

## We, the people of South Africa,

Recognise the injustices of our past;

Respect those who have worked to build and develop our country;

Honour those who suffered for justice and freedom in our land;

Believe that South Africa belongs to all who live in it, united in our diversity.

We therefore, through our freely elected representatives, adopt this Constitution as the supreme law of the Republic so as to:

Heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;

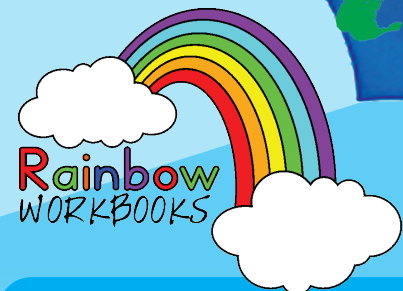
Lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law;

Improve the quality of life of all citizens and free the potential of each person; and

Build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.

May God protect our people.

Nkosi Sikelel' iAfrika.  
Morena boloka setjhaba sa heso.  
God seën Suid-Afrika.  
God bless South Africa.  
Mudzimu fhatutshedza Afurika.  
Hosi katekisa Afrika

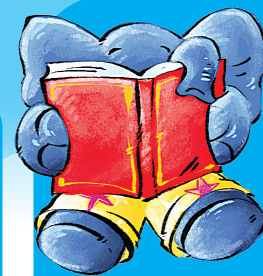


ENGLISH HOME LANGUAGE  
GRADE 4 – BOOK 1  
TERMS 1 & 2  
ISBN 978-1-920458-38-6  
THIS BOOK MAY NOT BE SOLD.  
11th Edition

ISBN 978-1-920458-38-6



9 781920 458386



ENGLISH HOME LANGUAGE – Grade 4 Book 1

ISBN 978-1-920458-38-6

Revised and  
CAPS aligned

Grade 4

Name:

Class:



basic education

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

ENGLISH HOME  
LANGUAGE

Book 1  
Terms 1 & 2



Mrs Angie Motshekga,  
Minister of  
Basic Education



Dr Reginah Mhaule,  
Deputy Minister of  
Basic Education

These workbooks have been developed for the children of South Africa under the leadership of the Minister of Basic Education, Mrs Angie Motshekga, and the Deputy Minister of Basic Education, Dr Reginah Mhaule.

The Rainbow Workbooks form part of the Department of Basic Education's range of interventions aimed at improving the performance of South African learners in the first six grades. As one of the priorities of the Government's Plan of Action, this project has been made possible by the generous funding of the National Treasury. This has enabled the Department to make these workbooks, in all the official languages, available at no cost.

We hope that teachers will find these workbooks useful in their everyday teaching and in ensuring that their learners cover the curriculum. We have taken care to guide the teacher through each of the activities by the inclusion of icons that indicate what it is that the learner should do.

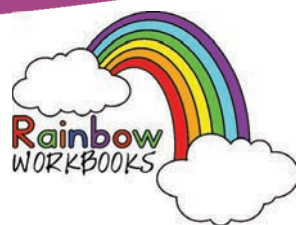
We sincerely hope that children will enjoy working through the book as they grow and learn, and that you, the teacher, will share their pleasure.

We wish you and your learners every success in using these workbooks.

# RESPONSIBILITIES OF THE YOUTH OF SOUTH AFRICA

<p><b>Equity</b></p> <p>Treat every person equally and fairly. Do not discriminate.</p>	<p><b>Human dignity</b></p> <p>Respect everyone. Be kind and caring.</p>	<p><b>Life</b></p> <p>All life is precious. Treat all life with respect.</p>
<p><b>Family</b></p> <p>Honour and respect your parents. Be kind and loyal to your family.</p>	<p><b>Education</b></p> <p>Attend school, learn and work hard. Adhere to the school's rules.</p>	<p><b>Work</b></p> <p>Help your family with work in your home. Children must not be forced to get a job.</p>
<p><b>Freedom and security</b></p> <p>Do not hurt, bully or intimidate others, and do not let others do so. Solve disagreements in a peaceful way.</p>	<p><b>Property</b></p> <p>Respect the property of others. Do not damage property and do not steal.</p>	<p><b>Religion, belief and opinion</b></p> <p>Respect the beliefs and opinion of others.</p>
<p><b>Safety</b></p> <p>Look after the earth. Do not waste water and electricity. Look after animal and plant life. Keep your home and community clean and safe.</p>	<p><b>Citizenship</b></p> <p>Be a good and loyal South African citizen. Obey the laws, and ensure others do as well.</p>	<p><b>Freedom of expression</b></p> <p>Do not spread lies and hatred. Ensure others are not insulted or have their feelings hurt.</p>

