



**WEEK 1: Double Letters**

Word	1st Try	2nd Try
roof		
sheep		
kitten		
kettle		
slipper		
burrow		
balloon		
saddle		
pillow		
button		

**Activities**

1. From the list words, write the words that end with the constant, 'n'.

\_\_\_\_\_

2. Write 3 of your own words which include a double letter.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Fill in the missing spaces with words from the list.

a. The \_\_\_\_\_ boils faster than the stovetop.

b. We went to a farm and saw lots of \_\_\_\_\_ and a \_\_\_\_\_.

c. My \_\_\_\_\_ is too soft, I can't sleep very well on it.

d. Our \_\_\_\_\_ was leaking so we had to fix it or the rain would get in.

4. Write 3 sentences of your own using the words from the list.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Week 1 Grammar: Nouns**

1) **Parts of Speech:** A sentence is a group of words that makes sense by itself. When writing sentences, we use different kinds of words. Each kind of word has a name. The names we use are called parts of speech. These names include: nouns, pronouns, adjectives, verbs, adverbs, conjunctions and prepositions.

2) **Nouns:** There are four kinds of nouns but we will be looking at three types: **common, proper and collective** nouns. All nouns are names of persons, places or things.

3) **Common Nouns:** are names of words we can see or touch like **cat, runner or tree**. A common name does not begin with a capital letter unless it is used as the first word in a sentence.

**Exercise 1: Write the common nouns from each of these sentences.**

- 1) The girl is writing. \_\_\_\_\_
- 2) We walked past the house. \_\_\_\_\_
- 3) I planted a shrub yesterday. \_\_\_\_\_

**Exercise 2: Write the common nouns from each of these sentences.**

- 1) A woman and her dog walked past the garden. \_\_\_\_\_
- 2) The pen and pencil were there. \_\_\_\_\_
- 3) She has a stick in her hand. \_\_\_\_\_
- 4) An axe lay near the shed. \_\_\_\_\_
- 5) Water came up to the fence. \_\_\_\_\_

**Exercise 3: In each row of words numbered 1-6, there are a list of common nouns. Add two words of the same kind of words from the list to each row. Choose your answers from the list below.**

<b>Wine</b>	<b>Carrot</b>	<b>Kookaburra</b>	<b>Parrot</b>	<b>Carp</b>
<b>Pansy</b>	<b>Potato</b>	<b>Flathead</b>	<b>Tulip</b>	<b>Camel</b>

1) cocoa, tea, coffee, milk, beer \_\_\_\_\_

2) zebra, tiger, horse, rabbit, deer \_\_\_\_\_

3) magpie, sparrow, hawk, seagull, emu \_\_\_\_\_

4) rose daisy poppy lilac azalea \_\_\_\_\_

5) onion corn chili lettuce celery \_\_\_\_\_

6) tuna, sardine, mullet \_\_\_\_\_

**Exercise 4: A proper noun define the name given to a particular person or place. A collective noun refers to a group of people or things. Underline the proper nouns in the paragraph below and circle the collective nouns.**

Pierre lived in Paris. He enjoyed watching wildlife programs on television every Saturday night with his family. For example, last week, the family watched a troop of monkeys collect food in their natural habitat. In his spare time on Sundays, Peirre usually goes sailing on the north coast of France. The crew of sailors he works with are very nice. Next week, a troop of scouts will participate in a race against Pierre's sailboat. During the week, Pierre tries to avoid crowds of people that bustle in the busy city of Paris.

**Narrative: The Stray Dog**

Danny met a stray dog one day when he was shopping for his mother. He patted it on the head and the dog wagged its tail and licked his hand. The dog followed Danny all the way home. Danny's mother was not at all happy to see the dog. "Please Mum," said Danny, "Let me keep him."

Mrs. Steward really did not want a dog because she could not afford the food. Danny looked so sad when she said the dog would have to go to the pound. Danny's young brother, Johnny, liked the dog too. His older sister Martha was not so sure. But Mrs. Stewart agreed to have him for a week on trial.

Two days later when Mrs. Steward was ironing, Johnny, who was only three, went out the front gate with the dog whose name was now 'Patch.' It was raining but this did not seem to worry Johnny. The next thing there was a policeman at the door with Johnny and Patch.

"Whatever has happened?" asked Mrs. Steward.

"You can thank the dog, madam," replied the policeman. "Your son fell into a storm water drain. A man passing by saw the dog holding Johnny by the shirt. He would have been carried away into a large pipe."

Mrs. Steward was so pleased with Patch. "He saved my boy," she said. "Now Patch is a member of the family."

**Re-write the sentences in (1) and (2). Choose the best endings. Use words from the passage to fill blanks or answer questions in (3)- (10). You can also use yes or no.**

1) Danny was out shopping when he patted a (stray cat / stray dog / Friend's dog.)

\_\_\_\_\_

2) He called the dog (Patchie / Patches / Patch.)

\_\_\_\_\_

3) Mrs Steward did not want a dog because she had to buy....

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4) Did Martha really like the dog at first?

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5) What was Mrs. Stewart doing when Johnny went for a walk?

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6) Who brought Johnny home? \_\_\_\_\_

7) What part of Johnny's clothing did Patch hold?

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8) What would have carried Johnny away?

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9) Was Patch's reward to be allowed to stay with the family?

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10) Which word means 'a pet with no home'?

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### **Week 2 Written Expression: An Introduction to NAPLAN**

NAPLAN stands for National Assessment Program in Literacy and Numeracy. The tests cover Reading, Writing and Language Conventions in the English component which we will be covering this term in preparation for your test in May. This week we will be looking at the components of Written Expression. We will complete some practice examples to broaden your creative writing skills.

#### **Marking- The emphasis is place on the following components.**

*\* The quality of the content*

*\* What the student thinks about the topic*

*\* What feelings are developed*

*\* Whether the writing is organized clearly, using paragraphs and appropriate sequencing*

*\* how it is structured*

*\* whether the writing is cohesive*

*\*spelling punctuation and grammar.*

**When writing in the NAPLAN test you must always keep these factors in mind.**

**Improving your story writing.**

Students will be given a task, some written content and some images and then asked to write in response to this. You must write in a way that is a true response and that indicates YOUR interests.

Ask yourself the following questions:

- 1) *Does it want me to set out a conversation?*
- 2) *Does it want me to describe something?*
- 3) *Does it want me to say how something happened?*
- 4) *Does it want my point of view?*
- 5) *Does it want me to write a poem?*

When people are doing something that interests them, they achieve at a higher level.

