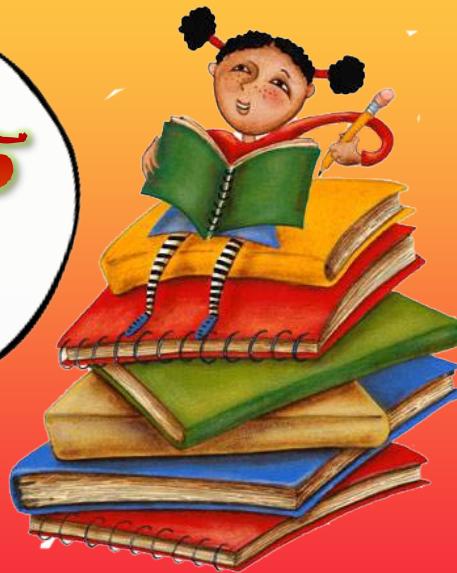


English

Term 1

Grade 5

2018



The more **READ.**
that you

the more things
you **KNOW.**
will

THE more THAT YOU

LEARN, more

places you'll **GO.**

-dr. seuss

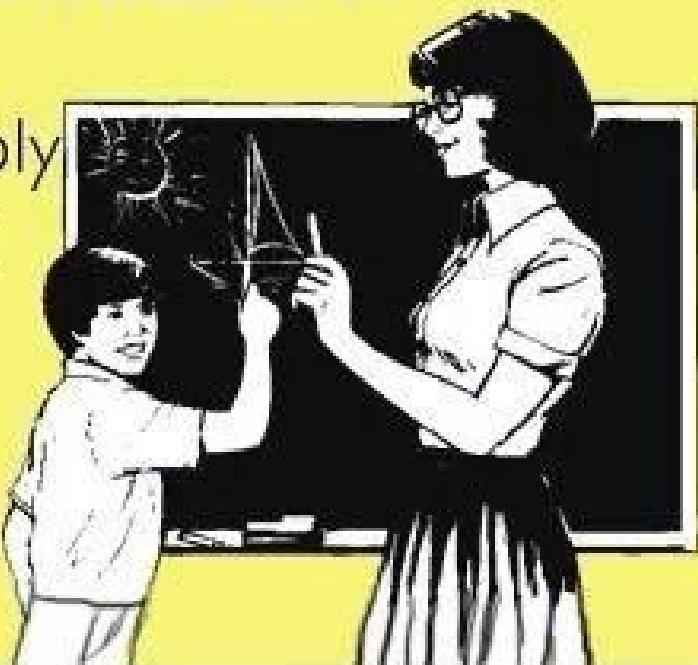
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THERE are people who never paid
attention to THEIR teacher in
school.

THEY'RE probably
wondering what
this means.



Theme 1

Punctuation

Punctuation marks show us how to read and understand written language properly. Without punctuation, it would be very difficult to make sense of words written down.



FULL STOP •	Used to end a sentence Used after an abbreviation.	E.g. We went for a walk. E.g. President = Pres.
QUESTION MARK ?	Appears at the end of a question.	E.g. How old are you? When did it rain?
EXCLAMATION MARK !	Appears at the end of an exclamation, i.e. a sentence that shows strong emotions or feelings.	E.g. Pass that to me! Keep quiet! Stop!
Any of the above punctuation marks can be used to end sentences.		
COMMA ,	Used to separate items on a list. Shows additional information. Placed before and after certain conjunctions. Placed before quotation marks. Used to separate repeated words in a sentence.	E.g. He has pens, pencils, glue and highlighters. E.g. Ronaldo, the soccer player, scored a goal. E.g. He went to town, but forgot to buy new shoes. E.g. Jane said, "Hey!" E.g. Whatever you want to say, say it now.

INVERTED COMMAS  (Quotation marks)	<p>To show direct speech</p> <p>To show a quotation (someone else's words)</p> <p>To indicate a title.</p>	<p>E.g. Ben shouted, "I am over here!"</p> <p>E.g. "Love builds bridges where there were none."</p> <p>E.g. Enid Blyton's novel, "The Famous Five".</p>
COLON 	<p>To introduce a list of items.</p> <p>To separate the name of a character from spoken words in a dialogue.</p> <p>To introduce a quotation.</p>	<p>E.g. Choose between: chips, sweets or suckers.</p> <p>E.g. Vuyo: How are you? Ayob: Good, thanks.</p> <p>E.g. Nelson Mandela said: "It was a long walk to..."</p>
SEMI-COLON 	<p>Indicates a long pause (shorter than a full stop and longer than a comma).</p> <p>Used to show two opposite ideas.</p> <p>May replace a full stop or a conjunction (and, but, so, for, although).</p>	<p>E.g. Paul reached a decision; he should run.</p> <p>E.g. Paul was lonely; finally he made friends.</p> <p>E.g. She studied hard for her exam; she had nothing to fear.</p>
BRACKETS  (Another name for brackets is parenthesis)	<p>Used to show additional information in a sentence.</p> <p>Commas/dashes can be used instead of brackets.</p>	<p>E.g. Gerald (the bride's brother) arrived late.</p> <p>The old man, who lived on the island, came to visit us.</p> <p>The tennis match – which was played on Tuesday – was won by Sally Phillips.</p>

Elipsis 	<p>The three ellipses dots indicate that a sentence is incomplete or that something has been omitted.</p>	E.g. He walked to the edge of the cliff and... Give it back or else...
HYPHEN 	<p>Links two words to form compound words.</p> <p>Links prefixes to words.</p> <p>Used if a prefix ends in a vowel and the joining word, begins with the same vowel.</p> <p>Words that can't be completed on one line are linked to the next line with the hyphen. Note, that the hyphen must be placed at a syllable.</p>	E.g. ice-cream, etc. E.g. pre-school, non-toxic. E.g. re-examine, co-operate E.g. He was full of de-lightful surprise.
DASH 	<p>The dash and the hyphen look similar, but have different functions. A dash separates parts of a sentence and forces us to pause.</p> <p>To add information, the dash serves the same purpose as the comma or brackets.</p> <p>Separates a comment or afterthought from rest of the sentence.</p> <p>Creates a dramatic pause, leading to a climax or anti-climax.</p>	E.g. At school we learn – friendships are also made. E.g. We are going to Ballito – the friendly city. E.g. We looked for the dark shadow, but it was nowhere to be seen – or so we thought! E.g. I ran to the window, looked out and saw – the cat.



Activity 1: Rewrite the following paragraph correctly by adding all the correct punctuation marks.



ice cream is made from sugar cream milk and all kinds of other ingredients there are so many flavours of ice cream today that it makes it really hard to choose what kind to order my favourite ice cream store chillys always lets me choose three kinds of ice cream on my cone every time i eat ice cream i get brain freeze but i still eat it anyway sometimes i pretend to have a sore throat so that my mom will buy my favorite kind ben and jerrys french vanilla supreme

Activity 2: Rewrite the sentences below using the correct punctuation.

- 2.1 at the soccer game the fans cheered clapped and stamped their feet
- 2.2 no I cant leave here at this moment Linda replied
- 2.3 the princess and the frog is the name of a fairy tale
- 2.4 the police officer asked what is your fathers name

“Eat your dinner.”
is not the same as
“Eat. You’re dinner.”

Spelling and punctuation matter.

Grammarly Cards



Join our grammar party at fb.com/grammarchatgroup

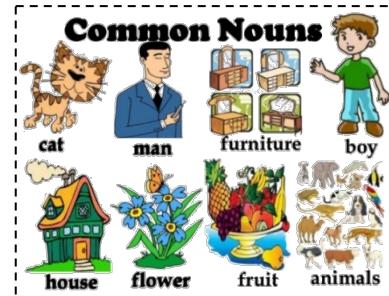
»Delicious Pasta« by nuchylee at freedigitalphotos.net

Common and Proper Nouns

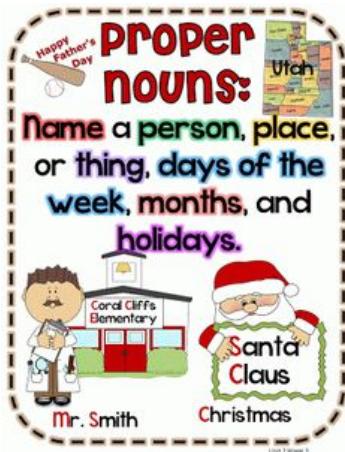
A noun is a naming word. It names people, places, or things.

A **common noun** names every day and ordinary things.

E.g. dog, desk, hair, people.



A **proper noun** names particular/specific people, places, days of the week, months of the year, book/movie titles, street names, etc. Proper nouns begin with a **capital letter**, e.g. Benoni, Pam, Sunday, December



Activity 3: Re-draw the table in your workbook.

Place each noun from the box into the correct columns

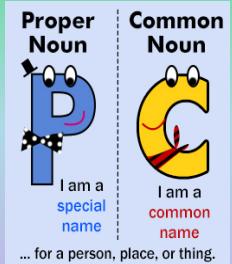
Rugby	bookshelf	Monday	Europe
South Africa	Gauteng	stadium	teammate

PROPER NOUN	COMMON NOUN	PERSON	PLACE	THING

Activity 4: Re-write the following sentences in your workbook.

Underline the common nouns and circle the proper nouns in the sentences.

- 4.1. Golf is a game that people say was invented in Scotland.
- 4.2. When a soccer ball is kicked into a goal post, a goal is scored.
- 4.3. The Little League World Series is held in Pennsylvania.
- 4.4. If Megan dances well, she will be chosen for the trip to New York City.
- 4.5. Michael Phelps won eight gold medals at the Olympic Games in China.



Activity 5: Re-write the following sentences in your workbook.

Write a common noun or proper noun to complete each sentence.

Circle the proper nouns and underline common nouns.

- 5.1. My favourite games are _____.
- 5.2. _____ is my favourite band.
- 5.3. The best place in my country is _____.
- 5.4. I think you might like to read _____.
- 5.5. My family had _____ for _____.
- 5.6. Last summer I went to _____ and saw _____.
- 5.7. I do not like to eat _____, but I prefer _____.



