE

- Deputy Head Mistress

Acknowledgements

- **VETTING TEAM**

MINISTRY OF EDUCATION AND HUMAN RESOURCES, TERTIARY EDUCATION AND SCIENTIFIC RESEARCH

Mr Dahmiasdeho GOWRY
Mrs Taramatee NATHOO
Mrs Dineshwaree RUCHCHAN
Mr Doomanlall MOHANGOO
Mr Krishnaduth OOCHIT
Mr Raj-Kumar BEEDASSY

- School Inspector
- School Inspector

Layout and illustrations

- **GRAPHICS SECTION**

Mr Isstiac GOOLJAR
Mr Leveen NOWBOTSING

- Graphic Designer
- Graphic Designer



REVIEW

Mrs Radharani BAICHOO

- Coordinator, Senior Lecturer

ISBN: 978-99949-44-00-2

© Mauritius Institute of Education (2021)

Foreword

MIE has produced a brand new collection of textbooks based on the National Curriculum Framework for the Nine Year Continuous Basic Education as from 2016. These textbooks have been written by a team of academic staff from MIE, supported by experienced Educators, advised by Inspectors, mentors and Deputy Head Masters.

We have done our best to ensure that the textbooks enable children to undergo a pleasant learning experience. We have taken care to align the textbooks with very clearly defined learning outcomes and objectives set for the respective subjects as outlined in the National Curriculum Framework, Grades 1 to 6. The textbooks provide clear indications of the diverse skills that children should master at each stage.

We are also providing a set of teachers' manuals where we have outlined the appropriate techniques and pedagogical approaches so that children are helped to make optimal use of the textbook and materials provided. Some textbooks have been updated and changes have been effected after receiving feedback from educators.

We are thankful to all those who have provided us with constructive feedback, thereby enabling us to make this curriculum development endeavour come to fruition. We are also thankful to the artists who carried out the illustrations, and to our graphic artists who have tried their best to create the right layout for the books. The authors and the curriculum team, under the guidance of Professor Vassen Naëck, also deserve our thanks.

We hope that you enjoy this material and wish you lots of success.

Dr O. Nath Varma
Director
Mauritius Institute of Education

Preface

To the pupils

The Grade 6 English textbook contains a variety of activities that will help you to:

- listen with understanding
- speak correctly with growing confidence
- read a range of texts on a variety of topics with understanding and pleasure
- enrich your vocabulary
- produce different kinds of texts, such as letters, posters, charts, compositions, and e-mails
- use grammatically correct sentences when speaking and writing
- learn amazing facts.

End of unit activities will enable your teacher to find out what your strengths and weaknesses are, so that he or she can help you improve further.

We have also included a list of irregular verbs at the end of Part 1 and phrasal verbs at the end of Part 2 to support you.

Remember that the best way to learn English is to use the language. You must carry out all the activities and participate fully in the lessons.

We hope you like the themes we have chosen for you and enjoy working with this textbook!

THE WRITING TEAM

To the teacher

The Grade 6 textbook has been developed in line with the National Curriculum Framework (Primary) 2015. The structure and contents have been aligned with those of the Grade 5 textbook, so that learners transit smoothly to the final year of the primary cycle. The different components with which you are already familiar are:

- Communication Skills — Listening and Speaking activities
- Reading for understanding
- Reading for pleasure and appreciation
- Vocabulary
- Writing
- Grammar
- Did you know?
- End of Unit exercises

You will however note that there are some additional features, namely the inclusion of idioms in the Vocabulary section to familiarise pupils with these, as well as a list of irregular verbs in Part 1 and phrasal verbs in Part 2 for additional support.

The same philosophy expounded in Grade 5 prevails in this textbook and it is recommended that the same approach be adopted while teaching. A variety of activities have been devised to provide learners with enjoyable and positive experiences of learning English. Nevertheless, as has always been pointed out, you may have to adapt them or the teaching approach taking into account the level and needs of your pupils. You may narrow down the focus, scaffold learning, modify the suggested procedure, or provide supplementary examples and activities.

Note that the assessment criteria for Communication Skills activities are:

- Relevance of content (where applicable)
- Correct pronunciation
- Appropriate pace and intonation
- Relative fluency and accuracy of speech

THE WRITING TEAM

Learning Outcomes for Grade 6 English

At the end of Grade 6, pupils should be able to:

Listening

- Understand and enjoy listening to a diversity of aural texts
- Identify type of text and derive meaning with ease
- Listen for different purposes
- Identify and retain key information
- Follow a conversation involving 2 or 3 speakers in an aural text
- Follow conventions of pair/group/class interaction

Speaking

- Speak about diverse topics of interest with confidence and clarity
- Express ideas using a variety of sentence forms
- Use appropriate pronunciation, intonation patterns and variation of tone
- Use a range of appropriate vocabulary to express themselves
- Generally produce grammatically correct utterances
- Report/retell the gist of an aural or printed text
- Participate actively in a wide range of activities
- Express opinions with justification

Reading

- Show willingness to engage in reading
- Read aloud and silently with ease and fluency
- Apply a range of word-attack skills to understand words
- Derive meaning from different types of texts using understanding of text layout and conventions
- Access information from a range of media
- Choose the mode of reading according to the context and purpose
- Read for different purposes
- Respond to the text critically, empathetically and with appreciation

Writing

- Write a variety of age-appropriate texts
- Write for different purposes
- Follow stages of the writing process while composing a text
- Write coherent and well-structured texts using appropriate conventions
- Write grammatically correct sentences
- Use appropriate vocabulary for different purposes and topics
- Use the computer effectively to type short texts, spell check and edit work

Table of contents

Page	1-46	47 - 90	91 - 129
Unit	1: Our island's heritage	2: Amazing journeys	3: Celebrating art & music
Reading for Understanding	'Discovering our cultural heritage'	'Atlantis – the lost city'	'Celebrating Music Day at school'
Vocabulary	Solving riddles Fill in the blanks with key vocabulary Synonyms	Match words with drawings and definitions Tick the correct sentences Write sentences using pictures and vocabulary given Road directions	Write definitions of words or expressions Fill in the blanks Complete a paragraph
Writing	Story writing	Letter writing	Poster design
Communication Skills	Listening: 'Sapsiway' Speaking: Share your views	Listening: 'The magic show' Speaking: Sachin's decision	Listening: 'Tiara's ballet show' Speaking: Role play
Grammar	Indefinite Pronouns Verbs – Revision of Tenses Present Perfect Tense Present Continuous Tense for a future action Phrasal verbs	Past Perfect Tense Forming abstract nouns from adjectives and verbs Using 'with'/'without'	Past Perfect Tense - Negative & Interrogative forms Relative Pronouns Using adverbs with adjectives
Reading for Pleasure and Appreciation	'The story of <i>Tizan gato kanet</i> ' 'The cow and the tiger'	Caverne Patate – 'A fascinating underground adventure' 'Andy and Jurassic World'	'Natish, a unique pianist' 'I want to become an artist'
Did you know?	Amazing cultural fact	Amazing travel fact	Amazing art fact
End of Unit Activities	Reading Comprehension Grammar and Vocabulary Writing Communication Skills	Reading Comprehension Grammar and Vocabulary Writing Communication Skills	Reading Comprehension Grammar and Vocabulary Writing Communication Skills
Appendix pg 128-129	Past Simple Tense and Past Participle of irregular verbs		



Unit 1

Our island's heritage



Activity 1: Reading for understanding

Activity 1a – Read the conversation below and discuss what you have learnt about our island's culture.

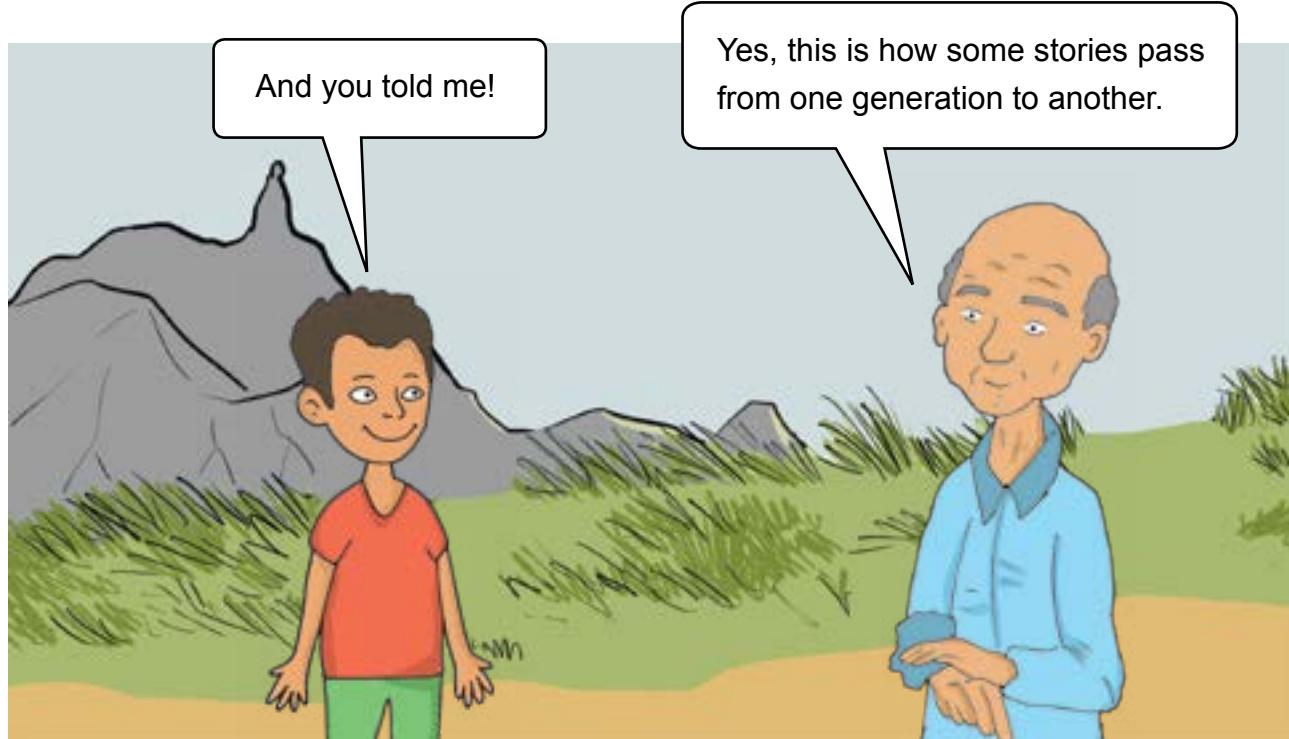
Grandpa, thank you for telling me about the legend of Pieter Both. It's very interesting but I could not find it in any book. How do you know about it?

You see, some things are not found in books. You learn them from your ancestors. My grandfather told me about the legend.



And you told me!

Yes, this is how some stories pass from one generation to another.



Unit 1 — Our island's heritage

What else did we inherit from the past, Grandpa?

We have famous monuments and buildings, such as the Aapravasi Ghat. We also have songs, dances, recipes, the languages we speak and even our way of life.



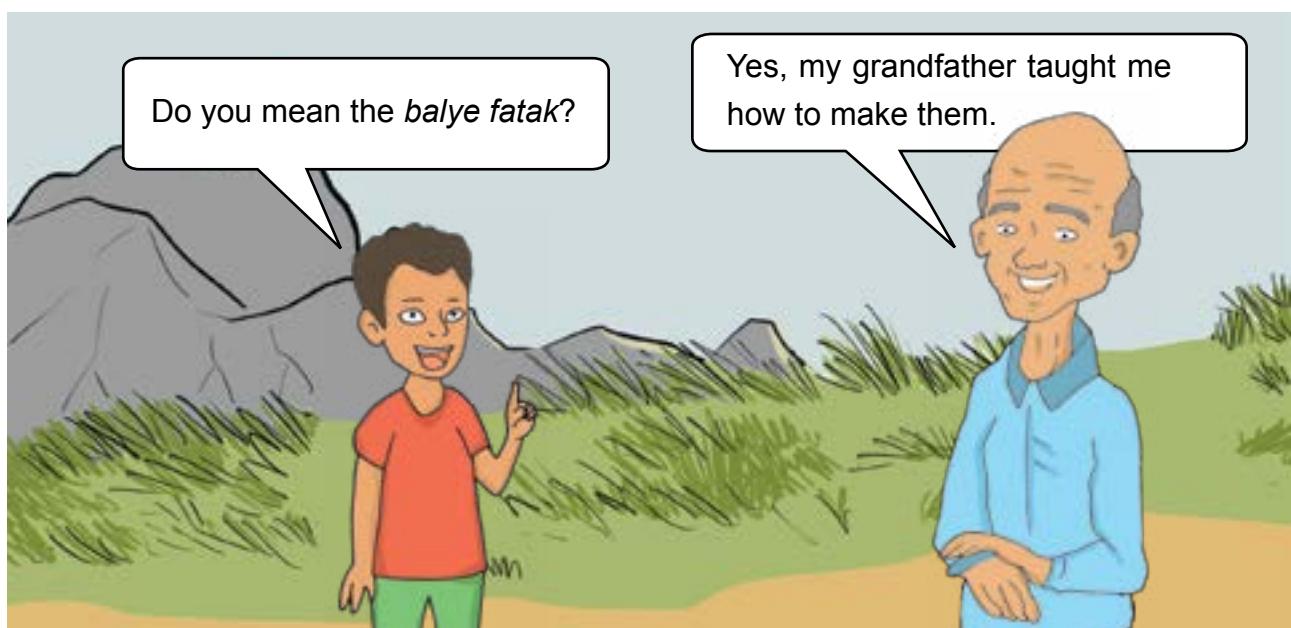
Wow! That's a lot!

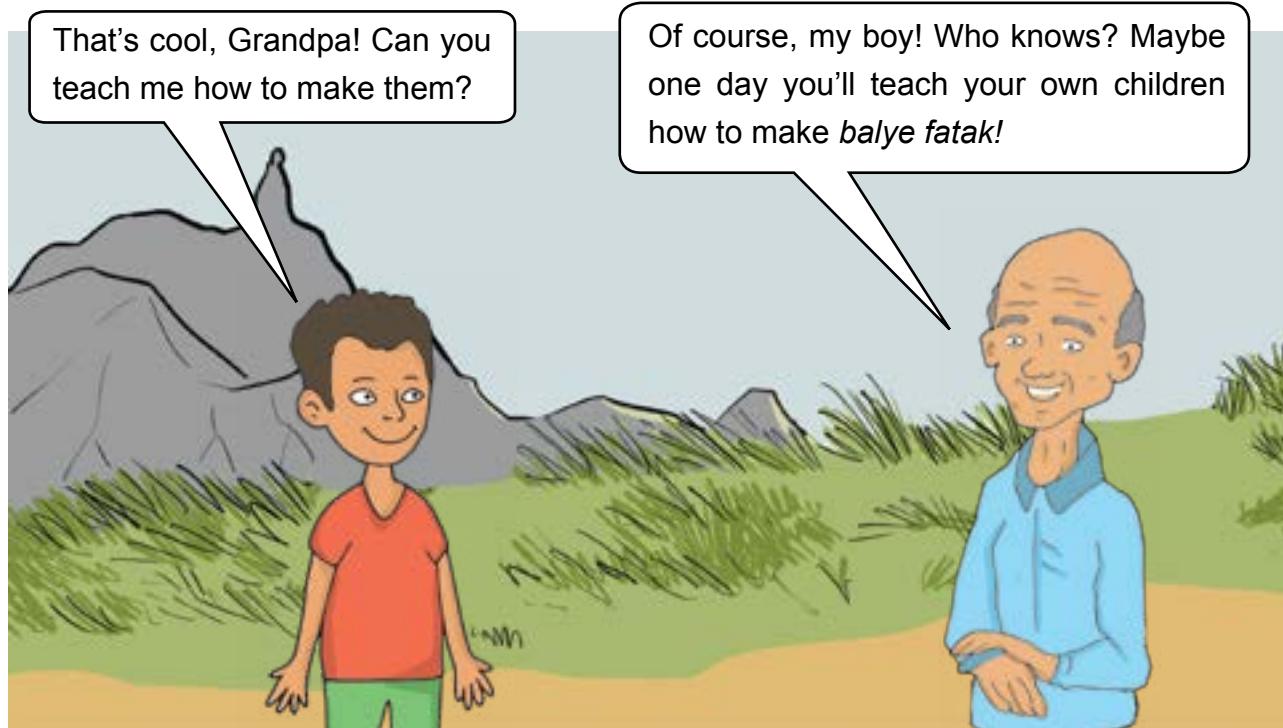
But that's not all. The broom that I make is also part of our island's culture.