**Keeping these factors in mind, we will now attempt a creative response to the stimulus provided. The writing can be true or it can be a story. Write your response on the lines provided and plan in the story- web planning page. It is imperative that you plan your story to ensure that your narrative flows well.**

**TOPIC: The Best or Worst Birthday Ever.**

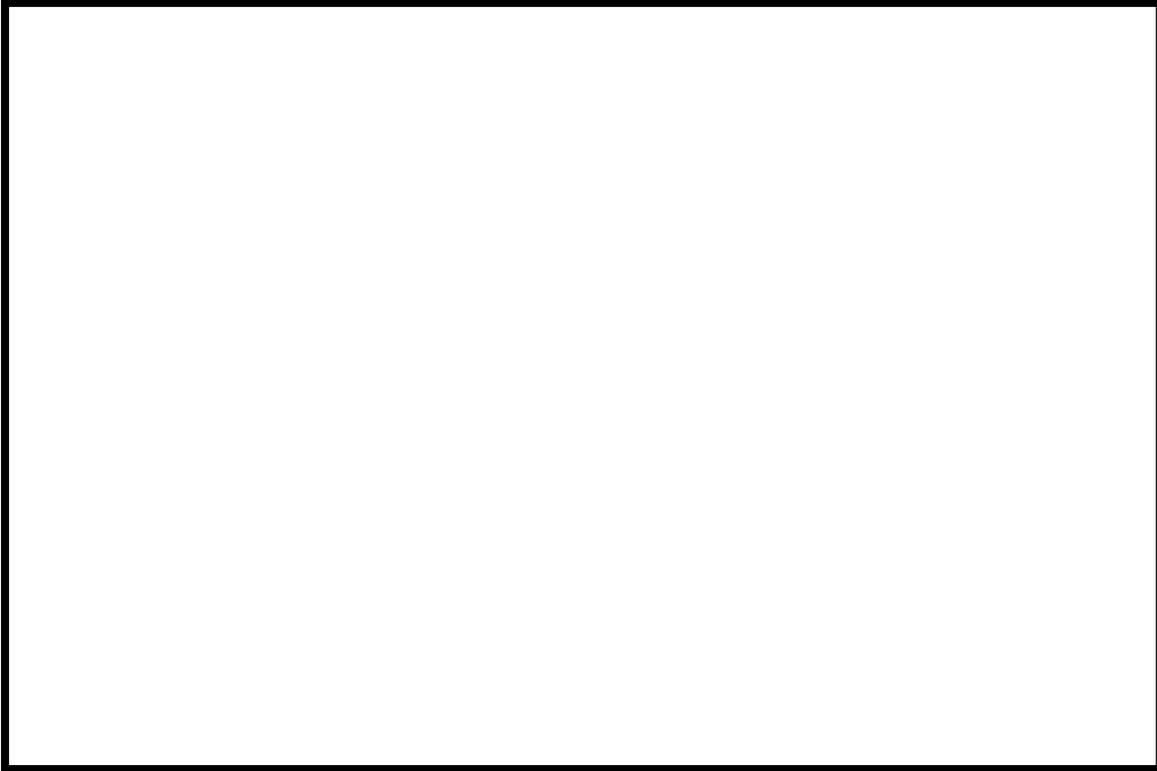
***Imagine that it is your birthday. It is one you will never forget, but why? Write about what happened and why it was the best/ worst birthday ever.***

*Remember to put a tick in the box when you have self edited your work.*

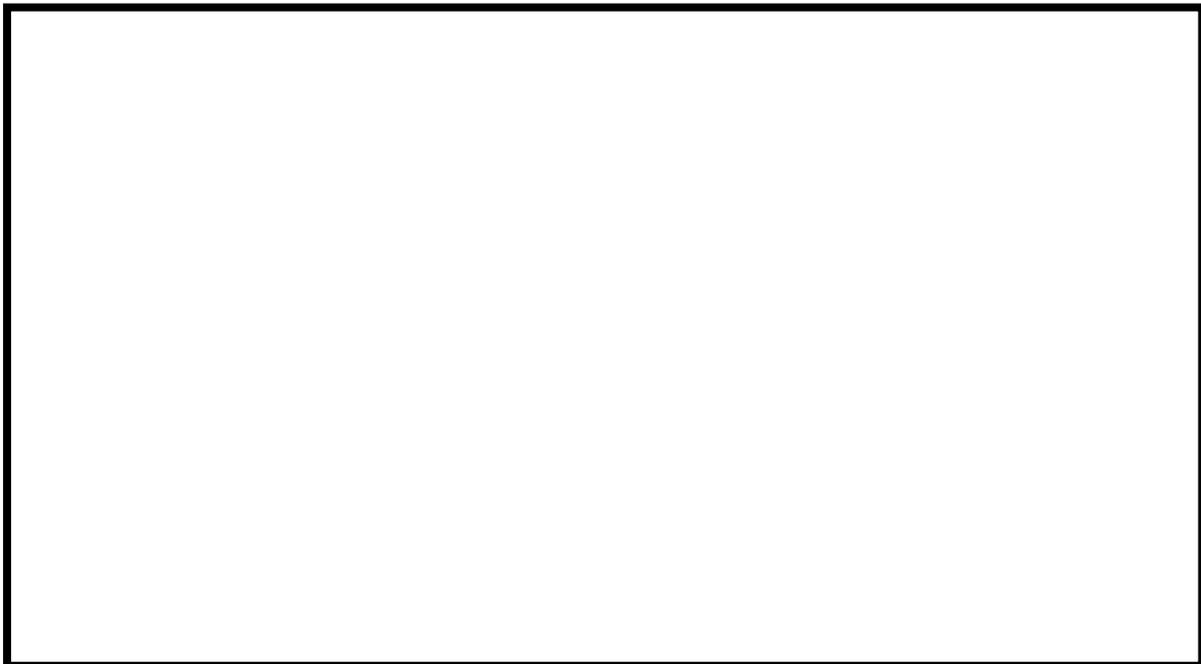
- use paragraphs in your writing (every time you have a new idea take a new line)*
- write in sentences (try to make your sentences interesting and complex)*
- check your spelling and punctuation (capitals, commas, full stops, questions)*

**STORY WEB:**

**WHO? Characters**



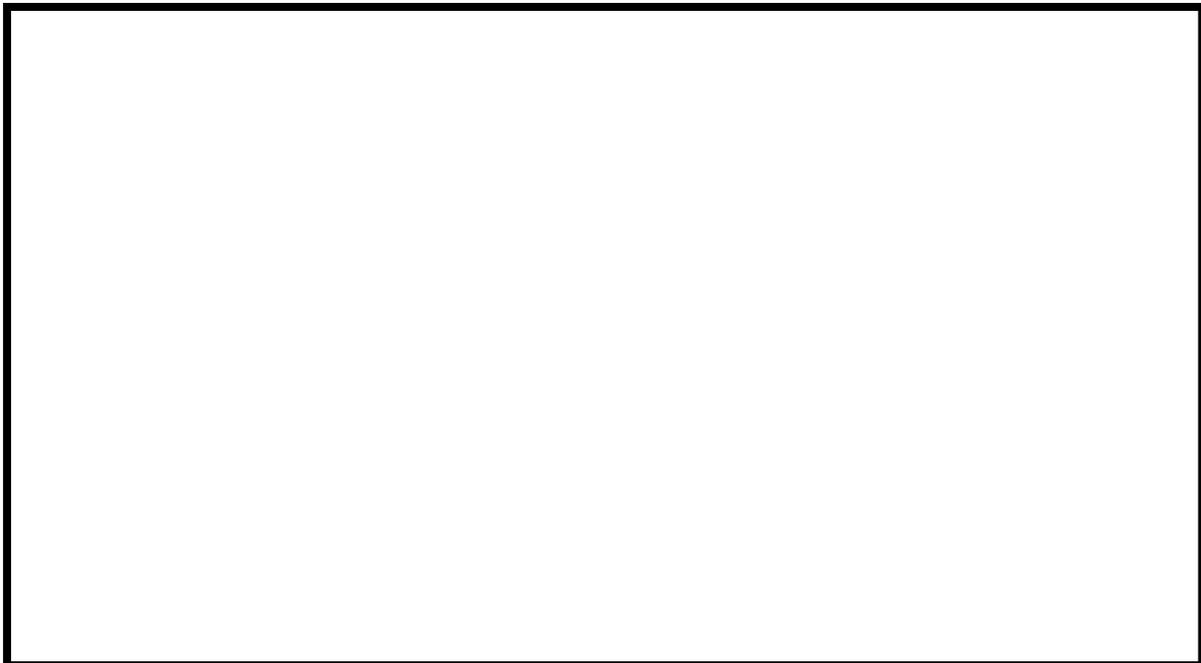
**WHAT: Main events**



**WHEN: Time**



**WHERE: Place**



**WHY: Conclusion**

A large, empty rectangular box with a thick black border, intended for the student to write their conclusion.