Bring coloured paper, scissors and glue.

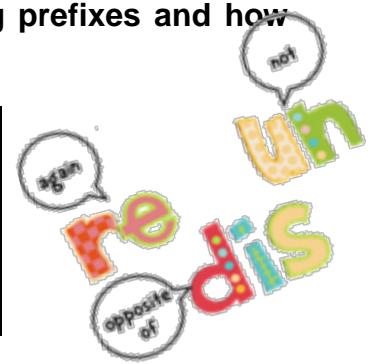
Magazines will be used during class time.

Prefixes

A prefix is a letter or a group of letters added to the beginning of a word. Prefixes have the ability to change the meaning of a root word (also sometimes called a base word). Each prefix has its own meaning. Look at the following prefixes and how they have been added to a root word to change its meaning:



happy	unhappy (not happy)
arrange	rearrange (to do again)
like	dislike (to not like)
cook	precook(to do before)



Activity 6: Re-draw the table in your workbook.

Use a dictionary to make a word using each of these prefixes. Also write the root word. Choose from the following words: natural, finished, action, form, predictable, impose, communication

	YOUR WORD	THE ROOT WORD
sub (under)	submarine	marine
un (not)		
super (above/over/better)		
tele (over a distance)		
trans (across)		

Important: If, once you remove the prefix, the root word does not make sense, then the letters at the beginning of the word are not considered to be a true prefix.

Prefixes	Words	Words
be- <small>be = complete, used to form some verbs</small>	bewitch	become
dis- <small>dis = reverse, opposite, negation, removal, not</small>	disappear	disagree
mis- <small>mis = wrongly, badly</small>	miscount	misunderstand
Pre- <small>pre = before</small>	prediction	preschool
Pro- <small>pro = for</small>	promotion	propulsion
re- <small>re = again</small>	rewrite	repay
sub- <small>sub = below, less than or under</small>	subtraction	subway
tri- <small>tri = three</small>	tricycle	triangle
un- <small>un = not, opposite or taking something away</small>	undo	unhappy

Activity 7: Re-write each of the following sentences in your workbook and add the missing prefixes to the words.

- 7.1. Which professions in your country are _____paid?
- 7.2. Have you ever been to the _____primary swimming gala?
- 7.3. Have you ever had food poisoning from eating _____cooked food?
- 7.4. Have you ever done _____paid work for charity?
- 7.5. Are there any _____used buildings near to your home or work?
- 7.6. Do you have a mobile account or do you use a _____paid card?
- 7.7. Which words in your language do you think are _____understood?
- 7.8. Is there such a thing as a _____marine?
- 7.9. Have you ever ridden a _____cycle before?
- 7.10. What kind of student participates in _____murals?



Suffixes

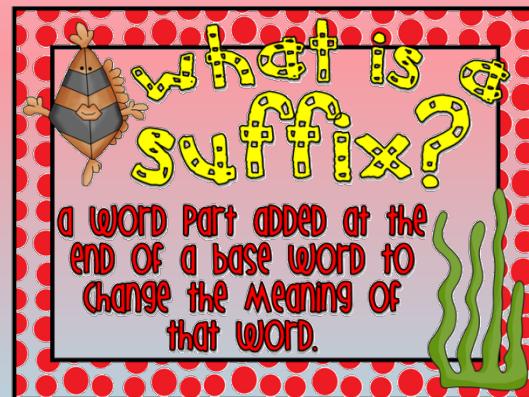
A suffix is a letter or group of letters added to the end of a word. Each suffix has a function and adding it to a word can change the word's meaning or function in a sentence.

Activity 8: In your workbook, choose a root word from the box that suits each suffix given below. The suffixes must be written in colour.

Example: wanderer : -er

- | | |
|-------------|-------|
| 8.1. _____ | -ment |
| 8.2. _____ | -ship |
| 8.3. _____ | -ness |
| 8.4. _____ | -al |
| 8.5. _____ | -ist |
| 8.6. _____ | -tion |
| 8.7. _____ | -less |
| 8.8. _____ | -able |
| 8.9. _____ | -cy |
| 8.10. _____ | -ful |

Friend	act	strange
remove	special	hope
fashion	fear	
neat	speech	
accurate	final	improve

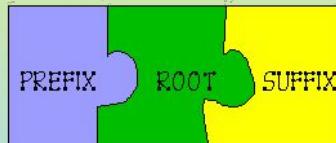


Activity 9: Copy the following sentences into your workbook and add the missing suffix to each word in brackets.

- 9.1. David is a great _____. (drum)
- 9.2. Magic Johnson was a fabulous basketball _____. (play)
- 9.3. The _____ of the sun made me put on my cap. (bright)
- 9.4. My soccer card _____ is very extensive. (collect)
- 9.5. I received an _____ letter from Benoni High School. (accept)
- 9.6. My dad wants to see some _____ in my averages. (improve)
- 9.7. I want to file a _____ against the company that didn't pay me. (grieve)
- 9.8. The boy can be an _____ to his sister when he is sad. (annoy)



WORD PARTS ARE
LIKE PARTS OF A PUZZLE!



Simple present tense

Describes actions we do all the time, things that happen usually or regularly (repeatedly).

E.g. I fly to Cape Town twice a year. I walk to school every day.

Present Simple Spelling Rules		
Most verbs takes -s in the third person singular. (He/ She/ It)		
1	- SS, -sh, →	
	-ch, -x, -o	I miss- he misses I finish- he finishes I watch- he watches I mix- he mixes I go- he goes
2	a consonant + y →	
	I study - he studies I cry- he cries	
3	a vowel + y →	
	I play- he plays	

Activity 10: Change the following past tense sentences to simple present tense.

Rewrite the sentences into your work book.

- 1.1 Julius watched the same television program all day.
- 1.2 They danced along with the crowd of supporters.
- 1.3 The dog ran in the garden and damaged the flowers.
- 1.4 I attended school every day, no matter the weather.
- 1.5 She did Jason's homework for him



**The past, the present and the future
walked into a bar. It was tense...**

Simple past tense

Describes things that have already happened.

E.g. I flew for the first time yesterday.

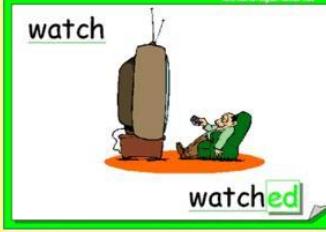
I washed the dog yesterday.



Activity 11: Re-write these words in your workbook and provide the simple past tense of each word.

- | | |
|------------|-------|
| 1.1 Dance | _____ |
| 1.2 Drink | _____ |
| 1.3 Clean | _____ |
| 1.4 Sleep | _____ |
| 1.5 Speak | _____ |
| 1.6 Answer | _____ |

SIMPLE PAST TENSE



watch

watched



eat

ate

Activity 12: Make up a simple past tense sentence in your workbook, using these phrases:

- | | | |
|----------------|------------------|---------------|
| 2.1 Last night | 2.3 Last weekend | 2.5 Last year |
| 2.2 Yesterday | 2.4 Last week | |

Simple future tense

Shows that the action is still going to happen (has not happened yet).



E.g. I will fly the next time I travel that far.
I will do my homework later.
One day I will be an astronaut.



Simple Future Tense



Functions of the simple future tense. The simple future refers to a time later than now, and expresses facts or certainty.

Activity 13: Rewrite these sentences in your workbook, in the simple future tense.

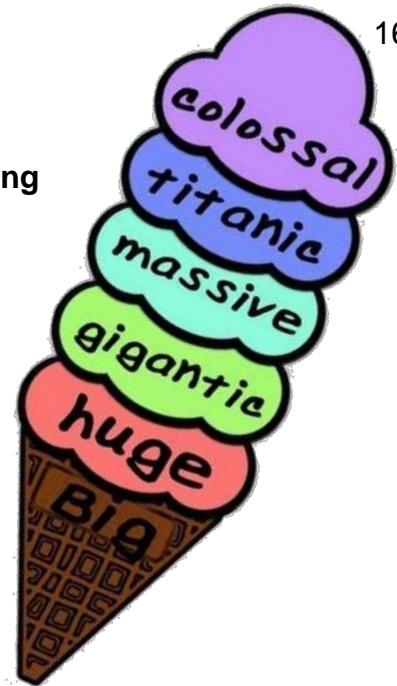
- 1.1 I played soccer.
- 1.2 They sang Michael Jackson songs.
- 1.3 She doesn't see her friends.
- 1.4 I have twenty-five rand in my pocket.
- 1.5 Jerry went to the park and played tennis with his friend.
- 1.6 They don't understand what is happening.
- 1.7 He never saw that movie, "Goosebumps".
- 1.8 How many cars do you have?

Activity 14: Construct (build) your own sentences using the pictures below.

- | | |
|------|--|
| 1.9 | |
| 1.10 | |
| 1.11 | |

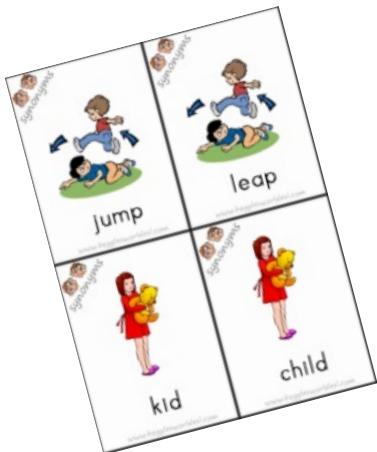
Synonyms

A synonym is a word that has a similar or the same meaning as another word.



Activity 15: Paste a copy of the table into your workbook. Shade the correct block to match the synonym in the first column. Use a dictionary/thesaurus to help you.

blessed	holy	broken	normal
invisible	distant	unseen	mount
bucket	muffin	necklace	pail
famous	known	celebrated	open
aching	painful	cards	brave
excited	old	broken	eager
kind	considerate	nursing	helping
tilted	arched	slanting	curved
gamble	bet	mistake	musician



Comprehension: The Tree House

Activity 16: Read the questions first, and then the passage. Thereafter, answer the questions that follow.