Do you mean the *balye fatak*?

Yes, my grandfather taught me how to make them.



**Key words:**

preserve, culture, heritage, traditional, riddles, ingenious

Key expressions:

try out, drive a match into a seed, no sooner said than done

Activity 1b – Sonia and Kevin learn about their island's culture. Read the text below carefully.

Discovering our cultural heritage

Every year during the December holidays, Sonia and Kevin spend a few days at their grandma's place. When they return home, they are always excited and eager to tell their parents and neighbours what they have learnt about life in the past. This time, Sonia was surprised to learn how people used to clean their teeth.

"I can't believe that people cleaned their teeth with charcoal!" she tells her mother.

"That's strange, Mum," adds Kevin. "You always tell us that if we don't take care of our teeth, they'll become black and start to decay. Now, Grandma says that teeth get whiter with charcoal..."

Mum smiles at them and says, "There was no toothpaste long ago and people had to find a way to keep their teeth healthy. Since then, many things have changed. It's sad that young people do not know how their parents and grandparents lived before."

Dad agrees. He tells the children, "It's essential to protect our environment but it's also important to **preserve** our **culture**. When I was a child, many people spoke Bhojpuri but now you rarely hear this language. The same thing happened to the *romances* of Rodrigues."

"What are *romances*?" asks Kevin curiously.

"*Romances* are **traditional** songs in French," his father replies. "People sang them on special occasions, like weddings. You know, it is these traditions that make our small islands special and different from other countries. That's why they should be preserved."

Just then, Sonia sees litchis on the table and recalls that spinning tops can be made with their seeds. She is impatient to **try out** this game. "Can I make a few spinning tops for my friends and me? Grandma said that we just have to cut off the top part of the seed and **drive a match into it**." "Of course you can!" reply her parents. **No sooner said than done**, Sonia makes her **ingenious** toys and rushes out of the house to meet her neighbours.



Mum and Dad remember how creative they used to be when they were kids, playing simple games like *lamok delivre*, *lamarel*, *tina*, *yoyo* and *sapsiway*.

All of a sudden, Kevin has an idea! He wants to test his parents. He shouts: “*Sirandann*.” Both Mum and Dad reply, “*Sanpek!*” Kevin tries other **riddles**, “What walks around with its house on its back?” Mum and Dad are unbeatable. They immediately answer, “A snail!” It’s now Kevin’s turn to find answers to his parents’ riddles. He says, “Come on, shoot! I’m ready for both of you! I’m sure I’ll have all the answers!”

Kevin’s parents are proud to see how keen he is. “You know, Kevin, with young people like you and your sister around, we’re sure that our country’s **heritage** is safe!” Dad says happily.

Activity 1c – Read the text again and answer the following questions as you do so.

1. When do Sonia and Kevin normally go to their grandma’s place?

2. Why are the two children excited when they come back home?

3. (a) How did people clean their teeth long ago?

(b) Why?

4. How did Sonia make a spinning top from a litchi seed?

5. Name three traditional games that the parents of Kevin and Sonia used to play.

Activity 1d – Choose the correct answer and circle the appropriate letter.

1. According to Sonia and Kevin's dad, preserving the island's culture is _____.
_____.
2. Sonia's toys are said to be "ingenious" because _____.
A. an engineer made them for her
B. she bought them at a very
cheap price
C. more important than preserving
the environment
D. not as important as preserving
the environment
3. "No sooner said than done" means that Sonia _____.
A. made the toys immediately
B. took much time to make the toys
C. said 'no' and did not make the toys
D. will make the toys soon

Activity 1e – Answer the following questions.

1. What can happen to a language when fewer and fewer people use it?

2. Give an example of something you can do to preserve your island's culture.

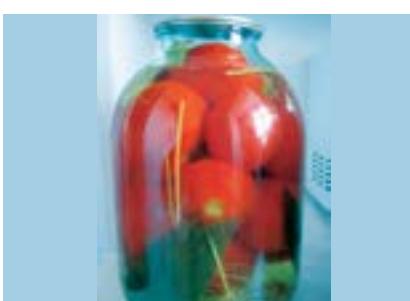
Activity 1f – Project work



Find out from your grandparents, or other sources, how people in the past preserved, prepared and cooked food. Share what you have discovered with your friends in class. You may also bring objects or pictures. Some ideas are given below to guide you.

You may talk about:-

- Ingredients and utensils that are not often used nowadays
- Traditional recipes from Rodrigues, Mauritius or Agalega
- Food preservation when there was no refrigerator
- Goodies that children of your age ate long ago

*ros kari**poukni**gato kravat**mervey**katkat maniok**vegetable preservation*



Activity 2: Vocabulary

Activity 2a – A riddle is a question or short poem that describes something without naming it. Solve the following riddles by choosing the answers from the box.

culture traditional spinning top riddle heritage ingenious preserve

- | | |
|--|--|
| <p>i. It is a verb.
It has two syllables.
It means 'to keep something safe and not to let something disappear'.
The answer is _____.</p> <p>ii. It is a word that tells us about the way people live, their customs and their works of art.
The word is _____.</p> <p>iii. This is a tricky word, so think carefully before you reply.
People use this word when they talk about land, money or things that they get from their parents, but in the text, it means a way of life that we have got from our ancestors.
It is _____.</p> | <p>iv. This one is fun.
It is an object that turns round and round. Children love playing with it. You can buy it but it's easy to make.
I'm sure you know the answer.
It is a _____.</p> <p>v. You use this word when you talk about something that has been done for a long time. It starts with 't'.
Now that you have a clue, you can tell me the word.
It is _____.</p> <p>vi. You think that this one is a difficult word. But it's really easy to understand. It means 'to be creative or clever and use your imagination to do something'.
You must have guessed that the word is _____.</p> |
|--|--|

Activity 2b – Fill in the blanks with one of the words from Activity 2a.

In Mauritius, people wear _____ clothes when they attend a wedding. It is in our _____ to serve special food to the guests. The ceremony has existed for a long time and is a _____ from our ancestors. Even if we have become modern, we still _____ our customs.

Last year, I attended a wedding. The people had an _____ idea to make it more fun. After dinner, the guests sat together and found answers to _____. However, the children preferred to play with their _____.

Activity 2c – Synonyms

The words 'excited', 'eager' and 'keen' are synonyms. They mean that someone is impatient to do something or impatient for something to happen.

Use words from the box below to complete the synonym diagrams. You may use your dictionary.

hurt

yell

smile

miserable

scream

wounded

unhappy

giggle

sad

laugh

shout

injured



Activity 3: Story writing

Long ago, Mauritians were very superstitious. As there were no street lamps and the roads were in complete darkness, people were afraid to go out at night as they feared ghosts.

In about 120 words, tell the story of Ram and Steve who met a strange woman on their way back home at night. The questions and guidelines below may help you.

- What were they talking about on their way back home?
 - Suddenly they saw a strange lady. Describe her.
 - What did she do?
 - What did the friends think about her?
 - How did the two friends feel?
 - What did the two friends do?
 - Was she really a ghost?
 - What happened in the end?



You may start as follows:

Ram and Steve will never forget that awful night. It was almost midnight and they were hurrying back home after having watched a horror film at the cinema. It was a dark night and they could not see any stars in the sky above.



Activity 4: Communication Skills – Listening and Speaking Activities

Activity 4a: Listening activity – Listen to the text and carry out the activities that follow.

Sapsiway

The Physical Education instructor, Mrs. Shane, is announcing that there will be a **Sapsiway** competition at school next Friday. Listen to what she says.



Ex 4b: Listening activity – Listen again and say whether the following are True or False.

1. *Sapsiway* comes from India. _____
2. Before, the *sapsiway* was made with a bundle of elastic bands. _____
3. Players kick the *sapsiway* with both feet. _____
4. There are usually three players in a team. _____
5. To win, the team must let the *sapsiway* fall. _____

Ex 4c: Speaking activity – Share your views about *sapsiway*. You may talk about one or more of the following:

- Did you know about *sapsiway*?
- What do you think about the game? Is it interesting? Is it difficult?
- Would you like to play this game? Why?
- If you play the game, who will be in your team? Why will you choose them?



Activity 5: Indefinite Pronouns

Today, Miss Kamini will tell the class about the Malagasy Prince, Ratsitatane.

“Does **anyone** know **anything** about him?” she asks.

No-one answers.

“Can **someone** tell me **something** about Ratsitatane?” Miss Kamini asks again.

Everyone remains silent.

“Does **anyone** want to know about Ratsitatane?” Miss Kamini therefore asks.

“Yes, we do!” shouts **everybody**. “We know **nothing** about him. Please tell us **everything**!”

“I can see that you do not know **anything**. Alright, listen carefully,” laughs Miss Kamini.



Observe the words in bold and discuss when they are used.

Activity 5a – Complete the table below with appropriate Indefinite Pronouns and examples from the text on the previous page.

Uses	Indefinite Pronouns	Examples
To refer to ALL the people or things		
To refer to ONE person or thing		
In a sentence in the NEGATIVE form		
In a sentence in the INTERROGATIVE form		

Activity 5b – Help Miss Kamini tell the story by filling the blanks with the appropriate Indefinite Pronouns.

Ratsitatane was a Malagasy prince. _____ (No-one, Nothing) in this class knows him but his story is interesting. He was _____ (anyone, someone) who wanted freedom from the British. He did not want _____ (no-one, anybody) from England to rule over Madagascar. When _____ (anything, someone) discovered that he wanted to kill a British officer, they sent him to Mauritius. Ratsitatane ran away and hid on Signal mountain with some slaves. However, _____ (everyone, someone) betrayed him. Can _____ (nothing, anybody) guess who it was? It was his friend, Laizafy. Ratsitatane was caught and executed with two other slaves.

Activity 5c – Pupils of Grade 6 Red are writing the dialogue for their play on Ratsitatane. Help them by writing the appropriate Indefinite Pronouns in the blanks.

_____ from England will rule over Madagascar!

I will escape. Will _____ come with me?



We will hide somewhere safe. _____

will find us! We will hide on this mountain. Let's find

_____ to eat.



Here come the soldiers. _____

has betrayed me! The soldiers have caught us. We

can't do _____!





Activity 6: Reading for pleasure and appreciation

Activity 6a – Read the text silently and carry out the activity that follows.

Tizan gato kanet*

Long ago, in Mauritius, there was a young boy called Tizan. One day, his mother gave him two cents. He went to the shop and bought two *gato kanet*. He ate one and planted the other one. The next day Tizan discovered that his *gato kanet* had grown into a tree and there were *gato kanet* all over. Tizan was very happy. He climbed up the tree and plucked some of the delicious sweets which he ate greedily.



Just then, an old woman was passing by. She asked Tizan to give her some of his sweets. Tizan replied, “Just catch the sweets.” He threw some *gato kanet* at her. Unfortunately, she could not catch them and all the sweets fell on the ground. She told Tizan, “Come down the tree and give me the *gato kanet*.”

Tizan, who was happy in his tree, told her, “Try to hold up your skirt *tantinn**. It will be easier for you to catch the sweets. I'll throw them to you.” No sooner said than done, Tizan started throwing the sweets. Once again she couldn't catch them. This time Tizan suggested that she should hold up her basket. Again the sweets fell. The old woman told Tizan, “Can't you see that I'm too old to catch anything? Come down and give me the sweets, please.”

Tizan, feeling sorry for the old woman, came down the tree with some sweets. As soon as he reached the old woman, she pushed poor Tizan to the ground, put him in a big *goni* bag* and closed it. Then, throwing the bag over her shoulder, she walked away. She walked for a very long time. Suddenly she felt the need to go to the toilet. She left her bag by the side of the road and went to look for a toilet.



Tizan tried to escape. He shouted, "Help! Help!" A man who was passing by heard Tizan and helped him get out of the bag. Tizan told him the whole story. The man felt sorry for Tizan. He said, "Don't worry, Son. Go back home. I know what I'll do."

Tizan went back home while the man filled the bag with stones and thorns. When the woman came back, she took her bag and went home. She had a son who was very naughty and curious. He got into the bag to hide. Once he was inside, he could not get out because of the thorns. Meanwhile, the old woman had put a big pot of water on the fire to cook poor Tizan for dinner. She poured the content of the bag into the pot.

At night, the old woman and her husband were seated at the table enjoying their meal. They didn't wonder where their son was until their cat mewed, "Miaou! Miaou! You have eaten your child! Miaou! Miaou! You have eaten your child!"

Glossary

gato kanet: sweets which look like marbles

tantinn: aunty

goni bag: bag made of jute

Activity 6b – Discuss the following with your friends:

1. Did you enjoy the story '*Tizan gato kanet*'?
What do you think about it?
2. There are many details indicating that it is a witch tale and not a real story. Find these details and share them with your friends.
3. The three main characters in the story are very different. List two adjectives that you will use to describe:
 - Tizan
 - The old woman
 - The man
4. Long ago in Mauritius, grandparents used to relate such stories to children to teach them some lessons. What lesson did they want to teach the children through the story '*Tizan gato kanet*'?





Activity 7: Verb Tenses

Activity 7a – Revising verb Tenses



Do you still remember when we use the Present Tenses, Past Tenses and Future Tenses?

Alex and his friends are talking about the story of 'Paul et Virginie' with their classmates and teacher. Fill in the blanks with the appropriate form of the verbs in brackets.



Alex: Sir, we _____ (to talk) about the story of 'Paul et Virginie', written by Henri Bernardin de Saint-Pierre.

Maryjane: What _____ (to be) this story about, Alex?

Alex: It's about two children, Paul and Virginie. They grew up together. They fell in love when they _____ (to be) adolescents. But Virginie's aunt, who came from France, decided to make Virginie her heir. So, she took her to France.

Maryjane: How sad! Poor Paul!

Alex: Paul was heartbroken and he _____ always _____ (to think) about Virginie.

Maryjane: _____ Virginie _____ (to come) back?

Alex: Yes, she was on her way back home when her ship 'Le Saint-Géran' _____ (to sink). Paul _____ (to wait) for Virginie. When he saw the ship sinking, he _____ (to swim) to rescue her, but he couldn't. Virginie died at sea.

Maryjane: And what about Paul?

Alex: He was heart-broken and died of sorrow.

Rawshia: Sir, I _____ (to see) statues of Paul and Virginie near the town hall in Curepipe and at the Blue Penny Museum.

Sir: Well children, I'm happy to announce that we _____ soon _____ (to visit) those two places.

The Class: That's great. Thank you, Sir!

Activity 7b – Revising the Present Perfect Tense



Remember:

He She It has + Past Participle

I You We They have + Past Participle

Time markers used with this tense: ever, never, yet, since, for



Do you remember how the Past Participle is formed?

For verbs that are regular:

Add 'd': e.g. change – changed

Or add 'ed': e.g. play – played

For verbs that are irregular:

Some change, e.g: write – written

Others remain unchanged, e.g: run – run

Activity 7b (i) – Complete the table after finding the Past Participle of the verbs in the grid below. An example is given.