Grade 4



Home  
Language

IN ENGLISH



This book belongs to:



ENGLISH

Book



# GUIDELINES FOR USING THIS WORKBOOK

Use the Workbook together with your other resources. Consult the CAPS intermediate phase for Home Language.

We wish to welcome you to the intermediate phase Home Language Workbook. The Home Language level for the intermediate phase is intended to develop learners' language proficiency in the communication skills required in social situations, and to develop their cognitive academic skills essential for learning across the curriculum. We hope that you will find this Workbook useful in assisting your learners to develop these competences.

The Workbook is organised according to the two-week cycles of the CAPS. You will find the overview of what will be covered in each of the two week cycles on pages 1, 35, 69 and 103 of this Workbook. Each 2-week cycle is packaged to include the following four language skills:



Let's talk

## 1 Listening and Speaking (Oral) – 2 hours per 2-week cycle

Learners need frequent opportunities to develop their Listening and Speaking skills to enable them to collect information, solve problems and express ideas and opinions. The Workbook contains a number of speaking and listening activities which you can extend upon to ensure that learners have regular opportunities for oral practise.



Let's read

## 2 Reading and Viewing – 5 hours per 2-week cycle

The CAPS require learners to read and view specific texts and genres in each 2-week cycle. This includes reading: short stories, folklore, personal recounts, letters, e-mails, diary entries, drama, newspaper articles, magazine articles, radio interviews, poetry, persuasive texts, advertisements, instructions, directions and procedures. In addition, the CAPS require learners to read information text with visuals: maps, charts, tables, diagrams, mind maps, weather charts, posters, notices, pictures and graphs. You will find a good selection of these types of texts in the Workbook.

The CAPS specify a process for reading comprising of pre-reading, reading and post reading stages. You will find a useful graphic explanation of the 'reading process' in the inner front cover of this book.



Let's write

## 3 Writing and Presenting – 4 hours per 2-week cycle

The CAPS require learners to have frequent opportunities to practise writing across a range of contexts. The Workbook provides a number of writing frames and organisers to scaffold learners' presentations of written, visual and multi-media texts. You will find a graphic explanation of the 'writing process' in the back inner cover of the Workbook.

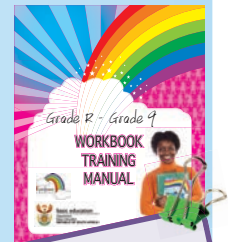


Let's write

LANGUAGE

## 4 Language Structures and Conventions – 1 hour per 2-week cycle

The CAPS provide a list of Language Structures and Conventions (items) that should be covered in each grade. The Workbook includes specific exercises for each of the 2-week cycles. Usually these activities include a 'note' explaining the language convention.



For further guidance please consult the Workbook Training Manual.

# Theme 1: Tales and verse



## Stories

### Term 1: Weeks 1 - 2

#### 1 Playing the game 2

Prereading and prediction about the story  
Reading a story.  
Discussion about the characters, setting and plot.  
Discussion predicting how the story will end.  
Writing an ending for the story.  
Presenting a role play about the story.  
Vocabulary exercise focusing on highlighted words in the story.

#### 2 Thinking about the story 4

Vocabulary: Matching words and meanings.  
Comprehension answering open ended and multiple choice questions.  
Summarise the sequence of events in the story.

#### 3 What happened next 6

Reading the end of the story.  
Retelling what happened in the story in sequence.  
Numbering sentences from the story sequentially.  
Introduction to common nouns.  
Identifying common nouns in the story.  
Focusing on the writing process.

#### 4 Writing a story 8

Follow the steps of the writing process to write a story.  
Planning the story using a mind map.  
Writing a story using a frame.  
Sending and SMS, using simple sentence.  
Records new words and meanings in personal dictionary.