1. Answer true or false.
 - a) The dogs stop barking after the twins' father yells at them to be quiet.
 - b) An adult could easily fit through the door of the tree house.
 - c) The twins' mother worries about their constant arguing.
 - d) The girls are excited about their night-time visits to their tree house.
 - e) Krystal is older than Ashlea.
2. Do you think the twins' father knows what happens after the light appears in the tree house? Why?
3. Why do you think the dogs eventually stop barking?
4. Have the girls visited the tree house at night before? Why do you think so?
5. Who do you think leaves the back door open for the girls at night?
6. What is so special about the twins in the story?
7. The girls asked whoever was in the tree house if they could go with them. Where do you think they go and with whom?
8. Write the following headings and complete the information according to the story.

Setting -

Characters -

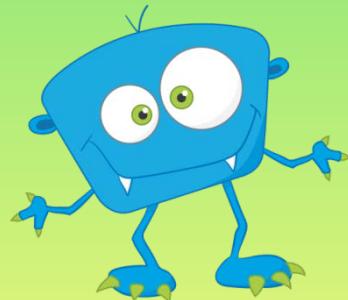
Theme -

Climax -

Events -

Your opinion of the story (like/dislike) -

9. Who do you think the girls were talking to inside the tree house? Be as creative as you like.



Comprehension: The Tree house

1 The silence of the still, cloudless night is interrupted by the frantic barking of two Maltese terriers. The twins, Ashlea and Krystal, look up at the window. Smiles appear on their identical faces. "Time to go!" thinks Ashlea. The girls slide down their beds and sneak into the dark corridor. Ashlea reaches for Krystal's hand and they walk, barefoot, past their parents' bedroom. The twins overhear a discussion about the noisy dogs. Their father yells in a loud, stern voice for the dogs to be quiet. His wife has decided that there must be large rats in the roof, setting the dogs off. Ashlea opens the back door, knowing it won't be locked. The girls walk by the dogs that are still barking and snapping their jaws up towards the star-filled sky. They arrive at the base of the largest tree in the garden. They look up - their exotic, almond-shaped eyes twinkle with anticipation.



2 Ashlea reaches for the first wooden rung of the makeshift ladder. Krystal follows her, climbing up towards their tree house. Ashlea pauses.

"I am being careful!" Krystal whispers with a furrowed brow.

The tree house sits in branches of the oldest tree in the garden. It was built for their father when he was a little boy, with planks of wood nailed together for walls and a ceiling, and an old piece of plaster board acting as a miniature door. The girls love their tree house because it is the perfect size for them, but its low ceiling means that adults only ever climb up the ladder and peer in – they never enter.

The girls reach the top.

Ashlea calls, "We're here".



"Can we come with you?" Krystal asks excitedly. The girls climb inside.

If the girls' mother had opened the bedroom window at that very moment, and looked at the tree house, she would have seen shards of brilliant emerald-green light escaping out of the gaps in the wood and from under the door. As quickly as the green light appears, it is gone. The tree house becomes a nest of shadows once more. The dogs' barking stops, fading into the cloudless, still night, once again.

3 The next morning, the girls are pouring cereal into their bowls, discussing whether they had any homework, when their mother enters the kitchen.

"Goodness! You girls are so quiet! People will think you don't like each other." Their mother takes the phone off charge. "I must call someone about the rats in our roof."

Krystal, with a mouth full of cereal, thinks, "They won't find any rats here".

"I know," responds Ashlea, giggling.

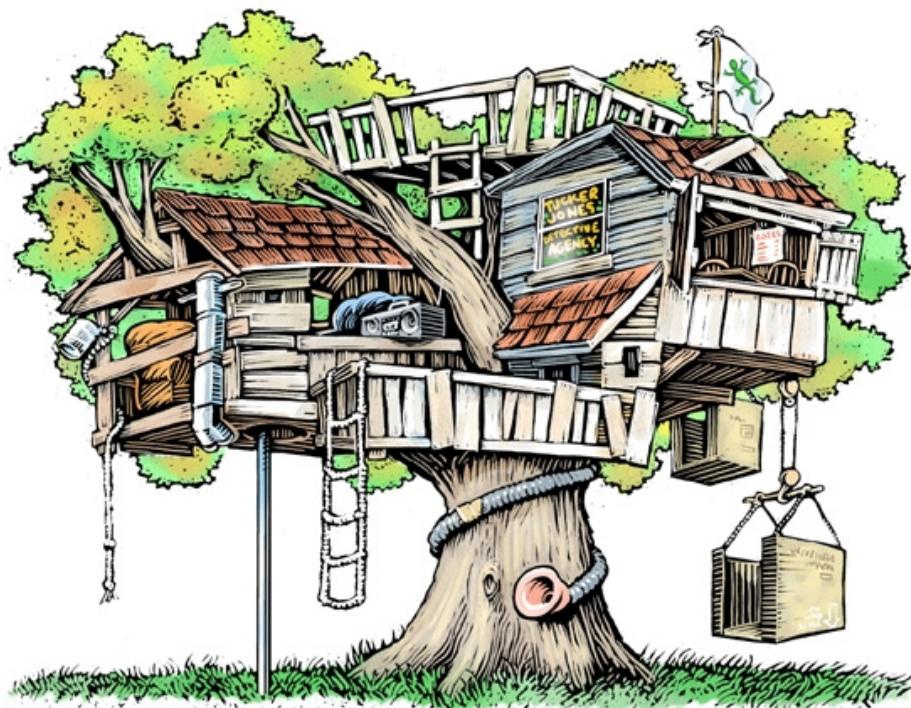
"What's so funny?" their mother inquires.

"Nothing Mother," Ashlea places her bowl in the sink.

"We are going to school now."

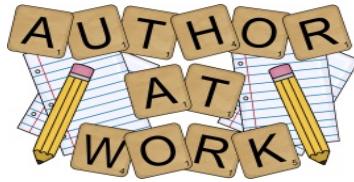
4 The twins collect their backpacks and kiss their mother goodbye. They begin the short walk through their garden to the back fence of the school. They look over at the tree house to see their father standing at its base, deep in thought. Krystal shudders and begins to worry that he might try to stop them from visiting the tree house at night. She looks over at her older sister...waiting. Creases in Ashlea's forehead appear. She nods and thinks, "Don't worry, Krystal. He's just wishing that he could come to the tree house with us at night too. He misses it".

Krystal grins and starts happily skipping towards the school gate.



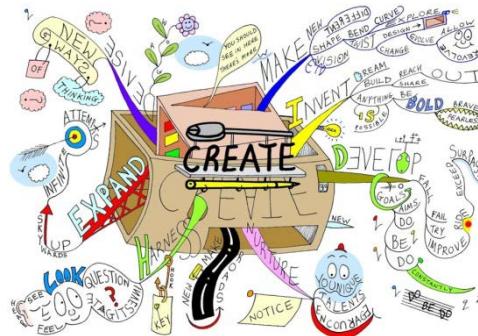
Write Your Own Story

The Writing Process



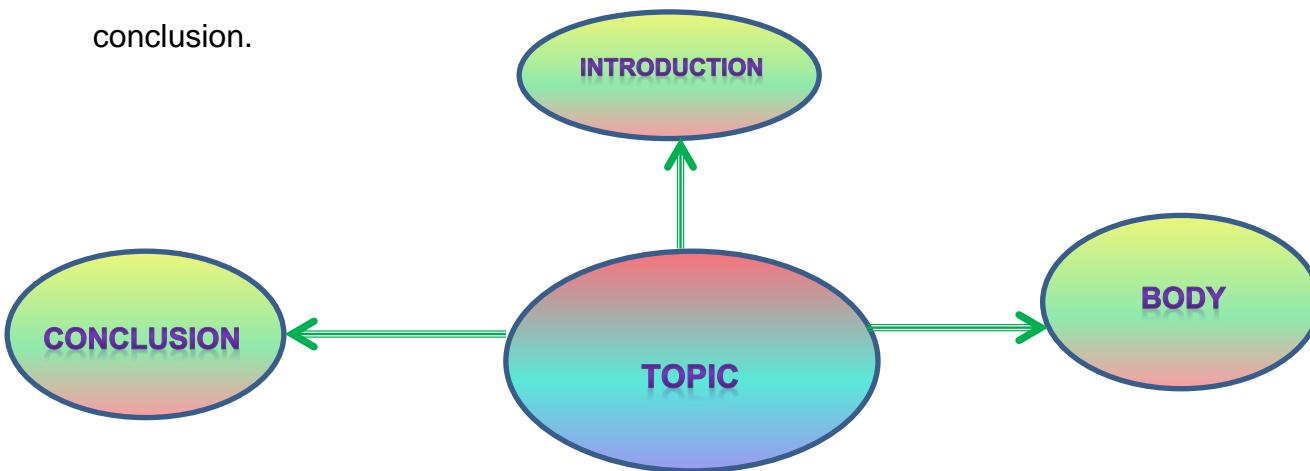
Nobody simply picks up a pen and writes a story perfectly on their first try. Every writer uses a **process** of **planning**, **drafting** and **editing** to make sure that a story is complete, polished and as good as it can possibly be.

STEP 1 – Mind map:



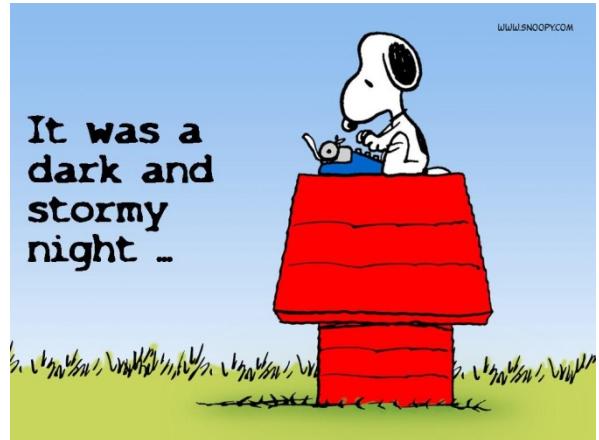
One way to plan your work is to use a **mind map**.

