

Sample Not For Resale

My Homeschool

ENGLISH

3B - Semester Two



Knowledge Rich Language Arts For
Australian Home Education

Sample Not For Resale

My Homeschool English 3B – Semester Two

Knowledge Rich Language Arts for Australian Home Education

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Introduction

My Homeschool English is a simple straightforward curriculum that cuts out the busy work and gets children writing, reading and thinking. Using knowledge rich themes, this language arts resource is your gateway to a holistic and effective English education.

Lessons include explicit writing instruction, reading practice, sentence level grammar, vocabulary, spelling, poetry appreciation, picture study, copy work, narration and compositions.

My Homeschool English requires minimal preparation. However, **you will need to be present to start most lessons** because there is a lot of teacher/student interaction. In most cases one lesson shall represent one day's work. However, as your child's teacher, you can best determine the amount of work that should be done. In most circumstances lessons will only take between 15 to 30 minutes.

This resource is six months of work which is aimed towards the last half of the homeschool year. It has been broken down into 18 weeks with three lessons per week plus one weekly spelling activity. There are two 8-week sections, and the 9th week is used as a catch up assessment or revision.

Grade Level and Syllabus Alignment

This resource is intended for use with a child aged 8 - 9. It forms part of the My Homeschool curriculum for Year 3/Grade 3. This book is intended for use in the second semester (Term 3 and Term 4) of Year 3/Grade 3. It is to be used in conjunction with our other resources that work on literacy and writing.

This has been written to follow the Australian Curriculum Version 9 Year 3, the NSW Curriculum Year 3 (Stage 2), WA Curriculum Year 3, NZ Curriculum Year 4 and Common Core Grade 3.

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Writing Lesson with a Knowledge Rich Curriculum

Writing lessons are inspired by Judith Hochman¹ and Charlotte Mason. The Hochman method is an explicit style of teaching writing that shows children how to write sentences and paragraphs. The Charlotte Mason method teaches writing mostly through narration and copywork. Both these methods are well suited for teaching in a homeschool setting.

Providing children with a knowledge rich curriculum and explicit writing instruction is one of the tenets of this English curriculum. Research shows² that teaching writing skills, without knowledge, impairs a child's ability to write well in the future. Although it may not be as apparent in the primary years, a lack of knowledge leads to comprehension problems when children progress to writing about more complex topics. Our goal is to teach writing skills while using worthwhile content.

Whilst the Hochman method is much more structured than the Charlotte Mason method, there are many shared ideas. Firstly, Charlotte Mason believed it was important to teach writing within a literary context. Secondly, she believed that sentences are the place to start teaching grammar. Thirdly, both utilise picture study to stimulate written content. Fourthly, Charlotte was anti twaddle, this meant a knowledge rich curriculum was a priority. Finally, the last one to highlight (there are more) is they both believed in teaching writing across the curriculum, in all subjects. So, even though this resource doesn't follow the Charlotte Mason Method strictly, many ideas coalesce, and you can still use her method as you teach other subjects.

Themes for My Homeschool English 3B

This semester we cover two themes:

1. Fairy Tales by Hans Christian Anderson. (Weeks 1 to 9). Four fairy tales are covered:

- The Emperor's New Clothes
- Briar Rose (Sleeping Beauty)
- Snowdrop (Snow White and the Seven Dwarfs)
- The Ugly Duckling

¹ The Writing Revolution by J Hochman and N Wexler © 2017

² The Knowledge Gap by N Wexler © 2020

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WHY TEACH FAIRY TALES?

Teaching fairy tales holds significant educational and moral value, which in many cases aligns well with Christian principles. When reading these stories, we encourage parents to emphasise the distinction between fantasy and reality.