Past Participle

to give – given	to dig – _____
to be – _____	to shut – _____
to catch – _____	to smile – _____
to say – _____	to feel – _____
to walk – _____	to lead – _____
to eat – _____	to drink – _____

s	a	g	i	v	e	n	o	f	p
b	c	f	h	x	a	w	j	e	i
e	s	a	i	d	t	a	n	l	m
e	e	c	k	l	e	l	i	t	d
n	d	a	p	c	n	k	v	i	r
z	g	u	l	e	d	e	d	y	u
d	u	g	m	k	s	d	j	u	n
l	n	h	o	i	x	t	o	z	k
e	y	t	x	j	q	s	h	u	t
h	s	m	i	l	e	d	c	w	f

Activity 7b (ii) – The Grade 6 pupils are carrying out a project on the local culture. Complete their conversation by writing the verbs in the Present Perfect Tense to find out what they have done.



I _____ (to look) for information on the internet and I _____ (to discover) that the first public demonstration of *Sega Tipik Morisien* was at Le Morne.

My friends _____ (to give) me photographs of musical instruments. Our ancestors used them to play Bhojpuri music. I _____ (to stick) them on my poster.

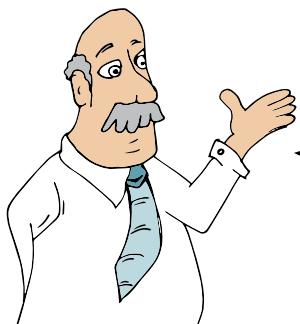
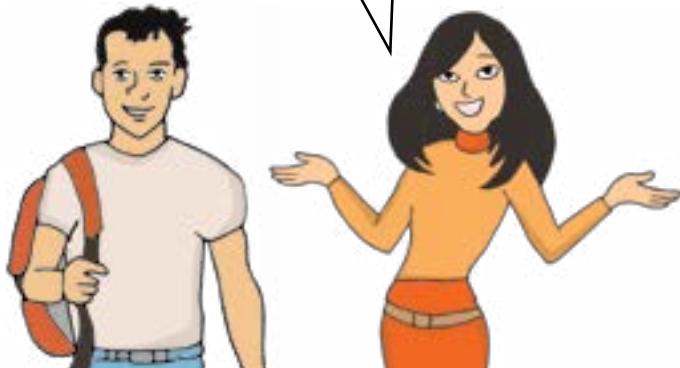


We _____ (to find) out about Ti-Frer.

People _____ (to name) him 'The King of Sega'.

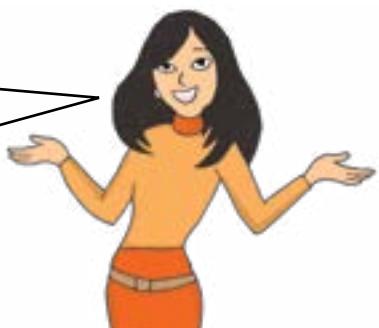


Christopher and I _____ (to visit) the biscuit factory in Mahebourg. There, we _____ (to learn) that the *biskwi maniok* of Mauritius is unique in the world.



I can see that you _____ (to learn) about our culture from the past. _____ anybody _____ (to hear) any folktale or legend about the island?

Yes, Sir. Diya _____ (to meet) an old lady who _____ (to tell) her two folktales: 'The Land of the Fairies' and 'The Legend of Bassin Blanc'.



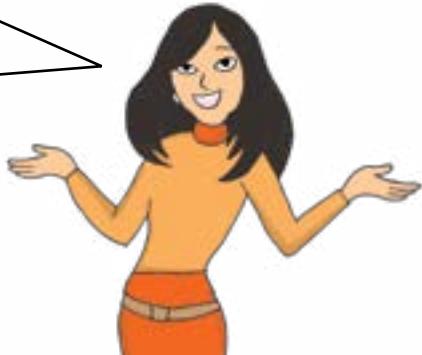
Activity 7c – Using the Present Continuous Tense for a future action

The Easter holidays have begun. Anna meets her friend, Sheila, and wants to know about her plans. Read their conversation carefully.



Hi Sheila! We will be on holiday for two weeks. Isn't that great? What do you plan to do?

Hi Anna. I'll be doing many things: tomorrow my family and I **are spending** the day at Chamarel. We **are planning** to see the seven coloured earth. The next day we **are visiting** Black River Gorges. Two days later, father **is taking** us to Le Morne beach. Next Wednesday, some friends and I **are climbing** Le Pouce mountain. We **are going** to have a great time.



Note: The time markers tomorrow, the next day, two days later, and next Wednesday generally refer to future time. Here they are used with the Present Continuous Tense to refer to activities planned for the near future.

Imagine that you are Anna. Tell Sheila about your plans for the holidays. Refer to the pictures below and the clues given to write correct sentences using the Present Continuous Tense. An example is provided.

3. Two days later – to visit a museum



4. On Saturday – to attend a wedding



2. The next day – to play *La Marelle*



5. Next Tuesday – to make *faratas*



1. Tomorrow – to go to church



6. Next Friday – to attend a sega show

Example:

1. Tomorrow my family and I are going to church.

2. _____

3. _____

4. _____

5. _____

6. _____



Activity 8: Reading for pleasure and appreciation

Activity 8a – Read the text silently and carry out the activity that follows.

The cow and the tiger



My grandmother could neither read nor write, but she used to tell me many stories when I was a little girl. These were the stories her mother or grandmother had told her when she herself was a child. One of the stories I loved listening to was the story of the cow and the tiger. Here it is:

Once upon a time, a herd of cows lived in a small village in India. Everyday, they left their calves in the village and went into a big forest to graze*. They returned before sunset and fed their calves. One day, one of the cows had wandered* away from her friends and lost her way. It started to get dark and the cow ran in all directions trying to find her way out of the forest. She was worried about her calf that was waiting for her.

“Oh, my poor baby,” she thought. “He must be hungry. He has not eaten since this morning.”

Suddenly, a ferocious tiger appeared before her. He pounced on her and was about to* take a bite.

“Please don’t kill me!” cried the cow. “My baby is waiting for me in the village. He is hungry and scared.”

The tiger refused to let her go. He was old and it was difficult for him to hunt. Now that he had a delicious meal in front of him, how could he let it go?

“Please,” said the cow, “think of my baby. Let me go now. I promise that I’ll come back after I have fed him.”

The tiger laughed loudly. “Do you think you can fool me? I know you’ll run away and never return. How silly of you to think that I’ll let you go!”

“I promise that I’ll return,” said the cow again. “Please let me go to feed my little one.”

The tiger saw the tears running down the cow’s cheeks and felt sorry for her.

“Alright,” he said, “I’ll let you go to feed your calf but if you don’t keep your promise, I’ll find you and devour* you!”

The cow promised that she would return and the tiger showed her the way to her village. There, her calf was crying out for her. All the cows had returned to the village but he could not find his mother. The cow fed him and then told him what had happened.

“I must go back now,” she told him sadly. “I promised the tiger that I would go back.”

“Don’t go back! Don’t leave me!” cried out the calf miserably. “The tiger will eat you.”

“I must go,” said his mother. “I’ve promised.”

She quickly went away even if she was sad to leave her baby. The old tiger was very surprised to see her again.

“I can’t believe that you came back to be eaten!” he exclaimed.

“I gave you my word*,” the cow replied unhappily. “You can eat me now. I’ve already fed my calf.”

The tiger told her, “You have kept your promise and I respect you for that. I can’t eat you. Go back to your calf.” And he went deep into the jungle.

The cow hurried to her calf who was overjoyed to see his mother again.

Glossary

graze: eat grass
wandered: walked
about to: going to
devour: eat
gave my word: promised

Activity 8b – After reading the story, discuss the following with your friends:

- Something you learnt from the story
- Something that you learnt and that could be used in the real world
- Something you would like to learn more about



Activity 9: Phrasal verbs

Activity 9a – Read the text below carefully and observe the words in bold.

The Legend of Pieter Both



One day, a milkman from Crève Coeur was returning to his village. In the woods, he suddenly **came across** a group of fairies dancing gracefully. He was fascinated by their beauty. The fairies were astonished at first but they **got on** with their dancing. They agreed to let the milkman **come back** to watch them dance again. However, he had to promise that he would not tell anybody about them. He **set off** for the village, feeling very happy. The next day, he woke up early, **looking forward to** the enchanting ballet he would watch later on. He sold his milk early in the morning and went to the woods.

The other villagers noticed the milkman's happiness and long absences. One day, they stopped him to **find out** the reason. He tried to **run away** but they caught him and threatened to beat him. Finally, the poor milkman had to **give up** and told them the whole story. The next day, when he **turned up** in the woods, the fairies asked him, "Did you tell them?" "Yes," he replied sadly. The fairies disappeared and the milkman was **turned into** stone. His head swelled and was carried to the top of Pieter Both mountain where it still is.



The words in bold above are **phrasal verbs**.
Can you guess their meaning?

Complete the table with the appropriate phrasal verbs used in the text above.

Phrasal Verb	Meaning
	arrived
	transformed
	continued
	abandon
	escape
	discover
	met by chance
	waiting impatiently for
	went
	return

Activity 9b (i) – Complete the short text below with the following phrasal verbs.

ran away looking forward to turned into went on find out

A king on our island had a big pond. Every day he went there early _____
_____ his wonderful morning bath. One morning when he reached the pond, it was dirty. He scolded his watchman and asked him to _____ who the culprit was. Unfortunately, the next morning the pond was dirty again. This _____ for some time. Every evening a hare was coming to swim in the pond. Afterwards, he stirred the mud to make it dirty. The king was very angry and beat the watchman who _____, afraid that the king might kill him. The king then announced that he was looking for a new watchman for his pond, but if the watchman failed to do his job, he would be _____ a statue. Nobody wanted the job.

Activity 9b (ii) – To find out how the story ends, complete the text below with appropriate phrasal verbs from the table in Activity 9a.

A few days later, the king _____ a tortoise who was going to the palace to ask for the job. The king gave him the job although he was sure that the poor tortoise would not be able to do it and would finally _____. The tortoise covered his shell with tar and waited by the king's pond. When the hare _____ that evening, he was surprised to see something new near the pond. After inspecting it, he thought it was just a rock. He sat on it to get undressed and he got stuck. The tortoise slowly _____ to see the king with the culprit on his back. The guards cut off the head of the poor hare.

Activity 9c – In pairs, fill in the blanks with the correct prepositions to form appropriate phrasal verbs. Clues are given to help you. Use a dictionary for additional support.

1. When Paul heard that Virginie had passed _____ he did not want to live. (died)
2. After cyclone Hollanda, people feared that *Touni Minwi* would come _____ them. (chase).
3. Although Father Laval was ill, he kept _____ visiting poor people. (continued)
4. The British made _____ their mind to capture Ile de France. (decided)
5. When the French soldiers saw so many British soldiers, they gave _____. (surrendered)
6. It is not easy for the people of Chagos to get _____ the loss of their archipelago. (overcome)
7. Bala met _____ an accident when he saw a mysterious lady in white crossing the road. (had)
8. Slaves climbed Le Morne mountain to flee _____ their masters. (escape)

Activity 9d – In groups, make phrasal verb charts with the following verbs and share with the class.

look go get take put turn



Did you know?

Sega Tipik Morisien is a heritage from slaves who were often ill-treated and tortured. To forget their suffering, the slaves sang their misery and danced the sega. *Sega Tipik Morisien* was also performed during funerals.



<https://images.robertharding.com/preview/RM/RH/HORIZONTAL/817-238807.jpg>



End of unit activities

Ex. 1 Read the text below carefully.

World Heritage Day

Every year, on 10th April, Rose Ville Government School organises an Open Day to celebrate World Heritage Day. This is to show the importance of preserving our cultural heritage. On this occasion, pupils of each class present items related to the culture of their island.

Today is the Open Day. Mr. Hans, the school Headmaster, walks around to see what the pupils are doing. In the corner for traditional games, some Grade 5 pupils are playing *sapsiway*. The Headmaster asks, “Who’s winning?” “I am, Sir!” replies Adam excitedly. The Headmaster proudly says, “Good! When I was your age, I was always the winner.” Suddenly Mira comes to him and asks, “Sir, is my spinning top well made?” “No, you must drive the match deeper into the litchi seed,” advises the Headmaster. No sooner said than done, Mira plays with her toy happily.

The Headmaster is curious to see what the Grade 6 pupils have prepared for the day. He sees them at the ‘Riddles Corner’. Nafisa says, “Sir, find the answer to this riddle: what’s a ball of blood under the soil?” The Headmaster becomes thoughtful and Rohan hurriedly answers, “Beetroot!” Mr. Hans is delighted to see that the pupils are enjoying the riddles.

“The fairies disappeared and the milkman was turned into stone,” the Headmaster hears Mrs. Sharmila saying as he walks down the corridor. Eager to know more, he goes into Mrs. Sharmila’s classroom. There, the teacher is narrating the legend of Pieter Both Mountain to Grade 1 pupils. They seem very keen to listen to the story. “Madam, I can see the head of the milkman on top of Pieter Both Mountain from my house,” says Suhayl excitedly. Mr. Hans remembers how his grandmother used to tell him folktales and legends.

As the Headmaster moves towards the school hall, he hears loud music. Some school children and parents have gathered in the hall. On the stage, pupils of Grade 3 are dancing to the sega ‘*Mo Kapitenn*’. At the food stall, Mr. Marcel, a parent, greets him and says, “Sir, please have this *tourte*. It’s really delicious!” He adds, “What an ingenious idea you’ve had to organise these activities!”

The Headmaster smiles and replies, “Thank you, Mr. Marcel. It’s our responsibility to teach

children how their parents and grandparents lived before, so that culture passes from one generation to the next.”

Ex. 1a Write 'True' or 'False'

1. The Open Day is organised on the occasion of World Earth Day. _____
 2. The Headmaster did not play *sapsiway* when he was young. _____
 3. The Grade 6 pupils find riddles fun. _____
 4. Pupils of Grade 2 are listening to the legend of Pieter Both Mountain. _____
 5. Mr. Marcel bought *gato Kanet* at the food stall. _____

Ex. 1b Choose the correct answer and circle the corresponding letter.

Ex. 1c Answer the following questions.

1. Do you think that organising the Open Day is a good idea? Why?

2. If you were a pupil of Rose Ville Government School, in which corner would you like to be? Why?

Ex. 2 Choose the correct answer and circle the corresponding letter.

4. Dad asks, "What is 'standing water'?"

Mum answers, "It's sugarcane."

She always finds the answers to Dad's _____.

- A. riddles
- C. remarks
- B. jokes
- D. games

5. Brown Sequared is a famous Mauritian. He is _____ who is known all over the world for his discoveries about the brain.

- A. anyone
- C. someone
- B. everyone
- D. no-one

6. After Independence in 1968, people from Chagos _____ to live in Mauritius.

- A. will come
- C. come
- B. came
- D. are coming

7. Kevin was surprised to find _____ that long ago people used charcoal to clean their teeth.

- A. for
- C. back
- B. in
- D. out

8. _____ is a traditional game which is still played in Mauritius.

- A. *La marelle*
- C. Football
- B. Scrabble
- D. Chess

9. For years, Hindus _____ to Grand Bassin for the Maha Shivaratrie festival.

- A. went
 - B. have gone
 - C. go
 - D. were going

10. 'Paul et Virginie' is a well-known _____ of Mauritius.

- A. song
 - B. culture
 - C. game
 - D. legend

Ex. 3 Writing

Write a story of about 120 words titled: The runaway slave.