- ⊗ A mind map allows you to write down many ideas and review them all side by side to see what ideas are useful, or **which ideas go together**.
- ⊗ It will help you to decide on a **main idea or message** for your story and also see how you will **begin, develop, and end** the plot.
- ⊗ Use your mind map to decide on the **structure** of your story – in other words, what will you write in **the introduction, body and conclusion**, and in what order you will narrate the events of the plot – and **who will tell the story**.
- ⊗ It can also help you to decide what **characters** will feature in your story.
- ⊗ A plan is important because before you begin writing, **you need to know where your story is leading and how it will end**, otherwise you may end up with an unfinished story because you run out of ideas or don't know how to move the story forward to a conclusion.



STEP 2 – First Draft

- ⊗ Now, it is time to begin writing your story.
- ⊗ Make sure that your **introduction is interesting** and catches the reader's attention. Nobody wants to read a boring story! **Avoid predictable lines** like "Once there was a ..." or "One day I woke up at 6 am..."



- ⊗ Make sure that you develop your ideas **logically** in the **body** of the essay so that the reader can understand the plot.
- ⊗ **Leave out irrelevant details** if they do not enhance your story, and focus rather on **setting the mood** and **creating suspense**.
- ⊗ Paint pictures in your imagination using words, by writing about how things **look**, **smell**, **sound**, **taste** and **feel**, and how the characters feel **emotionally**.
- ⊗ **Remember to think creatively**. You do not always need to tell your story in chronological order. For example, you may begin the story in the middle of the action and then later explain the events leading up to this moment.
- ⊗ Make sure that your **conclusion is satisfying** and as interesting and creative as your introduction.



STEP 3 - Editing

- ⊗ Read and re-read your story over and over and make changes.
- ⊗ Look for **spelling** errors and **incomplete sentences**, or any sentences that do not make grammatical or logical sense.
- ⊗ You should not only look for language and spelling errors though. You can also make changes to the **plot** or **structure** of the story.
- ⊗ Remember, it is called a **first** draft for a reason: **it does not need to look neat!** In fact, your draft should be full of pencil scribbles, changes and corrections.
- ⊗ E.g. Perhaps you think that a sentence from the first paragraph would be better in the conclusion – circle it and draw an arrow to show the change.



STEP 4 – Final Draft

Now that all the hard work and thinking has been done and you are happy that all your spelling is correct and there are no language errors, and your story is interesting and exciting, you can **rewrite it neatly**. This should be the **quickest part** of the process.

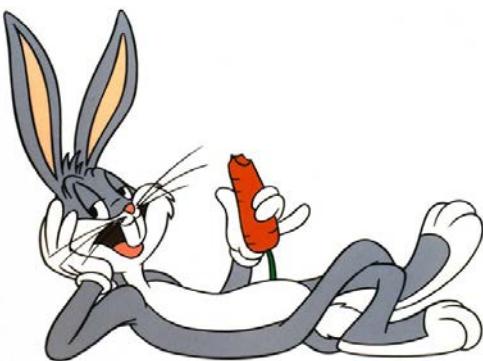
Activity 17: Write your own story using the writing process. Use one of these images for inspiration. Give your story a title.



Activity 18

Read ‘How the rabbit lost its tail’ and answer the following questions. The Folklore can be found in English for Success on page 11.

1. Answer true or false.
 - a) The older brother is a genie.
 - b) The younger brother never got into trouble.
 - c) Rabbit wanted to travel the world
 - d) Rabbit could call his brother at any time if he was in trouble
2. Who was sleeping outside the door?
3. Do you think it was a good idea to wake this person up?
4. On what part of the body did Rabbit shoot this person?
5. Describe the weight of the hammer?
6. Rabbit started singing, why did he do this?
7. What was the second character caught in?
8. Who had put this character there and why?
9. What distance did the genie travel on the first day to help his brother?
10. Name the characters that Rabbit had met throughout his journey.
11. What lesson did you learn from this story?



Theme 2

Verbs

A verb is a doing or action word.

Examples: EAT JUMP SLEEP



Groups of words usually need a verb to make sense.

E.g. He must on the table.



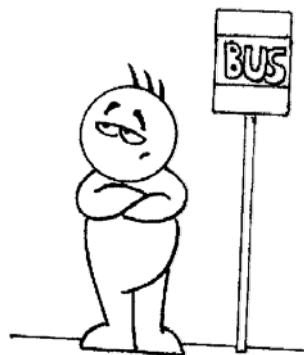
He must lean on the table.

Verbs are the only parts of speech that can be used on their own and still make sense.

E.g. **Jump!**

There are two types of verbs.

- **Finite verb**, is a verb that has a subject, this means it can be the main verb in a sentence. It shows tense.
- **Infinite verb**, is a verb with the word “to” in front of it.



Activity 19: Provide a suitable verb for each picture below.

a.



c.



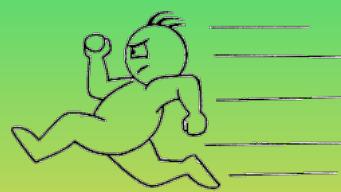
e.



g.



b.



d.



f.



Activity 20: Re-draw the block of words into your workbook. Then, choose words from the box to replace the verb “ate” in the following sentences.

swallowed

devoured

nibbled

bit

gnawed

crunched

chewed

munched

1. The hyena **ate** the bones with its powerful jaws.
2. Maduri **ate** a biscuit while she was waiting for supper to be ready.
3. When he **ate** the peach, Justin found that it was rotten inside.
4. I **ate** the pills in one gulp, so that I wouldn't taste them.
5. The pride of lions soon **ate** the unfortunate impala.
6. While we were having a braai, my dog **ate** the bones we threw him.
7. We sat and **ate** toffee while we watched television.
8. Kim and Sandile **ate** apples during their walk home.



Activity 21: Re-write the following sentences and circle the verbs in colour.

1. Janitha and Dan play noughts and crosses.
2. Peter paints beautiful pictures.
3. Sangeeta collects posters of hip-hop stars.
4. Andy flew to Johannesburg last weekend.
5. Kamogelo watches cricket every Saturday in summer.



Grammar Pirate



Subject-verb agreement (Concord)

A singular subject takes a singular verb while a plural subject takes a plural verb.

For example:

Singular:

I was reading.

She is speaking.

Plural:

They were reading.

We are listening



Activity 22: Lindiwe and Kurt are learning how to use action words correctly in sentences.

Help them, by choosing the correct verb for each of these sentences.

1. Kurt and Lindiwe **films / film** their first movie clip.
2. Kurt **chooses / choose** the background music.
3. Stinky **carry / carries** around the props for the set.
3. Honey and Einstein **sleep / sleeps** lazily on the sofa.
4. Lindiwe's parents **close / closes** the door to escape the noise.
5. Rashied **help / helps** Kurt and Lindiwe with the editing of the film.
6. Rashied and Lindiwe's parents **congratulates / congratulate** Kurt and Lindiwe on a job well done.

Information Text: The Dangers of Plastic Shopping Bags

Activity 23: Read the questions first, then the information text. Thereafter, answer the questions.

1. What is the central idea of this text?
2. According to the article, how many plastic shopping bags are used around the world every year?
3. How many marine animals die each year due to plastic bag pollution?
4. If shopping bags are so dangerous, why do people use them?
5. Explain in your own words why plastic bags are dangerous.
6. According to the article, what is the cause of death for many whales off the coast of Western Europe?
7. What did the government in Ireland do to counter the problem of plastic bags?
8. Use a dictionary to find the meanings of the following words:
Eventually, consequence, biodiversity, landfills, consequence.

9. Look at the images that accompany the text. Are they appropriate to the article? Give reasons for your answer.
10. Summarise this article into one paragraph. Begin with the main idea and then add the supporting details.
11. What is South Africa's policy for plastic bags?
12. What are some ways in which people can reduce the amount of plastic bags that end up causing damage in the environment?





Shopping bags, although convenient, have created major environmental issues around the world. Scientists estimate that up to one trillion plastic shopping bags are used each year around the globe. Hundreds of millions of these bags end up being thrown away annually. Studies have shown that only about 1 to 3 per cent of plastic shopping bags are recycled. This has created a load of plastic bags in landfills, streets, and waters throughout the world. The environmental **consequence** of this overload could be catastrophic.

In the late 1980s and 1990s, plastic bags were responsible for causing floods in most of Bangladesh. Experts found that many people were throwing out their plastic bags as litter. The drainage systems throughout the country became clogged with them and this caused the floods.



Animals have also suffered. In Western Europe, marine biologists have found that many whales have died from ingesting plastic bags. The whales mistake the bags for prey and swallow them. This damages their insides and **eventually** kills them. Flamingos and pelicans who scavenge along shores have also died after eating a plastic bag.

Last but not least, plastic bags may be altering the ecosystem of the world's oceans. Marine biologists have learned that ocean species will often "catch a ride" on plastic **debris** in the water. This lets them travel farther and more quickly than they could

under their own power. After arriving at their destination, these traveling species will then eat the native species. This is a grave threat to marine biodiversity.

To combat these problems, many stores and governments have sought alternatives to plastic shopping bags. In Ireland, for example, politicians passed a new law that levied a tax of 15 cents for consumers who use a plastic shopping bag. In places like Japan, some stores offer a small discount to shoppers who bring their own reusable bag for carrying home their purchases.



Activity 24

Your Uncle wants to take a trip to the Kruger National Park. Write a short paragraph giving your uncle information on the Kruger Park. Remember follow the writing process.

Your Information text should be 60-80 words in length.



