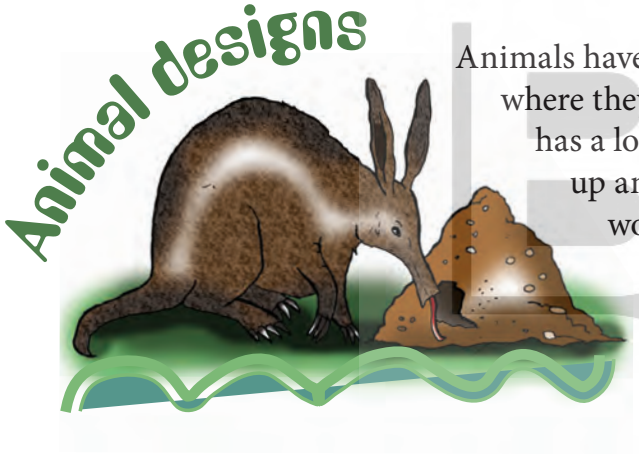
- Which is the best looking animal? Which is the ugliest animal? Why?
- Which are tame and which wild?

How to hold a discussion with a partner:

- You must take turns talking
- You must only talk about the animals, not change the topic
- Answer questions in a way that adds to the discussion
- Be polite and listen to your partner

3. Read the following passage about animals and then talk to your partner:



Animals have the body shape and design that they do because of where they live and what they eat. An anteater, for example, has a long narrow snout that makes it possible for it to suck up ants from a small hole. If a hippo was an anteater it would have great difficulty finding ants in their nests and sucking them up into its great wide mouth. Is it then fair to describe some animals as ugly or funny-looking? Or to compare them? Even dog types are very different from each other because of their purpose.

a) Does this information change the way you see the animals on the previous page?
b) Can you give reasons why the animals are built the way they are?
c) Imagine an animal that would suit the following lifestyle. You can make it up: it lives in snow, eats roots, and is eaten by larger animals. Now draw it and give it a name.

4. Your teacher will use a rubric like the one below to assess your language use in speaking.

Rubric for the assessment of language use during speaking

The learner during the discussion:	The language the learner uses:	12-15	8-11	6-10	5-0
Stays on the topic	Shows adequate vocabulary				
Is audible	The correct register and tone				
Does not interrupt other speakers	Questioning correctly				

Listens to other speakers politely and respectfully Allows for turn taking Encourages other speakers who hesitate Asks questions for clarification	An awareness of correct language use such as concord, tense, pronouns, conjunctions				

★ Looking at language

Here you are going to revise different parts of speech. The table in the activity reminds you of what the different parts of speech are. Then you will write out different types of sentences to describe the cartoon you see. Remember a sentence can be:

- a statement, for example 'This is a book.'
- a question, for example 'Who does this book belong to?'
- a command, for example 'Give your book to me.'
- an exclamation, for example 'This work is done well!'

Next you will make a vocabulary list of all new words you have found.

Activity 1.2 Language work (individual)

1. Look again at the passage given on the previous page. Find and write out
   - the following parts of speech. You can use a table like the one below:

Type of word	Example
Noun (naming word, e.g. book)	
Pronoun (takes the place of a noun, e.g. he)	
Verb (the doing word, e.g. run)	
Adjective (describes a noun, e.g. big)	
Preposition (gives place, e.g. on, in, under)	
Article (definite or indefinite)	



2. Write a different kind of sentence for each of the cartoons below as asked:

a) Write a statement. Remember to punctuate it with a full stop. (.)





b) Write a question. Remember to punctuate it with a question mark. (?)



c) Write a command. You may use a full stop or an exclamation mark (!).

d) Write an exclamation. Remember to punctuate it with an exclamation mark (!).

3. Make a list of all the new words you have read so far. If you still do not know their meanings, look them up. Write the meanings next to each word. You need to do this every day. Keep a book of personal spelling and meanings. You can call it *Word power*.

★ Some quick revision

You already know a great deal about how to use language. We are going to remind you about some elements and give you some exercises to do to test your knowledge, so that we can be sure you remember these elements.