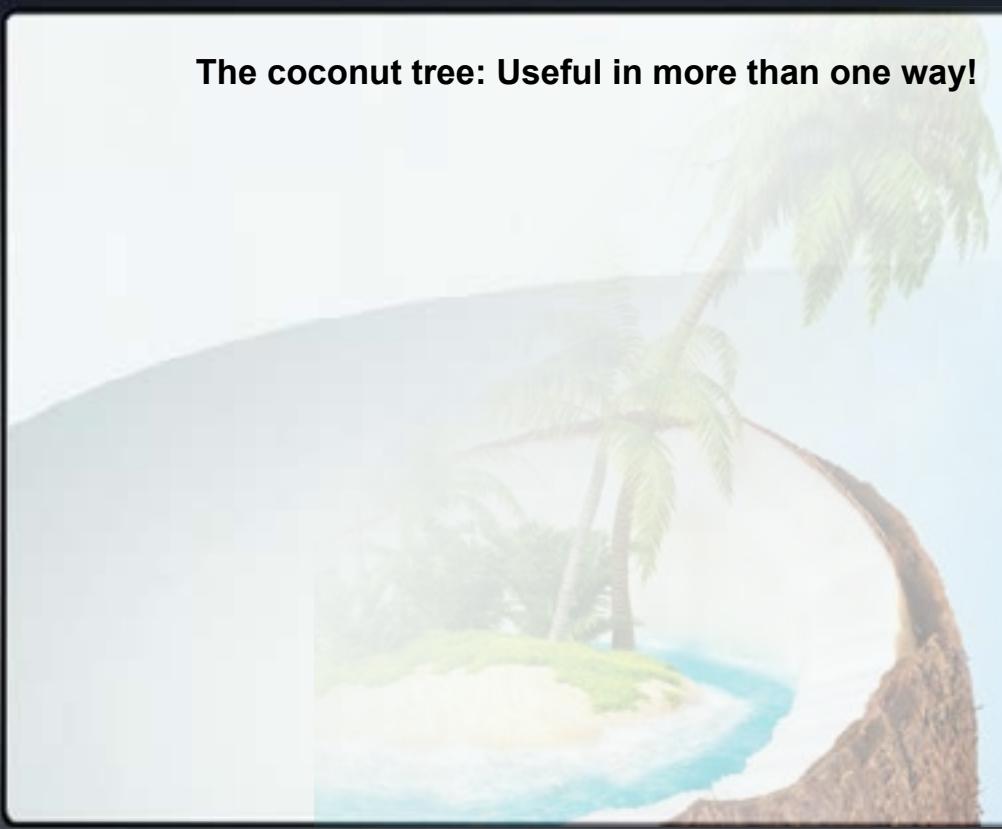
You may use the ideas below:

- Who told you the story?
 - When did it happen?
 - Who was the slave?
 - Why did he run away? From whom?
 - Where did he hide?
 - Was he found?
 - What happened in the end?
 - How do you feel about this story?

Ex. 4 Communication Skills

Ex. 4a Listen to the text, that is from a documentary on the uses of the coconut tree, and carry out the activities that follow.

The coconut tree: Useful in more than one way!

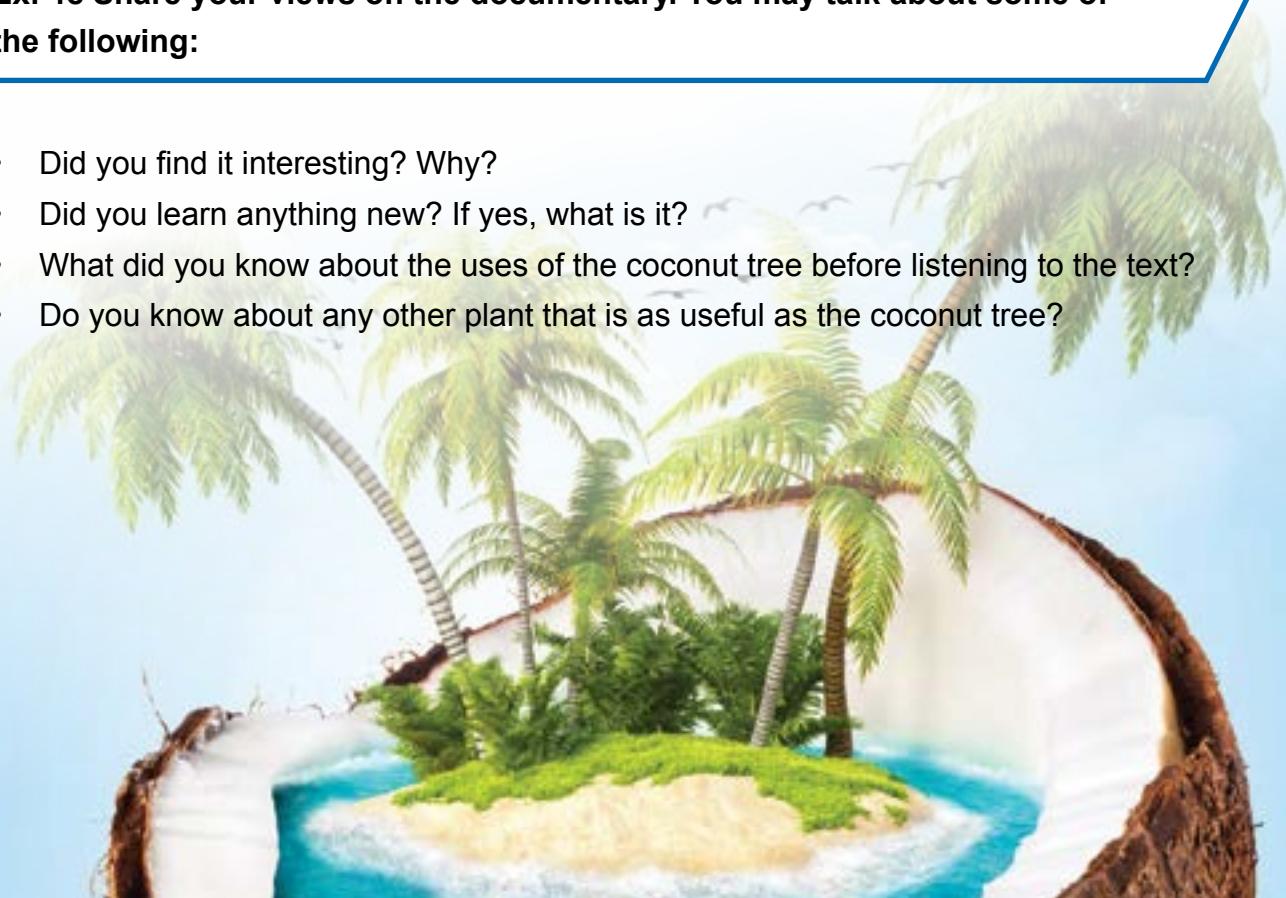


Ex. 4b Listen to the text again and match the parts of the tree with an example of their use.

Parts of the tree	One example of their use
branches	cakes
leaves	cook food
meat	wedding decorations
heart	medicine
oil	hats
roots	salad

Ex. 4c Share your views on the documentary. You may talk about some of the following:

- Did you find it interesting? Why?
- Did you learn anything new? If yes, what is it?
- What did you know about the uses of the coconut tree before listening to the text?
- Do you know about any other plant that is as useful as the coconut tree?





Unit 2

Amazing journeys



Activity 1: Reading for understanding

Activity 1a – Observe the picture below and discuss.



- What kind of place is this?
- How are the buildings?
- How are the people dressed?
- What means of transport are the people using?
- According to you, in which century did these people live?
- Would you like to visit such a place? Say why.
- Many ancient civilisations have disappeared. Have you heard about any of them?

Key words:

pendant, spin, knight, faint, grab, to be shaken

Key expressions:

take a closer look, be swallowed by, out of the blue

Activity 1b – The writer travels in time and finds himself in the ancient city of Atlantis. Read the text below carefully.

Atlantis – the lost city



I was walking quietly on the beach when, suddenly, I noticed a shiny object on the sand. I bent to take **a closer look**. It was a chain with a flat circular **pendant** that had a red stone in the middle. I picked up the chain and examined it. It looked very old. At the back of the pendant, unknown words were written. "Karru marru madona, Atlantis," I read it aloud. Immediately, everything started to **spin** violently. I was really frightened and opened my mouth to scream but no sound came out. Everything became dark and the sand, the sea and the sky disappeared.

When I woke up, I found myself in an ancient city of **knights**. I noticed a merchant a few feet away. "Where am I?" I asked him. "In Atlantis," he replied in an unfriendly voice. I almost **fainted** on hearing that name! I had read about Atlantis, the island in the middle of the Atlantic Ocean. Its end had been terrifying as the city had been **swallowed by** the sea. I walked sadly along the roads full of citizens. I did not know where I was going. I passed by the busy harbour where ships were being loaded with goods. I recalled that Atlantis had been an important place for trade. As I continued walking, I saw beautiful palaces and temples as well as stone walls covered with precious metals. Atlantis had been well-known for its great architects and engineers. There were even golden fountains with hot and cold water. For a while, I forgot my problems and admired the scene around me. I then walked out of the city to the fields where farmers grew food for the people. From a distance I could see a hill on

which there was a temple. I had read that it had a huge golden statue of the Greek God, Poseidon. I wanted to see the statue and started going towards the hill.

Out of the blue, I felt someone **grabbing** me by my shoulder. It was a soldier dressed in an iron armour. "Hey you! Who are you?" he asked, looking at my clothes suspiciously. "Who are you?" he repeated angrily, but I was too **shaken** to answer. Instead, I pushed his hand away and fled as fast as I could. Suddenly, the ground began to tremble. An enormous wave was fast approaching. Panicked people started screaming and running towards the hill for safety. "Oh no!" I thought. "The end has come." The wave crashed upon the ground with great force, destroying everything. I was carried away by the water.

I felt something soft under me. I opened my eyes weakly and saw that I was lying on the beach. The scene around me was peaceful. "It was just a dream," I said to myself. Then, I felt something in my hands. I looked down at it. It was a chain!

Nikhil Gangadeen

Activity 1c – Read the text again and complete the table as you do so.

The place where the writer was at the beginning	
The place where he found himself afterwards	
How the writer felt when he learnt where he was	
Five things he saw there	
What happened in the end	

Activity 1d – Read the text again and answer the following questions:

1. Why do you think everything started to spin when the writer read the words on the pendant?

2. What happened when the writer saw the beautiful surroundings?

3. How did the writer know about Atlantis? Copy the words that tell you so.

4. Why was the soldier suspicious when he saw the writer?

5. Do you think that the writer had dreamt that he had been to Atlantis? Why do you say so?

Activity 1e – Add one more paragraph to complete the story. Here are some ideas:

- How did the writer feel when he saw the chain?
- What did he do with it?
- Did he tell anyone about his dream or adventure?
- What did the writer decide to do in the end?



Find out more about Atlantis by watching the clip on: <https://www.youtube.com/watch?v=GbnBuHPHV00>



Activity 2: Vocabulary

Activity 2a – Match each word in column A with the appropriate picture in column B and with the corresponding definition in column C.

A

pendant

B



C

to fall unconscious

spin



to catch hold of

faint



an ornament that hangs on a chain

knight



a soldier who wore an armour and served the king

grab



turn round and round

shaken



to be upset

Activity 2b – Spot the correct sentence: Each of the expressions below is used correctly in one sentence and incorrectly in the other sentence.

Tick the correct sentences.

spin violently

The train began to **spin violently** as our journey to London started.

We watched in fascination as our clothes started to **spin violently** in our new washing machine.

looked suspiciously

Father **looked suspiciously** at the man wearing a shining armour as he came to stand beside him.

Mum smiled lovingly as she **looked suspiciously** at her baby girl.

take a closer look

I saw something shining brightly on the floor and knelt down to **take a closer look**.

The knight went in the room to **take a closer look** at the sun.

be swallowed by

The mosquito was **swallowed** by a big ugly spider.

The blue fish was **swallowed** by the calm sea.

out of the blue

Out of the blue, the sun rises in the East.

Out of the blue, a big monster with green eyes came out of the sea.

Activity 2c – Camelot is a legendary city like Atlantis. It was the city of King Arthur. The pictures below will help you discover life in Camelot. Observe them carefully and use the vocabulary provided to write sentences.

The castle



wall around – to protect

The knight



armour – to ride

A monk



to pray – monastery

The noblemen



to hunt – boars

The Druid



magic potions – to cure

An archer



to use – bow

The noblemen



feast – castle

A lady



market – vegetables

The blacksmith

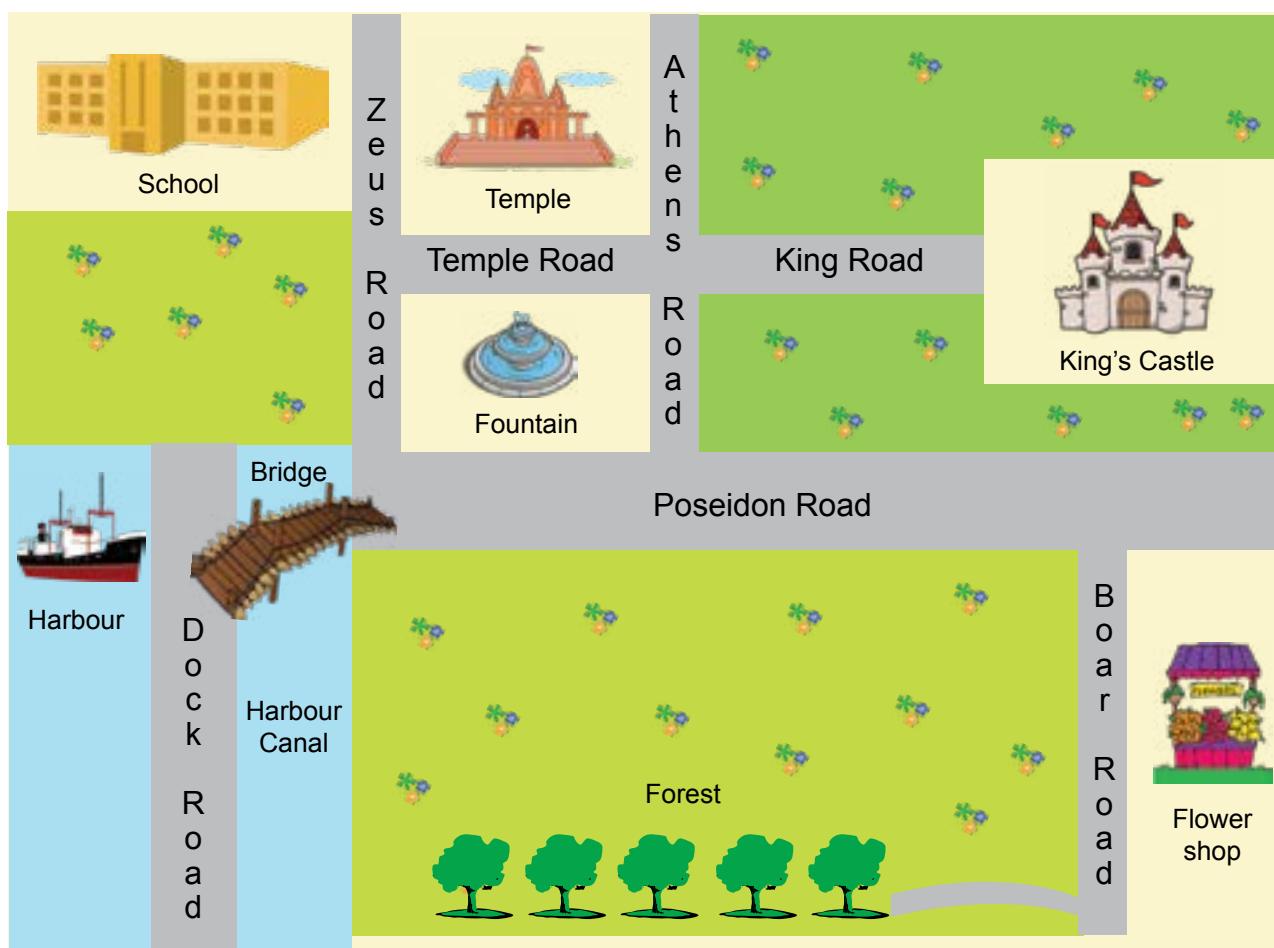


to make – swords

Activity 2d – Following Directions

During recess at school, I took out my magical chain as I wanted to have another adventure and said the words, “Karru marru madona, Atlantis.” My surroundings started to spin violently. Everything changed. I was no longer in my town but somewhere else. I could not recognise the buildings and there was no-one around. A light wind blew and a piece of paper flew right at my face. There was a map on it.