Theme 3

Prepositions

A preposition is a word that shows the position of something in comparison to something else. E.g. across, in, under, around, beneath

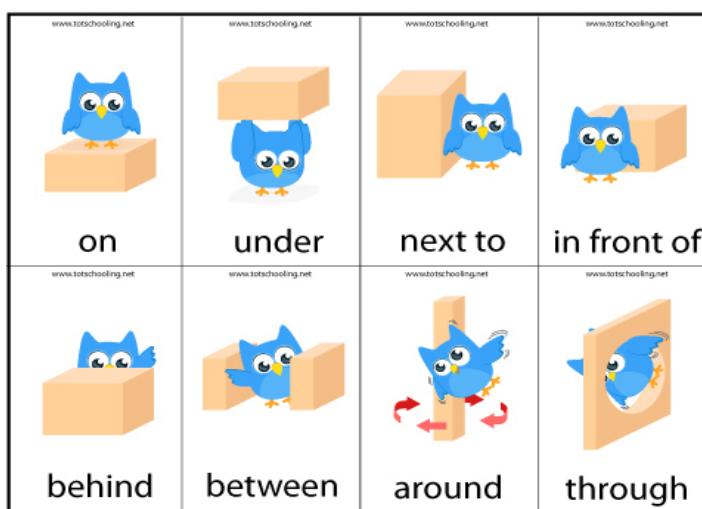
Activity 25: Rewrite the following sentences into your workbook and circle the preposition in each sentence.

1. We walked up the stairs.
2. My mom took a walk around the block.
3. I looked below my bed.
4. My friend jumped behind the bushes.
5. Jenna went inside the classroom.



Activity 26: Write a sentence with each prepositions listed below. (Write the preposition in colour). Number each sentence and skip a line.

- | | | |
|------------|-----------|----------------|
| 1. between | 4. around | 7. between |
| 2. through | 5. under | 8. in front of |
| 3. up | 6. over | 9. inside |



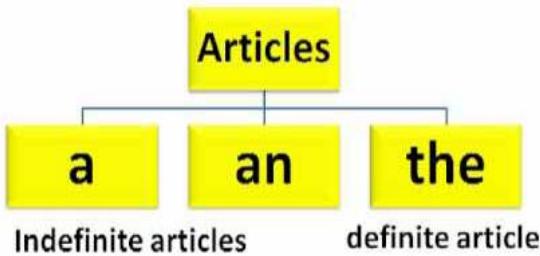
Articles

There are only three articles: **the, a and an.**

The is called the **definite article** because it refers to a specific noun or nouns, e.g. It is **the** blue car. (We know which car)

A is called the **indefinite article** because it is not specific, e.g. It is **a** car. (Any car)

If the indefinite article is before a word that begins with a vowel sound, then we use **an** instead of **a**, e.g. I want **an** apple.



Activity 27: Re-write the following sentences and circle the correct article (a / an / the) in brackets.

- John wanted to read (a / an) comic book before bed.
- The class went on (a / an) field trip.
- He likes to read (an / the) short stories in my book.
- Lisa put (a / an) orange in her yoghurt.
- My mom likes baking (an / the) cake from scratch.
- The dog caught (a / an) stick.
- I saw (a / an) otter at the zoo yesterday.
- I ate (the / an) cookies quickly, before mom saw me.
- (A / An) egg has (an / an) oval shape.
- In (an / the) newspaper, I saw (a / the) article which Odette was in.

A/AN	THE
a ball	The ball
an apple	The apple

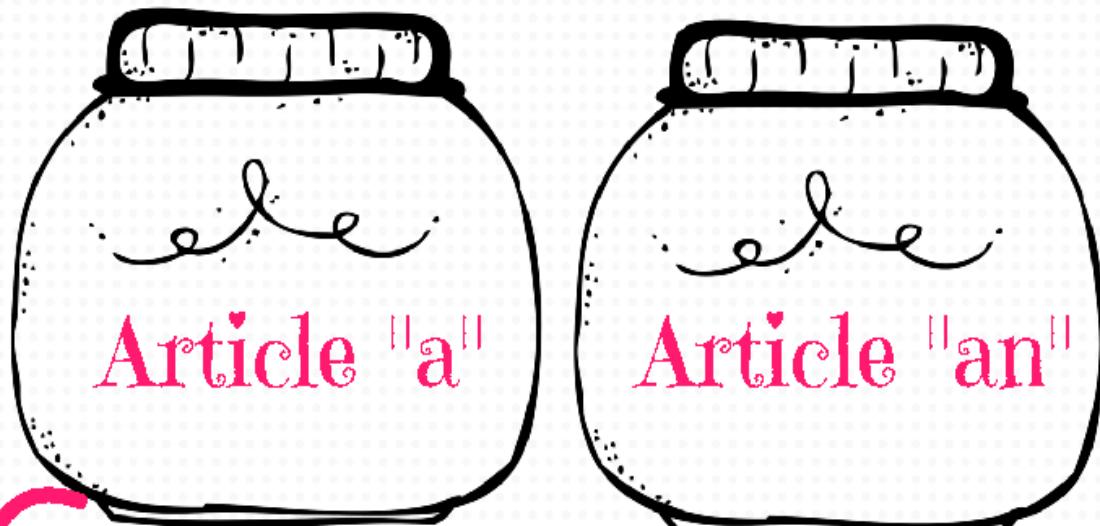
An eye	A tree
An actor	A dog
An oven	A bed

Activity 28: Write the correct article (a / an / the) before each noun. Write all answers in your workbook.

- | | |
|-----------------|----------------------|
| 1. _____ igloo | 5. _____ eagle |
| 2. _____ banana | 6. _____ bench |
| 3. _____ tree | 7. _____ kitten |
| 4. _____ inch | 8. _____ soccer ball |

Activity 29: Paste the jars that your teacher provides you with, into your workbook. Then put the correct words into the correct jars.

orange, pen, hour, juice, sweater, elephant, umbrella, computer,
hand, actor, candy, ice



Throw the words into the jars which go with the correct article!

Determiners

Not all nouns need to have “a”, “an” or “the” before them. Sometimes a noun has a **determiner**.

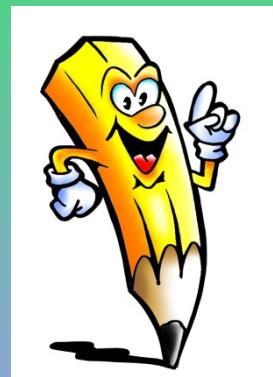
Some examples of determiners are:

This	That	These
Those	My	Their
His	Her	Our
Lots	All	Few

Activity 30

Fill in the missing determiners from the list above to complete the sentences.

1. Does _____ book belong to you?
2. We have to feed _____ puppy every morning.
3. Mpho has lost _____ shoes.
4. Have you seen _____ bag?
5. Janet and John saw _____ film and enjoyed it.
6. My brother ate _____ the sweets.
7. _____ children are in Grade Seven. They are much taller than _____ children who are in Grade Five.
8. _____ of people have cars, but _____ people have Ferraris.
9. The teacher punished the class because they did not do _____ homework.



This doughnut is yellow.

I want **that** pink one with white stripes.



These doughnuts have chocolate icing.

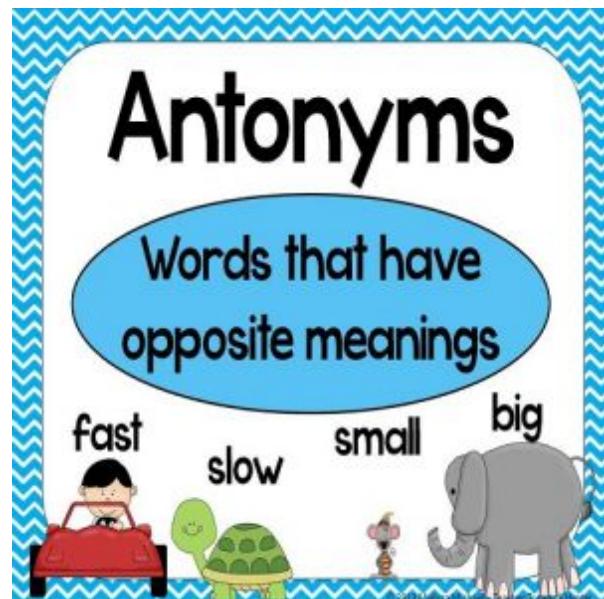
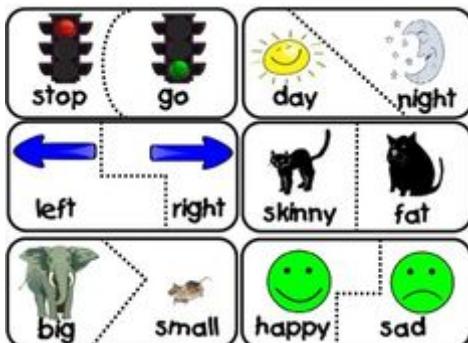


Antonyms

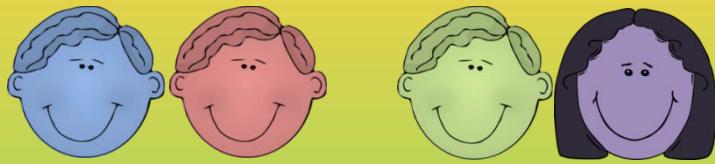
An antonym is a word that has the opposite meaning to another word.

Activity 31: Paste a copy of the table into your workbook. Shade the correct block to match the antonym in the first column. Use a dictionary to help you.

happy	miserable	blissful	elated
good	worthy	malevolent	benign
rich	fecund	infertile	elaborate
clean	hygienic	antiseptic	polluted
big	hulking	miniature	corpulent
sweet	rancid	luscious	cloying
shocking	execrable	repugnant	acceptable
black	dusky	begrimed	ashen
wet	parched	soggy	moistened



Activity 32: Paste a copy of the table in your workbook. Use a thesaurus or dictionary to help you find the answers.



Word	Synonym	Antonym
Innocent		
		generous
	adventurous	
Undecided		
		least
Elderly		
	distinct	
Timeous		
	Irritate	
		caring

Activity 33: Copy the following into your workbook. Use a thesaurus to find synonyms for each of the words given.

Positive - _____

Determined - _____

Young - _____

Kind - _____

Activity 34: Copy the following word box into your workbook. Match the antonyms with each other?