**SILENT LETTERS**

Word	1 <sup>st</sup> Try	2 <sup>nd</sup> Try
lamb		
crumb		
knee		
climb		
knit		
comb		
ghost		
wrap		
palm		
write		

**Activities**

**1. Write the word in the list that contains a double letter.**

\_\_\_\_\_

**2. Choose the words from the list to complete these sentences.**

- The \_\_\_\_\_ scared us so much our \_\_\_\_\_ were shaking.
- My brother and I love to \_\_\_\_\_ trees.
- It's difficult to \_\_\_\_\_ a present when you have just scraped your \_\_\_\_\_.

3. Write 3 of your own sentences using the words on the list.

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**Week 2 Grammar: Proper Noun Revision**

**Proper Nouns are:**

- Words that are used to name particular people, places or things.
- They always begin with a capital letter.
- **Jennifer**- the name of a girl (proper noun)
- **Sydney**- the name of a city (proper noun)
- **Fido's** collar – the name of a dog (Fido's is a proper noun- collar is a common noun)
- **Monday**- the name of a day (proper noun)

**1) Write the proper noun from each of these sentences.**

- a) We have a parrot called Cheeky. \_\_\_\_\_
- b) My aunt lives in London. \_\_\_\_\_
- c) The Nile is a very long river. \_\_\_\_\_
- d) When did Alice arrive? \_\_\_\_\_
- e) Dawn's watch is made of plastic. \_\_\_\_\_

**2) Write the proper noun from each of these sentences.**

- a) Douglas is leaving Melbourne in the morning. \_\_\_\_\_
- b) December is a warm month in Australia. \_\_\_\_\_
- c) Mount Everest is the world's highest mountain. \_\_\_\_\_

Week 2: Reading ComprehensionElectrical Safety

Electricity is a wonderful helper in the home. It drives so many appliances. Without it you would have no television to watch and nobody could iron your clothes. An electric current of two hundred and forty volts can be dangerous. If it passes through your body to the ground, it will probably kill you. We call this, receiving a shock or being electrocuted. However, if you are wearing rubber boots or have on a pair of rubber soled shoes, this is less likely to happen. Electric current will not travel through rubber and to be dangerous it must reach the ground. Here are some safety rules you must obey:

- a. **Make sure that you use a three-pin plug for an appliance unless that particular appliance has been double insulated.** That means there is no way that the current can travel from the motor to the outside part you may touch. Usually the words 'double insulated' appear on the box.
- b. **Never try to fix an appliance while the current is switched on.** If your toast sticks in the toaster, switch off the power before using a knife or fork to pull it out.
- c. **Never use an appliance when standing in water or on a wet floor.** An electrical current travels easily through water.
- d. **If a broken wire falls down during a storm, keep away. Make sure someone rings the police.** These wires are deadly. **Never try to fetch a ball or something that is on your roof and near wires that lead to the house.** These wires are also deadly. Ask an adult to bring the object down.

Electricity is useful but it can be .....

Three-pin plugs must be used for all ..... not double insulated.

Do not go near the electric wires leading to your .....

Ring the ..... if you see a fallen wire.

Never try to fix an appliance when the ..... or power is switched on.

Electricity kills by passing through the body to the .....

What sort of material protects you against electric shock? .....

Does electricity pass through water? .....

Which word means 'most likely'? .....

What appliance is mentioned other than a television or an iron? .....

**Week 2 Written Expression: An Introduction to NAPLAN**

NAPLAN stands for National Assessment Program in Literacy and Numeracy. The tests cover the following topics: Reading, Writing and Language Conventions. This week, we will be looking at the components of Written Expression. We will complete some practice examples to build on the creative writing skills developed in last lesson.

**Marking- The emphasis is place on the following components.**

- \* *The quality of the content*
- \* *What feelings are developed throughout the writing piece*
- \* *Whether the writing is organized clearly, using paragraphs and appropriate sequencing*
- \* *How it is structured*
- \* *Whether the writing is cohesive*
- \* *Spelling punctuation and grammar.*

**When writing in the NAPLAN test you must always keep these factors in mind.**

**Improving your story writing.**

Students will be given a task, some written content and some images and then asked to write a response. You must write in a way that indicates YOUR interests.

Ask yourself the following questions:

- 1) *Does it want me to set out a conversation?*
- 2) *Does it want me to describe something?*
- 3) *Does it want me to say how something happened?*
- 4) *Does it want my point of view?*
- 5) *Does it want me to write a poem?*

When people are doing something that interests them, they achieve at a higher level.

**Keeping these factors in mind, we will now attempt a creative response to the stimulus provided. Write your response on the lines provided and plan in the story- web planning page. It is imperative that you plan your story to ensure that your narrative flows well.**

**TOPIC: The Best or Worst Birthday Ever.**

*Imagine that it is your birthday. It is one you will never forget, but why?  
Write about what happened and why it was the best/ worst birthday ever.*

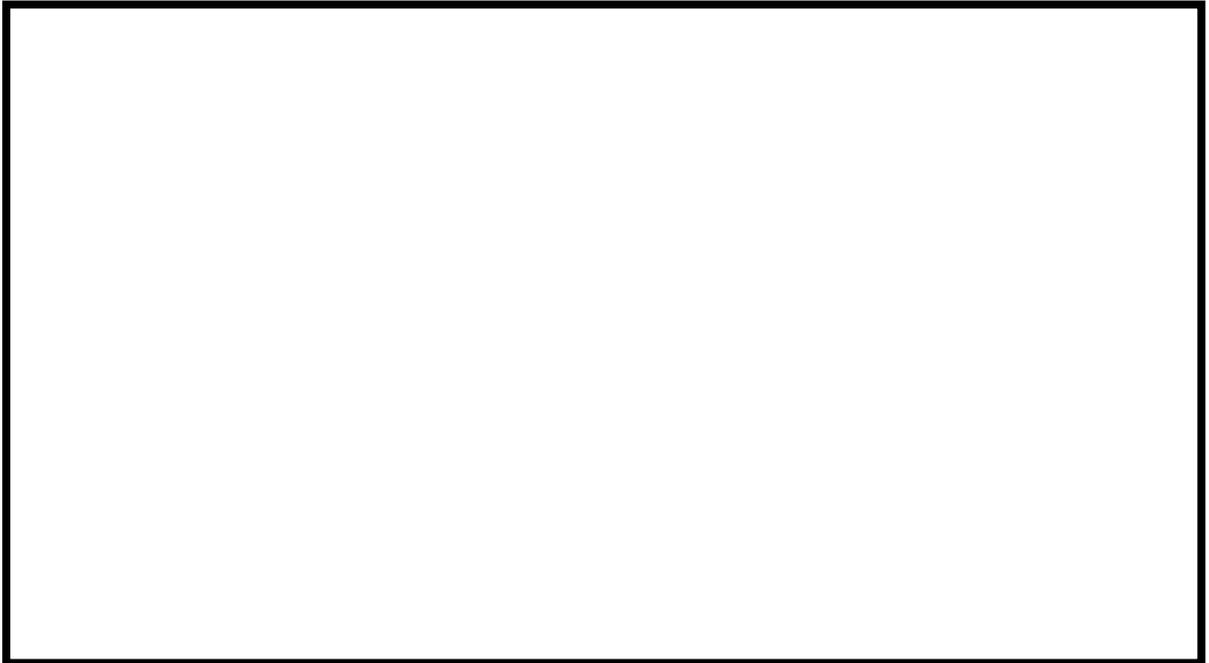
*Remember to put a tick in the box when you have self edited your work.*