#### 5 Different kinds of nouns 10

Identifying common and proper nouns.  
Using proper nouns in sentences.  
Countable and uncountable nouns.  
Determining whether nouns are countable or uncountable.

#### 6 Jabu scrambles eggs 12

Prereading and prediction on what the story will be about using visual clues.  
Discussion of the story – the character and plot.  
Use cartoon graphics and speech bubbles to develop the story.  
Plan to write the story using a simple organiser.  
Write the story based on the graphics in the text organiser.  
Records new words and meanings in personal dictionary.

#### 7 What the book cover tells us 14

Using the previous story as a basis for a book review. Extracting information from the story and the book cover, to summarise the plot, the characterisation.  
Identifying conventions on the cover.  
Summarising the story from the perspective of the main character in the format of a diary using the past tense.  
Matching adjectives and nouns, antonyms and collective nouns.

#### 8 Write right 16

Planning and writing a personal account. Focusing on topic sentences and paragraphs.  
Records new words and meanings in personal dictionary.

## Pages of poetry Term 1: Weeks 3 - 4

#### 9 A page of poetry 18

Reading two poems aloud.  
Focus on poetic devices: onomatopoeia, rhythm and rhyme.  
Answer comprehension questions on the poem.  
Identifying rhyming words and other poetic devices.

#### 10 Writing a poem of your own 20

Filling in rhyming words to complete a poem.  
Writing a poem with rhyming couplets.  
Introduction to abstract nouns  
Filling in correct abstract nouns into sentences.

#### 11 A letter of nouns 22

Filling in different types of nouns into a letter to make meaning.  
Writing a diary entry using abstract nouns.  
Summarising diary entry using simple sentence in an SMS.  
Complete a form of personal information in the form of proper nouns.  
Identify and use proper nouns in sentences.  
Classify nouns into proper nouns of person, place or time (day or month).

#### 12 A school trip for insect lovers 24

Read an invitation for a school tour  
Identify nouns.  
Answer comprehension questions.  
Read a poem and identify rhyming words. Draw a picture based on the poem.

#### 13 Butterfly where have you been? 26

Reading shape poems.  
Punctuating sentences.

#### 14 Joining nouns 28

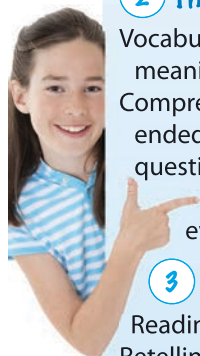
Dividing compound nouns into simple nouns.  
Listening to sound words.  
Identifying abstract nouns.

#### 15 Sing a song 30

Read a poem.  
Punctuate sentences  
Things to remember about uncountable nouns.

#### 16 Let's write a book 32

Planning to write a story book.  
Writing and presenting a tear out story book.





Let's talk

Look at the picture and say what you think the story is about. Do you think this will be a true story? How old do you think the children in the story are?



Before you read

- Look at the pictures and headings and try to predict what the text will be about.
- Skim the page to see what you will read about.



While you read

- Compare your predictions with what you read.
- If you don't understand a section, read it again slowly. Read it aloud.



Let's read

It was a cool day in January and the under-11 soccer team jumped off the bus talking loudly. They were on their way to play their final match for the season. As they walked across the field towards the stadium they could hear the vuvuzelas and the cheering of the children.

Everyone was excited about the final game between New Town School and Sea View Primary School.

Anna and Mandu were the only girls in the New Town team. They hoped they would be good enough to beat Sea View Primary.

As Anna, the captain, walked across the field, she **imagined** herself receiving the trophy for her team. She pictured it **gleaming** in the sunshine. Anna was very caring. She had organised a school concert to raise money to buy soccer boots for her team-mates who couldn't afford to buy their own boots. Today she was ready to lead her team to victory!

Eleven-year-old Mandu was also excited. She imagined scoring the winning goal with her new yellow soccer boots. Suddenly she gave a loud cry as she fell into a hole.



"Help me!" she **wailed**. Anna, Peter and Jabu ran back and helped her out.

"Oh no!" she cried, as she hopped about on one leg. "I can't stand on my foot!"