Here are a few reasons why teaching fairy tales is valuable in a Christian education:

- Fairy tales often depict battles between good and evil, with good ultimately prevailing. These narratives can serve as accessible mediums for children to learn about moral integrity and the consequences of one's actions in a manner that resonates with Christian ethics.
- Fairy tales stimulate the imagination and encourage creativity, allowing children to envision possibilities beyond their immediate realities. By engaging with fantastical elements, children learn to differentiate between reality and fiction, thereby honing their critical thinking skills.
- Fairy tales are an integral part of global cultural heritage, offering insights into the values, struggles, and aspirations of different cultures. This exposure fosters empathy, multicultural awareness, and an understanding of human universality.
- Many fairy tales deal with complex emotions and situations, such as loss, fear, vanity, and overcoming obstacles. Engaging with these stories allows children to explore their feelings in a safe context, helping them to develop empathy and resilience.

2. Ancient Rome was chosen as it aligns with the My Homeschool Year Three world history lessons. (Weeks 10 to 13).

If you are not studying world history, you can still complete the lessons, but your child may not have some background knowledge. Therefore, you may need to supplement this knowledge with a little research. This will not be difficult as much of the information is provided within the English lessons.

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Before You Start Skills

This resource assumes that your child has already been introduced to the following skills and has completed *My Homeschool English 3A*. However, if your child hasn't, don't worry! We will continue to work on developing their skills this year. But be aware, your child may need some additional support with the following skills if they haven't learnt them before.

Prior Knowledge Skills

- Understands that a sentence has a predicate, a subject and it expresses a complete thought. (Appendix 1)
- Combines two simple sentences with 'and', 'but' and 'so'. (Appendix 3)
- Can understand the different types of sentences and that they begin with a capital and end with a punctuation mark. (Appendix 2)
- Has a basic understanding of nouns (singular and plural), pronouns, verbs and adjectives.
- Has begun using the skill of sentence expansion by using 'when', 'where' and 'why' questions.
- Can identify, and insert, an appositive into a sentence. (Appendix 5)
- Has been introduced to the idea that commas are used to separate meaning. (Appendix 6)
- Has been introduced to coordinating and subordinating conjunctions – 'and', 'but', 'so' and 'because'. (Appendix 4)
- Has begun to identify a topic sentence in a paragraph.

Revision of Skills

For parents wanting to revise some of the writing, punctuation and grammar concepts used in this resource, we provide some initial teaching suggestions for teachers in the next section, plus we include teaching tips in some lessons, and we have an *Appendix* at the back of this resource, for key concepts. Please use these when needed.

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Suggestions to Teachers

We have provided some teaching suggestions and useful information that will help you understand how to get the most out of this resource.

Use a Notebook

In most cases, we have provided spaces for your child to fill in the blanks, copy their spelling, underline or highlight directly into their books. However, your student will also write some of their lessons in a notebook, on separate pieces of paper or type up on a computer. In those cases, the spaces are only a visual representation to show where they need to insert their own content.

Presentation of the work is important. Instruct the student on using a margin, indentation of paragraphs and a title for the work. Encourage the student to use self editing skills and proofread their work. If they see something wrong allow them to correct it (using an erasable pen or liquid paper) prior to handing it over for feedback.

Copywork and Handwriting

A natural precursor to teaching dictation begins with copywork. This is simply writing out by hand or copying from other written texts or models. This practice has been employed for centuries as a technique for teaching writing skills to young, and old scholars.

Encourage neat printing or cursive writing. Additional copywork provided within the My Homeschool curriculum will enhance handwriting skills.

Cursive handwriting is introduced in Year 3/Grade 3.

Grammar and Punctuation

Every lesson should be a language lesson. We aim to teach grammar within the context of writing. No grammar terms are given that won't be used within the student's work.

Take the opportunity to teach or reinforce certain aspects of grammar during your lessons, sprinkle in terms such as adjective, noun, pronoun and verb. Don't get too technical, you don't want to bamboozle the student.

When examining a passage, examine the punctuation also. Ask your student questions about specific punctuation marks. Have them read aloud the passage, paying attention to pause when the punctuation indicates. Remind them that they need to study not only the spelling of words, but also the punctuation used. The

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way you read a passage will help them work out the natural pauses for commas and full stops.

Keep an eye on the most common errors committed and focus on correcting those.