- use paragraphs in your writing (every time you have a new idea take a new line)
- write in sentences (try to make your sentences interesting and complex)
- check your spelling and punctuation (capitals, commas, full stops, questions)

**STORY WEB:**

**WHO? Characters**

**WHAT: Main events**



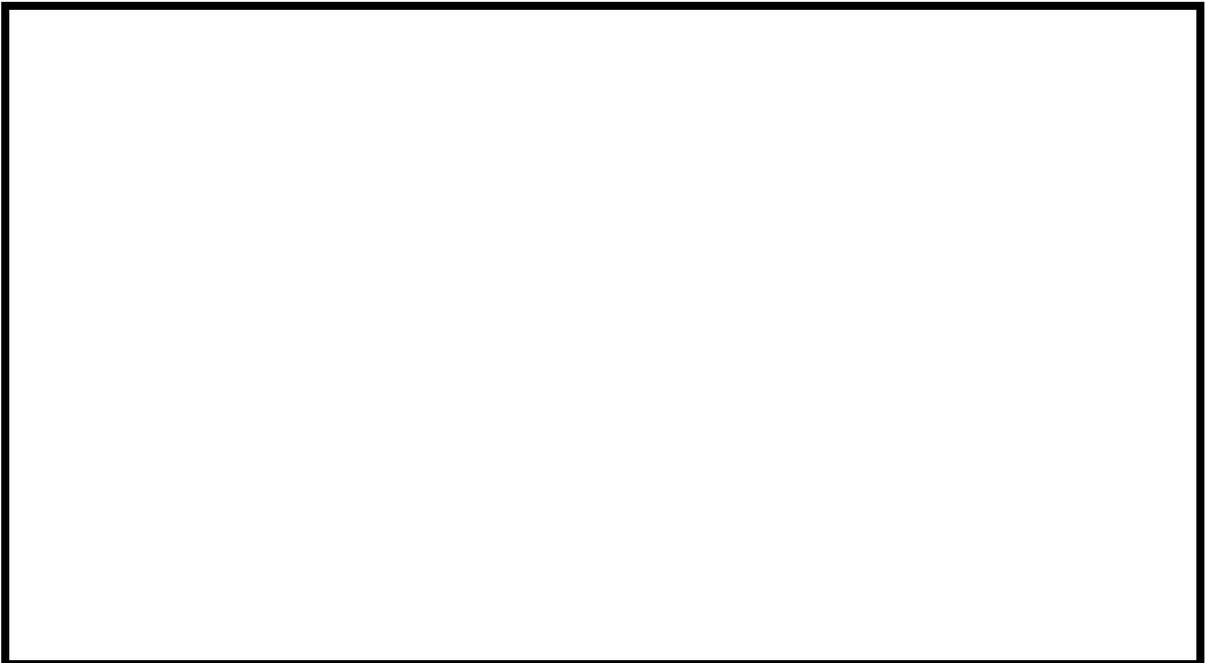
**WHEN: Time**



**WHERE: Place**



**WHY: Conclusion**





Letter Sounds

Word	1 <sup>st</sup> Try	2 <sup>nd</sup> Try
<u>W</u> ool		
Bo <u>i</u> l		
<u>D</u> aisy		
Ch <u>u</u> rch		
<u>G</u> oat		
Dre <u>a</u> m		
Sp <u>o</u> rt		
Br <u>e</u> ad		
<u>T</u> ower		
Sk <u>i</u> rt		
Fo <u>i</u> l		
Bo <u>a</u> t		
L <u>u</u> rch		

**Activities**

1. Identify the word which ends with the letter, 't'.

\_\_\_\_\_

2. Write 3 more words that include the sound 'oo'.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Fill the missing spaces with words from the list.

a. On Sundays, we go to \_\_\_\_\_.

b. My favourite \_\_\_\_\_ is made from grains and brown flour.

c. \_\_\_\_\_ is my favourite pastime.

4. Define the following spelling list words using a dictionary and your own knowledge.

a. Lurch: \_\_\_\_\_

\_\_\_\_\_

b. Foil: \_\_\_\_\_

\_\_\_\_\_

5. Write 2 of your own sentences using the words on the list.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Week 3 Grammar: Collective Nouns**

**Collective Nouns** are words we use to name groups of things or people that are the same.

*The **crowd** cheered.*

The word **crowd** is a collective noun because it is the name of a group of people.

**Complete the following exercises by choosing the correct collective nouns.**

shoal      team      pile      set      flock      herd      clump  
hive

- 1) a \_\_\_\_\_ of bricks
- 2) a \_\_\_\_\_ of trees
- 3) a \_\_\_\_\_ of bees
- 4) a \_\_\_\_\_ of players
- 5) a \_\_\_\_\_ of cattle
- 6) a \_\_\_\_\_ of sheep
- 7) a \_\_\_\_\_ of fish
- 8) a \_\_\_\_\_ of dishes

Complete the following exercises by choosing the correct collective nouns.

**library****army****bunch****fleet****crew****pack****class****suit**

1) an \_\_\_\_\_ of  
soldiers

2) a \_\_\_\_\_ of  
books

3) a \_\_\_\_\_ of  
pupils

4) a \_\_\_\_\_ of  
wolves

5) a \_\_\_\_\_ of  
grapes

6) a \_\_\_\_\_ of  
sailors

7) a \_\_\_\_\_ of  
ships

8) a \_\_\_\_\_ of  
clothes

**Week 3 Comprehension:****Spiders**

There are many different species of spider in Australia. Australian spiders are among the most lethal in the world. Years ago, the treatment for spider bites included cutting through the bite and sucking out the venom, or poison. Now, however, doctors have shown that putting pressure on the bitten area will stop the spread of the venom throughout the body until the victim can get to a hospital.

The funnel-web has a large body of about 3 cm long, and together with its legs, can cover an adult hand. The funnel-web is very aggressive and has been responsible for several deaths in Australia.

The signs of a funnel-web spider bite are:

- Pain
- Heavy sweating
- Stomach pain
- Twitching of muscles
- Trouble breathing.

To give first aid for funnel-web spider bites, follow this procedure:

1. Put pressure on the bitten area, bandage up the area tightly and don't move the body at all.
2. Keep the victim calm and at rest.
3. Call an ambulance or doctor immediately.

1. Which of the following are signs of a funnel-web spider bite?
  - a. Rash, weakness, vomiting
  - b. Trouble breathing, heavy sweating, stomach pain
  - c. Bleeding, itching, sweating
  - d. Back pain, headache, cramps

2. What should you do if a funnel-web spider bites you?
  - a. Put an ice-pack on the bitten are
  - b. Cut through the bite and suck out the venom
  - c. Wash the bite, then leave the wound open.
  - d. Bandage up the area tightly and don't move the victim at all
3. When should the victim seek medical help?
  - a. Suddenly
  - b. Slowly
  - c. Never
  - d. Immediately
4. Verbs are doing words. Which of these words from the passage are BOTH verbs?
  - a. Cutting, doctor
  - b. Stop, help
  - c. Venom, victim
  - d. Have, most

### Diamonds

Although a diamond is made of carbon, it does not look like other forms of carbon such as coal or rubber. Furthermore, carbon is found in all plants and in foods like bread and sugar that are also made from plants. As well as being the most beautiful form of carbon, a diamond is also the most valuable. The clear sparkling stones that we call diamonds were formed deep under the ground in a few parts of the world. Great pressure and heat were needed to change carbon into diamonds.

