

English

Year 10

Unit 1



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UNIT 1: ANIMALS

WRITING

Write at least six questions about the common chimpanzee, and then write the answer to each question in a full sentence. Use the words below to start your questions:

Where, What, How long, How much, How many, When

The Common Chimpanzee

Facts:

- Lives in: Africa
- Lives: up to 60 years
- Weight: up to 65 kilos
- Food: plants and meat
- Sleeps: at night
- Sleeps in: trees
- Number living outside zoos: 100,000-200,000



Example:

1. Where does the common chimpanzee live? It lives in Africa.

Verbs – negative form

A. Complete the sentences with the verbs in brackets. use the negative form of the verb, e.g. don't; doesn't; isn't; hasn't

1. Zebras _____ (eat) other animals. They eat plants.
2. My sister hates animals. She _____ (want) a pet.
3. On Saturdays, children _____ (go) to school.
4. I _____ (sleep) in the afternoon.
5. My sister and I _____ (clean) our room every day.
6. Mike _____ (give) food to his dog twice a day.
7. You _____ (like) pets.
8. My cat _____ (play) with my dog.

B. Complete the sentences with don't or doesn't.

1. Whales _____ live on land.
2. Canaries _____ talk.
3. Adam _____ visit the zoo every day.
4. I _____ like snakes.
5. Elephants _____ eat meat.
6. Julie _____ keep animals in her bedroom.

C. Complete the questions with do, or does. the answer the questions.

1. _____ you like snakes?
2. _____ a frog eat pizza?
3. _____ gorillas live in oceans?
4. _____ people ride horses?
5. _____ your mother want a pet cat?

D. Complete the sentences with the verbs in brackets. Use do, does, doesn't . use the correct form of the present simple.

1. Kenji _____ (like) snakes.
2. They _____ (not ride) horses.
3. _____ your grandparents (come) from England?
4. Mountain gorillas _____ (live) in Africa.
5. My sister _____ (not want) to go to the zoo.
6. _____ Jack (help) at the zoo?
7. The children _____ (watch) TV every afternoon.
8. The Indian python _____ (not live) in the ocean.
9. Jack and Lee _____ (not go) to the zoo at the weekend.
11. The giant panda _____ (live) up to 20 years.
12. My parents _____ (not want) a pet in the house.

E. Complete the sentences with the verbs below. Use the correct form of the present simple.

play • not wash • ride • not go • not want • read

1. _____ (you / always) your bike to school?
2. My sister hates animals. She _____ a pet.
3. My brother likes sport. He _____ (often) football after school.
4. We _____ to school on Sundays.
5. I _____ my hair every day.
6. _____ (your brother) books?

F. complete the text with the correct form of the verbs below. You may use the verbs more than once.

have • got • play • be • ride • like • watch

Fred 1 _____ my friend. We 2 _____ our bikes to school together every day. After school, we 3 _____ games on the computer. Fred 4 _____ one sister, Kate. She often 5 _____ the guitar. Fred 6 _____ (not) any brothers, but I 7 _____ two brothers. We sometimes 8 _____ football with my brothers and we often 9 _____ TV. Fred 10 _____ my brothers!

Cat Cafes

Cat cafes are a relatively recent trend that has steadily grown in Japan and are now spreading across the world. Although the first cat cafe was technically founded in Taiwan, called the Cat Flower Garden, the furry sensation didn't pick up speed until Japan took the concept under their wing. Since then, cat cafes have spurred a boom in the animal cafe business.

Cat cafes were originally constructed in Japan due to tiny apartments and strict pet policies. Residents that weren't allowed to keep cats were starving for furry companionship; the opening of cat cafes was the perfect way for them to interact with cats outside of their home. Not only do people enjoy going into cat cafes to play and cuddle with the cafe's cast of cats for that day, but the food served in these cafes is also enjoyable and delicious!

All in all, cat cafes serve to provide anyone, whether they own a furry feline or not, a dedicated space where cats are the main focus. After just a few petting and playing sessions with these energetic cats, any weary traveller will feel like they've recharged their batteries and are ready to hit the road with renewed vigour and happiness!

Questions – answer in full sentences

1. Where was the first Cat Café?
2. Why did Japan take on the idea of Cat Cafes?
3. What can guests do when they go to a Cat Café?

Vocabulary

Look up and write the meaning of these words:

feline

recharged

companionship

interact

renewed

vigour

Just for Fun – a conversation between two cats at a Cat Cafe

Ayano: Hi, Hiro. Is this your first time at the cat café?

Hiro: Yes, it is. It's really nice here, Ayano.

Ayano: I know. There are twenty cats here. Can you believe it?

Hiro: No, I can't. Twenty? It's hard to choose a cat to play with.

Ayano: There's a cat menu over there. Have a look at it, Hiro.

Hiro: A cat menu?

Ayano: Yes, you can read about the cats at the café in the menu – about their personalities and their habits.

Hiro: Oh, look at this cat in the menu.

Ayano: Which one?

Hiro: The brown cat in this picture. He looks like a tiger. Hey, his name is Tiger.

Ayano: I know Tiger. He's a very confident cat, but I think he's strange.

Hiro: Why do you say that? It's good to be confident.

Ayano: Yes, but he's got some strange habits. He loves tea, for example. He often jumps on people's tables and drinks the tea from their cups.

Hiro: Tea? Well, that's OK, Ayano, because I never drink tea. Come here, Tiger. Ouch!

Ayano: That's another thing. He also climbs up people's legs. It hurts, doesn't it?

Hiro: Yes! Why does he do it?

Ayano: He wants your attention, so he climbs up legs! **Hiro:** Ouch!

Answer these questions after you have read about Ayano and Hiro talking about the cat café. Write the missing word in each, to answer the question.

1. How many different cats do they describe? _____
1. It's _____ first time at the café.
2. The café has got _____ cats.
3. The menu describes the cats' _____.
4. Tiger is _____ but strange.
5. Hiro doesn't drink _____.
6. Tiger climbs up people's _____.

Language Usage: Nouns

Nouns are the names of people, places or things. There are four types of nouns:

Common nouns

Words that name objects or things:

e.g. turtle, tuna, horse, shirt, house.

Proper nouns

Words for people and places. Proper nouns always begin with a capital letter:

e.g. Lusi, Mela, Paul, Nadi. Monday, September, Christmas, America

Abstract nouns

Words for things that seem real but we can't touch or see:

e.g. warmth, love, grief, courage, truth.

Collective nouns

Words for groups of things

e.g. team, congregation, committee, herd, swarm.

For you to do:

Put four headings across your page:

Common Nouns, Proper Nouns, Abstract Nouns, Collective Nouns.

Study the list of nouns below, then put each word under its correct heading.

forest	Captain Cook
house	shame
Suva	flock
paw paw	Prime Minister
herd	mountain
shoal	bravery
hatred	squad
tree	experience
Pacific	swarm
ball	sky

Bully Cat



If you think cats are always cuddly, get to know this cat. The Bully Cat breed has caused a reaction among animal rights activists, who are calling for a boycott of the breeders of this animal.