- Do you remember the spelling rule, double the consonant of words that end in only one syllable when you add a suffix such as -ed, -ing, -er? For example *slip* becomes *slipped*, *slipping*, *slipper*. We give you some sentences to write to see if you can apply this rule.

Here are some other elements:	Example
Direct speech: the exact words someone speaks, given in inverted commas	"I used to love it when my father read fairy stories to me when I was younger," said John.
Formal language: you use this when you show respect in talking to someone in authority	To greet a teacher or other authority figure: "Good morning, sir."
Informal language: you use this when you talk to a friend, someone who is an equal to you	"Hey, howzit going man?"
An idiom: a certain common way of saying something that we all know	He seems to be a very strict teacher, but *his bark is worse than his bite.*
Simile: we use this figure of speech when we say one thing is like another to create a picture for our listener or reader. We often find similes in poetry.	A rhino's skin is like very thick rubber. "The horseman rode near like a thunderous cloud."

- You will also tell a story to your partner, using tense and vocabulary as well as you can.
- You will write one sentence saying what is going to happen next in a picture, using the future tense.

Activity 1.3 How much do you remember about language? (individual)

1. Write the following sentences in the past tense. Check your spelling.
   a) The rabbits hop through the field.
   b) The boy and his dog plod through the mud.
   c) The lamb skips away from its mother.
   d) The dog drops the ball at the boy's feet.
   e) The balloon pops when the kitten hits it with its paw.

2. There are five sentences in the table below. Match the sentence with its description by rewriting the table.

	Sentence	Description
a)	You are barking up the wrong tree.	Direct speech
b)	No animals are admitted to these premises.	Simile
c)	Hi there, how's it going?	Formal
d)	"How many pets do you have?" the neighbour asked.	Idiom
e)	Your house is like Noah's Ark because there are so many different kinds of animals here.	Informal

3. Do you remember this story about animals? Tell your partner.



4. Look at the drawing below. Write one sentence to say what is going to happen next. Show your sentence to your partner to comment on.



★ Listening to a tale

Aesop was a storyteller who lived a long, long time ago. His **fables** or stories were a way of teaching lessons or **morals**.

In the next activity you are going to practise your listening skills and show that you have heard and understood what is read to you.

Activity 1.4 — Predicting and confirming (pair)

1. Look at the drawing on the next page.
2. Discuss the picture with a partner. Why do the villagers ignore the boy?
3. Can you see any moral or lesson in the picture? You and your partner should decide on one.
4. Now listen while your teacher reads you a fable. See how good your predictions were. Your teacher may use part of the activity for formal assessment.



5. Copy the following sentences and fill in the missing words.

a) The boy's task was to … the sheep.
b) The wolves lived in the . . .
c) … the boy cried wolf and twice the villagers came to help him.
d) The boy had to watch the wolf … the sheep one by one.
e) The lesson this fable teaches is that if you tell lies, you will not be … even when you tell the truth.

6. Tell your partner about an occasion when you were not believed even though you were telling the truth. Why were you not believed?
7. Do you remember this story of a boy who told lies? Tell your partner.
8. Now read the following fable to yourself. What is its moral? Discuss this with your partner.



The Miser

A miserly man sold everything he had and bought a lump of gold with the money. He buried this gold in a hole that he dug next to an old wall at the back of his house. Every day he went to look at his gold. He dug it up and then reburied it. One of the men who worked for him saw these daily visits and decided to see what they were about. He found the lump of gold and stole it.

The next day when the miser went to look at his gold he saw that it was gone. He was very unhappy, tore out his hair and cried loudly. A neighbour heard the noise and came to see what the matter was. When he heard what had happened he said:

'Take a stone and bury it in the place where the gold was. Imagine that this stone is your lump of gold. The stone will serve exactly the same purpose as the gold did, for you were not making any use of the gold at all.'

BEST BOOKS

9. Discuss with your partner: Have the people in the drawings learnt the lesson the fable teaches?


a)


b)


c)


d)


e)

★ Speaking to an audience

What makes us want to listen to someone speaking in public?

- We must want to hear what the person has to say, so it must be interesting or funny or important.
- We must also be able to hear and understand the person speaking.
- We need to feel that the person is speaking to us.