The largest diamonds are found in South Africa. Shortly before 1870 a boy playing on the bank of the Orange River picked up what he thought were glassy pebbles which turned out to be diamonds. This began a wild rush by miners to dig up more of these precious gems. Some were found in gravel along beds of rivers. Then later, rich patches were unearthed at Kimberley where shafts were sunk as deep as 130 metres. The most famous diamond ever found was the Cullinan Diamond which was presented to King Edward VII. It was a large stone weighing over a quarter of a kilogram. It was cut up by expert Dutch diamond cutters in Amsterdam and produced nine smaller diamonds. Each of these was considered to be huge.

As diamonds are very hard, they are used to make the tips of drills which drill through rock or concrete. So many of these are used in industry that some artificial ones have been made and sold. The artificial ones made in a factory are small, dull and not as beautiful as those made by nature underground. Within the last few years diamonds have been found and mined in Western Australia.

'ST' sound

Word	1 <sup>st</sup> Try	2 <sup>nd</sup> Try
ghost		
nest		
stick		
steep		
struggle		
start		
stream		
strap		
east		
mist		

Activities

1. Write 5 more words that start with 'st'.

\_\_\_\_\_

2. Rewrite and add -ed and -ing to these words.

nest=\_\_\_\_\_

struggle=\_\_\_\_\_

start= \_\_\_\_\_

strap= \_\_\_\_\_

**3. Fill in the sentences with words from the list.**

- a. The \_\_\_\_\_ was so high up in the tree we had to poke it with a \_\_\_\_\_ to get it down.
- b. We traveled \_\_\_\_\_ and then we found a \_\_\_\_\_ mountain.
- c. We \_\_\_\_\_ but finally made it.

**Week 4 Grammar: Singular and Plural Nouns**

**A singular noun** is the name of a single thing. The noun becomes **plural** when it is used for more than one of the things. Most plural nouns end in **s**.

One **jug** (**jug** is a singular noun)

Two **jugs** (**jugs** is a plural noun)

**Look at the underlined word in each sentence. Write if the noun is singular or plural.**

- 1) The desk was made of wood. \_\_\_\_\_
- 2) We saw three sparrows sitting on the fence. \_\_\_\_\_
- 3) Several cows were walking across the road. \_\_\_\_\_
- 4) The family lives in a house made of bricks. \_\_\_\_\_
- 5) Some horses were grazing in the field. \_\_\_\_\_
- 6) I have chicken for dinner once a week. \_\_\_\_\_

**Proper nouns** are names of particular people, places or things so they are usually **singular**. However, sometimes they can be **plural**.

**Decide if the 'bold' proper noun in each sentence is singular or plural noun.**

1) The capital of the Unites States is **Washington**. \_\_\_\_\_

2) On **Saturdays** we usually go for a picnic if it is fine.  
\_\_\_\_\_

3) The two **Browns** were playing in the same team. \_\_\_\_\_

4) There are many **Smiths** in the telephone book. \_\_\_\_\_

**Use the correct noun in each sentence. Make sure that the singular or plural form is also correct.**

1) A car is kept in a **g**\_\_\_\_\_

2) We put letters in **e**\_\_\_\_\_ before we post them.

3) People keep dollar notes in their **w**\_\_\_\_\_ or purses.

**Here are some nouns that form their plural in other ways besides adding s.  
Make the plural of each noun by changing y into ies.**

1) a baby: two \_\_\_\_\_

2) a lady: three \_\_\_\_\_

3) a fly: five \_\_\_\_\_

4) a story: some \_\_\_\_\_

5) a city: two \_\_\_\_\_

6) a berry: a dozen \_\_\_\_\_

**Most nouns ending in f (like calf) have their plural ending in ves (calves). Some nouns ending in fe (like knife) have their plural ending in ves also (knives).**

**Write the plural of each noun, replacing the last three letters with ves.**

1) a leaf: some

\_\_\_\_\_

2) a shelf: three

\_\_\_\_\_

3) a wolf: a pack of

\_\_\_\_\_

4) a wife: two

\_\_\_\_\_

5) a loaf: some

\_\_\_\_\_

6) a life: nine

\_\_\_\_\_

**There are a few exceptions. These plurals either change their form completely or do not change at all. Have a go at writing the plural of each of these nouns.**

1) a mouse: six \_\_\_\_\_

2) a tooth: some \_\_\_\_\_

3) a foot: two \_\_\_\_\_

4) a man: twenty \_\_\_\_\_

5) a child: ten \_\_\_\_\_

6) one sheep: several \_\_\_\_\_

7) a fish: six \_\_\_\_\_

**Reading Comprehension:**

**Narrative:**

**Topic: The Time Traveler**

Imagine that you are able to travel to another time and place. What did it feel like? How did things seem?

Remember to use the structures and features of a Narrative

Tick the box when you have self edited.

**Orientation**-who, what, when ,where

The setting or location of story, introduce characters, begin the plot, establish the atmosphere (it doesn't have to be real)

**Complication**- the problem

**Sequence of events**- what happens, next, finally

**Comment**- the ending and resolution to the problem

*use paragraphs in your writing*

*write in sentences*

*check your spelling and punctuation*

*try to write at least one page.*

*try to be as creative and original as possible*

Use a piece of paper to construct a story web if needed.

Begin writing your narrative story here:

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**Term 1-WEEK 5: SH sound**

Word	1 <sup>st</sup> Try	2 <sup>nd</sup> Try
shut		
shoe		
sheep		
shed		
rush		
fish		
show		
wash		
shall		
ship		

**Activities**

**1. Write 3 of your own words that have 'ee' in them.**

\_\_\_\_\_

**2. Fill in the missing spaces with words from the list.**

- I went to the Easter \_\_\_\_\_ and saw some \_\_\_\_\_.
- \_\_\_\_\_ your hands before having lunch.
- \_\_\_\_\_ the \_\_\_\_\_ door or the dog will run away.

**3. Write 2 sentences of your own using the words from the list.**

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**Week 5 Grammar: Revision of Nouns and Personal Pronouns**

**Write the noun or nouns from each sentence and put in brackets whether each one is common, proper or collective.**

1) The eagle was circling above.

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2) On Sunday we went to church.

---

3) The team went to play in Hobart.

---

4) Our dog had a litter of pups.

---

5) Did you catch the ball with the glove?

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**Write if the underlined noun is singular or plural.**

1) I could hear many frogs croaking.

---

2) The onions in the salad tasted fresh.

---

3) Some children were playing in the park.

---

4) There are never five whole weeks in a month.

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5) Brian dropped two catches in the last cricket match.

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6) The sheep were caught in the wire.

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7) A pair of trousers hung on the line.

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**Complete each noun and write in brackets if it is common, proper or collective.**

1) A **s** \_\_\_\_\_ ( \_\_\_\_\_ ) of sharks swam in the harbour.

2) The capital of Western Australia is **P** \_\_\_\_\_  
( \_\_\_\_\_ )

3) The tallest animal is the **g** \_\_\_\_\_ ( \_\_\_\_\_ )

4) A boy who climbed a beanstalk was named **J** \_\_\_\_\_  
( \_\_\_\_\_ )

5) In our district we have six soccer **t** \_\_\_\_\_  
( \_\_\_\_\_ )

6) The black or brown **s** \_\_\_\_\_ ( \_\_\_\_\_ ) is poisonous.