She sat down on the grass. "I hope I haven't broken my ankle," she said, tearfully.

Anna wondered how Mandu's **injury** would affect her. "If Mandu can't play, it means I can't play. I will need to take her to the clinic," she thought.

Anna took a deep breath.

"Don't worry, Mandu," she said. "I'll get you to a doctor."

"No, Anna, no! You can't do that. I'll wait here until after the match."

"You can't stay here alone, Mandu," Anna replied.

Anna turned to the team. **Desperately** holding back her tears, she said, "You go on and play. And make sure you win!"



Let's write

Talk to your partner about how you think the story will end. Then write an ending of 40 – 50 words for the story. Will Anna play or will she help Mandu?

---

---

---

---

---

---

---

---

---

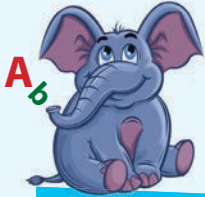
---





Let's talk

We know about the characters in a story through their **actions**, their **thoughts** and their **speech**. Talk about Anna's character. Talk about what she did, what she thought and her actions.

A  
b

Word work

imagined

gleaming

wailed

injury

desperately

shining and sparkling

howled or cried

thought about

very strongly

damage, sprain

Draw a line to match the word on the left with its meaning on the right.



Let's write

Read the story about Mandu and Anna and answer these questions.



Who are the two main characters in the story?

Now circle the letter next to the correct answer.

How do we know that Mandu was nervous?

- 1 She did not see the hole in the grass.
- 2 She imagined kicking the winning goal.
- 3 She desperately wanted to play.
- 4 She could not sleep the previous night.

How do we know the players were excited?

- 1 They wished they would win.
- 2 They heard the vuvuzelas.
- 3 They jumped off the bus talking loudly.
- 4 They did not help Mandu.





Date: \_\_\_\_\_



Which two teams were playing in the match?

---

---

Find a sentence in the story that shows that Anna was a caring person.

---

---

Do you think that Anna was a good friend to Mandu? Why?

---

---



Let's write

Write a summary 40 – 50 words about what happened to Mandu.



---

---

---

---

---

---

---

---

---

---

TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_



## Let's read

Now read the end of the story.  
Did anyone in your class expect this ending?

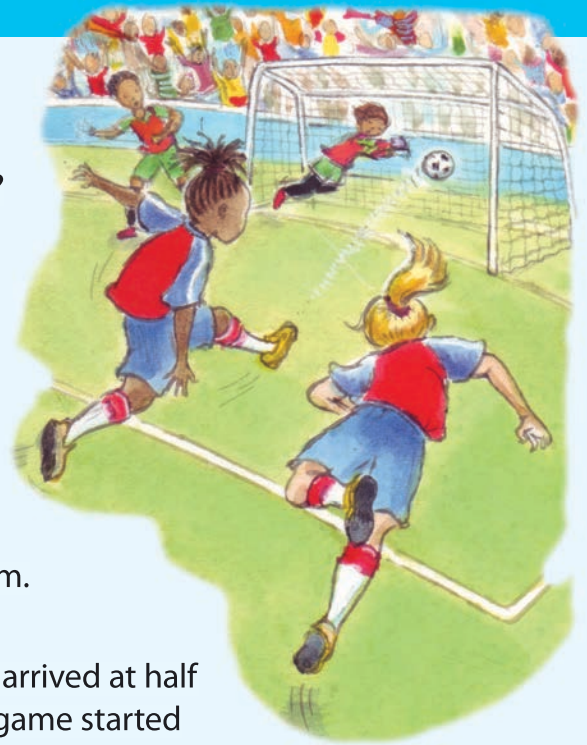
Anna supported Mandu as they walked back to the bus, and together they went to the clinic. The doctor carefully examined Mandu's foot. She took an X-ray, looked at it and smiled. She told them that Mandu's foot would be fine. She bandaged it and told Mandu that she could play soccer again as soon as she felt better.

"If you like," said the doctor, "I can drive you to the stadium. I haven't watched a game of soccer for a long time."

And so the kind doctor drove them to the stadium. They arrived at half time. The score was New Town 2 and Sea View 2. As the game started again, the two girls went onto the field.

