

BUILDING OUR CARIBBEAN MAP

This morning, the children of Rachel's group are doing a special project. They have been given a large map of the Caribbean made by other groups of their class.

They have to place the names of each island written on cut out cards, next to their correct islands.



The children then put on the correct name tag to each island. They start with Trinidad. Jenny is about to put her tag next to Trinidad. She then does the same for Tobago.

The children continue putting name tags on the islands going northwards all the while. They go up the Caribbean chain, then move westwards.

They finally come to the homeland of Jerome's daddy, Jamaica. Jerome has the honour of putting the name tag on the island of Jamaica.

The children then take their time to mount the map on a sheet of hard board. Before doing so, Jerome learns that the Caribbean islands are so called because they are touched by the waters of the Caribbean Sea.

The children are quite proud of their efforts. However, before presenting the map to the class, they use a metre rule to measure the distance between different islands, using a measuring scale. They also remove the large name tags they had placed on the map.

They now present their finished project to their teacher and their class. Below is the completed map.

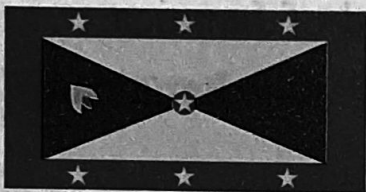
The class is then given their homework exercise. They are to collect pictures of the national flags of each Caribbean island.

The next day, Rachel's group mounts up a display of the national flags of each island. They loved doing it. Below is their display.

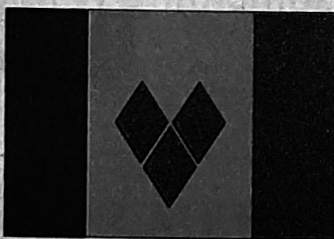
Flags of the Caribbean



Trinidad and Tobago



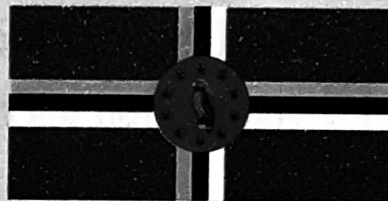
Grenada



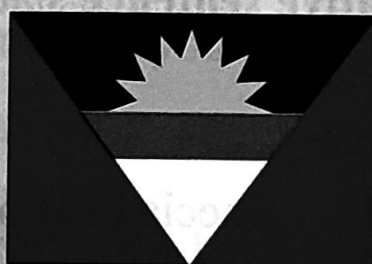
St Vincent and the Grenadines



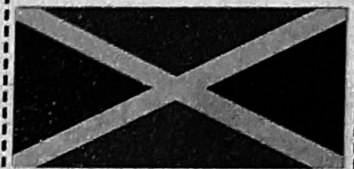
Barbados



Dominica



Antigua and Barbuda



Jamaica



Haiti



Cuba

So far, Rachel and her class are really enjoying their Caribbean Jamboree project. They are learning quite a lot and are having lots of fun.

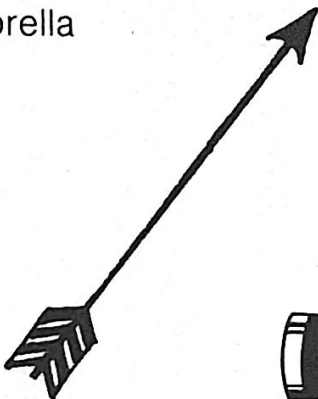
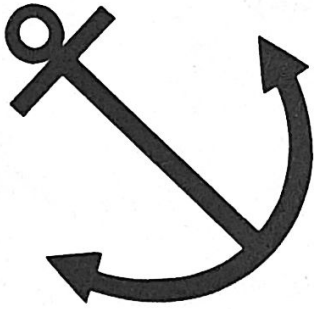
Vowels