Weekly Spelling and Phonics

In this book we have moved beyond phonics and will be teaching word parts. Each week we will be focussing on different prefixes, suffixes, and base words.

How To Study the Word Lists

Some lessons have a short note to help you teach the lesson however teaching the lessons is very straightforward.

Here is a general guideline for your child to study the word lists. Teach them to:

Look closely at the words to be memorised.

Say the words out loud.

Divide words into **syllables** when appropriate.

Find out the **meaning of the word** if they don't already know it.

Copy the word a minimum of three times.

Reading, Comprehension and Vocabulary

Many of the observation and story lessons are starters for further writing exercises.

For a student to be able to comprehend a passage they need to have many skills cooperating to allow them to understand what they are reading. For some children this skill occurs naturally, and we can 'test' it with simple oral questions or a written narration about the passage.

If you find that a student does not comprehend the passages, you can look for various areas that will help you break down the process for them.

Can they read the passage? If they need some help, then you might try reading it with them or for them. If they cannot read it, trying to do dictation on the passage is not advisable.

Assessment Questions To Ask Yourself:

- Are they paying attention to the punctuation, pausing for commas or recognising a question mark?
- Do they understand the vocabulary used?
- Is there jargon, slang or clichés? These may also inhibit comprehension.

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- Do they have prior knowledge of the subject matter to help them comprehend the story? If they do not you may need to give them some background information to help with comprehension.

Oral Observation and Narration Lessons

The art of telling back or narration is employed in many lessons. This is an excellent skill to encourage.

Fostering a keen memory and retention is a study skill that you want to develop into a life-long habit.

Composition

Some lessons give the student an opportunity to compose pieces of writing in a variety of text styles from an imaginative story to an informative text. Discuss what will be in their composition **orally first** because this will help get their creative juices flowing and make them realise that they do have something to write. If you skip this stage, you will often find resistance from reluctant writers. However, many children will still find writing down their own compositions a daunting experience. This is because their vocabulary far exceeds their writing ability. Therefore, use wisdom in getting them to write their composition and help them spell words that they can't yet spell.

Assess each child individually and have them dictate to you some compositions if necessary. This skill grows slowly and needs patience and nurturing. Some children are natural writers others take a while and at this age the skill level is quite varied. Charlotte Mason did not expect children to write out their compositions until age 10 so if they aren't ready - don't panic; there is always next year!

Poetry Appreciation

Each poetry selection should be read aloud to the student. The content of poetry uses the imagination and speaks directly to the heart. The images in poetry are wonderful. You don't need to turn a poem inside out to appreciate it. With younger children, make it your goal to help them enjoy the poems, especially the rhythm, leaving the techniques and jargon for later years.

Pictures

Most of the pictures used in this book are copies of the works of great artists. A few questions are given with each picture, but the teacher should supplement these with many others. This is also an observation lesson.

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Literature Discussions

A genre is the traditional classification of texts, such as fiction and non-fiction. This is the first classification your student should be able to make. You can ask them whether they think this is a true story or a pretend story.

You can begin introducing some discussion about other features of the stories and poems they are reading. Your aim here is to have your child notice and observe: why a text was written, who was it written to and what was the author trying to say. These discussions will help your child think about literature and give them some vocabulary for discussing literature in a literary way. Discussion prompts have been added to lessons.

Writing Instruction

For years writing instruction has been based on the idea that students can learn to write ‘naturally’ in the same way they learn to talk. However, we know now this doesn’t work for all children and with declining writing standards the need for explicit writing instruction is needed more than ever. With homeschooling this is easier as you are teaching alongside your child. We use direct instruction in this resource.

Read Aloud

In the **Read Aloud** sections the teacher will be expected to read the passage to the child. These texts are above grade level and are expected to challenge the student in terms of vocabulary.

Read with Me

These are passages the student can attempt to read themselves with help from the teacher. These are aimed at boosting fluency in reading.

Additional Reading and Writing

This resource encourages your student to learn how to spell, write and decode words, however, to develop their skills they will need additional practise across their curriculum.