Anna immediately scored a third goal for the New Town team, and just before the final whistle, Mandu scored the fourth goal. The crowd cheered and the vuvuzelas were heard as far as next village.

How excited the two girls were when the team went to collect the trophy for their school.


 Before you read

- Look at the pictures and headings and try to predict what the text will be about.
- Skim the page to see what you will read about.



## While you read

- Compare your predictions with what you read.
- If you don't understand a section, read it again slowly. Read it aloud.



## Let's talk

Take turns with your friend to say what happened in the story from the time the soccer team got off the bus up to the end of the story when the New Town team won the game. Don't forget to say what the score was.



## Let's write

Number these sentences from 1 to 6 to show the order in which things happened in the story.

	Mandu did not see a hole in the grass and fell into it.
	Anna took Mandu to the doctor.
	The doctor took the girls back to the stadium.
	The children caught a bus to the soccer stadium.
	They walked across the field towards the stadium.
	The team members were excited when they collected their trophy.

Date: \_\_\_\_\_

# Common nouns



Let's write



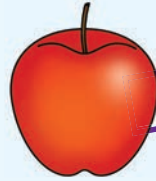
soccer boots

Common nouns are names of non-specific things that you can see and touch.

ball



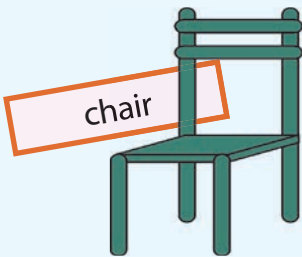
socks



apple



pen



chair

Write down some common nouns that you can think of.




Let's write

Find and underline ten common nouns in the story.



Let's read

Now write six sentences of your own using some of the common nouns that you found.


## How to write an essay

When you write an essay, you need to follow five steps.

- 1 Plan your essay using a mind map.
- 2 Write your story out in rough.
- 3 Edit your spelling and punctuation.
- 4 Revise your story.
- 5 Proof read your story.
- 6 Write it up neatly in your book.



TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_

# Writing a story



Let's write

Fill in this mind map to show what happened in the story about the big game.

1

The beginning

Where were the children going and why?

Four horizontal lines for writing.

2

The middle

What happened?

Four horizontal lines for writing.

Fill in the title of the story

Three horizontal lines for writing.

3

The middle

Then what happened next?

Seven horizontal lines for writing.

4

The end

How did the story end?

Seven horizontal lines for writing.

Date: \_\_\_\_\_



Let's write

Use your mind map to help you to write your story on this page. We have included some pictures to help you. Your story should be about 120 – 140 words.



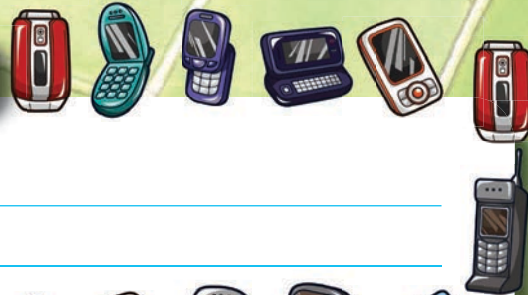
- Use a mind map to help you to plan your writing
- Write a rough draft
- Ask a friend to edit the draft
- Revise your text and make the necessary corrections
- Then write it neatly in your book.

Title of the story



The end

Send the New Town soccer captain an SMS.



TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_

## Proper nouns

Proper nouns are names of people, places, months and days. They always start with a capital letter.

Let's write Write down some proper nouns of people and places.

People	
Places	

Circle the words that are proper nouns and that should start with a capital letter.

flower   roses   month   mary   monday   chair  
 july   ann   bus   durban  
 mandu   polokwane   table mountain  
 new town   school   football   smith  
 limpopo   jabu   honda   zuma   banana

Date: \_\_\_\_\_



Let's write

Write four sentences using proper nouns.




What are **nouns**? They are the names of things that we can count, like animals and people. We use the words **many** or **some** or **a few** or **a lot of** with countable nouns.

What are **uncountable** nouns? Uncountable nouns are the names of things that cannot be counted, like sand, water and salt. We use the words **much** or **a little** or **a lot of** with uncountable nouns.