Activity 2d (i) – Read the map with the help of your teacher.



I turned over the map. Something was written on it: “Follow the instructions to find five clues. Assemble the letters and say the magic word aloud. It will take you back home.” I immediately set out with the map and followed the directions.

Activity 2d (ii) – Fill in the blanks with the missing words.

1. I left the school yard and walked **straight ahead** until I reached Zeus Road. I walked **across** that road to building A. I walked in. There I found Clue 1: **AB**
Building A was the _____.
2. From the King's castle, I **walked along** King Road until I reached Athens Road. Then I **turned left** and walked **straight ahead** until I saw place B on the right hand side of the road. There I found Clue 2: **RA**
Place B was a _____.
3. From the Flower Shop, I **walked along** Boar Road then I **turned left** into Poseidon Road. I walked **straight ahead** and crossed the bridge. In front of me, I could see Place C. There I found Clue 3: **AB**
Place C was the _____.
4. From the Forest, I had to go to the King's castle. I took the narrow path and **turned** _____ into Boar Road. I walked **straight ahead** until I reached _____ Road. I **crossed** the road and right in front of me I could see the King's castle. There I found Clue 4: **DA**
5. From the King's castle I had to go back to school. I walked along _____ Road and reached Athens Road. I _____ it and came into Temple Road. I walked _____ ahead and reached Zeus Road. After crossing the road I entered the school compound. There I found Clue 5: **RA**
6. I assembled the clues and said the magic word: “ _____ !”
As fast as lightning, I was back in my school yard. My adventure was over.



Activity 3: Letter writing

Activity 3a – Kate has watched an interesting movie and is excited to tell her friend Melissa about it. Use the ideas in the boxes and help Kate to complete her letter.

Children's Storybook

'Monyum Bay Time Travel'

two boys – parents scientists – time machine – travel back in time to Monyum Bay

very populated island – stay a few weeks – enjoy meeting people – miss parents – return home – set date on which they had left home

parents did not notice absence – few months later – go back – set time machine to a different time – place deserted

come back home – memories of time enjoyed at Monyum Bay – Watch movie on:
<https://www.youtube.com/watch?v=NOJMmUEsrw>

21 February 2016

3, Avenue Dodo,
Guibies,
Pailles.

Dear Melissa,

How are you? I'm fine. What did you do last weekend? I watched 'Monyum

Bay Time Travel'. It's about

Do watch the movie as soon as possible and let me know how you find it.

With love,
Kate



Activity 4: Communication Skills – Listening and Speaking Activities

Activity 4a – Listening activity: Listen carefully to the text.

The magic show



Activity 4b – Listening activity: Listen to the text again and tick the correct answer after listening.

1. What is the story about?

A magic show

A visit to the zoo

2. How do the spectators feel?

Excited

Bored

3. Who wants to become a magician?

Diabolo

Sachin

4. What place does Sachin want to visit?

The Arctic

Iceland

5. What animal does Sachin see in the place of his dreams?

A rabbit

A bear

Activity 4c – Listening activity: Answer the questions below briefly.

1. Why does Sachin's heart beat fast when the magician asks him if he wants to go to the place of his dreams?

2. According to you, does the magician really send him there? Why do you say so?

3. How does Sachin feel at the end of the story?

Activity 4d – Speaking activity: Sachin's decision

Do you think Sachin still wants to become a magician at the end of the story?

Imagine you are Sachin. Tell your friends about your decision.

Explain why you have taken this decision.

Activity 5 – Past Perfect Tense

Read the text below and observe the verbs in bold.

Vijayata had amazing holidays in Australia – the land of aborigines, rainforests, the Great Barrier Reef, the Blue Mountains National Park, and the giant red Ayers Rock. She tells her friends about preparations for the trip.



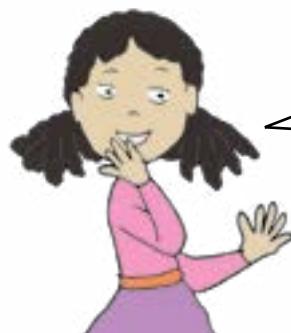
My family and I went to Australia. Before we left, my parents:

- **had withdrawn** money from the bank
- **had bought** air tickets
- **had contacted** relatives living in Perth
- **had looked** for two big suitcases
- **had borrowed** my uncle's digital camera
- **had shopped** for gifts

A.



B

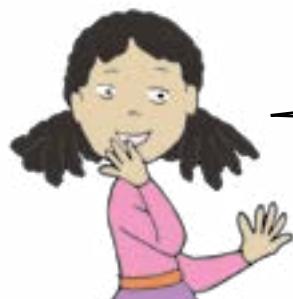


The verbs in bold are in the Past Perfect Tense.
Formation of the Past Perfect Tense:
Had + Past Participle of verb
e.g: had bought, had done, had looked

Activity 5a – Complete the table below with the verbs used by Vijayata.

Past Perfect Tense	Infinitive
had withdrawn	
	to buy
had contacted	
	to look
had borrowed	
	to shop

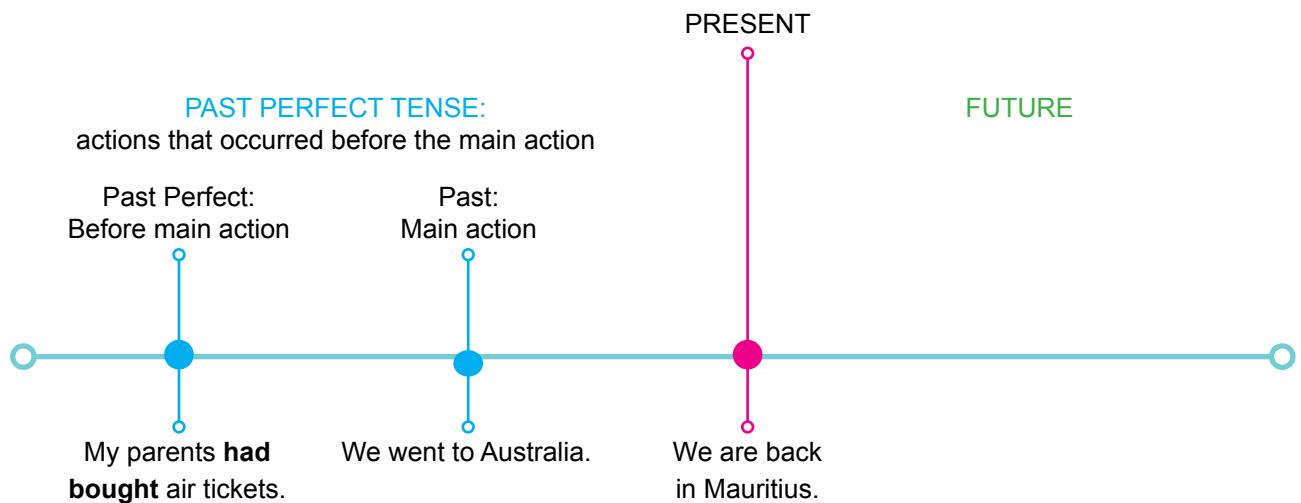
Using the Past Perfect Tense



When there are actions that occurred before a main action in the past, they are indicated by the Past Perfect Tense.

Example:

Before we went to Australia, my parents **had bought** air tickets.



Activity 5b – Vijayata's conversation continues. Help her to complete her sentences by writing the verbs in the Past Perfect Tense.

On the eve of our departure, we made sure that we:

1. _____ (to keep) our money and air tickets safely in a purse;
2. _____ (to put) our belongings in the suitcases;
3. _____ (to iron) the clothes we would wear;
4. _____ (to say) goodbye to our neighbours;
5. _____ (to tell) the taxi driver at what time to come.

Activity 5c – Yasseen finds an old album with Grandma and Grandpa's photos. Help Grandma tell Yasseen about her holidays in America by writing the verbs correctly.

This is the photo of the Statue of Liberty. After we
_____ (to take) several photos
of it, we _____ (to visit) Liberty Island.



We took this photo at the Grand Canyon. We
_____ (to have) a nice picnic there
after the helicopter _____ (to land).



This is from our whale-watching trip in Alaska. Grandpa and I _____ never _____ (to hear) about humpback whales before we _____ (to go) on that trip.



At the Star Wars Launch Bay in Disneyland Park, we _____ (to meet) characters from Star Wars after we _____ (to see) the interactive exhibition.

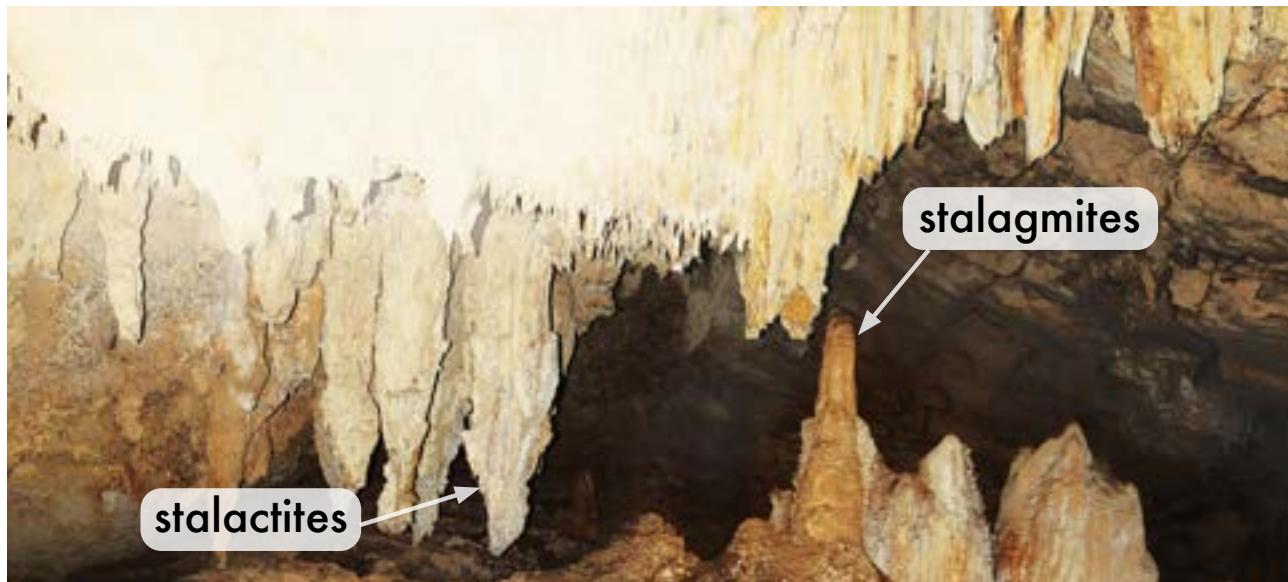




Activity 6: Reading for pleasure and appreciation

Activity 6a – Read the text silently and carry out the activities that follow.

Caverne Patate – A fascinating underground adventure



“Close your eyes... Listen to the water dripping* from the cave’s roof... Feel the cold temperature and let darkness surround you... Can you hear the witch chanting? Now open your eyes and look at the witch in front of you!” As the guide said this, he flashed his torchlight on something that looked like a witch! At first I was scared but then I realised that it was just a stalagmite* in the form of a witch.

We were finally inside Caverne Patate, in Rodrigues. My brother Tom and I were so excited. We had often heard about this magnificent natural cave that is 1057 metres long, the longest in Rodrigues and Mauritius.

Besides its great beauty, this place also holds* many secrets and mysteries. This is due to the extraordinary shapes of the stalactites* and stalagmites. I was admiring the surroundings when I suddenly heard my brother shout, “Anna, beware of the shark!” As I turned around, I noticed a rock that had the shape of a great white shark with razor-sharp teeth. Were these figures warning us about something dangerous? Far from being afraid, my brother and I wanted to keep exploring and discovering. Further ahead, we saw a stalagmite in the shape of a dog and then one that looked like a cat.

Some time later, however, the guide said, “Ladies and gentlemen, this is where our journey ends!” We were really disappointed. The guide explained to us that no-one had ever dared* to go further than six hundred metres into the cave... He added, “According to the legend, the cave goes below sea level at some point, and people who have tried to explore that area have never come back...”

Unit 2 — Amazing journeys

Despite the guide's advice, Tom and I were determined to continue the exploration. We had read in a book that a treasure was hidden somewhere deep inside the cave. So, we quietly left the group to continue the journey on our own.

After walking down a narrow passage, we found ourselves in front of a big room. We were sure that the treasure was inside. However, before we could even take one more step, we saw a terrifying natural sculpture. It looked like a fierce old man staring* angrily at us ... Just then, our torches fell and we found ourselves in complete darkness.

Was the fearsome old man the keeper of the treasure? No-one can say for sure.

Virginia Roussety Koolmon

Glossary

- dripping: drops of water falling
 - stalagmite: a formation that rises from a cave's floor
 - holds: has
 - stalactites: formations that hang from a cave's roof
 - dared: had the courage
 - staring: looking at someone or something for a long time

Activity 6b – Discuss the following with your friends.

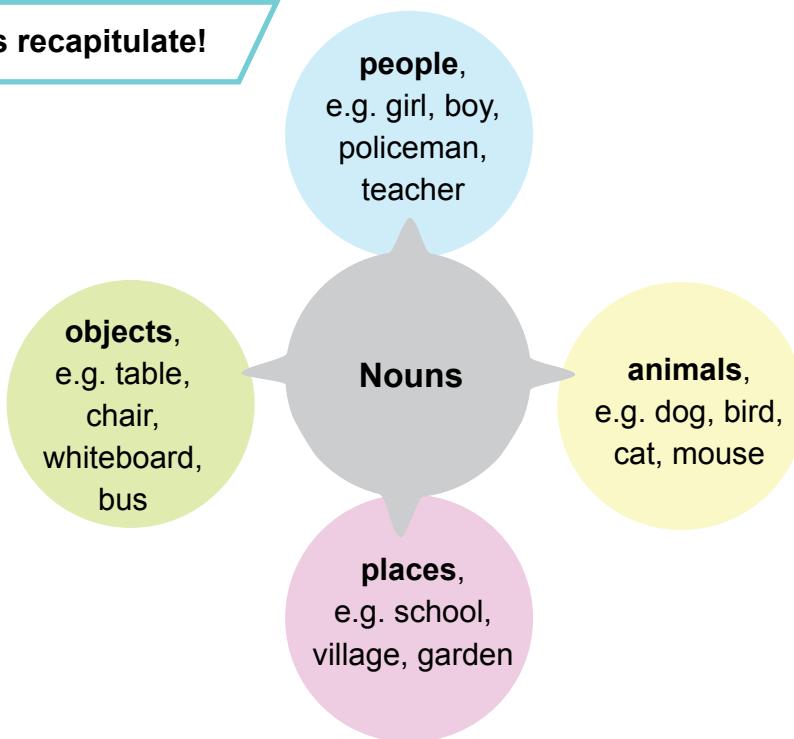
- Would you like to visit Caverne Patare? Say why.
 - What type of person does the guide seem to be?
Would you feel safe in the company of such a guide? Why do you say so?
 - Did Anna and Tom do the right thing to leave the group of visitors?
Why do you say so?

Activity 6c – Write a few sentences to complete the story.



Activity 7: Abstract nouns

Let's recapitulate!