Reading words in the rich context of whole books is a very effective, natural method for increasing your student’s **vocabulary** so reading from additional sources including poetry should be encouraged.

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Assessment & Review Weeks

Week 9 and Week 18 are assessment and review weeks. Exercises have been provided to help review the content that the students have learnt in the previous weeks. You can write the answers in this section.

Answer Guide

Most lessons are self-explanatory. However, some answers are provided at the back of this resource. Parents should mark and correct children's work and give them feedback when possible. For your convenience, we have added some additional teaching helps in the Appendix.

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Week One—Lesson 1 – Prefix ‘un’

Prefix: ‘un’

Meaning: ‘not’, ‘opposite of’, ‘remove’, ‘release from’

The prefix ‘un’ is widely used in the English language to negate or convey the opposite meaning of the base word it is attached to. It can also indicate the action of removal or release from a particular state or condition.

Here are some words that use this prefix:

- Unhappy: Not happy.
- Unfair: Not fair.
- Unlock: To open or release by removing or undoing a lock.
- Unfold: To spread out or open from a folded position.
- Unknown: Not known.
- Unravel: To separate or disentangle the threads.
- Unusual: Not usual, not common.
- Undo: To reverse the doing of something.
- Uncover: To remove a cover or covering from.

Example: un + happy = unhappy

- **un** is a prefix meaning ‘not’ or ‘opposite of.’
- **happy** is an adjective that describes a feeling of pleasure, contentment, or joy.
- **unhappy** means not happy; feeling sad or not satisfied.

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Add the prefix to the base word, then copy out the new word.

Base Word	Add 'un' prefix	Copy	Copy	Copy
<i>happy</i>				
<i>fair</i>				
<i>lock</i>				
<i>known</i>				
<i>ravel</i>				
<i>usual</i>				
<i>do</i>				
<i>cover</i>				

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LESSON 10—POETRY APPRECIATION: PUSS IN BOOTS

Puss in Boots

There once lived a young man who was very poor.
For all that he had was a cat;
His food being gone, he could get no more,
And so he resolved to kill that.

Now Puss from the cupboard came out and thus spoke,
'Grieve not my good master, I pray,
Provide me with boots, and a bag—'tis no joke—
Your fortune I'll make then straightway.'

Puss baited his bag with parsley and bread,
And away to a warren he hied,
Where he laid himself down as if he was dead,
Until some young rabbits he spied.

One entered the bag, puss pulled at the string,
The rabbit was killed in a trice,
Puss said this fine game I'll take to the king,
I'm sure he will say it is nice.

Next day to a wheat-field Grimalkin³ repaired,
And there two fine partridges caught,
These he took to the king who kindly enquired,
From whence the fine present was brought.

'From the Marquis Carabas, great Monarch,' said he,
'These birds and the rabbit I bring,'
They both were accepted, and puss in high glee
Received a reward from the king.

This king took a journey, his kingdom to view,
With his daughter so fine and so gay,
What happened then, I will now tell unto you,
To my tale therefore listen I pray.



³ Grimalkin is an old word for cat.

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Puss ran to a cornfield, to the reapers he said,
When the king comes these words you repeat,
To the Marquis Carabas these fields all belong,
Or I'll chop you as small as minced meat."

To an Ogre's grand castle grimalkin now went,
Which was opened by servants so gay,
'Is his highness the Ogre at home sir,' said he,
'For my business is urgent to-day.'

The Ogre received him with kindness, and now,
Puss entered the castle so gay,
When making a low and reverend bow,
He marched to the parlour straightway.

'Tis thought mighty Ogre by all in the nation,
That miraculous power you possess,
The power, when you please, of complete transformation,
This a miracle is and no less.

To convince you 'tis true, the Ogre replied,
I will change myself now in your sight:
He did so—a lion he now roars by his side,
Which put the poor cat in a fright.

'Mighty sir,' said the Cat, 'such a change I must say,
I never expected to view:
Yet I venture to doubt—your pardon I pray,
If a mouse you could change yourself to.'