Let's talk

Ask your friend about things in the classroom or at home. Ask questions starting with

How many  ? or How much  ?



Let's write

Underline the common nouns in each of the following sentences. Decide whether they are countable or uncountable and put a tick in the correct box. Then circle the proper nouns.

		Countable	Uncountable
1	I am hungry but there isn't much food left.	<input type="checkbox"/>	<input type="checkbox"/>
2	Mandu scored many goals.	<input type="checkbox"/>	<input type="checkbox"/>
3	Jabu is playing in the sand.	<input type="checkbox"/>	<input type="checkbox"/>
4	Dan has two sisters.	<input type="checkbox"/>	<input type="checkbox"/>
5	Mark likes bread.	<input type="checkbox"/>	<input type="checkbox"/>
6	We went to many interesting places in Gauteng.	<input type="checkbox"/>	<input type="checkbox"/>
7	The children in my class enjoy sport.	<input type="checkbox"/>	<input type="checkbox"/>
8	I have a few hats.	<input type="checkbox"/>	<input type="checkbox"/>
9	Dineo should not eat too much sugar.	<input type="checkbox"/>	<input type="checkbox"/>
10	Thuli must drink lots of water.	<input type="checkbox"/>	<input type="checkbox"/>

TEACHER: Sign

Date

# Jabu scrambles eggs



Let's talk

Look at the pictures and read the speech bubbles. Then tell the story to your friend, taking turns. Fill in the last bubble to show what Jabu is thinking.



Let's write

Now fill in the story into the correct places on the mind map.



- Use a mind map to help you to plan your writing
- Write a rough draft
- Ask a friend to edit the draft
- Revise your text and make the necessary corrections
- Then write it neatly in your book.

1 In the beginning

---



---



---



---



---



The title of your story

---



---



---

2 What happened next

---



---



---

3 What happened in picture 3

---



---



---



4 Finally, how the story ended

---



---



---





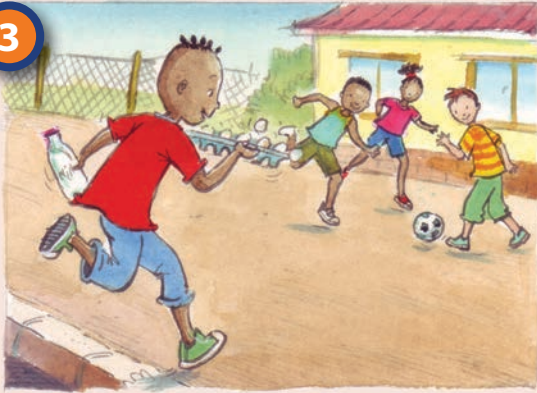
Date:

NEW  
WORDS



Let's write Now use your mind map to write your story.