When you speak in public you need to remember these three rules. In the next activity you are going to practise giving a speech.

Activity 1.5 Making a speech (individual and group)

1. In your group, discuss the pets you have or have had in the past. Talk about what is good or bad about keeping a pet. Have any of you had a good or bad experience with an animal?
2. Look at the drawings on the opposite page. What creatures are these? Do you know of anyone who has had any of them as pets? Discuss which one you would like and take turns saying why you have chosen it.
3. In your group each chooses any one creature. It does not have to be one of those in the picture on the next page, but no member of the group must have the same creature as another member.
4. Go and find information on the animal of your choice. Write the information out in the form of a speech. When you come back to class, you are each going to present your speech to your group. The group can decide who made the best speech.
5. Use the checklist below to help you prepare your speech. You can also use it to judge your group members' speeches.

Checklist for making a speech	
I …	✓
made a speech about an interesting, unusual animal.	
had many facts about the animal which I researched.	

spoke clearly, at the right speed, and looked at the audience.	
used language without mistakes, varied my sentence lengths, and used interesting and correct words.	
did not fidget while I made my speech.	
used my hands, face and body in a way that helped me to express myself.	

6. Present your speech to your group.
7. Decide for yourself whose speech you found the most interesting. Write two sentences saying why you chose this particular speech. Be sure to express yourself in a clear way, using correct language and vocabulary.



8. Now, just for fun, see how many different animals you see in this strange creature. Compare your list with your group's. What can we call this creature?



★ Nouns and adjectives

How did you do in Activity 1.5? Did you remember all the parts of speech? We are going to remind you here about nouns and adjectives.

There are **four kinds of *nouns***:

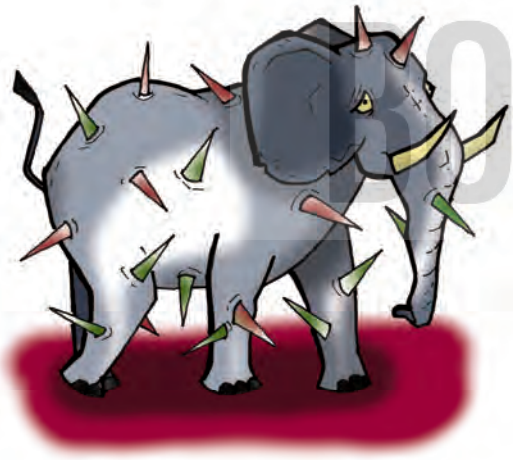
- **proper nouns**: names, e.g. *Peter, Pretoria*
- **common nouns**: name things, e.g. *dog, snake, lion*
- **collective nouns**: name a collection of things, e.g. *flock, herd, litter*
- **abstract nouns**: name things we cannot touch or see, e.g. *joy, pain*

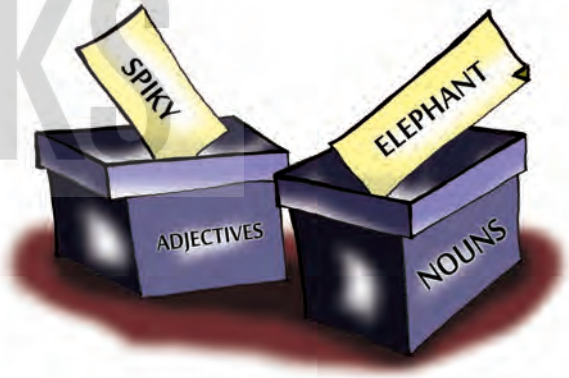
Adjectives describe nouns, e.g a *big* dog, a *poisonous* snake, a *fierce* lion.

In the next activity you are going to play a game using nouns and adjectives. Make sure you know what they are.

Activity 1.6 Strange drawings! (individual and group)

1. Your teacher will have two boxes. In the one box there are small slips of paper with an adjective written on each and in the other a noun. You must take one piece of paper out of each box.
2. Now draw a picture which suits your two pieces. Make it funny and interesting. Use colour. Here is an example for you:





3. Show your picture to your group. Let them guess what your noun and adjective were. Decide together whose drawing is the strangest.