This is because the Bully Cat, a hairless breed, similar to the Sphynx, was artificially created. However, activists argue that this breed produces cats that suffer from terrible health problems.

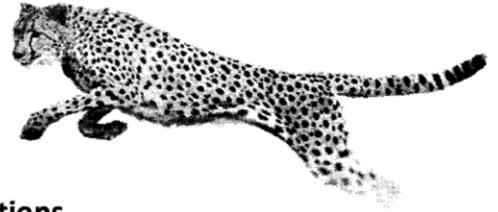
This new breed of cat has short, thick legs and wrinkled skin.

It is believed that the breed was created a few years ago in the United States, where it has also become popular and is in high demand on social networks. Animal welfare organizations argue that unscrupulous breeders produce animals that suffer enormous suffering in the course of their lives in the name of financial profit.

Answer the questions

1. What ethical considerations arise from the artificial creation of new cat breeds like the Bully Cat?
.....
2. How might the health issues associated with the Bully Cat affect its overall welfare and quality of life?
.....
3. In what ways does the popularity of a breed on social media influence its demand and the practices of breeders?
.....
4. What are the potential long-term consequences of breeding animals primarily for the way they look rather than for health and well-being?
.....
5. How could animal rights activists effectively raise awareness about the issues related to artificially created breeds like the Bully Cat?
.....
6. How can people be educated about the potential health problems of certain breeds before choosing a pet?
.....
7. What are the responsibilities of pet owners when it comes to addressing the health issues of breeds with known problems, such as the Bully Cat?
.....

Cheetah



Texts for Reading.

Read and answer the questions.

Cheetahs are a type of large cat. They're the fastest land animal on earth! Cheetahs live in Africa. They live in open grasslands called savannas. Cheetahs are covered with black dots. These spots help them hide in the grass. Cheetahs mostly eat small animals like hares but they also eat big animals like antelopes!

Their legs are very powerful. Cheetahs are also thin, with small heads.

Cheetahs can only run for about a minute, then they need to rest. Cheetahs can see very far. They spot their prey and sneak closer . . . Once they're close enough, they run—fast!

1. Where do Cheetahs live?

- a. in Africa.
- b. in Europe.
- c. in Australia.

2. What do they eat?

- a. Lions, tigers.
- b. Hares, antelopes.
- c. Cows, hens.

3. Can they run for a long time?

- a. Yes
- b. No

4. Can they see very far?

- c. Yes
- d. No

5. How do cheetahs run so fast?

- a. They have a powerful tail.
- b. They have powerful legs.
- c. They have a powerful head.

Writing

Make a comparison between the cheetah and the everyday house cat.

Write in full sentences.

Comment on size, speed, food, eyesight, personality, and any other facts you can find out.

Gardens For Birds



Gardens for Birds

Aim to include our five essentials for a wildlife-friendly garden

SHELTER

1 Shelter is important for birds and small mammals to escape predators. Plant trees, hedges or shrubs, so that they can hide.

FOOD

2 An assortment of flowers and vegetation will attract insects, and planting berry bushes or fruit trees is a great source of food too!

NESTING

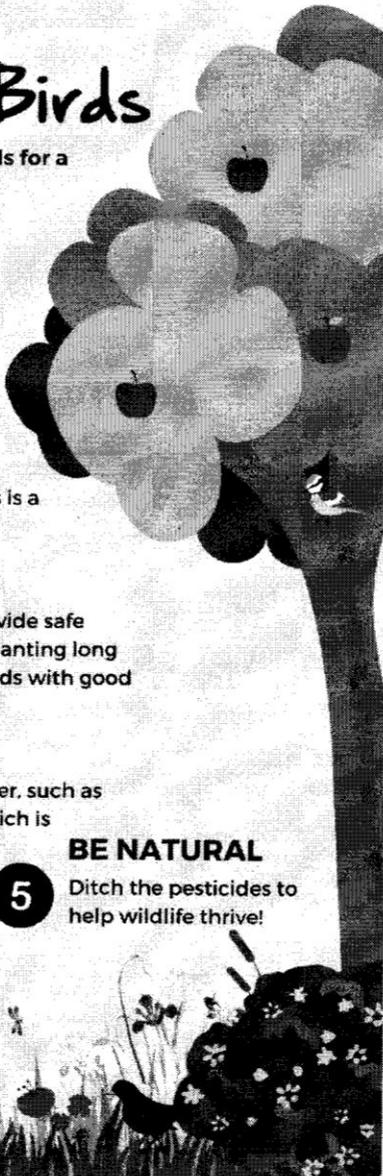
3 Nest boxes are a great way to provide safe nesting environments for birds. Planting long grasses and cardoons supplies birds with good nesting materials.

WATER

4 Provide a space for water, such as a shallow bird bath, which is cleaned regularly.

BE NATURAL

5 Ditch the pesticides to help wildlife thrive!

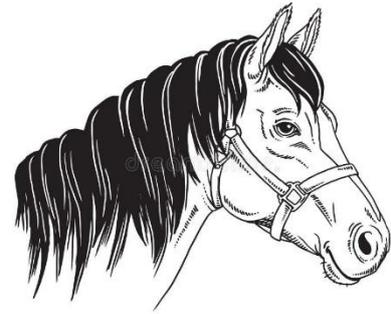


Have a look at the leaflet and answer the questions:

1. How many vital points are there to create a good garden for birds?
.....
2. Why is it important to provide shelter?
.....
3. Is shelter just important for birds?
.....
4. How can you provide shelter?
.....
5. Why do you think it is important to attract insects?
.....
6. What can you do to attract insects?
.....
7. Why is it a good idea to plant some long grass?
.....
8. How often should you clean your bird bath?
.....
9. Why do you think it is important to not use pesticides?
.....
10. Did you find the leaflet helpful? What is good about it?
.....
.....

Horses

Horses are beautiful creatures. They can be different colours, and can run quickly. People like to watch horses because they are strong and powerful.



Horses are mammals. Mammals are animals that have hair or fur, are warm-blooded, and usually give birth to live young. The mother horse generally has one baby in the spring, and feeds the baby milk. Horses have long legs, and big eyes that can see almost all the way around them. They can walk, trot, gallop and jump.

Young horses that are one year old or younger are called foals. A young female horse is called a filly, and a young male horse is called a colt.

After 4 years, a horse is considered an adult. Many people think that a pony is a young horse, but that is incorrect. A pony is a type of horse that does not grow very large.

Horses can live up to 20 or 25 years. Sometimes people can tell how old a horse is by looking at its teeth! They generally sleep standing up, so that if a predator approaches, they can run away quickly. Horses only need about three hours of sleep per day! Their hooves need to be taken care of. Horse hooves are like our fingernails, which need to be trimmed. If a horse is doing a lot of walking on hard ground, people put horseshoes on them, then take off the horseshoes when the hooves need trimming. New horseshoes are then put on.