**Proper nouns:**

e.g. Emilie, Ravi, Issa

Common nouns:

e.g. dog, house, book

Countable nouns:

e.g. birds, flowers, friends

Uncountable nouns:

e.g. sugar, milk, dust

Collective nouns:

e.g. family, team, class



What are abstract nouns?

Abstract nouns are nouns that you cannot see, hear, taste, smell or touch. Let's see some examples.



Unit 2 — Amazing journeys



happiness



anger



love



courage



success



beauty



pain



friendship

Around the world in eighty days

Phileas Fogg wanted to travel around the world in just 80 days with his friend, Passepartout. They planned to travel to India, Hong Kong, Japan, and America, before coming back to England on 21st December. As there were no airplanes at that time, this seemed impossible! Find out more about their trip in the activities that follow.

(Adapted from 'Around the world in eighty days,'

by Jules Verne.)



Activity 7a – Complete the table below with abstract nouns from the text . The words from which they are formed are given on the left. An example is provided.

Due to their determination, the two travellers were sure of their success. During their journey, they had many misfortunes and disappointments. They often felt fear. However, the companions never lost patience. One day, they rescued a woman, Aouda, from death. To show her gratitude, Aouda continued the journey with them.

to determine	determination
to succeed	
fortunate	
to disappoint	
afraid	
patient	
to die	
grateful	

Unit 2 — Amazing journeys

Activity 7b – Form abstract nouns with the given words. Some clues are given.

to pollute	pollut _____
friend	friends _____ p
honest	honest _____
curious	curios _____
to hate	hat _____ e _____
beautiful	beau _____
child	child _____ o _____
to free	freed _____

Activity 7c (i) – Find out how Phileas Fogg's adventure ended! Fill in the blanks with abstract nouns formed from the words in brackets.

The journey was full of _____ (dangerous) and _____ (difficult).

Fogg, Passepartout and Aouda reached London after 81 days. They were late by one day!

They were full of _____ (sad) because of their _____ (to fail). Aouda wanted Fogg to feel better and told him that she was in _____ (to love) with him.

Just then, they realised that they had been travelling east to reach England and had gained one day. It was still the 21st December in England. They had therefore completed the journey in 80 days. “Hooray!” they all shouted with _____ (proud) and _____ (to satisfy).

Activity 7c (ii) – Aouda and Fogg got married at the end. Write two sentences about their wedding using at least one abstract noun in each sentence. Share your sentences with the class.

1. _____

2. _____



Activity 8: Reading for pleasure and appreciation

Activity 8a – Read the text silently and carry out the activities that follow.

Andy and Jurassic World



Hello friends! My name is Andy and I'm going to tell you about some of my adventures to Jurassic* times.

I used to work in a wildlife reserve but unfortunately, I lost my job. Now, I work at the Natural History Museum, where people can learn about life before man existed. That was the time when dinosaurs roamed* the earth.

I am a museum steward and my job is quite boring. I just welcome visitors and tell them to be very careful during their visit because the objects in the museum are extremely precious: bones of mammoths* and skeletons of birds that are up to 7 metres large...

However, I am so clumsy that I always break things... If my boss, Hattie, ever discovers all

this, she'll send me away at once.

Fortunately, I have a secret to get out of trouble. Without her knowing, I use Hattie's time machine to travel to the past. I think she uses this machine to learn about Jurassic times. That's why she knows so much about that period. She's the best guide at the museum and everyone loves her explanations.

So, when I make a mistake, I jump into the machine and travel thousands of years back in time. I never forget to take along Hattie's bag. It contains everything you need to survive among dinosaurs: ropes to climb up trees and hide, matches to light fires and frighten fierce creatures, and so much more. I also have a magical watch that beeps when it's time for me to return to the present. When it

starts beeping, I need to jump back into the time machine otherwise I'll be trapped in the other world!

Last week, I took my cat with me to the museum. That was a very bad idea... As soon as Kitty jumped out of my bag, it saw a fish. Kitty grabbed it and ran away... I was in big trouble as a group of primary school pupils was about to visit the museum.

Thanks to the time machine, I travelled to Jurassic times and used Hattie's net to catch a fish. Fortunately, I reached the museum just in time to replace the missing object with the real fish. When the pupils passed in front of the fish, they couldn't believe that it was a

dead one! "How real it looks..." I heard them say. After a few days, however, a foul* smell started to fill the entire museum... Shhh... don't tell Hattie where it comes from!

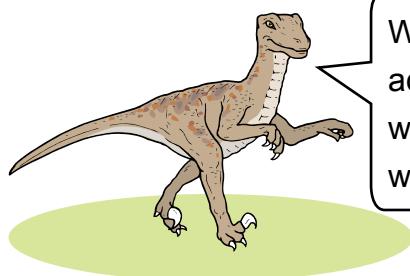


Glossary

- Jurassic: more than 150 million years ago
- roamed: walked around
- mammoths: huge elephants
- foul: very bad

Activity 8b – Carry out the following activities.

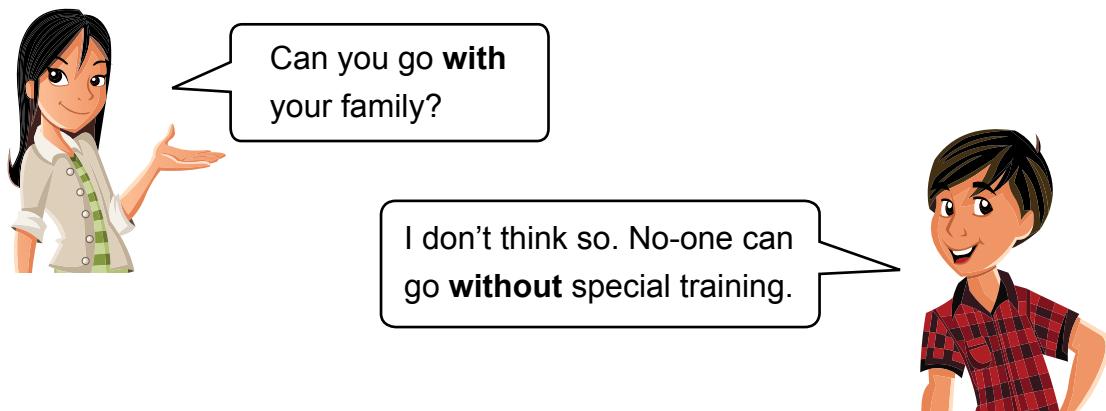
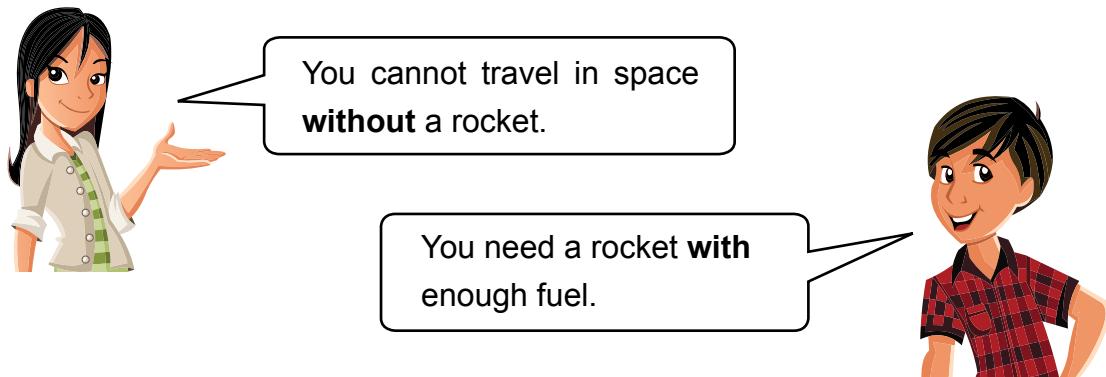
1. Make a drawing of Andy's fascinating world.
2. Imagine that one day Andy is trapped in Jurassic world among dinosaurs. Relate his adventures saying how he survives.



Watch the clip on Andy's adventures on: <https://www.youtube.com/watch?v=wdTlwKsuPWc>

Activity 9 – with / without

Amisha and Avi are chatting about space travel. Read their conversation and observe the use of the words in bold.





We use 'with' when we have, feel or do something.

E.g. I always play with my dogs after school. They run towards me with much joy.



We use 'without' when we do not have, feel or do something.

E.g. Rayan went to school without his pencil case yesterday. He told this to his teacher without any fear.



It's your turn to practise now!

Activity 9a – Observe the pictures below. The ticks indicate items you can take when you travel to space while crosses indicate what you cannot take. In pairs, carry out the activity as indicated by the example given.



Spacesuit



Matches



Oxygen



Pet



Space tools



Food



Mobile phone



Car keys



Pupil A: We can travel to space **with** a spacesuit. Or: We cannot travel to space **without** a spacesuit.

Pupil B: We cannot go **with** matches.

Activity 9b – Complete astronaut Phil’s email to his daughter by filling in the blanks with ‘with’ or ‘without’.

To: lucy@gmail.com

Subject: My life in space

Dear Lucy,

Today is my thirtieth day in space. It is very difficult to be _____

you and I miss you a lot. Life in space is different from our life at home. In the

shuttle, I can wear my normal clothes but I cannot go out to work in space

_____ my spacesuit. I have different things to eat everyday

but some foods have to be mixed _____ water. However, I cannot

wash myself _____ water. I must use wet towels and waterless

shampoo. You must find that strange but it keeps me clean! To remain fit in

space, I must exercise for at least two hours every day. I use a machine that

looks like a bicycle but is _____ wheels. During my free time,

I read the books or play the games I have brought _____ me. I

enjoy myself _____ the other astronauts.

I will soon be back home _____ lots of pictures of the beautiful

view I have from here. I am impatient to be _____ all of you again.

Love,
Dad.

Activity 9c – Fill in the blanks with ‘with’ or ‘without’.

Encounter with aliens

One day, astronaut Phil notices a strange object _____ very bright lights. _____ losing time, he calls the other astronauts. They observe the approaching object _____ much curiosity. “Do you think these aliens are coming _____ a message of peace?” Phil asks. His surprised friends look at him. “How do you know they are aliens?” they ask. Phil tells his friends, “Have you ever seen a spacecraft _____ anyone inside? I can say _____ any hesitation that this spacecraft belongs to aliens. If they attack us, we must face them _____ bravery and _____ fear!” The others look worried and continue to observe the object _____ saying anything.



Describe the aliens using ‘with’ and ‘without’.
E.g. with big ears, without a nose, with a scary laugh, with a strange look

**Did you know?**

These are some amazing places on earth!



Tianzi Mountains in China



Geyser in Nevada, USA

(<http://www.eliteraders.com/30-surreal-places-on-earth/>)

Find out more amazing places and share them with your friends!

End of unit activities**Ex. 1 Read the text below carefully****An amazing journey**

“Eva!” called out Jonas. “Eva, come quickly! Look at what I have found!”

Eva looked at Jonas suspiciously. Her younger brother always teased her. “What is it?” she asked, annoyed. “Come,” said Jonas impatiently. Eva walked to the spot where Jonas was examining something curiously. “Wow!” exclaimed Eva when she saw a red pendant. It was beautiful and was shining very brightly. “Does it belong to Mum?” asked Jonas innocently. “No, it doesn’t. I’ve never seen it in her jewellery box.” The children stood there and admired the chain when something amazing happened.

“Tell me where you want to travel to,” said a voice from inside the pendant, “and I’ll take you there!”

Eva dropped the chain and nearly fainted. Jonas, on the other hand, was excited. “I would like to see ancient Greece,” he said. Eva stood up courageously and held her brother’s hand.

Unit 2 — Amazing journeys

A red light came out of the red pendant and surrounded them. Everything started to spin. Soon, they found themselves in a strange land where there were knights dressed in armours and ladies dressed in long dresses. The place was beautiful. There were many temples and the roads were lined with flowers that Eva had never seen before. The people seemed to be very kind. However, they were suddenly back home, in their yard. “Each voyage lasts only five minutes,” said the pendant. “Tell me where you want to go now,” it continued.

“Oh, it’s my turn now!” said Eva. “We want to go to the Arctic region to see polar bears.”

In no time at all, the children found themselves in the Arctic. The polar bears were there, looking as cute as big and cuddly teddy bears. Their fur was white and they were huge. Jonas and Eva were watching the bears hunting for seals when all of a sudden, the ice melted right under their feet. The bears swam to where the ice was still solid with much difficulty and shook themselves dry. The children felt sad: global warming was destroying the environment. Many animals were losing their habitats.

“We’ll have to keep this pendant safe,” said Eva when they were back in their yard. “It’s magical and there’s no technology on Earth that can do those things. I’ll keep it in my treasure box and we’ll use it to visit different parts of the world together!”

Ex. 1a Fill in the blanks with the correct words.

1. Eva and Jonas found a _____ red pendant. (magical, curious)
2. When the voice in the pendant spoke, Eva nearly _____.
(fell unconscious, cried out with joy)
3. The pendant had the power to make people _____.
(stay in their yard, travel in time)
4. Jonas _____ at the pendant in the yard. (took a quick look, took a close look)
5. The children will keep the pendant safe as they want to _____.
_____. (travel around the world, give it to their mother)

EX. 1b Choose the correct answer and circle the appropriate letter.

EX. 1c Answer the following questions using your own words.

1. "Eva let the chain fall to the ground and almost fainted." Explain why.

2. Why did the bears swim to the solid ice with much difficulty?

Ex. 2 Choose the correct answer and circle the corresponding letter.

Ex. 3 Writing

Samirah is spending her holidays at her aunt's place in England. On her fifteenth birthday, her aunt offers her a trip in a hot air balloon. On the next day, she writes to her parents to tell them everything about this unforgettable trip. Observe the pictures on the next page carefully and complete Samirah's letter to her parents.

20th June 2017

Dear Mum and Dad,

I hope you are fine. I am having a great time with Aunt Liza. On my birthday, she offered me a trip in a hot air balloon to discover London. It was really marvellous.

I miss you a lot. I wish that you were here with me.

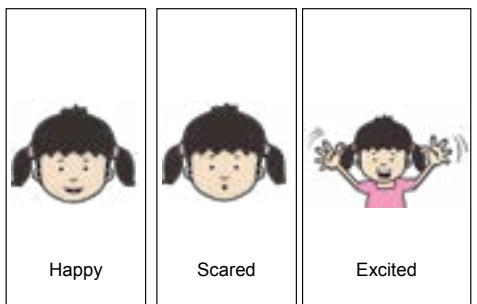
Love



Warm welcome
Boarding the balloon



The flight: Balloon rose
What did Samirah do?



Samirah's feelings during
the trip

Places Samirah saw:



Buckingham Palace



Wembley Stadium



Tower Bridge



The city of London
Thames river

Ex. 4 Communication skills

Ex. 4a Listen to the text and carry out the activities that follow.

Marty travels in time



Ex. 4b Listen to the text again and tick the correct answer after listening.