Instead of **a** always write **an** before words beginning with

a e i o u

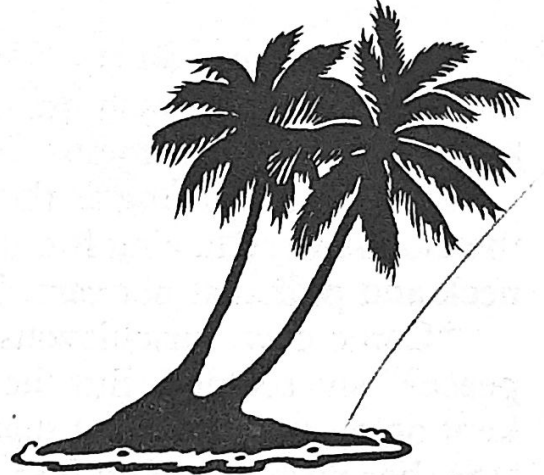
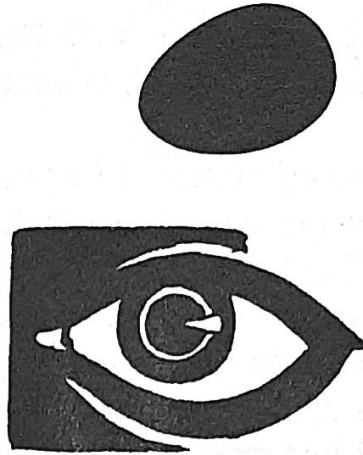
These letters are called **vowels**.

almond
anchor
apple
apron
arch
arm
arrow
axe
easel
eel
egg
elephant
eye
island
orange
orchard
umbrella



A Write the names of these things, putting **an** before each.

You will find them in the list on the left.



B Write **a** or **an** before each of these words.

- | | |
|----------------------|-------------------|
| 1 <u>a</u> book | 9 <u>a</u> chair |
| 2 <u>a</u> ant | 10 <u>a</u> organ |
| 3 <u>a</u> ice-cream | 11 <u>a</u> ox |
| 4 <u>a</u> rock | 12 <u>a</u> elf |
| 5 <u>a</u> onion | 13 <u>a</u> sweet |
| 6 <u>a</u> egg | 14 <u>a</u> hat |
| 7 <u>a</u> flag | 15 <u>a</u> imp |
| 8 <u>a</u> inn | 16 <u>a</u> shoe |

C Write **a** or **an** to finish the sentences.

- Pauline ate a apple and a banana.
- Mother gave an order for pork to the butcher.
- We came to a lake with an island in the middle.
- Linda is spending a holiday with a aunt in Barbados.
- An ape is larger than a monkey.
- a east wind is colder than a west wind.

Verbs: adding -ed and -ing

A Write **-ing** after each word.

- | | | |
|---------|---------|--------|
| 1 light | 4 reach | 7 read |
| 2 wash | 5 pay | 8 camp |
| 3 push | 6 go | 9 wear |

B Write **-ed** after each word.

- | | | |
|--------|---------|--------|
| 1 stay | 4 drift | 7 fill |
| 2 pull | 5 touch | 8 end |
| 3 work | 6 help | 9 turn |

C Write **-ing** after each word.

Drop the **e** at the end.

Example serve serving

- | | | |
|----------|---------|---------|
| 1 blaze | 4 love | 7 leave |
| 2 dance | 5 share | 8 hope |
| 3 sneeze | 6 tease | 9 take |

D Write **-ed** after each word.

Drop the **e** at the end.

Example place placed

- | | | |
|----------|---------|---------|
| 1 taste | 4 hate | 7 snore |
| 2 live | 5 chase | 8 close |
| 3 rattle | 6 blame | 9 serve |

E Write the missing words by adding **-ing** or **-ed** to the verbs in bold type.

- We saw a small dog a cat. **chase**
- The fire when a log was put on it. **blaze**
- The old man was most of the night. **snore**
- Earl slowly the doorknob. **turn**
- The cook was the stew. **taste**
- We got there just as the shop was . **close**



PUSHING

Opposites: change of word

learn the list of **opposites**, then answer the questions.

always
asleep
better
blunt
cruel
evil
heavy
less
narrow
pull

never
awake
worse
sharp
kind
good
light
more
wide
push

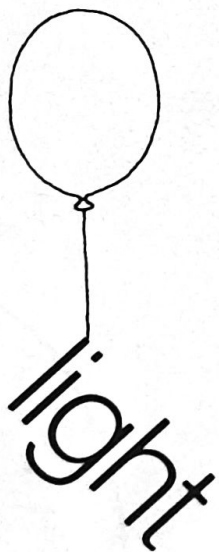
A Choose the **opposite** of the word in bold type from the list on the left and use it to fill each space.