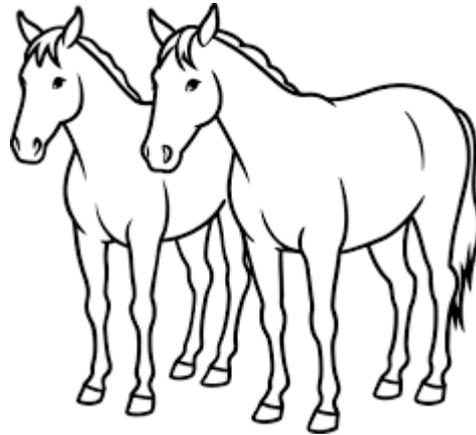
For food, horses eat foods such as grass, hay, oats, corn, apples, and carrots. They are herbivores, meaning they do not eat other animals. Their stomachs are small, so they need small, frequent feedings.

There are wild horses, but many people have horses as pets, too. They ride the horses and may teach the horses tricks. When people first started to take horses as pets, they were just used for work. The horses would pull carriages so people could ride places, or plows so the farmers could more easily tend their fields. Horses were also used to move goods from place to place, by carrying objects on their backs. Some horses now work as therapy horses. These horses help people with disabilities become more calm and comfortable, or work muscles they might not otherwise be able to work.

When these strong creatures are treated with care, they make wonderful companions. What else do you know about horses?

Questions:

1. What is the difference between a horse's diet and a human diet?
2. What does "foal" mean in the 3rd paragraph? How do you know?
3. The first paragraph includes some opinions about horses. Highlight the opinions. Replace them with facts that would still make sense in that paragraph.
4. Did you have any misconceptions (something you thought you knew, but found out to be incorrect after reading the short story) about horses? What were they?



Language Usage: Adjectives

An **adjective** is a word which describes a noun or pronoun. They are usually placed just before the noun they describe: e.g. An *original* painting, a *Fijian* dance, a *destructive* cyclone, a *gorgeous* sunset, a *shocking* result.

Exercise 1

Complete each of the sentences below with a suitable adjective, choosing from the list underneath the sentences.

1. That night there was a __ storm.
2. The fishing boat came back with an _____ catch.
3. The climb up Mt. Everest was very _____.
4. The puppy was _____ after it was hit by the car.
5. Fish from the market are usually _____.

enormous
fresh
spectacular
terrified
violent

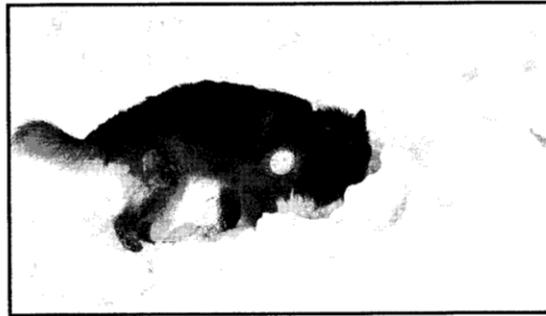
exhausting
tiny
delighted
easy
nasty

Exercise 2

Now write your own sentences, using each adjective from the list that was not used in exercise 1.

MAIN IDEA: Working Dogs

The **main idea** of a text tells what the text is mostly about. **Supporting details** are the sentences that support the main idea.



An avalanche rescue dog in training.

Part 1: Read the paragraph below.

Working dogs are animals that have a job. These animals are trained to help people. They protect people. They make life easier. Some dogs work with police officers. They help them find criminals or weapons. Other dogs also help find people. They are called search and rescue dogs. They are trained to find missing people when there is a disaster, like a flood, avalanche, or tornado. Other dogs act as eyes for people with visual impairments. Some dogs act as ears for people with hearing impairments. Service dogs can also be helpers for people who are physically challenged. Dogs become working dogs when they are specially trained to help and protect people.

Part 2: Complete the graphic organizer by choosing the best main idea and supporting details from the sentences below. Some choices will not be used.

<p>Main Idea: _____</p> <p>Supporting Ideas:</p> <p>1. _____ _____</p> <p>2. _____ _____</p> <p>3. _____ _____</p>	<p>a. A police dog assists police in finding criminals and weapons.</p> <p>b. Working dogs must be puppies.</p> <p>c. A dog can help people with visual impairments by acting as their eyes.</p> <p>d. Working dogs are trained dogs that help people.</p> <p>e. Some dogs help people with hearing impairments by acting as their ears.</p> <p>f. A dog should be fed and loved if it is going to be helpful.</p>
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Language Usage: Past, Negative and Interrogative (1)

A. Put each sentence into past tense.

1. She knows about it.
2. My father takes part in the match.
3. They give me a textbook.
4. She washes the floor herself.
5. We are fond of ballet.

B. Put the verb into the negative form.

1. He bought bread.
2. They played with us.
3. She began reading.
4. I saw this film.
5. We were at home on Monday.

C. Put the verb into the interrogative form. (a question)

1. He drank milk for supper.
2. She often watched TV at night.
3. The girls went to the forest.
4. Ben was on duty yesterday.
5. The teacher answered your question.

D. Make up a Special question, starting with the word in brackets.

1. The student knew the answer. (What?)
2. Betty ran quickly. (How?)
3. Our team won the game. (Who?)
4. They seldom cleaned the flat. (How often?)
5. The children were very happy. (Why?)

Migration of wild geese



Why Do Geese Migrate?

Migration when birds fly in groups, from one part of the world to another, driven by seasonal changes in food availability and climate. Geese breed in northern regions where summer provides an abundance of food and safe nesting sites. As winter approaches and temperatures drop, food sources become scarce, prompting geese to travel south to warmer areas with more reliable resources. This annual movement ensures their survival and reproductive success.

Common Migratory Geese Species

Several species of geese undertake extensive migrations, including:

- Canada Goose – Migrates from North America to southern U.S. states and Mexico.
- Snow Goose – Travels between the Arctic tundra and the southern United States, with some reaching Central America.
- Greylag Goose – Moves between northern Europe and southern regions, including North Africa and India.
- Brant Goose – Breeds in the Arctic and winters along the coasts of North America and Europe.
- Barnacle Goose – Breeds in the Arctic and winters in western Europe, including the UK and the Netherlands.

The Migration Route and Stopovers

During migration, geese make several stopovers at wetlands, lakes, and agricultural fields to rest and refuel. These sites are crucial for their survival, as geese need to replenish energy reserves before continuing their journey.

How Geese Navigate Long Distances

Geese use a combination of techniques to navigate their migration routes, including:

- **Celestial Navigation** – Using the sun and stars to determine direction.
- **Geomagnetic Cues** – Sensing the Earth’s magnetic field to maintain orientation.
- **Landmarks and Water Bodies** – Recognizing mountains, rivers, and coastlines.
- **Social Learning** – Young geese learn migration routes by following experienced adults.
- **V-Formation Flight: Energy Efficiency in Migration**

One of the most remarkable aspects of geese migration is their distinctive V-formation flight. This aerodynamic technique reduces air resistance and conserves energy. The leading goose breaks the air current, making it easier for the following geese to fly with less effort. Geese take turns leading the formation, ensuring that no single bird gets overly exhausted.