Easy	Public	Forget	Encourage	Difficult	Private	End
Remember	Discourage	Correct	Behind	Begin	Incorrect	In front



Synonym = Same
 Antonym = Opposite

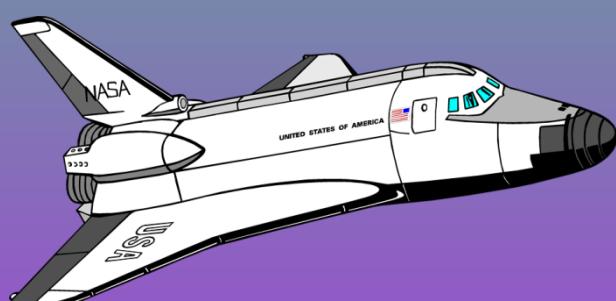
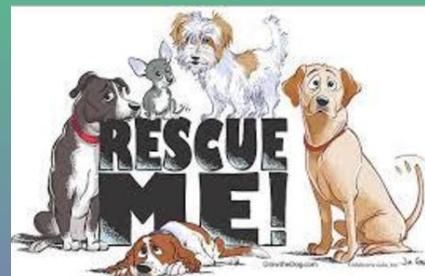
Newspaper Article

Activity 35: Read the questions first, and then the newspaper article. Thereafter, answer the questions.

1. What is meant by “viral” in line 1?
2. How do you know that “What Does The Fox Say?” is a popular video?
3. Who created the music video?
4. Why did these brothers first create the video?
5. Why did the video ‘catch on’?
6. Who do you think will most likely read the book? Give a reason for your answer.
7. Why has the word “does” been written in italics?
8. Is this the first YouTube video to be made into a book? Quote from the passage to back up your answer.
9. What is “Marcel”?
10. What are ‘blogs’?
11. If you were to create a music video for YouTube, what would it be about?

Activity 36:

1. A newspaper article looks different from a short story. Describe the format and the features of a newspaper article.
2. Write your own newspaper article using the correct newspaper format on one of the following topics:
 - ⊗ Taking a look at space
 - ⊗ Dangerous reptiles
 - ⊗ Alien Sighting
 - ⊗ Blizzards in Bloemfontein
 - ⊗ Fire!
 - ⊗ Animal Rescue Operation



Comprehension: A newspaper article

What Does The Fox Say? — The Picture Book

November 17, 2013

by Joyce Grant

1 The latest viral music video is being turned into a children's picture book.

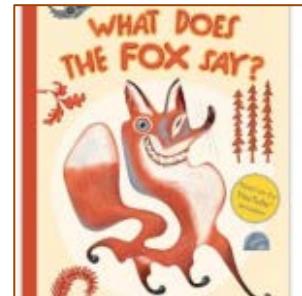
2 "What Does the Fox Say?" is a catchy music video that's been seen by more than 200 million people.

3 It was created by two Norwegian brothers, Bard and Vegard Ylvisaker, collectively known as *Ylvis*.

4 The video was meant to be silly and almost meaningless. But the tune was so darned catchy, it caught on, big-time.

5 Now, it will be a picture book called "What Does The Fox Say?"

6 Publisher Simon & Schuster is launching the book next month. It was written by *Ylvis* and has illustrations drawn by Svein Nyhus.



7 The brothers had thought of the idea of creating a picture book from their song even before they uploaded it to YouTube.

8 They realized that, as they were writing the song, they really were wondering: what does a fox say?

9 "Fox" isn't the first viral video to become a picture book. A viral video about a shell named Marcel was turned into a picture book last year, and many blogs (online journals) have been turned into books and movies.

10 The book is scheduled to be launched in December.



Theme 4

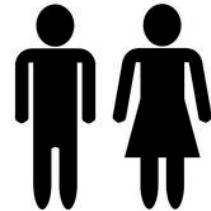
Pronouns

A pronoun is a word that takes the place of a noun or proper noun.

E.g. John is a mail carrier. **John** carries a blue bag.

John is a mail carrier. **He** carries a blue bag.

To make the second sentence sound better, change the word “**John**” to “**he**”.



Some common pronouns include:

I, you, he, she, it, we, they, you, him, her, them, it, us



Activity 37: Rewrite each sentence. Change the underlined word or words to a pronoun.

1. Sarah made dinner for the whole family.
2. Tyler played tag with Miguel and Ramon.
3. Mr Cane went to the movies with Mrs Cane.
4. The house needs a fresh coat of paint.
5. Julia, Lee and Bianca like to eat crisps and dip.

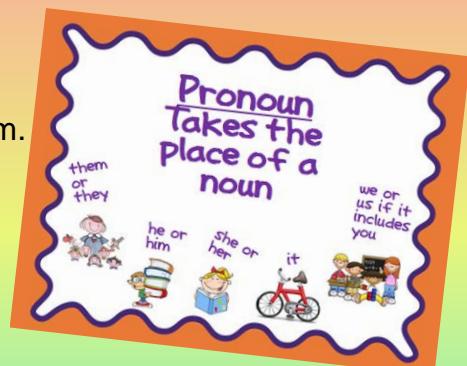
When I was a kid, my English teacher looked my way and said,
“Name two pronouns.” I said, “Who, me?”



Activity 38: Rewrite the following sentences and circle the pronouns in colour.

(Some sentences have more than one pronoun)

1. She went to the store with Angela.
2. Six of us had to squeeze in the tiny car.
3. Every Thursday, Kenny goes to Wal-Mart with them.
4. At the store, the cashier gave her some change.
5. When the sun comes up, he leaves for work.
6. I enjoyed seeing them on the playground.
7. Have you hung the painting on the wall yet?
8. If I eat all of these vegetables, mother will let me watch television.
9. We played with the puppy, and then fed her a biscuit.
10. Have you seen the sandcastle we built?



Adverbs

An adverb is a word that describes an action verb.

An adverb can describe HOW an action happens.

Example: Jason quickly read the book.

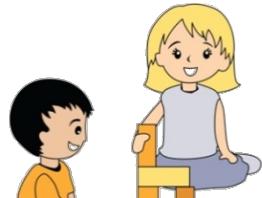
How did Jason read? **Quickly.**



An adverb can describe WHEN an action happens.

Example: Emma left early.

When did Emma leave? **Early.**



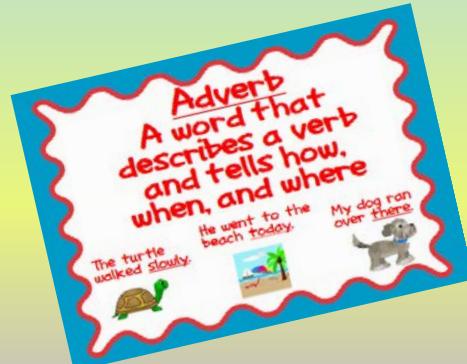
An adverb can describe WHERE an action happens.

Example: Lily and Ben played here.

Where did Lily and Ben play? **Here.**

Activity 39: An action verb is underlined in each sentence. Rewrite each sentence and circle the adverb.

1. My grandpa snored loudly.
2. Chloe played on the beach yesterday.
3. I will visit my friend tomorrow.
4. George, will you come here?
5. My sheepdog sat lazily in the pool.
6. Neil slowly placed a card on the card house.
7. Neil stopped suddenly and listened.
8. Nathan stamped his feet angrily.
9. I carefully glued the last piece onto the model.
10. Sam accidentally slipped on the ice.



Activity 40: Write THREE of your own sentences, underlining the verb and circling the adverb. Draw a simple picture next to each sentence.

1.

2.

3.

Subject and Predicate

Every sentence consists of two parts: **subject** and **predicate**.

The **subject**, names who or what we are talking or writing about. The word which names something is called a **NOUN** and so the **SUBJECT** always contains a noun or a pronoun.

The **PREDICATE** tells us what the subject does or what the subject is. Words of doing and being are called **VERBS** and so the predicate always contains a verb.

E.g. Athletes run.



Dogs bark.



Sometimes the subject of the sentence has to be understood.

E.g. Stop! (You) stop!

Often the subject and the predicate consist of more than one word.

In the sentences below, the subject word is underlined in the Subject column. The other words before it, are the **enlargement** of the subject, but **MUST** be included as the subject.

The verb is underlined in the Predicate column.

Subject	Predicate
A good south <u>wind</u>	<u>blows</u> on the beach.
The burnt <u>child</u>	<u>dreads</u> the fire.
The old white <u>duck</u>	<u>quacked</u> loudly.

The subject of the sentence does not always come at the beginning of the sentence.

- Outside the farmhouse, the snow lay piled deep.
- At sunset the boys returned to the house.
- Away into the darkness rowed the heroes.



Activity 41: Divide the following sentences into **subject** and **predicate**. Underline the **subject** and circle the **predicate**. Add a “v” above the verb.

1. The moving moon sailed up the sky.
2. A faint track led to the house.
3. The weary travellers camped for the night.
4. The excited children jumped, shouted and splashed in the pool.
5. Overhead flew a flock of geese.
6. Many people enjoy reading books.
7. With a loud growl, the lion sprang.
8. J.K. Rowling wrote exciting books.



Activity 42: In the proverbs below, the subjects (in the left-hand column) have been separated from the predicates (in the right-hand column) and they have been muddled.

Match them up correctly and then explain what each proverb means.

Subject

1. Empty vessels
2. A rolling stone
3. Birds of a feather
4. A stitch in time
5. Too many cooks
6. Two heads
7. Half a loaf
8. New brooms

Predicate

- spoil the broth.
- flock together.
- saves nine.
- is better than no bread.
- sweep clean.
- make most sound.
- gathers no moss.
- are better than one.



Objects

Sometimes, the predicate contains a verb and an object. The object answers who or what after the verb.

For example:

The dog chewed the bone.
What did the dog chew?
The bone.



So, **the bone** is the object.

The children kicked the ball.
The children kicked what?



The ball.

We greet the headmistress.
Who do we greet?

The headmistress.

Activity 43

Identify the object in each sentence.

1. Stop and smell the roses.
2. Mom packed my lunch.
3. We watched the rugby match.
4. I love the beach.
5. The class finished all their work.
6. Tom Newby won the trophy.
7. The English teacher read the poem.



Comprehension: The Creation of New Zealand

Activity 44: In your English book, answer the following questions that have been based on the folk tale.