**Personal Pronouns:**

**Pronouns are words that stand in the place of a noun. When you speak about yourself, you do not keep saying your own name. You use the pronouns I, my, me, mine.**

If your name is Pam, you write: **I** am coming. (not: Pam is coming. )

You write: This is **my book.** (not: This is Pam's book.)

You write: Give the pen to **me.** (not: Give the pen to Pam)

**When using personal pronouns about yourself you must be careful to use I and me correctly.**

Beryl gave the ruler to **me.** **(Correct)**

Beryl gave the ruler to **I.** **(Wrong)**

Kim passed the sugar to Walter and **me.** **(Correct)**

Kim passed the sugar to Walter and **I.** **(Wrong)**

**Use correct pronouns as if you were writing about yourself.**

1) My uncle gave \_\_\_\_\_ a present for my birthday.

2) I rode \_\_\_\_\_ bicycle to school today.

3) Will you please lend \_\_\_\_\_ your new fishing rod.

4) \_\_\_\_\_ hope to visit you next Sunday.

Week 5 ComprehensionDragon Boat Festival by Ida Chionh

The Dragon Boat Festival **traditionally** happens on the fifth day of the fifth month in the Chinese lunar calendar (around June).

The story behind the Chinese festival goes back hundreds of years. There was a poet named Qu Yuan, who was very angry with the behavior of the Chinese government at the time. In protest, Qu Yuan threw himself into the Mi Lo River.

The **local fishermen** were so moved by his action that they raced in their boats to **recover** his body. They beat the water with their paddles to scare the fish away from the body. People threw rice dumplings wrapped in silk into the reiver, to help the poet's spirits to go to heaven.

It soon became a tradition to remember the event with boat races. Boats were often designed to look like dragons, to please the spirits of the waters.

Nowadays dragon boat races are held in many countries, including Australia. They are noisy and colourful occasions. Teams compete for a place in international races, which are held in Hong Kong and Singapore in June.

1. Find two words in the extract that tell the reader that a Dragon Boat race is exciting.
  - a. ....
  - b. ....
2. The Dragon Boat Festival traditionally happens around June. A traditional event is one that
  - a. happens once only.
  - b. has not happened before.
  - c. happens every now and then.
  - d. has been happening for many years.
3. Which word tells you that dragon boats have more than one rower?  
.....
4. It is most likely Qu Yuan expected to drown in the river. True / False
5. The word **recover** could be replaced by **pick up**. True / False
6. Rice dumplings were thrown in the water to scare the fish. True / False
7. Local fishermen are fishermen that live nearby. True / False

**Written Expression: Explanation**

An explanation is a written form and style which provides the reader with a detailed description of how and why a thing may occur. Common topics for an explanation include weather phenomena (e.g a cyclone) or cultural festivals (see above for an example). Choose a topic to write an explanation on and complete the structure below.

**Introduction: Define your topic of choice and briefly outline what you will talk about (i.e how and why this thing occurs).**

**How does this thing/event occur?**

**Why does this thing/event occur?**

**Conclusion: Why is it important for us to understand thing  
thing/topic/phenomena?**



**Term 1-WEEK 6: 'ea' vowels**

Word	1 <sup>st</sup> Try	2 <sup>nd</sup> Try
easy		
earth		
repeat		
heavy		
beneath		
team		
weather		
head		
breath		
weak		

**Activities**

**1. Write 3 of your own words that include the letters 'ea'.**

\_\_\_\_\_

**3. Fill in the missing spaces with words from the list.**

- a. My favourite football \_\_\_\_\_ is the 'Tigers'.
- b. \_\_\_\_\_ my bed I store my school bag.
- c. During summer the \_\_\_\_\_ can be very hot.
- d. When I take a deep \_\_\_\_\_ my \_\_\_\_\_ sometimes hurts.

4. Write 2 sentences of your own using the words from the list.

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**Week 6 Grammar: Personal Pronouns and Relative Pronouns**

Use the personal pronouns (he, she, him, her, or his) in each space.

- 1) Irene asked David if (Irene) \_\_\_\_\_ could borrow (David's) \_\_\_\_\_ pen.
- 2) Steven said that a bee had bitten (Steven) \_\_\_\_\_ when (Steven) \_\_\_\_\_ had walked past some flowers in the garden. Steven's father put something on (Steven's) \_\_\_\_\_ leg.

Write personal pronoun (I or me) in each space.

- 1) \_\_\_\_\_ ate some fish and chips.
- 2) The shopkeeper sold them to \_\_\_\_\_.
- 3) You and \_\_\_\_\_ are the same age.
- 4) Derek and \_\_\_\_\_ went on the bus.

**Relative Pronouns stand for a noun or pronoun in another part of a sentence. They can also act as joiners for sentences. The noun or pronoun must come before the relative pronoun.**

The girl **who** found the purse was given a reward. **(coming after the noun)**

They saw the car, **which** had been in an accident. **(joining word)**

I passed a car **that** had crashed into a light pole **(joining word)**

**Join the following sentences by using the pronoun “who”.**

1) Wayne was walking with the man. The man was limping.

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2) Debbie has a friend. The friend came from India.

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**“WHO” refers to a person. To refer to a thing use which or that.**

**Join the two sentences by using the pronoun which.**

1) We bought some apples. They were very juicy.

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2) A camel is an animal. It can go without water for a long time.

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**Join the two sentences by using the pronoun ‘that.’**

1) I have just read a book. It was interesting.

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2) We came to a stream. It was flowing swiftly.

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**Week 6: Reading Comprehension**

**I wish I was a fish! by John Fitzgerald**

The starter's gun fired and they hurled themselves into the water.

Simon did a bellywhacker, which must have knocked the wind out of him. Michael and Tommy entered the water cleanly. The race was on.

Simon trailed behind because of his poor start, but Tommy and Michael began to break away to the front.

Tommy was breathing well and they were racing side by side. Then, just at the half way mark, it happened.

Suddenly Tommy's head was out of the water and he was coughing and spluttering. He seemed to stop still in the water, although his arms kept stroking. Michael started to pull away. As he did he saw out of the corner of his eye what had happened to Tommy and he gave a big grin. Simon chugged past Tommy now, and the other two swimmers began to catch up too.

Tommy started doing proper freestyle. He began to swim again, holding his head up out of the water so that he could breathe. This slowed him down a little, but he was moving again and stroking hard. He pulled away from the last two swimmers and caught up with Simon. He overtook him. Then he set off after Michael, who had a big lead now.

1. Why do you think paragraph 1 is a single sentence paragraph? (you will have to use your own words)

.....

2. The last paragraph introduces
  - a. a new character.
  - b. a change in action.
  - c. someone speaking.
  - d. a change in place.

3. Who is the main character in the last paragraph? (short answer)  
.....
4. Paragraph 2 tells the reader how .....
5. This extract is about .....
- how the race was started.
  - the battle to win the race.
  - the kind of swimmer Tommy was.
  - where the swimming carnival was held.

### **Written Expression: Development of Creative Writing**

#### **Topic: Three Wishes**

You find a bottle, you rub it and a genie will grant you three wishes. Describe what you would wish for and what it was like after the wishes came true.