Challenges and Threats to Geese Migration

Despite their incredible adaptations, migratory geese face numerous challenges, including:

Habitat Loss – Wetlands and stopover sites are being destroyed due to urbanization and agriculture.

Climate Change – Altered weather patterns affect food availability and timing of migration.

Hunting and Poaching – In some regions, migratory geese are hunted for sport and consumption.

Collisions with Man-Made Structures – Power lines, wind turbines, and aircraft pose significant threats.

Conservation Efforts

Several conservation initiatives aim to protect migratory geese, including:

Establishing Wildlife Refuges – Protected areas ensure safe stopovers and breeding sites.

Regulating Hunting – Seasonal hunting laws help maintain stable populations.

Climate Change Mitigation – Efforts to reduce global warming can help preserve migratory patterns.

Public Awareness and Education – Encouraging responsible human interaction with migratory birds.

Conclusion

The migration of geese is one of nature’s most awe-inspiring spectacles. These resilient birds navigate thousands of miles annually, demonstrating remarkable endurance and

intelligence. However, environmental changes and human activities pose significant threats to their migration patterns. Protecting their habitats and understanding their needs are crucial for ensuring that future generations can continue to witness the grandeur of geese migrations. By fostering conservation efforts and sustainable practices, we can help safeguard these extraordinary travellers of the skies.

The Goose Voyage (Fiction/Narrative)

This story is fictional story, describing a conversation between two young geese, Tom and Harry, on their first migration flight.

“Are you ready Harry?” Tom asked. “It’s going to be one long adventure!”

“I was born ready!” I answered. We were all getting ready for our yearly migration south. The days were growing shorter, the weather was getting colder, and we all just felt like it was time to move. Somehow, we all knew there’d be more food and we’d be more comfortable if we flew south for the winter.

This was our first time migrating. We were a little nervous about going, but everyone in the flock reassured us that we’d know exactly what to do when the time came. We had a lot of questions: why do we go south every year; what happens on the way; and how do we know when we’re there? We got a lot of different answers, so we still weren’t exactly sure what to expect.

“Well, let’s go!” Tom said. We met up with the rest of the flock. Tom’s mother was going to be the point of the flock first. We were all going to fly in a “V” shape, because they all said it makes it easier on everyone else to fly behind the point. Almost everyone would take a turn being the point, so that no one goose would get too tired. Tom’s Mum took off, and we all followed.

Higher and higher we flew, then everyone started leveling off. We were in our “V!” Flying always felt great, it was fun to look at everything far below us, and it felt good to stretch out our wings. Soon enough, I could see why we were flying in the “V.” Flying for this long was tiring, but it was much easier to fly in the “V” than by myself! It was also pretty cold up here, which wasn’t too bad, but wasn’t exactly fun either.

On and on and on we went. Nothing exciting happened, we were just flying along for miles. It was too hard to talk to each other, we just followed the point. I was getting really hungry, and couldn’t wait for a break. Finally, we started heading down to land. I knew somehow that this wasn’t our final destination, but I was glad for the break.

I went to find Tom as soon as we landed, but my Mum and Dad stopped me to ask how I was doing. “I’m fine,” I answered. “Migrating isn’t as exciting as I thought it would be.”

“Be glad for that, Harry,” Mum answered. “If it’s exciting, that means there are problems. Problems are great in stories you hear, but it’s stressful to be in those situations. I’m happy with a boring migration!”

Dad agreed with Mum. “OK,” I sighed, “I’m going to find Tom.”

Tom was by the water, eating some plants.

“How’s the migration going for you so far?” I asked him.

“I’m glad we have a break, we need it. I’m shaken up!” he answered.

“Shaken up? Why? It’s been pretty boring so far!” I said.

“Didn’t you see the eagle? It was coming after us! It almost got Lucy!” Tom exclaimed.

“What? I didn’t see that! What happened?”

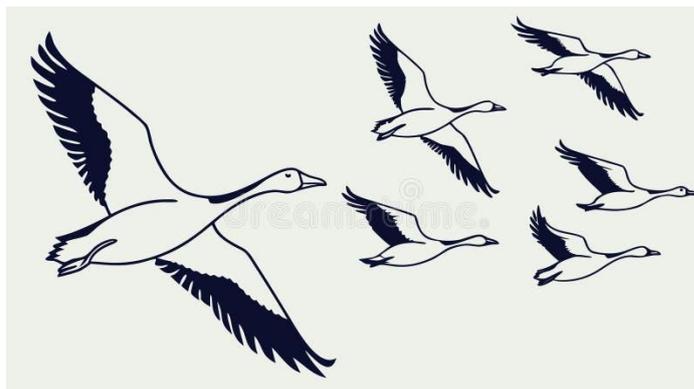
“Well, I must have been flying behind you if you didn’t see it. We were just minding our own business, when my dad spotted the eagle. We decided to move closer together, but Lucy didn’t notice. The eagle started circling above her, then it dove! Luckily, we all honked, and she got out of the way, but it was a close call! I’m ready to be done migrating,” said Tom.

I thought about how terrified Lucy must have been, and if I’d have seen it, I’d probably be just as shaken up as Shane. I was glad I didn’t see it.

“Hopefully that will be the only crazy thing that happens during this migration,” I said. “Let’s get some rest. We have another busy day of flying tomorrow.”

Questions:

1. How have Harry and Tom’s migration experiences been different thus far?
2. Retell the story in your own words.
3. What does “final destination” mean in this story? How do you know?
4. How would a different point of view have changed the story?
5. What problems could Harry and Tom encounter on day 2 of their migration? Create your own ending, including the problems they encounter and how they make it to their destination.



Language Usage: Sentence formation

A. Use these words to make up full sentences:

- 1.- the teacher/tidy/ the classroom.
- 2.- The doctor /talk/ to my mother /at the hospital.
- 3.- That boy /wash/ the dishes / in the kitchen.
- 4.- The babies / play/ with toys at the shopping centre.
- 5.- Martin /browse/ the web in the cat café.
- 6.- Your teacher/ correct/ some exams.
- 7.- Lorenzo / learn/ German and French.
- 8.- Robert / travel/ to Australia/ with his family.

B. Write questions in using these words:

- 1.- rain/ now/ in Nadi/it? _____
- 2.-the waiter/bring/ some food? _____
- 3.-the mountaineers/climb/ the high mountain?
4. the English woman /have/ a cup of tea? _____
- 5.- the scientist/ make/ an interesting experiment? _____
- 6.- pay / the bill at the restaurant/ Julia?

Camouflage

Is that a butterfly or a flower? Is that a lizard or a log?