Example a short story **long**

- 1 a ___ knife **sharp**
- 2 a ___ master **kind**
- 3 he was ___ **asleep**
- 4 ___ danger **more**
- 5 a ___ road **narrow**
- 6 a ___ parcel **light**
- 7 to ___ the door **push**
- 8 ___ tired **always**
- 9 a ___ player **better**

B Write the word which will fill each space.

- 1 You pull to open the door and ___ to close it.
- 2 The small box was quite ___ but the big one was heavy.
- 3 She could tell by his ___ smile that he was not a good man.
- 4 At seven o'clock Pat was wide awake, but Judith was still ___.
- 5 The knife was blunt but the butcher soon made it ___.
- 6 He always makes promises but ___ keeps them.
- 7 The road was wide in most places, but quite ___ in some.
- 8 Mary's cold was better this morning but it is ___ tonight.
- 9 The men wanted more pay and ___ work.



2.

MY GRANDMOTHER

My grandmother is about ninety years old. She lives in the country with my Uncle Sam. Although she is old she is always busy. Every morning and evening she walks around the house. She likes to do simple exercises to keep fit. During the day she talks to her friends on the telephone. My grandmother is a good cook. She prepares food for herself and my Uncle. She keeps a flower garden which she waters every day. She reads the newspapers and looks at news on the television. She can do so many things because she is a strong and determined woman. When I grow old I would like to be like my grandmother.

Choose the correct answer and write the letter in the space provided.

1. My grandmother lives _____.

- (A) in the city
- (B) near the sea
- (C) in the country
- (D) near the grocery

2. Every morning and evening she _____.

- (A) walks on the road
- (B) jogs in the park
- (C) speaks to her children
- (D) walks around the house

3. My grandmother likes _____.

- (A) to do exercises
- (B) to play music
- (C) to visit her friends
- (D) to play with my sister

4. Write T for True and F for False.

- (A) My grandmother does not like flowers.
- (B) She loves to listen to news on television.
- (C) My grandmother cannot see very well.
- (D) She cannot read the newspaper.
- (E) She waters her flowers every day.

5. I would like to be like my grandmother because

- (A) she sleeps all day.
- (B) she does not like friends.
- (C) she is active and alert.
- (D) she is lonely.

THE SNARE

I hear a sudden cry of pain!
There is a rabbit in a snare:
Now I hear the cry again,
But I cannot tell from where.

But I cannot tell from where
He is calling out for aid!
Crying on the frightened air,
Making everything afraid!

Making everything afraid
Wrinkling up his little face!
As he cries again for aid;
- And I cannot find the place!

And I cannot find the place
Where his paw is in the snare!
Little one! Oh, Little One!
I am searching everywhere!



by James Stephens

A sudden cry of pain comes from:-

- (A) the stale air
- (B) someone in pain
- (C) a rabbit in a trap

A snare is a _____.

- (A) a net
- (B) covering
- (C) a trap
- (D) a hutch

The poet is searching everywhere because

- (A) he could not find the place.
- (B) he wants to help the animal.
- (C) everything is afraid.

4. The rabbit is
- (A) frightened.
 - (B) calling for aid.
 - (C) hurt.
 - (D) unhappy.
5. The poet repeats the last line in each stanza to show
- (A) he is anxious to get to the rabbit.
 - (B) he's confused.
 - (C) he is in great fear.
 - (D) he is tired searching for the rabbit.

Extending vocabulary

1. What is another word for snare?
2. "Calling out for aid" means:-
 - (A) calling for attention
 - (B) calling for help
 - (C) calling for the doctor
3. "Wrinkling up his face" means:-
 - (A) moving his face up and down
 - (B) twisting his face in pain
 - (C) forming wrinkles in his face