1. What is the story about?

A young boy who travelled in time

A young boy who found a racing car

2. How did he feel the first time he travelled in the vehicle?

Excited

Terrified

3. Where did he travel the first time?

To the past

To the future

4. At the beginning, why did Marty travel to the future?

To find ways of winning money

To read the newspaper

5. In the end, why did Marty travel to the future?

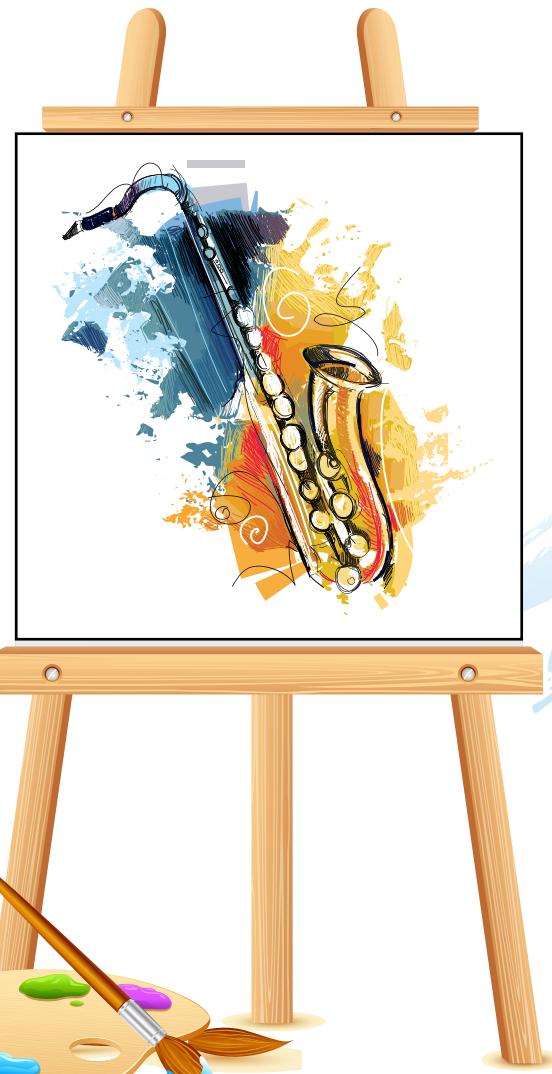
To stop bad things from happening

To meet thieves

Ex. 4c Have you watched a film or read a story about time travel or space adventures?

Tell your friends about it. You may talk about the following:

- What film or story it was
- What happened in it
- What you liked about it



Unit 3

Celebrating art and music



Activity 1: Reading for understanding

Activity 1a – Observe the poster below and discuss.



- What is the poster about?
- When is Music Day celebrated?
- The poster suggests that Music Day makes the world happy. Do you agree? Say why.
- How is Music Day celebrated in your school?

Key words:

opportunity, soothe, spotlight, enthrall, in unison, music composer

Key expressions:

media coverage, storm of applause, made the day, move to the beat

**Activity 1b – The text below is about Music Day celebrations at school.
Read it carefully.**

Celebrating Music Day at school



It was the 21st of June. Music and songs filled the air as our school was celebrating Music Day. All the pupils had gathered in the school yard. A journalist and a cameraman were present for **media coverage**. They went around asking everyone about the importance of the celebrations.

Mrs. Rama answered, “This school event makes the children happy as they get the **opportunity** to show their talent. We, teachers, are proud to see how well our pupils perform.”

Mr. James, the Physical Education teacher, added: “This event brings everyone together.”

Mrs. Lalita, the caretaker, agreed, “Music **soothes** us and brings joy to everyone.”

Alinia, a young girl from Grade 6, said, “Music Day gives pupils the opportunity to be in the **spotlight**.”

The Headmaster told the pupils how Music Day had first been organised in Paris in 1982 by the French Minister of Culture, Jack Lang. Since then, professional and amateur musicians celebrate this event by playing their instruments everywhere: on rooftops, in front of shops and in parks. The Headmaster added that, in schools, Music Day is organised to promote art and music, and ensure the overall development of pupils.

The show started with a parade. Children marched in, playing their favourite musical instruments. First came those playing string instruments: guitars, banjos and violins. Just behind them came Julia, Ridwaan and Ah Sen with their wind instruments: a trumpet, a

flute and a saxophone. Some musicians played percussion instruments: cymbals, drums, bongos and xylophones. Others played keyboard instruments like the piano and organ. Cruz and Padmini were playing the harmonica and the accordion. Finally, there were instruments typical to our island, like the *triyang* and the *ravann*. The young musicians played so well that everybody was **enthralled**. As they walked away, a **storm of applause** came from the audience.

The younger pupils then came on stage. It was so charming to see kids jumping, twisting, and dancing. Their lively steps, enchanting smile, and colourful clothes impressed everyone present.

Next, some pupils sang a beautiful song in Modern Chinese. Although the audience could not understand the words, the voices were so sweet and melodious that everybody cheered at the end.

Some other pupils danced to a modern tune. They moved **in unison** and the rhythm was so lively that we too started to **move to the beat**. We could see that they had rehearsed a lot for that dance.

The Grade 6 girls performed a traditional Indian dance, the *kathak*, with perfect mastery. They danced to the **music** of a famous **composer**. The dancers were so graceful that the audience was fascinated.

The show ended with a typical sega dance. The boys sang and played their *bongos*, *ravann* and *triyang* while girls wearing long flowery skirts danced all around. Everybody clapped and sang happily. Many other pupils joined them on stage and danced with the young artists.

Music had really **made the day** of all those present for that celebration.



Xylophone



Banjo



Cymbals



Triyang



Bongos



Organ

**Activity 1c – Read the text again and carry out the activity as you do so.
Choose the correct answer and ring the corresponding letter.**

Activity 1d – Classify the words below in the appropriate column. The information is found in the text.

cymbals, banjo, trumpet, guitar, violin, piano, *ravann*, drum, xylophone, *triyang*, flute, organ, violin, *bongos*

String instruments	Percussion instruments	Wind instruments	Keyboard instruments

Activity 1e – Answer the following questions.

1. Name two traditional dances mentioned in the passage.

(a) _____ (b) _____

2. Why didn't the audience understand the Modern Chinese song?

3. What had helped the performers of the modern dance to move in unison?

4. What quality should someone have to dance *kathak*?

5. Why do you think Music Day celebrations help in "the overall development of pupils"?

Activity 1f – Designing a Music Day Programme

In groups, design a programme for the organisation of Music Day celebrations at your school. Present the programme to the class.



Activity 2: Vocabulary

Activity 2a – Read the definitions given below carefully and use them to complete the table.

- to be fascinated by a performance
- to have the chance to do something
- loud clapping to show enjoyment
- to get everybody's attention
- to make people relax
- someone who creates music
- dance together as one

Words or Expressions



to be in the spotlight

Definitions



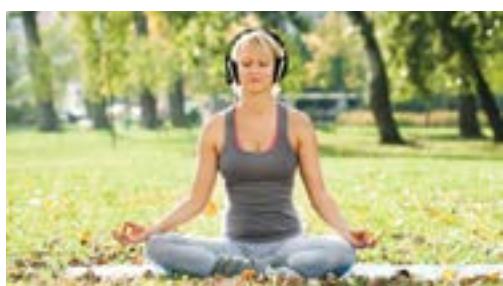
to be enthralled

Word or Expression



in unison

Definition



to soothe



to have the opportunity



music composer



a storm of applause

Unit 3 — Celebrating art and music

Activity 2b – The Grade 6 teacher, Mr. Michael, is organising a play at school. He is talking about it to his pupils. Complete the conversation using the words given.



spotlight entranced make the day media coverage unison
opportunity storm of applause music composer

Mr. Michael: I'm happy to see that you are all very eager to participate in the play.

Sonia: Yes, Sir. It's the first time that I'll get the _____ to be on stage. I want everybody to be _____ by my performance. I'm so excited that I can already hear a _____ from the audience.

Shaima: Sir, I want to be in the _____ too.

Mr. Michael: Don't worry, Shaima. You'll get a leading role. I'll also include a song in the play. All of you will have to sing that song in _____.

Sheila: Sir, can I ask my father to create the music for that song? He's a _____.

Mr. Michael: Yes, of course, Sheila. That would _____

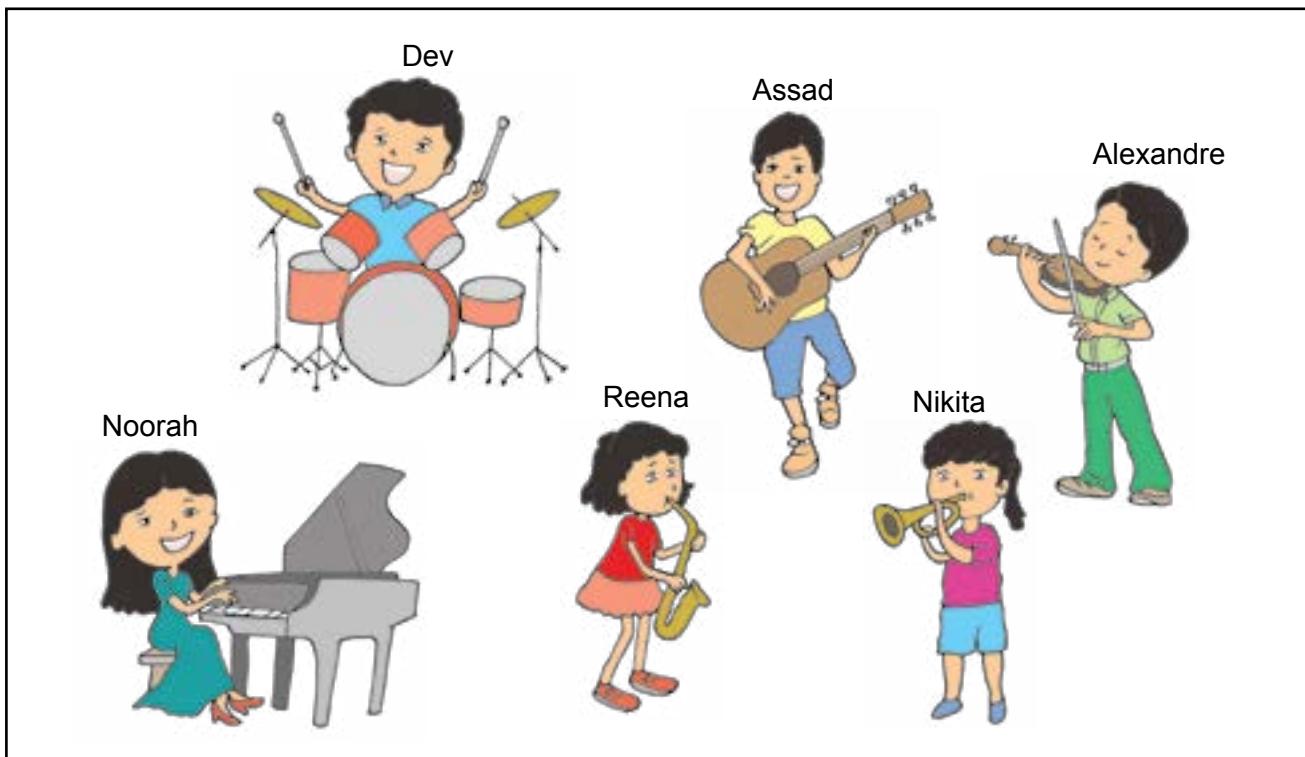
of all the spectators. I'm sure that they'll want to hear a song accompanied by music.

Sonia: Sir, how will the play end?

Mr. Michael: The play will end with all of you dancing the sega. You must practise everyday and perform well. A journalist will be present for _____.

All the children: Yes, Sir. We will do our best.

Activity 2c – Observe the picture carefully. Complete the paragraph below by writing down sentences on the different musicians. An example is given.



The young musicians in Grade 6 participate in a concert organised by Lucky School.

During the concert, Assad plays the guitar. He is a guitarist. Noorah plays _____



Activity 3: Poster design

Actors from a theatre company will be performing a play in your locality soon. They have asked you to design a poster for the event. Carry out the task in groups.

Consider some of the following:

- What information you will include in the poster (name of the theatre company, title of the play, names of actors, special information to persuade as many people as possible to watch the play)
- How much information a poster can contain
- How you will present the information (words, pictures, photos)
- How you will make your poster attractive



Activity 4: Communication Skills – Listening and Speaking Activities

Activity 4a – Listening activity: Listen to the conversation between Tiara, Jay, and Rehaan, and carry out the activity that follows.

Tiara's ballet show



Activity 4b – Listening activity: Listen to the text again and tick the correct boxes after listening.

1. On D-Day, Tiara will participate in a tennis match. ballet show.
2. Rehaan is not is eager to attend the event.
3. Mrs. Paola is a famous Italian dancer. Tiara's dance teacher.
4. Jay and Rehaan Only Jay will attend the show.
5. Tiara would not like would like Rehaan to cheer at the show.

Activity 4c – Speaking activity: Darren really likes singing but he is so noisy that he always quarrels with Ryan and Shekina. In groups of three, perform the role play below.

Shekina: Darren, can you please sing softly? I need to concentrate on my painting!

Darren: That's not my problem!

Ryan: Don't be rude, Darren! You must think about people around you. You even frightened the bird whose picture I was trying to take.

Shekina: You must be nice to others, Darren. Look at Sandra. She always closes her bedroom door when she's playing her guitar.

Darren: I don't mind if she doesn't close the door. My voice is more powerful than her music anyway!

Ryan: Art is not about power, Darren. Why don't you ask her to accompany you on her guitar while you're singing?

Darren: I never thought about this... It could be nice...

Shekina: Try it. Ryan and I will be your spectators!

Ryan: Sure, but on one condition: You need to come and admire our drawings and pictures when Shekina and I have an exhibition!



Activity 5: Past Perfect Tense — Negative Form

Activity 5a — Mrs. Anita, the receptionist, tells us about a theft at the Art Gallery. Read the short text below and fill in the blanks with the negative form of the Past Perfect Tense of the verbs in brackets. The first one has been done for you.

In 2014, I was working at the Art Gallery. One day, I noticed that thieves had broken into the building and taken all the money in the cash box.

I found out that:

1. The sculpture of Rodin was still on the table. The thieves had not touched it.
(not to touch)
2. The window panes were intact. The thieves _____ them. (not to break)
3. The painting of Picasso still hung on the wall. The thieves _____ it away.
(not to take)
4. The gallery was in order. They _____ anything in a mess.
(not to leave)
5. Nobody was wounded. They _____ anybody. (not to hurt)
6. The safe was still hidden behind Gauguin's painting. They _____
(not to find) it.
7. All the paintings were still there. They _____ any. (not to steal)
8. The watchman was tied to a chair. The thieves _____ him.
(not to beat)
9. No policeman was on the scene. The other employees _____ yet
_____ them. (not to call)

Activity 5b – Past Perfect Tense – Interrogative form

When people learnt about the theft, they asked many questions. Here are some of them.



Had there been a painting of Vincent Van Gogh at the Art Gallery before the theft?



Where did they hide the money after they **had left**?



Had the thieves **hurt** anybody before they broke into the gallery?



Where **had** they **parked** their vehicle when they came for the robbery?

Note: The sentences are in the interrogative form of the Past Perfect Tense. Observe how these questions are formed.

Activity 5c – The employees of the Art Gallery informed the police about the theft. A police officer arrived a few minutes later and asked Mrs. Anita several questions. Complete the conversation by writing the verbs in the Past Perfect Tense.

Policeman: So, you noticed the theft when you arrived at the Art Gallery. Where _____ you _____? (to be)



Mrs. Anita: I had gone to the supermarket to buy some food.

Policeman: Who told you what _____? (to happen)

Mrs. Anita: I saw the watchman. His legs and arms were tied.

Policeman: Where _____ they _____ him? (to tie)

Mrs. Anita: To a chair at the entrance of the gallery.

Policeman: What did he tell you? _____ he _____ the thieves? (to see)

Mrs. Anita: No, they had attacked him from behind.

Policeman: When you came in, you looked around. _____ anything _____? (disappear)

Mrs. Anita: Apart from the money in the cash box, neither the paintings nor the sculptures had disappeared.

Policeman: Did you look in the cash box? How much _____ they _____? (to steal)

Mrs. Anita: About twenty-five thousand rupees.

Policeman: How can you be sure? _____ you _____ the money before your break? (to count)

Mrs. Anita: I had a look at my receipts before you came.

Policeman: Thank you for your help, Mrs. Anita. I'll talk to the watchman and look for fingerprints and other clues that will help me catch the thieves.



Activity 6: Reading for pleasure and appreciation

Activity 6a – Read the text silently and carry out the activity that follows.

Natish, a unique pianist

Natish walked on stage with the help of his assistant. He looked towards the audience that was applauding him. He bowed down to the people who were eagerly waiting for his performance.