Doubt not, said the Ogre, my power to do so,
When a mouse he directly became,
On his victim Grimalkin immediately flew,
And sealed in an instant his doom.

The king and princess now arrived at the place,
But Puss who had travelled much faster,
Came out and invited them in with much grace,
In the name of the Marquis, his master.

In a spacious saloon, they sat themselves down,
Where a banquet was already spread,
And that day, 'PUSS IN BOOTS' gained greater renown,
For the marquis and princess were wed.

By Anonymous

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ACTIVITY

1. Retell the story of this poem as an oral narration.
2. Who was Grimalkin? _____
3. Who was the Marquis Carabas? _____

LESSON 11—APPOSITIVES

ACTIVITY

1. Underline or circle the appositives.
 - A. Puss in boots, a talking cat, was able to trick the ogre and defeat him.
 - B. The ogre, a magical being, was tricked by the cat into turning into a mouse.
2. Combine these sentences into one using an appositive:
 - A. Puss in boots was a clever cat.
 - B. Puss in boots tricked an ogre and secured a fortune for his master.

3. Combine these two sentences into one using an appositive:
 - A. Fairy tales are stories that often have magical elements.
 - B. Fairy tales tell tales of princesses and princes.

4. Combine these three sentences into one using an appositive:
 - A. Hans Christian Anderson wrote many fairy tales.
 - B. Hans Christian Anderson is famous for writing ‘The Little Mermaid’ and ‘The Emperor’s New Clothes’.
 - C. Hans Christian Anderson is a Danish author.

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LESSON 12—HOMOPHONES

Homophones are words with the same pronunciation but different meanings and spelling.

ACTIVITY

Use these words in sentences:

- see
- sea
- here
- hear
- by
- buy
- right
- write
- new
- knew

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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LESSON 14—PICTURE STUDY



Puss in Boots by Millais

ACTIVITY

1. Answer the following questions orally.
 - A. What has the little girl in her hands?
 - B. What has the little girl done?
 - C. Do you think she is afraid of the cat?
 - D. What would the cat say if she could talk?
 - E. Why is the painting given the title 'Puss in Boots'.

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2. Write 4 – 5 sentences about this picture.

LESSON 15—IRREGULAR VERBS

1. When did you eat your breakfast?
2. I ate it this morning.
3. I have eaten my lunch and must put away my plate.
4. Tom has eaten his lunch, too.
5. Nellie had eaten an apple before I came home.

Oral Questions

- What word is used before eaten in the third sentence?
- What word is used before eaten in the fourth sentence?
- What word is used before eaten in the fifth sentence?

ACTIVITY

Complete these sentences, filling the blanks with eat, ate, or eaten:

1. Why don't you _____ more?
2. I _____ lunch before dinner, and I am not hungry.
3. I have _____ a peach and a banana.
4. What did the boy _____ that made him sick?
5. He _____ some green apples.
6. Have you _____ your lunch?
7. I _____ it an hour ago.

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8. Did you _____ it at a friend's home?
9. I _____ it in the yard under the trees.
10. I have _____ it there every day this week.

LESSON 16—CONTRACTIONS – YOUR OR YOU'RE

We use the contraction you're when we could say 'you are'.

'You're cool!'

We use the word 'your' when the thing we are talking about belongs to the person we are talking to.

'Can I come to your house?'

ACTIVITY

Fill in the blanks to these sentences using either 'you're' or 'your': If you aren't sure, try saying the sentence with 'you are' and see if it sounds right!

1. _____ my best friend, and I love playing with you!
2. Don't forget to brush _____ teeth every morning and night.
3. If _____ ever in trouble, don't be afraid to ask for help from a grown-up.
4. _____ so special, and there's no one else quite like you in the world.
5. Take care of _____ pets by feeding them.
6. _____ getting better at drawing with each picture you create.
7. When you share _____ toys, you'll make everyone happy.
8. Do you have a pool at _____ house?
9. Write 1 sentences using the word 'your' and one using 'you're'.