Many animals and plants blend in with their surroundings, helping them to survive. Animals use their colour to hide among rocks, grass, and trees. This is called **camouflage**.



Camouflage helps animals hide from their predators. It also helps predators such as lions and tigers sneak up on their prey without being spotted. Animals such as chameleons change their colour to match the colour of their surroundings. Spindly stick insects are very difficult to see among branches and twigs because of their colour and shape. Arctic hares are brown during the summer to blend in with their surroundings of soil and shrubs. They shed their fur in autumn and grow new white coats to blend in with the snow during the winter months. Tigers use their stripes as camouflage to blend in with the light and dark grasses. African lions use their tan colour to hide in the savannah grasses. This allows the lion to creep up on its prey without being seen.

Questions

1. Apart from the animals mentioned in this article, can you think of two more animals that use camouflage to hide from predators?

2. Stick insects use colour to blend in with their surroundings. What else do they use?

3. What colour is an Arctic hare during the winter?

- | | |
|----------|----------|
| a. Brown | b. Black |
| c. White | d. Red |

4. How does this help them survive during the winter months?

Language Usage: Past, Negative and Interrogative (2)

A. Rewrite these sentences in the past tense.

1. He comes back rather late.
2. I lose my money in the shop.
3. He is always attentive.
4. I like his collection of badges.
5. He sometimes borrows money.

B. Put the verb into the negative form.

1. My sister swam in the sea.
2. Snake ate birds.
3. We played volleyball yesterday.
4. My mother bought tasty things.
5. The students were ready for the lesson.

C. Put the verb into the interrogative form, (as a question).

1. The cat caught a mouse.
2. He often drank black coffee.
3. Our team played yesterday.
4. She was a student last year.
5. The pupils translated the exercise.

D. Make up a Special question, starting with the words in brackets.

He came home late. (Who?)

Her aunt spent June in Turkey. (Where?)

Jane helped her mother. (Whom?)

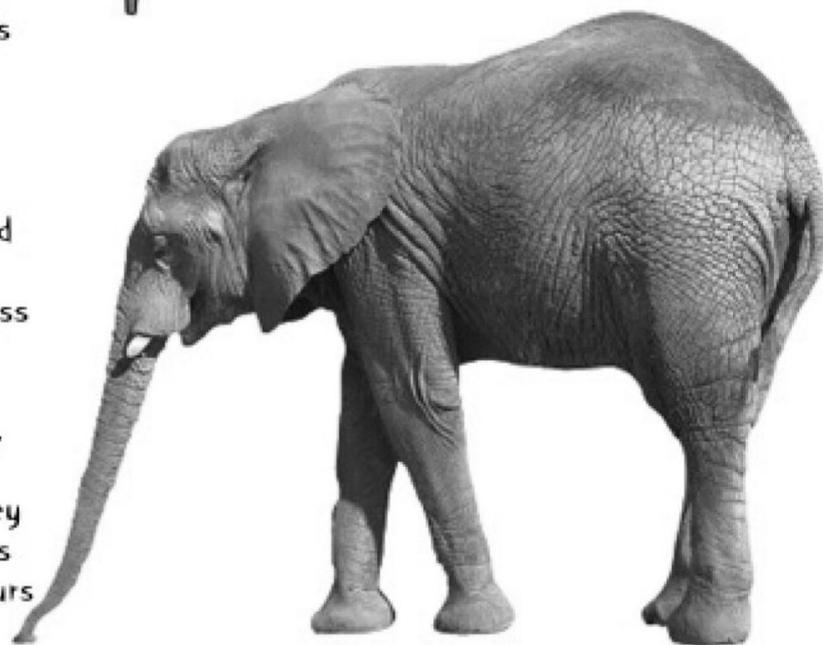
We did our lessons very quickly. (How?)

They were good at History. (Why?)

Elephants

Elephants are large land mammals and are the largest living land animals on Earth today.

Elephants are herbivores (plant-eaters) and possess teeth adapted for cutting and tearing off plant materials. They will graze on grass or reach up into trees to grasp leaves, fruit, or entire branches. Elephants are primarily browsers, feeding on the leaves, bark, and fruits of trees and shrubs, but they may also eat considerable grasses and herbs and spend up to 16 hours a day eating plants.



If the desired food item is too high up, the elephant will wrap its trunk around the tree or branch and shake its food loose or sometimes simply knock the tree down altogether. They always use their trunks to tear up their food and then place it in their mouths. The trunk is also used for drinking. Elephants suck water up into the trunk—up to 14 liters at a time—and then blow it into their mouths. Elephants also suck up water to spray on their bodies during bathing.

An elephant also relies on its trunk for its highly developed sense of smell. By raising the trunk up in the air and swiveling it from side to side, like a periscope, it can determine the location of friends, enemies, and food sources.

The tusks of an elephant are its second upper incisors. Tusks are used to dig for water, salt, and roots; to debark trees to eat the bark and to move trees and branches when clearing a path. In addition, they are used for marking trees to establish territory, and occasionally as weapons.

Elephants swim well, but cannot trot, jump, or gallop. They do have two gaits: a walk and a faster gait that is similar to running. They also have large flapping ears. On hot days, elephants will flap their ears constantly, creating a slight breeze.

Elephants are famous for their trumpet calls, which are made when the animal blows through its nostrils. Trumpeting is usually made during excitement. Its use varies from startlement to a cry of help to rage. Elephants also make rumbling growls when greeting each other.

Elephants

Vocabulary

Find and write the meaning of the following words:

considerable

swivelling

gait

startlement

Fact sheet

Make a fact sheet about elephants, giving at least 10 facts in dot points. Draw a picture to go with your fact sheet.

Language usage: Verbs

A **verb** says what a person or thing does. It is a 'doing' word. It can describe things such as:

An action e.g. *jump, run, fight, swim.*

An event e.g. *rain, flood, blow.*

A state or condition e.g. *be, have, look.*

A change e.g. *shrink, grow, lengthen.*

Verbs occur in different forms according to whether the action is in the past, present or future: e.g. *in the sentences below all the verbs are shown in their different forms in italic type.*

The **simple present tense**: The girl *walks* to the market.

The **continuous present tense**: The girl *is walking* to the market.

The **simple past tense**: The girl *walked* to the market.

The **continuous past tense**: The girl *was walking* to the market.

The **perfect tense**: The girl *has walked* to the market.

The **past perfect tense**: The girl *had walked* to the market.

The **future tense**: The girl *will walk* to the market.

Write out the following sentence in the other six tenses, as set out in the different verb forms in the example above:

Simple present tense: The village band plays every Saturday afternoon.

Read the passage given below and answer the questions that follows.

Passage: The Amazing Ants

Ants are small insects that can be found all around the world. They are known for their incredible teamwork and complex societies. Ants live in colonies, which can range in size from just a few individuals to millions of ants.