**Remember to use the structures and features of a Narrative**

**Tick the box when you have self edited.**

**Orientation**-who, what, when ,where

*The setting or location of story, introduce characters, begin the plot, establish the atmosphere (it doesn't have to be real)*

**Complication**- the problem

**Sequence of events**- what happens, next, finally

**Comment**- the ending and resolution to the problem

*use paragraphs in your writing*

*write in sentences*

*check your spelling and punctuation*

*try to write at least one page.*

*try to be as creative and original as possible*

**Use a piece of paper to construct a story web if needed.**





**Term 1-WEEK 7: 'ar' sound**

Word	1 <sup>st</sup> Try	2 <sup>nd</sup> Try
sugar		
collar		
February		
guitar		
popular		
square		
calendar		
jaguar		
vinegar		
careful		

**Activities**

**1. Fill in the missing spaces with words from the list.**

- a. On the \_\_\_\_\_ the month of \_\_\_\_\_ is always second.
- b. If you put \_\_\_\_\_ and \_\_\_\_\_ on your salad it won't taste very good.
- c. \_\_\_\_\_ is a \_\_\_\_\_.
- d. I play the \_\_\_\_\_.

**2. Write 2 sentences of your own using the words from the list.**

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**Week 7 Grammar: Adjectives**

**Adjectives are words that describe nouns or pronouns.** Adjectives are important because they allow a reader to understand the exact quality of a person, place or thing.

**Write the adjective from each of these sentences:**

- 1) A large ball rolled into the river. \_\_\_\_\_
- 2) She found a young frog in the pond. \_\_\_\_\_
- 3) Long poles are used for fishing. \_\_\_\_\_
- 4) Thick snow lay everywhere. \_\_\_\_\_
- 5) She brought back a pink and blue hat. \_\_\_\_\_
- 6) I saw a yellow flower in the park. \_\_\_\_\_

**Write the adjectives from each of these sentences.**

- 1) He drank some tea and ate his chocolate muffin.  
\_\_\_\_\_
- 2) Three people drove past in very nice cars.  
\_\_\_\_\_
- 3) Those turtles are happy because they live in a clean ocean.  
\_\_\_\_\_
- 4) After the exciting game, the players sat down for a relaxing glass of water.  
\_\_\_\_\_

Use the correct adjective in the sentences below. You do not need to use all of the words in the box.

sturdy	soft	wide	dirty	fast	sharp
tall	loud				

- 1) Music that is noisy is \_\_\_\_\_
- 2) A river that is broad is \_\_\_\_\_
- 3) A building that is high is \_\_\_\_\_
- 4) A knife that cuts well is \_\_\_\_\_
- 5) A bed that is not hard is \_\_\_\_\_
- 6) A shirt that needs washing is \_\_\_\_\_
- 7) A jet plane is \_\_\_\_\_

### Week 7 Comprehension

#### A Recipe for Coconut Ice

<b>Ingredients</b> 2 cups of sugar ½ cup of milk ½ teaspoon of cream of tartar ½ teaspoon of vanilla essence 2 tablespoons of desiccated coconut A small amount of butter or margarine for the tin	<b>Method of Cooking</b> Put the milk and sugar into a saucepan. Stir slowly over a low heat until the sugar dissolves. Bring to the boil very gently. Make sure that the mixture does not boil until the sugar is dissolved. Add the cream of tartar and boil for 15 minutes. Take the pan from the heat and allow to cool for a few minutes. Add the coconut and vanilla essence. Beat the mixture until it is quite thick. Pour into a tin that has been greased. When the mixture is cold, cut into squares.
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To measure the ingredients you need two cups, a teaspoon and a .....

What flavour essence is used? .....

What do you add to the mixture after first bringing it to the boil? .....

After beating the mixture, it must be ..... before being poured.

What would you use to grease the tin? .....

What shapes will the pieces of coconut ice be? .....

What is the main ingredient of the recipe? .....

Using a dictionary, define the word 'dissolved'. .....

**Written Expression: Procedure**

**Procedures** ensure that a person can effectively and easily perform a practical task. Procedures often relate to cooking tasks, however they can relate to other tasks such as compost making and other home and garden maintenance. Today, we are going to choose either a recipe or home maintenance activity. Once we have chosen this task, we will write a procedure in the space provided below.

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'ay' sound

Word	1 <sup>st</sup> Try	2 <sup>nd</sup> Try
always		
decay		
prayer		
holiday		
stay		
dismay		
playtime		
haystack		
sway		
anyway		

Activities

1. Fill in the missing spaces with words from the list.

- a. We \_\_\_\_\_ go on \_\_\_\_\_  
in Summer and \_\_\_\_\_ in a resort.
- b. \_\_\_\_\_ at school is the best time.
- c. When I sing I \_\_\_\_\_ to and fro.

2. Write 2 sentences using the words from the above list.

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**Week 8 Grammar: Comparing Adjectives and Revising Parts of Speech****Adjectives- Comparing Things:**

To compare two things we use adjectives like **better or smaller**. These words are called comparative adjectives. Most of these comparative adjectives end with the letters, 'er'. If we have an adjective which ends in 'y', and we want to turn it into a comparative adjective, we need to take out the 'y' and add an 'ier'.

**Write the comparative degree of each adjective. The first one has been answered as an example.**

- 1) great- greater
- 2) straight \_\_\_\_\_
- 3) thin \_\_\_\_\_
- 4) silly \_\_\_\_\_
- 5) lazy \_\_\_\_\_
- 6) easy \_\_\_\_\_
- 7) dry \_\_\_\_\_
- 8) funny \_\_\_\_\_

When three or more things are compared, we use words like **large, larger, largest**. These words are called the **superlative adjectives**. These types of adjectives usually end with the letters 'est'.

Write the superlative degree of each adjective. The first one has been answered as an example.

- 1) sharp-sharpest
- 2) wide \_\_\_\_\_
- 3) clear \_\_\_\_\_
- 4) cool \_\_\_\_\_
- 5) white \_\_\_\_\_
- 6) steep \_\_\_\_\_
- 7) dark \_\_\_\_\_
- 8) loud \_\_\_\_\_

With adjectives ending in **ful** or **ous**, and with long adjectives, we use the words **more** and **most**. E.g. **careful, more careful, most careful**.

Compare the two things. Use the adjectives in brackets.

- 1) The rose is \_\_\_\_\_ than the geranium. (**beautiful**)
- 2) Captain Cook became \_\_\_\_\_ than Dirk Hartog. (**famous**)
- 3) I was \_\_\_\_\_ than ever last night. (**frightened**)

**Revision of Parts of Speech:**

**Write what part of speech is the 'bold' word in each sentence. If the word is a noun, write whether it is a common, proper or collective.**

- 1) The **house** was built on a hill. \_\_\_\_\_
- 2) We have **four** cats living in our barn. \_\_\_\_\_
- 3) The dog chased after the **flock** of sheep. \_\_\_\_\_
- 4) Mick saw a **grey** kangaroo grazing in the paddock.  
\_\_\_\_\_
- 5) My father was born in a suburb of **Perth**. \_\_\_\_\_
- 6) I hope tomorrow will be a **sunny** day. \_\_\_\_\_
- 7) Sue told the teacher that **she** was feeling ill. \_\_\_\_\_
- 8) The clown in the circus wore a **large** hat. \_\_\_\_\_
- 9) By the roadside we saw a **huge** lizard. \_\_\_\_\_
- 10) The **crowd** began to clap as the team ran out.  
\_\_\_\_\_
- 11) My aunt came to visit us from **Victoria**. \_\_\_\_\_
- 12) Do you think **he** is living in that house? \_\_\_\_\_
- 13) A **lion** escaped from the traveling circus. \_\_\_\_\_
- 14) **Lisa** won her race at the school carnival. \_\_\_\_\_
- 15) A **swarm** of bees rose from the gum tree. \_\_\_\_\_
- 16) This is the **sharpest** knife I have ever used.  
\_\_\_\_\_
- 17) **Brazil** is a country, which has many wild animals.  
\_\_\_\_\_

**Reading Comprehension: Discussion**

*Should animals be used to test new beauty products?*

I believe that animals should be protected against all forms of harm. Therefore, people should never exploit animals for scientific purposes, such as testing new beauty products. Today, I am going to examine both negative and positive sides to this argument and conclude that animals should always be more important than man-made products.