Natish was a pianist – but he was a unique pianist. Although he was blind since birth, he had been able to learn how to play the piano. He had been learning since the age of five. Tonight, he was performing on a special occasion. He waited for his assistant to walk him to his piano. When he was well settled, he started playing. The audience was enthralled. As he played, Natish lost contact with reality. His fingers were moving by themselves.



Natish thought about the first time he had played the piano. He recalled that when he had been at school, some children had teased him because he was blind. Nobody wanted to play with him even though the teacher had asked everyone to do so. He sat all alone in the yard during recess time. Natish enjoyed studying. His books were written in Braille* and his parents helped him. With time, however, Natish did not want to go to school anymore.

One day, he sat in the yard all alone, weeping. He heard a soft voice talking to him and he felt a gentle hand taking his hand. He followed that kind angel, who was none other than the Music teacher, Miss Gail. Miss Gail took him to her classroom and made him play the piano. Natish was enchanted. He wanted to learn more and more.

Miss Gail saw his eagerness and showed him how to place his fingers on the keyboard. Natish learnt to play the piano during recess time. That year, when Natish gave a surprise performance on Music Day, he got an ovation*.

A storm of applause brought Natish back to the present. His performance had come to an end and his assistant led him to the front of the stage. As he bowed down to the audience again, he thought of the angel once again and whispered*, “Thank you, Miss Gail. Thank you for showing me the way.”

Glossary

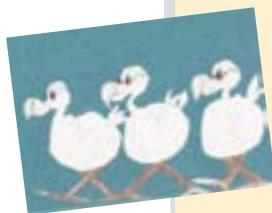
- Braille: a system that blind people use to read and write
- ovation: loud and long clapping to show that a performance is appreciated
- whispered: said softly

Activity 6b – Write down your answers to the following questions and discuss them with your friends.

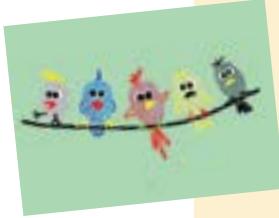
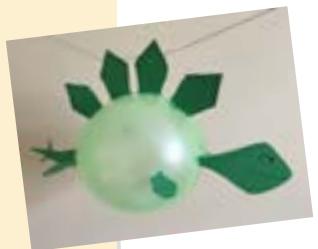
1. What is the story about?
2. How do you feel about Natish?
3. What is the importance of music in this story?
4. Has the story taught you or made you think differently about something? What is it?

Activity 7: Relative Pronouns

The Arts teacher, Mrs. Azidah, is organising an art exhibition. She has collected her pupils' works and is now decorating the art room with their help. Read what Mrs. Azidah says, paying attention to the words in bold. Discuss the use of these words with the class.



- The paper strip Christmas tree **which** Jeremy made is very creative.
- Clifford, **who** did the dodo collage, is proud of his work.
- Manav, **whom** you thought was weak in Arts, has made these balloon creatures.
- I've stuck the fingerprint pictures **that** Anisha gave me on the wall.
- Alexia, **whose** painting you are holding, is a very talented pupil.





- Relative Pronouns refer to nouns already mentioned. We use them to avoid repetition while writing or speaking.
- Who/whom: refer to persons
- That: refers to persons, animals or things
- Which: refers to animals or things
- Whose: refers to persons and animals. It indicates possession.

Activity 7a – Use appropriate Relative Pronouns to join the sentences in column A with those in column B.

A	Relative Pronouns	B
1. He is an artist.	which	1. He turns scrap materials into artwork.
2. She is picking leaves.	whose	2. She will use the leaves for printing.
3. I must know the name of the person.	that	3. You have invited the person to inaugurate the Arts exhibition.
4. Children like fingerprint pictures.	whom	4. The fingerprint pictures have animals or flowers in them.
5. The little girl is crying.	who	5. You took the little girl's painting brush.

Write the sentences on the lines given.

1. _____
2. _____
3. _____
4. _____
5. _____

Activity 7b – Akshay has recycled plastic cutlery and paper plates to make a wind chime. Complete the sentences below to find out what he did.

1. Akshay, **who** is _____
2. The spoons **that** Akshay used _____
3. Mother, from **whom** Akshay took _____
4. The fork **which** is _____
5. Jena, **whose** paper plate Akshay _____



Activity 7c – Write sentences using each of the relative pronouns:

1. Who: _____
2. That: _____
3. Which: _____
4. Whose: _____
5. Whom: _____



Activity 8: Reading for pleasure and appreciation

Activity 8a – Read the text silently and carry out the activities that follow.

I want to become an artist

**Say, little boy, what would you like to
become one day?**

Oh, I would love to be an artist, so that I may
play the whole day.

Yes, so that I can spend all my time drawing
and painting with skill

And hope that my creations give the whole
world a thrill*.

**Really, and what would you draw?
Please share with me.**



I would paint the world's most beautiful scenery
From the fields, the flowers, the meadows, the cyclones, the raging sea
To angels, fairies, pixies* and gnomes*, everything that is a mystery.

How would you draw? Please tell me.

It's easy. To draw, one needs to be able to observe closely
And then spend time practising sketching, as practice leads to perfection.
An artist is someone whose work brings admiration.

What tools would you use? Please tell me.

To draw, one does not need a variety of pencils, good drawing paper,
A good eraser or a good instructor!
To draw, one needs to become, once more, a child with an active imagination.

And then, little boy, what would you do with your drawings?

I would beautify them, I would paint them,
I would add colours to them, I would decorate them,
And then, I would sell them!

But how would you paint your art works? Please tell me.

Oh, the painting techniques vary
From paper graffiti* to acrylic* and water colour
Without forgetting leaf painting and dry brushing*!

**Drawing and painting, my dear teacher, are for me more than a hobby**

That is why they are, at school and at university, a subject for study.
Remember some great artists, da Vinci and Dali?
Their works still bring them lots of glory!

Little boy, I hope you succeed in becoming what you want.

Art brings joy to the artist and to the world

And your talent is unique and different!

Glossary

- thrill: happiness
- pixies: small mischievous fairy-like creatures
- gnomes: dwarfs that guard the earth's treasures underground in legends
- graffiti: markings, drawings or words painted with spray
- acrylic: special paint for artists
- dry brushing: painting with a dry brush and very little paint

Activity 8b – Discuss the following with your friends:

1. What is the poem about?
 2. What does art represent for the little boy? Do you agree with him? Say why.
 3. Would you like to be an artist too? Say why.

Activity 8c – Gender Bender Activity

The characters in this poem are a teacher and a little boy of your age. Imagine what a girl, who wants to be an artist too, would say to her teacher. In pairs, write a conversation of about twelve lines in the same form as the poem.

Start it as follows :

Say, little girl, what would you like to become one day?



Activity 9: Using adverbs with adjectives

The Atelier Mo'Zart gave a concert at Frédéric Chopin Primary School on Music Day. Ayesha, Emilie and Aliya were excited to attend the concert. Read their conversation paying attention to the words in bold.



Ayesha

It was **very exciting** to attend the concert today.



Emilie

Yes, it was. I've learnt **such interesting** things about musical instruments.



Aliya

Me too! I didn't know there were **so many**!



Ayesha

I like the string instruments most! There was a violin, a violoncello and a double bass.



Emilie

The violin is **quite small**, but it looks **really cute**.



Ayesha

The violoncello is played with a bow like the violin, but it's bigger.



Aliya

Yes, but the double bass is **even bigger** than the violoncello and can be played with the fingers only.

Note: Some of the adverbs that are often used in front of adjectives are: very, more, much, most, even, too, quite, almost, extremely, simply, just, really, particularly, so, such.

Activity 9a – Adverb and adjective hunt! Read the following text and underline adverbs and adjectives that are used together. Clue: There are 10 of them.

Discovering Mauritian art

Last Friday, all the Grade 6 pupils went on a very interesting art tour. We wanted to discover the extremely fascinating works of some Mauritian artists. First we visited the Mahatma Gandhi Institute. We heard many types of oriental music being played and it was so pleasing to the ears.



After that, we drove to Caudan Waterfront in Port-Louis, where we met someone really amazing. His name is PEM and he is a wood carver. It is simply remarkable how he turns roots and wood into such beautiful sculptures.

<http://theloveofphotos.blogspot.com/2011/09/caudan-waterfront-port-louis.html>

As we were already in the art corner, we visited the Blue Penny Museum. We were quite surprised by all the precautions taken to protect the famous one-penny and two-pence stamps.

We then went for lunch at Riche Terre Mall. There, an artist was drawing portraits of passers-by. In just half an hour, he drew an almost perfect human face!

Our final destination was the studio of the artist Vick Shibdoyal, in Brisée Verdière. Vick is particularly known for recycling objects that people throw away into works of art. A most wonderful initiative: create art and protect the environment at the same time!



Activity 9b – While writing an email to her friend Terrence, Sofiah has left out a few words. Help her fill in the blanks with suitable adverbs. You should not use the same adverb more than once.

To: terrence@gmail.com

Subject: Mauritian art

Hi Terrence,

I hope you're OK in Germany. I heard you're doing a project on Mauritian art. I think

it's a _____ good idea. Mauritian art is _____

varied. Today itself, I met four _____ talented artists. The two

_____ impressive ones are definitely PEM and Vick. That's because

they create _____ nice works of art from things that we think of

as being _____ useless. Do talk about them in your project. If ever you

need to contact them, just let me know!

Yours,
Sofiah

Activity 9c – It's your turn now! Use appropriate adverbs and adjectives to write a few sentences on the pictures below. Some information has been provided to help you.

World famous statues



Statue of Liberty (location: USA, duration of works: 11 years, completed in: 1886, height: 93 m)



The Motherland Calls (location: Russia, duration of works: 8 years, completed in: 1967, height: 91 m)

Did you know?



The artist Leonardo da Vinci spent 12 years painting the Mona Lisa's lips.

Find out other amazing facts about art or music and share these with the class.



End of unit activities

Ex. 1 Read the text below carefully.



Ex. 1a Find the answers to the following:

1. The above is a _____.

2. What is it about?

3. When will the event take place?

4. Where will it take place?

5. Who is organising the event?

6. Name two artists and two organisations participating in the event.

Artists: _____ and _____

Organisations: _____ and _____

7. According to you, how are people going to have a great time at the concert?

8. How can the concert be a great opportunity for amateur artists?

Unit 3 — Celebrating art and music

9. (a) Have you ever been to a concert? _____

(b) Describe what you saw and how you felt.

10. Why is music important?

Ex. 2 Choose the correct answer and circle the corresponding letter.

1. As he _____ his role well during the play, the actor was scolded by the director.

- A. had performed
- B. had been performing

- C. had not performed
- D. had been performed

2. As soon as Natish had ended his wonderful performance, he received a _____ from the audience.

- A. sign of sadness
- B. storm of applause

- C. discouraging word
- D. claps

3. At the school Art exhibition, parents were impressed by the _____ beautiful paintings made by pupils.

A. much C. even

B. just D. extremely

4. The singer, _____ songs you like most, will be in Rodrigues next week.

A. whose C. whom

B. which D. who

5. “ _____ you _____ the drawing paper with wax crayons before you painted it?” the teacher asked Rahul.

A. Will colour C. Have coloured

B. Had coloured D. Has coloured

6. The song became popular because its music was created by a very famous _____.

A. wood carver C. music composer

B. painter D. sculptor

7. The local artist we met was a _____ interesting person.

A. really C. such

B. just D. more

Ex. 3 Writing

Your school will hold an art exhibition and the Headmistress wants an attractive poster for the event. Therefore, she has organised a poster competition. The winner will receive a beautiful painting from a well-known artist.

Design a poster for the exhibition. Consider some of the following:

1. The background of the poster (colours you will be using, drawings or pictures you will include, etc)
 2. The information the poster will contain, such as:
 - Place, time and duration of the exhibition
 - Items that will be exhibited (pictures, drawings, handmade items, paper chains, etc)

Ex. 4 Communication Skills

Ex. 4a Listen to the conversation between Karen, Mira and Junaid and carry out the exercise that follows.

Talking about hobbies



Ex. 4b Listen to the conversation again and complete the following sentences.

1. The friends are talking about their _____ hobbies.
2. Karen likes to _____ with lots of colours.
3. Mira likes to _____.
4. Junaid enjoys making _____ with clay.
5. Doing these activities makes them very _____.

Ex. 4c Sandra's favourite hobby is playing the guitar. Imagine that you are Sandra. Join in the conversation above and talk about your hobby.

Past Simple Tense and Past Participle of irregular verbs

Infinitive	Past Tense	Past Participle	Infinitive	Past Tense	Past Participle
To arise	arose	arisen	To feed	fed	fed
To awake	awoke	awoken	To feel	felt	felt
To be	was/were	been	To fight	fought	fought
To bear	bore	borne	To find	found	found
To beat	beat	beaten	To flee	fled	fled
To become	became	become	To fly	flew	flown
To begin	began	begun	To forget	forgot	forgotten
To bend	bent	bent	To forgive	forgave	forgiven
To bite	bit	bitten	To freeze	froze	frozen
To bleed	bled	bled	To get	got	got
To blow	blew	blown	To give	gave	given
To break	broke	broken	To go	went	gone
To bring	brought	brought	To grow	grew	grown
To build	built	built	To hang	hung	hung
To burn	burnt/burned	burnt/burned	To have	had	had
To buy	bought	bought	To hear	heard	heard
To catch	caught	caught	To hide	hid	hidden
To choose	chose	chosen	To hit	hit	hit
To cling	clung	clung	To hold	held	held
To come	came	come	To hurt	hurt	hurt
To cost	cost	cost	To keep	kept	kept
To cut	cut	cut	To kneel	knelt	knelt
To deal	dealt	dealt	To know	knew	known
To dig	dug	dug	To lay	laid	laid
To dream	dreamt	dreamt	To lead	led	led
To do	did	done	To leap	leapt/leaped	leapt/leaped
To draw	drew	drawn	To learn	learnt/learned	learnt/learned
To drink	drank	drunk	To leave	left	left
To drive	drove	driven	To lend	lent	lent
To eat	ate	eaten	To let	let	let
To fall	fell	fallen			

Unit 3 — Celebrating art and music

Infinitive	Past Tense	Past Participle	Infinitive	Past Tense	Past Participle
To lie (down)	lay	lain	To sleep	slept	slept
To lie	lied	lied	To spend	spent	spent
To light	lit	lit	To spin	spun	spun
To lose	lost	lost	To spoil	spoilt	spoilt
To make	made	made	To spit	spat/	spit
To mean	meant	meant	To stand	stood	stood
To meet	met	met	To steal	stole	stolen
To mistake	mistook	mistaken	To stick	stuck	stuck
To pay	paid	paid	To sting	stung	stung
To put	put	put	To swear	swore	sworn
To ride	rode	ridden	To sweat	sweat	sweat
To ring	rang	rung	To sweep	swept	swept
To rise	rose	risen	To swim	swam	swum
To run	ran	run	To swing	swung	swung
To say	said	said	To take	took	taken
To see	saw	seen	To teach	taught	taught
To seek	sought	sought	To tear	tore	torn
To sell	sold	sold	To tell	told	told
To send	sent	sent	To think	thought	thought
To set	set	set	To throw	threw	thrown
To sew	sewed	sewn	To tie	tied	tied
To shake	shook	shaken	To wake	woke	woken
To shine	shone	shone	To weave	wove	woven
To shoot	shot	shot	To wear	wore	worn
To show	showed	shown	To weep	wept	wept
To shrink	shrank	shrunk	To win	won	won
To sing	sang	sung	To withdraw	withdrawn	withdrawn
To sink	sank	sunk	To wring	wrung	wrung
To sit	sat	sat	To write	wrote	written
To spell	spelt	spelt	To understand	understood	understood
To steal	stole	stolen			