Ants have different roles within their colonies. The queen ant is the leader and is responsible for laying eggs. Worker ants, which are all female, gather food, take care of the eggs, and build and repair the nest. Soldier ants protect the colony from any potential threats.

Ants communicate with each other through various means. They use their antennae to touch and sense chemicals left behind by other ants. This helps them leave trails to food sources or warn others of danger. They also make sounds by rubbing their legs against their bodies to send signals to other ants.

One of the most amazing things about ants is their strength. Despite their small size, ants can carry objects that are much larger and heavier than themselves. This is because ants are incredibly strong for their size. They use their powerful jaws to lift and transport food and building materials.

Ants have a diverse diet, including insects, nectar, seeds, and even other ants. Some ants are known to be farmers, cultivating fungus as their primary food source. They bring leaves and other materials into their nests, on which the fungus grows. Once the fungus grows, ants feed on it.

In conclusion, ants are remarkable insects that demonstrate teamwork, communication, strength, and a variety of behaviors. Their colonies are like well-organized cities with ants playing different roles to ensure the survival of the entire group.

Ants: Questions

1. Give three different roles that ants have.
2. List three ways in which ants communicate with each other.
3. Explain how we know that ants are very strong for their size.
4. Describe the different foods in an ant's diet.
5. What contributes to the survival of an ant community?

Language usage: its or it's

"its" shows possession.

"it's" replaces *it is*.

Write the correct word next to the sentence number.

1. (Its / It's) time to go to bed now.
2. I love your house. (Its / It's) very beautiful.
3. The dog lost (its / it's) bone on the road.
4. Is the delivery on (Its / It's) way now?
5. She thinks (its / it's) her dad's birthday, but (its / it's) tomorrow.
6. (Its / It's) a sad movie, but I didn't cry.
7. Your cat is adorable. What is (its / it's) name?
8. My dog and (its / it's) puppies love to chew on bones.
9. He believes (its / it's) strange to drink orange juice for dinner.
10. (Its / It's) crazy that we never knew we were neighbors.
11. I lost my phone and (its / it's) charger last week.
12. The baby and (its / it's) blanket were gently placed in the crib.

Language Usage

Nouns Activity 1: Same singular and plural nouns

Some nouns have the same form in the singular and plural, e.g.

- One moose crossed the street.
- We saw two moose in the field.

Make up a sentence using each word in the singular form, then make up another sentence using the word in the plural form.

aircraft

trout

salmon

deer

series

fish

Nouns Activity 2: Irregular plural nouns

You can make most nouns plural by adding “s” or “es”, but irregular nouns are different!

e.g. mouse - mice

Write the plural of these nouns.

foot child woman man tooth goose cactus child

Verbs and nouns

Some words can be both a noun or a verb, e.g.

- The cats scratch the couch.
- There is a scratch on the table.

Make two sentences for each of these words – one sentence for noun usage, and one sentence for verb usage.

walk fight run talk turn rock race

Adjectives Activity 1

Find and write a list of the adjectives in the story, in the order that they appear.

These are the steps to make a delicious sandwich. First, you need two slices of fresh bread. Then, using a dull knife, spread butter on the bread. Select your favorite cold meat or tinned fish. Place slices of meat or chunks of fish on top of the first piece of bread.

You can add slices of tomato and cucumber. Get some lettuce and pull a few leaves. Add them to the pile. Put the second slice of bread on top to close your sandwich and cut it with a sharp knife. Place your sandwich on a clean plate and sit down at the table. Your delicious sandwich is ready to eat. Enjoy!

Apostrophes of Possession (Singular nouns)

For singular nouns, add 's to show possession:

e.g. The cat's toy = cat + 's = cat's

Write the word in each sentence to show possession.

1. My _____ (cousin) bicycle is larger than mine.
2. The _____ (doll) hair is black.
3. The _____ (chair) cushion is loose.
4. The _____ (phone) ring tone is annoying.
5. That is my (aunt) _____ pen.
6. We have hidden the _____ (dog) bone.
7. _____ (Someone) car is parked in our driveway.
8. My _____ (friend) parents are strict.
9. Your _____ (sister) lunch box is colourful.
10. My _____ (Mum) cake is delicious.
11. The _____ (bride) dress is beautiful.
12. Put your coat beside your _____ (brother) coat.
13. I need to use your _____ (friend) pen to write this down.
14. He will come after _____ (tonight) evening meal

Amazing Nature

Animal senses

Humans have five senses; sight, hearing, taste, smell, and touch. We use these senses every day of our lives when we work, play, eat, drink. Animals have sense too, and sometimes they are much more powerful than ours. We have our food prepared for us

But animals need to find their own food using their senses. For example, predators often have very good sight. Some birds of prey can see a mouse at a distance of 1.5 kilometers. However, they don't always catch the mouse. Mice have amazingly good hearing and this helps them escape from predators!



Insects sometimes have senses that are different from ours. For example,



butterflies don't taste with their mouths - they taste with their feet. Crickets don't hear with their ears - they hear with their legs. Chameleons have two eyes, the same as we do, but they can move their eyes separately and look in two different directions at the same time! Some animals seem to have special sense that tells them about the future. Birds,

ants and many other animals look for food more busily just before bad weather. This helps them survive because it's more difficult to find food when the weather is bad. They know that bad weather is coming. Birds also use this ability to avoid bad weather when they fly long distances. For centuries, people have noticed that animals often behave strangely before an earthquake. For example, in January 1975, a lot of farmers in one part of China told scientists that their horses and cattle did not want to go inside the barns. A few days later, there was a large earthquake in that region. Do animals have a special sense that predicts earthquakes? The answer is probably yes, but scientists do not yet understand how it works.

Answer the following questions

1. How many senses do humans have?

2. What do animals use to find their food?

3. Which sense do birds of prey use to catch their food?

4. Which sense helps mice to escape from predators?

5. What do butterflies use to taste?

6. What do crickets use to hear?

7. What is special about chameleons?

8. Which animals look for food more busily before bad weather?

9. When do they behave strangely?

10. What did farmers tell scientists in China?

Language usage: Comparatives

Example: old, older, eldest

Write the comparatives:

- 1.- old 6.- good
- 2.- strong 7.- large
- 3.-happy 8.- serious
- 4.- modern 9.- pretty
- 5.- important 10.- crowded

Write the opposite of these comparatives:

- 1.- younger 4.- better
- 2.- colder 5.- nearer
- 3.- cheaper 6.- easier

Complete the sentences using a comparative:

- 1.- Helen's car isn't very big. She wants a _____ one.
- 2.- My job isn't very interesting. I want to do something _____.
- 3.- You're not very tall. Your brother is _____.
- 4.- David doesn't work very hard. I work _____.
- 5.- My chair isn't very comfortable. Yours is _____.
- 6.- Your plan isn't very good. My plan is _____.
- 7.- These flowers aren't very nice. The blue ones are _____.
- 8.- My bag isn't very heavy. Your bag is _____.
- 9.- I'm not very interested in art. I'm _____ in history.
- 10.- It isn't very warm today. It was _____ yesterday.
- 11.- These tomatoes don't taste very good. The other ones tasted _____.
- 12.- Britain isn't very big. France is _____.
- 13.- London isn't very beautiful. Paris is _____.