1. What do you think a *demigod* is?
2. What are each of these places known as in Maori?
 - Wellington Harbor
 - Kaikoura Peninsula
 - Stewart Island
 - Mahia Peninsula
 - Northland Peninsula
3. What is another name for New Zealand?
4. Place these events in order:
 - The Maori people migrated to New Zealand.
 - Maui caught a giant fish.
 - Maui's brothers discovered Maui in the canoe.
 - Maui created the mountains of the North Island.
 - Maui tied his magic fishhook to a rope.
5. Why did Maui's brothers let him stay in the canoe?
6. What do you think each of these Maori words means in English?
“Te”, “a”, “ika”, “punga”, “waka” and “matau”.
7. Which place on the map of New Zealand do you think the Maori believe is the fish's heart?
8. Which place on the map do you think the Maori believe is the fish's fin?
9. This legend does not tell us much about how Maui felt, or his point of view.
 - How do you think Maui felt when he hid in the canoe?
 - How do you think he felt when he caught the fish?
10. Rewrite one of these two sections of the story from Maui's point of view. Describe how he felt, what he saw, smelled, heard or touched.
11. Why do you think the Maori people told this story?



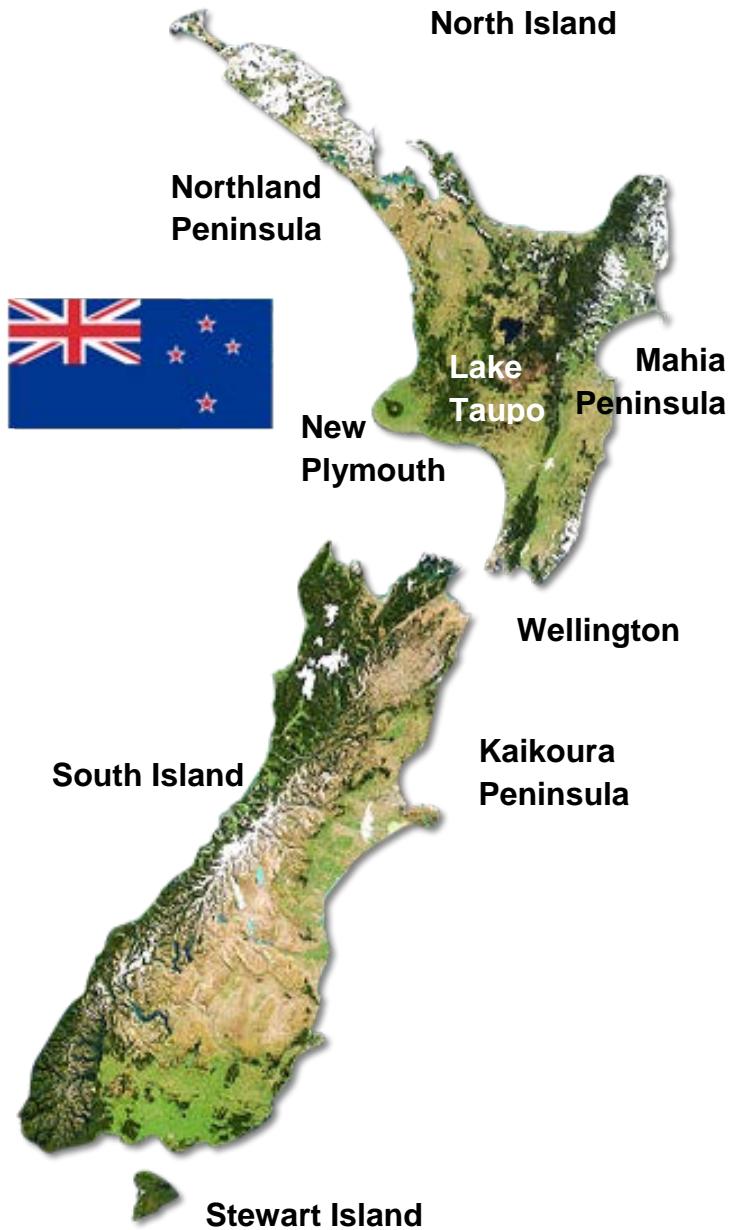
A Mauri Legend

1 Long ago, the demi-god Maui lived in Hawaiki, the Mauri ancestral homeland. He had secret magical powers.

2 One day, Maui's brothers decided to go fishing in their canoe without him, but Maui hid in the bottom of the boat. His brothers were well out to sea before they found him. They wanted to take Maui back to land, but he used his magic to make the land look much further away than it actually was. So the brothers let him stay.

3 Before long, they stopped rowing and the boat was anchored. Maui brought out his magic fishhook, the jaw of his sorcerer grandmother. He tied it to a rope and dropped it into the water. Soon Maui felt a powerful tug on the line. *This does not feel like any ordinary fish, he thought.*

4 Maui began pulling on the line. The fish was so strong that he had to brace himself and pull with all his might. After a long struggle, Maui finally pulled up a giant fish. This fish became the North Island of New Zealand or *Te Ika a Maui* ('the fish of Maui'). The fish's mouth became Wellington Harbour and its tai Northland Peninsula.



5 Immediately after he caught the fish, Maui began to pound it with his greenstone club. This created the mountains and valleys of the island. Maui's fishhook became Mahia Peninsula – *Te Matau a Maui* ('the fishhook of Maui').

6 The other islands of New Zealand were also created by Maui. The South Island became his canoe – *Te Waka a Maui* ('the canoe of Maui'). Kaikoura Peninsula is where he placed his foot during the struggle with the fish. Stewart Island, the tiny island below South Island, is *Te Punga a Maui* ('the anchor of Maui'). It would be many years later that the Maori people would sail the thousands of kilometres from Hawaiki to live on these islands. They called the country Aotearoa ('Land of the Long White Cloud').



Activity 45

Read 'How the rhinoceros got its skin' and answer the questions that follow. The folklore can be found in English for Success on page 17.

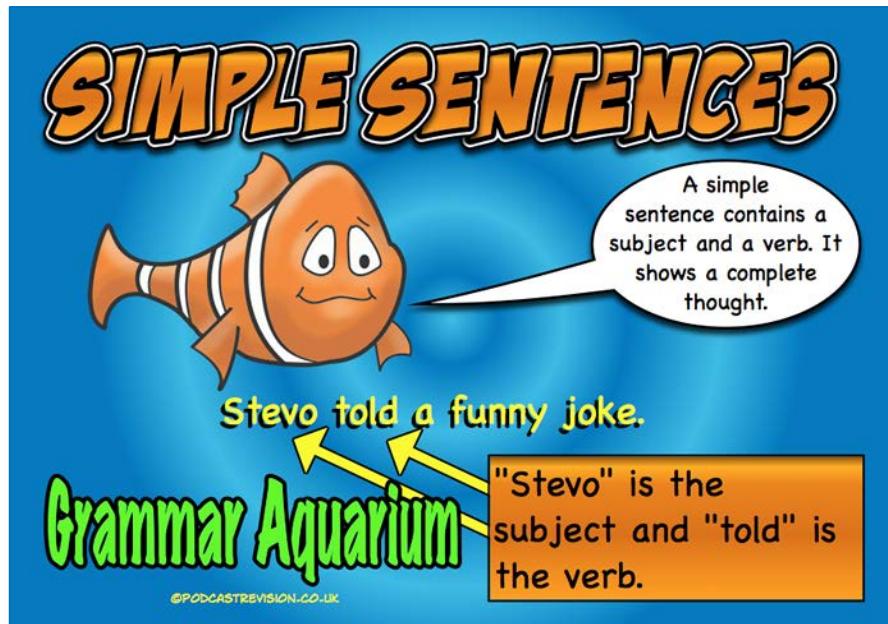
1. In your own words, describe a rhinoceros.
2. Do you think it is friendly or unfriendly?
3. Have you ever seen a rhinoceros in real life?
4. Make a list of events from the story that are unrealistic.
5. Make a list of events from the story that are realistic.
6. Do you agree with Parsee's behaviour?
7. What are your feelings about revenge?
8. Describe the following in your own words:
 - Setting
 - Main Character
 - Character 2
 - Plot/ Storyline
 - Main idea
 - Your opinion of the story



Theme 5

Simple sentences

A simple sentence is a sentence with only one clause – that means that the sentence has just **one subject and one predicate containing one verb and contains one idea.**

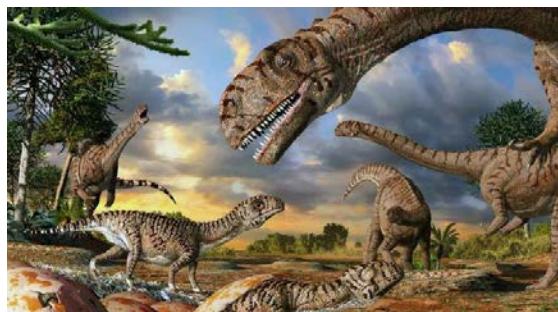


For example:

Dinosaurs lived millions of years ago.

Jurassic Park is my favourite film.

I had Jungle Oats for breakfast.

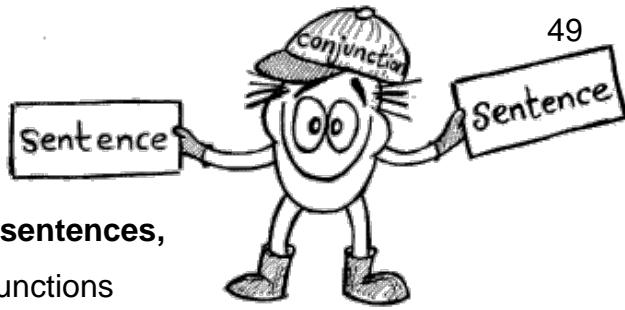


Activity 46

Write a short story in your book consisting of just five simple sentences.

The title of your story can be: "My best birthday ever."

Conjunctions



A conjunction is a word that is used to join sentences, phrases, or words. Writers will often use conjunctions to combine two short sentences into one longer sentence.

The three most common conjunctions are: **and**, **but**, and **or**.

E.g. Calvin wanted to go skateboarding with his friends. It was raining outside.

Calvin wanted to go skateboarding with his friends, **but** it was raining outside.

Remember to use a comma for certain conjunctions e.g. but, however, etc.

Remove information that has been repeated.