Testing products on animals ensures that people will not experience adverse reactions to beauty appliances. Health and safety of humans is always important, and therefore many believe that testing on animals is justified. The Research by Cruelty Free International suggest that at least 115 million animals may be used in experiments worldwide each year. Countries such as the USA, Australia and the UK all conduct animal testing. However, I believe that animals should have equal rights to life as humans. Human are animals, and we would never exploit or experiment on a human to test the harmful side effects or possible dangers attributed to artificial products.

For these reasons, I believe that animal testing is wrong and should never be conducted. All animal testing should cease immediately, and more ethical ways of testing products should be developed and implemented.

1. Define the following words using a dictionary:

a. cease: \_\_\_\_\_

\_\_\_\_\_

b. adverse: \_\_\_\_\_

\_\_\_\_\_

c. exploit: \_\_\_\_\_

\_\_\_\_\_

d. implemented: \_\_\_\_\_

\_\_\_\_\_

e. ethical: \_\_\_\_\_

\_\_\_\_\_

2. Circle the writer’s argument ‘for’ and highlight the writer’s argument ‘against’. Which argument does the writer agree with and why?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Written Expression: Discussion****Discussion Tips:**

- Describe the issue first;

*Is take away food good or bad for you? Our class thinks.....or I think.....*

- Include arguments for and against;

*Take away food can be good for you because a lot of it is made from healthy ingredients.  
It taste good and saves time.*

- Take a new line to begin a new paragraph.

*Take away food can be bad for you. Lots of take away food is cooked in fat or heaps of salt on it.  
  
Also it can be full of sugar which is bad for your teeth.*

- Sum up or make a recommendation.

*Take away food is good as long as you don't eat it too much.*

**Word focus**

*\*Nouns*

*\*Words or points that link arguments*

*\*Present or past tense*

**Style**

*\*Objective (fair)*

**Title**

*Take Away Food*

**Issue** (Introduction to the issue or topic)

**Arguments**

\*For and Against    \*Main points and evidence (your reasons) for both sides.

**Conclusion**

\*Summary of opposing views or a recommendation

**Powerful words (try using some of these)**

*Tempting*

*Appealing*

*Worthwhile*

*Abundant*

*Comfortable*

*Generous*

*Superb*

*First class*

*Exceptional*



**Term 1-WEEK 9: 'bl' sound**

Word	1 <sup>st</sup> Try	2 <sup>nd</sup> Try
cable		
blade		
blaze		
bleat		
blown		
bleed		
block		
blonde		
blunt		
blurred		

**Activities**

**1. Fill in the missing spaces with words from the list.**

- a. The boy had \_\_\_\_\_ vision after the doctor put eye drops in his eyes.
- b. The fire caused a large \_\_\_\_\_ near our house.
- c. My pencil was so \_\_\_\_\_ that I was forced to borrow a sharpener.

**2. Write 2 sentences of your own using the words from the list:**

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**Week 9 Grammar: Verb and Verb Tenses**

**Verbs** are the most important words in a sentence. Every sentence must have at least one verb. Most verbs describe an action. They are often called **doing, being or having** words.

He **swims**. (doing)

We **are** here. (being)

I **have** a cat. (having)

**Write out the verb from each of these sentences.**

- 1) Susan ate two pieces of cake. \_\_\_\_\_
- 2) We ride horses every morning. \_\_\_\_\_
- 3) Snow falls in the winter time. \_\_\_\_\_
- 4) The gorilla was in its cage. \_\_\_\_\_
- 5) Has your uncle a new fishing rod? \_\_\_\_\_
- 6) I do my homework in my bedroom. \_\_\_\_\_

**Use the following verbs in a sentence. Underline any nouns and adjectives used in your sentences.**

run	keep	jump	swim	write	read
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**Week 9: Reading Comprehension**

**The Listeners** by Walter de la Mare

“Is there anybody there?” said the Traveller,  
     Knocking on the moonlit door;  
 And his horse in the silence champed the grasses  
     Of the forest’s ferny floor:  
 And a bird flew up out of the turret,  
     Above the Traveller’s head:  
 And he smote upon the door again a second time;  
     “Is there anybody there?” he said.  
 But no one descended to the Traveller;  
     No one from the leaf-fringed sill  
 Leaned over and looked into his grey eyes,  
     Where he stood perplexed and still.  
 But only a host of phantom listeners  
     That dwelt in the lone house then  
 Stood listening in the quiet of the moonlight  
     To that voice from the world of men:  
 Stood thronging the faint moonbeams on the dark stair,  
     That goes down to the empty hall,  
 Harkening in an air stirred and shaken  
     By the lonely Traveller’s call.  
 And he felt in his heart their strangeness,  
     Their stillness answering his cry,  
 While his horse moved, cropping the dark turf,  
     ‘Neath the starred and leafy sky;  
 For he suddenly smote on the door, even  
     Louder, and lifted his head: -  
 “Tell them I came, and no one answered,  
     That I kept my word,” he said.  
 Never the least stir made the listeners,  
     Though every word he spake  
 Fell echoing through the shadowiness of the still house  
     From the one man left awake:  
 Ay, they heard his foot upon the stirrup,  
     And the sound of iron on stone,  
 And how the silence surged softly backward,  
     When the plunging hoofs were gone.

This **poem** seems to be part of a longer mystery story. Why is it mysterious?  
.....  
.....  
.....

Where does this part of the story happen?  
.....

When does it happen (day or night)? Which words tell you this?  
.....

In your opinion, who or what are “The Listeners”?  
.....

The Traveller speaks in this **poem**. What are his words?  
.....  
.....  
.....

How does the first line of the **poem** make you feel?  
.....  
.....

What do you notice about the sounds in the third and fourth lines,

*And his horse in the silence champed the grasses  
Of the forest's ferny floor*

and what does this tell you about the horse's behavior?

.....  
.....

Make a list of the **adjectives** that are used to describe the Traveller.

**Remember:** An **adjective** is a describing word.

.....  
.....

Find the meanings of the old-fashioned words in the **poem**. Then write down why you think the poet chose these words.

.....  
.....

Read the **poem** again, looking at the lines and listening for the **rhymes**. How would you describe the **rhyming pattern**?

.....  
.....

Count the **syllables** in the first eight lines – can you find a **rhythmic pattern**? What is it?

**Remember:** A **syllable** is a word or part of a word that is one beat long.

.....  
.....

Choose a section from the **poem** and write it here.

.....  
.....

**Written Expressions: Persuasion**

**Topic:** *Staying safe in the sun.*

- **State your position (point of view)**

*Going out in the burning sun without sensible protection is extremely dangerous.*

- **Include your best arguments**

*The first reason is that you can get awfully sunburnt.*

*The second reason is that you can get horrible skin cancers because of damaging light rays.*

*Another reason is that too much time out in bright sunlight can badly hurt your eyes.*

- **Sum up and restate your position.**

*REMEMBER to wear a hat, put on a shirt, use sunscreen and wear sunnies.*

**Your turn...**

**Topic:** *Swim between the flags at the beach.*

**State your position (point of view)**

**State your best arguments and evidence**

**Sum up and restate your position.**

**Final recap.**