Bees

Bees are insects. Bees are *special* insects because they can fly! They can move through the air like an airplane! Bees can fly because they have wings. They use their wings to fly. Bees can fly fast. Bees can also fly slow. They can fly up and they can fly down. They need to fly to get to the flowers!

Bees can have three colors. They can be yellow, red, and orange. All bees are black in some places.

Bees have three main parts. They have a head. They have a body. And, they have a stinger. The stinger is used to *defend* against enemies. They also have six legs. They use their legs to stand and climb. They also use their legs to eat and collect pollen.

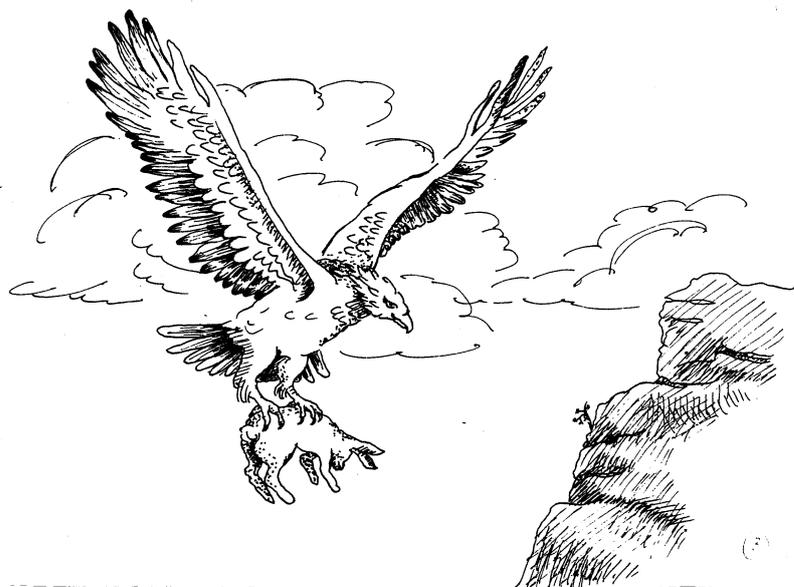
Bees live in many places. They live in Africa, Australia, Asia, Europe, North America, South America. The only *continent* that bees do not live on is Antarctica! I understand why they don't live in Antarctica. It's too cold!

Most of the time, bees are nice to humans. If you do not *bother* them, they will not bother you. Have fun watching the bees this summer!

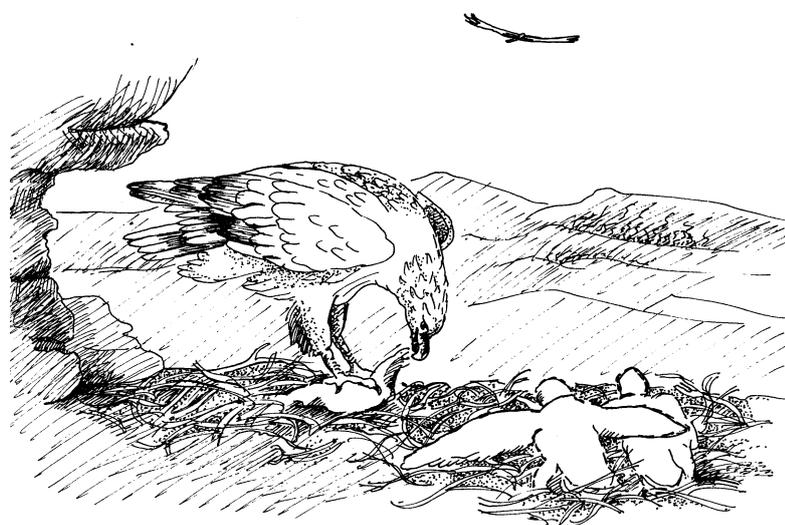
Questions	Vocabulary
1) What are bees? A. Mammals B. Birds C. Reptiles D. Insects <div style="text-align: center; margin-top: 10px;">  </div>	1) Bees are <i>special</i> .. This means... A. bees are normal. B. bees are regular. C. bees are unusual. D. bees are average.
2) How do bees fly? A. They use their legs. B. They use their head. C. They use their wings. D. None of the above.	2) Bees can fly.. This means... A. bees can move through the air. B. bees can dig in the ground. C. bees can see very far. D. bees can swim through the water.
3) How many legs do bees have? A. Two B. Four C. Six D. Eight	3) What is the opposite of defend? A. Run B. Hide C. Protect D. Attack <div style="text-align: center; margin-top: 10px;">  </div>
4) What is the stinger used for? A. To eat food. B. To defend against enemies. C. Both A and B. D. None of the above.	4) What is a continent? A. A large piece of connected land. B. A large river. C. A small part of the ocean. D. A swamp.
5) Where do bees live? A. North America B. Asia C. Antarctica D. Both A and B	5) If you bother something,, you... A. make it angry. B. make it get upset. C. make it mad. D. All of the above.

Eagles' first flight

On a rocky ledge the bird watchers could see an eagle's nest through their binoculars. The nest was a scatter of large sticks and grass that spread about two metres across the ledge. There, beside the nest, on the rock, was a small animal that the mother bird had captured earlier. Two young eagles were standing beside the carcass, picking away at the flesh while the mother bird stood on the opposite side also feeding from it.



It seemed that the mother eagle was teaching the young how to tear off bite-sized pieces of flesh from the carcass with their sharp, curved beaks. The young birds still had most of their fluffy baby feathers that were beginning to moult, to be replaced by speckled adult brown and white plumage. They flapped their wings constantly as they stood feeding on the ledge.



As the birdwatchers quietly observed the mother and two babies, they noticed another bird hovering high overhead. This was the father eagle. The parent birds usually stay together and mate year after year. Not all birds remain partners for life, but eagles mostly do. The father watched his mate and the babies, and also watched that the birdwatchers did no harm.

After a few days the bird watchers returned to the rocky outcrop and watched the young birds take their first flying lesson. The mother began to scatter the sticks of the nest with her beak. The young ones began to flap about, their wings showing greater strength than before. Then the mother pushed first one, and then the other of her young chicks right to the edge of the ledge. She perched on the ledge beside them, then flew off into the air and returned after circling around. She repeated this several times as the young looked on. Then she landed behind one of them and gave it a push with her beak. It over-balanced and suddenly found itself launched in mid-air. Flapping its wings furiously it soon discovered that this action kept it from dropping to the ground below.



Then the mother dropped down to the lower edge, calling to the baby, which flapped its way through the air to land beside its mother. It perched on this new ledge, trembling and calling out in alarm at this new experience. It called even louder when its mother left it alone in this new place. But mother was now busy with the other young bird.