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LESSON 26—CONVERSATION LESSON – ADVERTISEMENTS



ACTIVITY

Oral Questions

1. What are they trying to sell in this advertisement?
2. What are some features of the product?
3. What appeals to you about the picture?
4. Do they make a promise about the product?
5. How many times can you see the name of the product?
6. Where do you think I would buy this product?
7. Who are they speaking to in the advertisement?
8. Does this advertisement make you feel good about Billy Tea? Why?

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LESSON 42—LIFE IN ANCIENT ROME – READ WITH ME

For those living in Ancient Rome, most of the day was dedicated to work and leisure. Romans typically started their day as the sun rose. They began with a simple breakfast, and what they ate will seem very strange to you! Although the wealthier may have enjoyed fresh fish or fruits, many drank wine and ate bread as their first meal. After their work, they would return home to share a meal with their family or join in a variety of leisure pursuits, including sports, theatre and socialising. Work and leisure were both highly valued in Roman society.



Now, Romans did not dress like us and many of the fabrics we have today, like cotton and denim, were not used. In terms of clothing, men and boys initially wore togas, later transitioning to tunics which are similar to the modern shirt but much looser and a bit longer. Women and girls, on the other hand, donned tunics that extended to their ankles and were fastened near the waist with a tie.

Clothing in Roman daily life served not only for protection and comfort but also as a means of displaying a person's social status or role. The quality, length, and colour of an individual's tunic could signify their social standing. For example, senators would display a wide purple stripe on their tunics, while military leaders would sport a narrower stripe. Wealthy Roman women would drape a stola, a long, sleeveless garment, over their tunics. Men could drape their toga in different ways that showed their status. Slaves typically wore plain, undyed woollen clothing, while soldiers donned practical attire, including sturdy sandals and armour. This system

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allowed individuals to discern a person's rank, occupation, or status simply by glancing at them. Perhaps there is similarity today in the way people will wear a luxury brand to signify wealth. Maybe we are not so different to the Romans after all!

ACTIVITY

1. Into how many paragraphs is this passage divided?

2. What does the first paragraph of the passage tell about?

3. What does the second paragraph of the passage tell about?

4. What does the third paragraph of the passage tell about?

5. How do we indicate the beginning of a paragraph?

6. In the first paragraph highlight or underline the topic sentence? (See Lesson 15 for a revision)

7. In the first paragraph highlight or underline the concluding sentence?

8. In a notebook or on a separate piece of paper, write the first paragraph of this passage from dictation.

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LESSON 43—SENTENCE WORK – COMBINING

ACTIVITY

1. Combine these sentences using any of these conjunctions: so, but, and, while.

A. Slaves typically wore plain clothing. Soldiers wore practical clothes including armour.

B. Wealthy Romans ate meat and fruit. Poorer Romans only ate bread and wine.

2. Write your own sentence about Roman life using a coordinating conjunction to combine two ideas.



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LESSON 44—TYPES OF ADVERBS

Teacher's Note: Grammar rules are not always straightforward. There are many to learn and these examples are simple demonstrations for beginners. It is not necessary to give complex grammar lessons about exceptions or alternative descriptions when they are newly learning. However, it is important to keep in mind that certain words may be included in more than one category because they may belong to several different word classes. It all depends on what is being modified. For example, 'behind' can be an adverb of place 'look behind', it can also be a preposition 'look behind the door' and it can also be a noun 'his behind was firmly on the seat'.

We have learnt about adverbs, but we have mainly learned about adverbs of manner, however there are actually three types of adverbs we can use.

Adverbs of manner (how it was done):

happily angrily excitedly together

Adverbs of place (where it was done):

inside outside there upstairs

Adverbs of time: (when it was, is or will be done):

soon now yesterday once (this can also be a conjunction)

ACTIVITY

1. Complete these sentences with an adverb of manner:

A. The boy sang _____.

B. The girl ran _____.

2. Complete these sentences with an adverb of place:

A. The birds sang _____.

B. We ran _____.

3. Complete this sentence with an adverb of time:

A. He must arrive _____.

B. She came here _____.