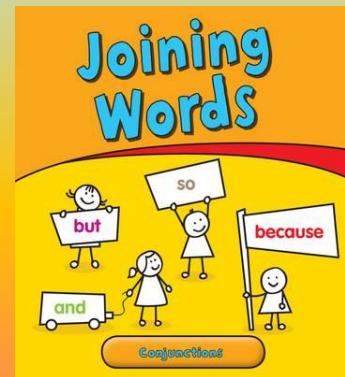


Activity 47: Rewrite the following sentences by joining each pair of sentences with the conjunction in brackets to make a new larger sentence.

1. My pet goat will eat almost anything. He likes vegetables best. (but)
2. My family lives in the country. We have a lot of land. (and)
3. We could go to the playground. We could go to the movies. (or)
4. Matthew went to the beach. Matthew learned to surf. (and)
5. Mary wanted to drive to the store. Her car wouldn't start. (but)
6. Do you want pancakes for breakfast? Would you rather have eggs? (or)
7. I need to bring a calculator to school. I need to bring a ruler to school. (and)
8. Some kids were afraid to dive into the pool. I wasn't afraid. (but)

Activity 48: Copy the following sentences into your workbook and underline the conjunction in each sentence.

1. I went to bed when the sun went down.
2. Mom told me to finish my chores before I go outside.
3. Janice will sing or dance at the talent show.
4. I am not going to the movies, unless Joey comes too.
5. We went to the party, but we forgot to bring a gift.
6. We can see more grass each day as the snow melts.
7. Ken caught three fish and cooked them for dinner.
8. Amy has a stomach ache because she ate too much ice-cream.



Figures of speech

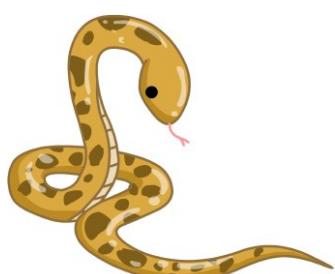
Alliteration

Alliteration is a sound device created by repeating the same consonant. When two or more words close together in a sentence all begin with the same consonant, it is called **alliteration**.

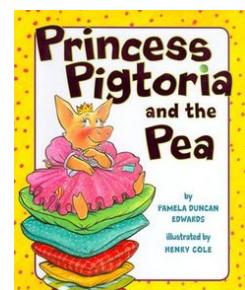
For example:

Hilarious hounds have hopes of happy holidays!

The **s**nake **s**lithered
silently in the gr**s**ss.



**WORK will WIN when
WISHY WASHY
WISHING
WON'T.**



Activity 49:

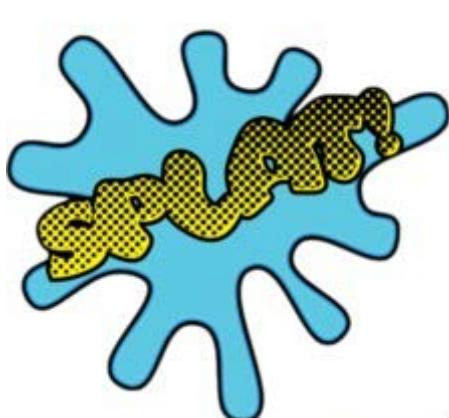
Make up 5 sentences containing your own alliterations.



Onomatopoeia

Onomatopoeia is another **sound device** used in poetry and creative writing.

An onomatopoeia is a word that actually sounds like the real-life sound it describes.



For example: a creaky door actually makes a “*creak*” sound when it moves.

Activity 50: Make up your own onomatopoeias for each of the following sounds:

1. A galloping horse
2. Tearing paper
3. A siren
4. A tiger
5. A water balloon exploding
6. An egg breaking
7. A coke can opening
8. A pie hitting someone in the face
9. A building collapsing



Simile

A simile is a **comparison**, showing the similarities between two things using the words “like” or “as”.

For example:



The head girl is as busy as a bee.
The firefighter was as brave as a lion.
You are as sly as a fox.
Her cheeks are red like a rose.
I wandered lonely as a cloud



Activity 51:

Create your own similes by completing the sentences.

1. My brother is as _____ as _____.
2. The full moon shines like _____.
3. The ocean was as _____ as _____.
4. I can _____ like _____.
5. _____ was as _____ as a _____.
6. I _____ like a _____.



Metaphor

A metaphor is a figure of speech which makes a **comparison** between two different things **without using “like” or “as”**

In other words, when you say that a person or thing **is** something else, even though it is clearly **not** actually that ‘something else’, you are using a metaphor.

For example

1. My father **was** boiling mad.
2. The test **was** a piece of cake!
3. This good news **is** music to my ears.
4. The teaching of the wise **is** a fountain of life.
5. Success **is** a long and road full of potholes and red lights.



Activity 52: Look at the examples above and identify the literal **and** figurative comparisons.

Personification

A personification gives a **non-living** thing or animal or even an idea, **human** qualities.

For example

The **sun smiled** down from the heavens.



Mother Earth gives us life.



Rhyme

The **repetition** of the **same sound** at the end of each word or line is called rhyme.

Rhyme is often used in poetry.



My dog chewed up my homework.
He slobbered on it, too.
So now my homework's ripped to shreds,
And full of slimy goo. (~Bruce Lansky)

A rhyme scheme in poetry is the pattern of rhyming words or lines.

<i>There once was a farmer from Leeds,</i>	a
<i>Who swallowed a packet of seeds.</i>	a
<i>It soon came to pass,</i>	b
<i>He was covered with grass,</i>	b
<i>But has all the tomatoes he needs.</i>	a

Notice how the first first, second and last lines rhyme. We can give all of these “eeds” sounds the code **a**.

The third and fourth lines rhyme. We can give These “ass” sounds the code **b**.

We can now explain that the poem has an **aabba** rhyme scheme.

For your birthday I sent you a cake
It took quite a long time to bake
But to send it your way
I used a trebuchet
And now it's all over the lake



*Who rode on the back of a tiger
They returned from the ride
With the lady inside
And the smile on the face of the tiger!*



Activity 53

The poems above are examples of a **Limerick**. You may have heard or read limericks before.

A limerick is poem that has 5 lines and aabba rhyme scheme.

Lines 1, 2 and 5 should have about 8 syllables (beats)

Lines 3 and 4 should have about 6 syllables.

Write your own silly limerick with an **a a b b a** rhyme scheme.

Rhythm

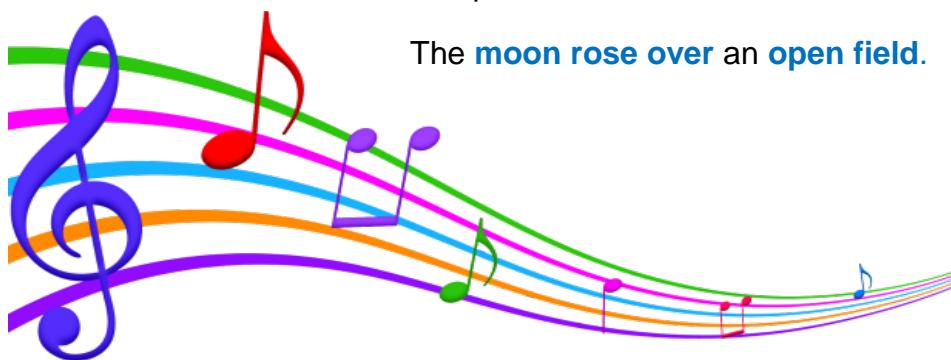
Rhythm is the pattern of syllables in poetry and speaking. Rhythm is created when some syllables are **stressed**.

Together with rhyme, rhythm gives poetry a **musical quality**.

De **DUM de DUM de DUM de DUM de DUM**.

The pattern of stressed and unstressed syllables can make a line **slow down** or **speed up**.

Lots of stressed syllables usually make a line slower because the sounds are longer and more drawn out. For example:



Poem:

Campfire Madness

- 1 Out of the earth crawls the damp cold
And tendrils of mist snake above the ground,
They chill the huddled group so bold
Who sit on logs like springs, tightly wound.
- 5 Lindiwe prods at the campfire with a stick
While spinning her tale of a madman run wild,
And poor Nilah shudders (now slightly sick)
This is a gruesome yarn not fit for a small child.
- Rashied clenches his torch like a sword
- 10 As Kurt strains to put on a brave look,
Nilah reminds herself it's not real –for the record
This could be a scene from a terrifying book.
- But then a high-pitched squeal, they hear, from the bushes
A sudden movement: something past them whooshes
- 15 The children jump up and look around
Oh what a relief to see a warthog, the only “madman” to be found!



Activity 54: In your English book, answer the following questions that have been based on the poem.

1. Who is telling the campfire poem?
2. What is the story about?
3. Who or what moved in the bushes?
4. Why did the movement frighten the children?
5. Why does Nilah “shudder” (stanza 2)?
6. Why does Rashied clutch “his torch like a sword”?
7. Do you like this poem? Why or why not?



Activity 55:

1. “Tendrils” are...
 - a. The curling stems of creeper plants.
 - b. The arms of a giant squid.
 - c. Long strips of ribbon.
2. A “gruesome yarn” is...
 - a. A sad story.
 - b. A mystery story.
 - c. A horrific story.
3. Onomatopoeia is a sound device where the word sounds like the thing it describes.
Find an example of onomatopoeia in the poem.
4. Read the line below and answer the questions that follow.
“Out of the earth crawls the damp cold” (stanza 1, line 1).
 - a. What figure of speech is used here?
 - b. What is the effect of this comparison?
5. The children are compared to “tightly wound springs” in stanza 1, line 4:
“Who sit on logs like springs, tightly wound.”
 - a. What figure of speech is this?
 - b. Why are they compared to springs?
 - c. Find another example of this type of comparison in the poem and write it down.



Activity 56:

Write your own poem about a campfire using some of the figures of speech and poetic devices you have learned about.

- ✳ Comparisons (like metaphors, similes, personifications)
- ✳ Sound devices (like alliteration and onomatopoeia)
- ✳ Rhyme and rhythm

Use words linked to the five senses and words linked to emotions in order to bring the poem to life. Give your poem a title.