She returned to the first ledge and put her second baby through the same routine, until all three birds were perched on the rocky ledge, calling loudly.

If bird language could be translated into our language it would go something like this:

Mother bird: “Good children. That was your first try at flying. Now you know how it feels to let the air carry you along as you move your wings up and down. The more you do this the stronger your wings will be; then you will be able to soar high up in the sky like your father and I do. Now, we have to get you back to the nest.”

Babies: “Oh Mother! Please can’t we stay here, now you got us here? It’s scary hanging in the air with no rocks underneath!”

Mother: “No, you were made to fly. You have wings that will take you high up in the sky, and you are big enough now to use them. After you can fly well, I will teach you to find your own food. The time is coming when your father and I must build a new nest ready for the next eggs I will lay. Then there will be more baby eagles for us to feed and teach. So I must have you flying and caring for yourselves very soon.”

With that, the mother eagle moved over behind the first baby and again gave it a gentle nudge that sent it flapping through the air again. Instantly the mother left the ledge and dived below the baby to encourage it to keep flapping and to guide it back to the nest. It squawked and flapped its way up to the security of the familiar nest and then waited trembling, as mother escorted the other fledgling back again.

God made each creature different and gave each one special abilities. He made each person different too, and each of us has special things we can do as well.

God tells us about the eagle in Job 39: 27 – 29:

Does the eagle soar at your command, and build its nest on high?

It dwells on a cliff and stays there at night; a rocky crag is its stronghold.

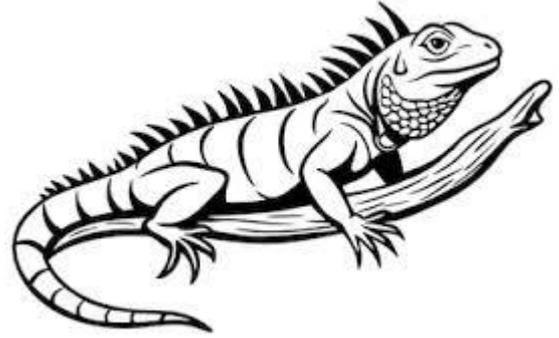
From there it looks for food; its eyes detect it from afar.

Activities

1. Describe an eagle’s nest. Explain how and where it is constructed.
2. What foods do eagles eat? Describe how they get their food.
3. Explain the terms ‘herbivorous’ and ‘carnivorous’. To which group does the eagle belong?
4. How do you think the baby eagles would feel as they are learning to fly?
5. Make a list of the things the mother does to show that she cares for the young birds.
6. How does the father bird care for the young?
7. Write the meaning of these words: carcass escorted fledgling

The Banded Iguana

The Banded Iguana is *unique* to Fiji and Tonga, although how it came to be isolated on these islands remains a mystery. In order to be able to study this rare reptile, both a male and a female iguana were placed in cage in the Fiji Museum. Members of the museum staff observed the iguanas on a *rotational* basis. As a result, our knowledge of the iguana's habits has *advanced* a good deal.



The male iguana can easily be *distinguished* from the female by the broad bluish grey bands across its back. The female has no such bands. Both male and female *discard* their skin in separate pieces, unlike snakes, which shed their skin in a single piece. There has never been an *abundance* of iguanas in Fiji, and they are now quite rare.

The mongoose, mynah bird and children have been, and still are responsible for the *drastic* reduction in the number of iguanas. To prevent the species being entirely *eliminated*, we should protect this attractive and harmless reptile. When you have a chance, call into the Fiji Museum and spend some time observing iguanas, which are also on *exhibition* at Orchid Island, near Suva.

Activities

1. Rewrite these sentences, expressing them in a different way, but with the same meaning. Use the word in brackets for each sentence.
 - a) There has never been an abundance of iguanas in Fiji. (plentiful)
 - b) There are not many Banded Iguanas in Fiji today. (scarce or scarcity)
 - c) The iguanas' cage in the Museum contains a plentiful supply of food for the iguanas. (well-stocked)
 - d) Every morning there are a lot of cockroaches for the iguanas to eat. (plenty)
 - e) There is sufficient protection for the iguanas at the museum. (well-protected)
2. Write all the words in the passage that are in *italics*, and explain the meaning. (You are looking for 9 words.)
3. **Write the 2 verbs in this sentence:** Both male and female discard their skin in separate pieces, unlike snakes, which shed their skin in a single piece.

Lawrence Anthony, the Elephant Whisperer

Lawrence Anthony, born in Johannesburg, is a legend in South Africa. He was the author of 3 books including the bestseller, *The Elephant Whisperer*, bravely rescued wildlife and rehabilitated elephants all over the globe from human atrocities, including the courageous rescue of Baghdad Zoo animals during US invasion in 2003.

He was called by a conservation group to rescue a group of nine elephants who had escaped their enclosure and were wreaking havoc across Northern Mpumalanga, and were about to be shot. He tried to communicate with the matriarch of the herd through the tone of his voice and body language, eventually rescued them and brought to the reserve, and in time came to be known as "Elephant-whisperer".

In the following years, he established a conservation group, The Earth Organization in 2003, and his efforts led to the establishment of two new reserves, the Royal Zulu Biosphere in Zululand and the Mayibuye Game Reserve in Kwa Ximba.

On March 7, 2012, Lawrence Anthony died of a heart attack at the age of 61. This happened just before his planned March 2012 conservation gala dinner in Durban to raise international awareness for the rhino-poaching crisis and to launch his new book, *The Last Rhinos: My Battle to Save One of the World's Greatest Creatures*.

Following his death, there were reports that some of the elephants he worked to save came to his family's home in accordance with the way elephants usually mourn the death of one of their own.

A total of 31 elephants had patiently walked over 12 miles to get to his South African House.

Witnessing this spectacle, humans were obviously in awe not only because of the supreme intelligence and precise timing that these elephants sensed about Lawrence 's passing, but also because of the profound memory and emotion the beloved animals evoked in such an organized way:

Walking slowly for days they made their way in a solemn one-by-one queue, from their habitat to his house. Lawrence's wife, Francoise, was especially touched, knowing that the elephants had not been to his house prior to that day for well over 3 years!

But yet they knew where they were going. The elephants obviously wanted to pay their deep respects, honouring their friend who had saved their lives - so much respect that they stayed for 2 days 2 nights without eating anything. Then one morning, they left, making their long journey back home.

Activities

1. Why was Lawrence Anthony known as an 'elephant whisperer'?
2. Where is Baghdad?
3. Why were the zoo animals of Baghdad in trouble in 2003?
4. What work is Lawrence Anthony most famous for?
5. In which country did he carry out most of his work?
6. What was the purpose of the dinner that was planned just after his death?
7. Describe the actions of the elephants at his death?
8. How do you think the elephants knew that he had died?
9. How does this true story show us that all of God's creatures belong to Him?
10. Write the Scripture verse: Matthew 10:29