3



4



1



2



3



4



---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

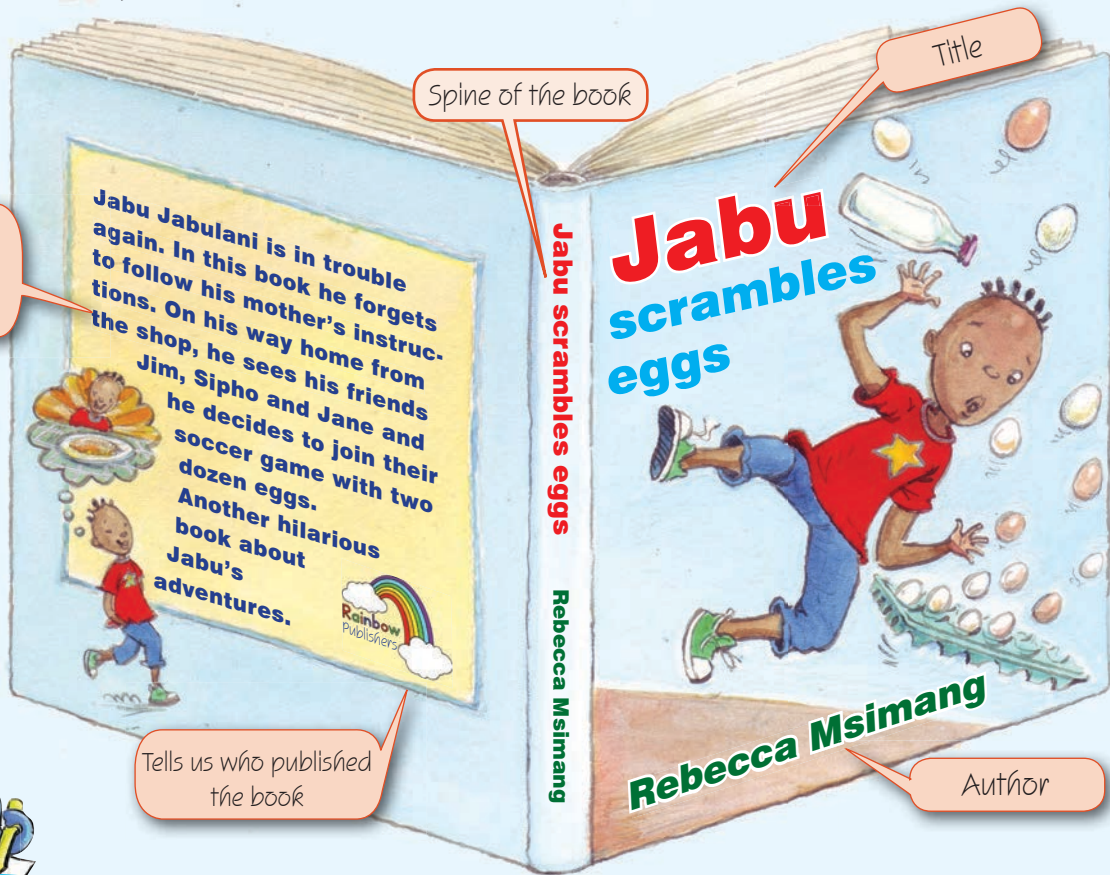
---

# What the book cover tells us



Let's talk

Talk to your friend about what the cover of this book tells us.



Blurb that tells us what the book is about

Spine of the book

Title

Tells us who published the book

Author



Let's write

Now write a review about the book.

Name of the book	
Author	
Main characters	
Publisher	
What happens in the story?	
Write down two sentences that tell us there are other books about Jabu Jabulani.	

Date: \_\_\_\_\_



Imagine you are Jabu. Write a diary entry summarising in about 40 words what happened that day.

Let's write



Dear Diary 

Date: \_\_\_\_\_

Handwriting lines for the diary entry.



Let's write

Match these nouns with the adjectives that describe them.

Adjectives tell us more about a noun, eg a **beautiful** girl.

<b>Adjectives</b>	young	pretty	high	strong	slow
-------------------	-------	--------	------	--------	------

<b>Nouns</b>	flower	baby	ox	tortoise	building
--------------	--------	------	----	----------	----------

Antonyms are words that have opposite meanings, eg **pretty** – **ugly**

Now match these words with their antonyms in the bottom row.

tall	honest	a little	beautiful	caring	soft
------	--------	----------	-----------	--------	------

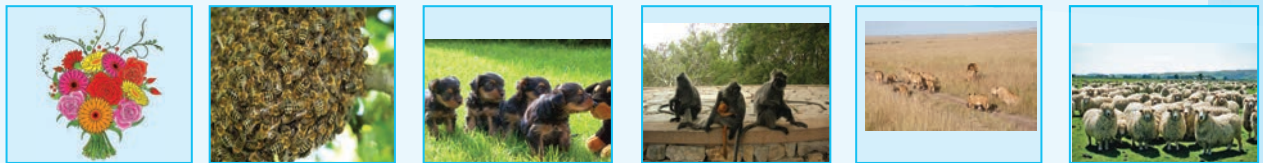
a lot	uncaring	short	dishonest	hard	ugly
-------	----------	-------	-----------	------	------

Collective nouns are the names of a group of people or things, eg a **bunch** of grapes



Fun

Trace the line from the picture to the correct collective noun.



flock

pride

troop

litter

swarm

bunch

TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_



Let's write

Look at the story title at the middle of the mind map. Then fill in more information about each topic in each of the boxes of the mind map.

In this worksheet we look at how to write paragraphs. All stories have paragraphs and each paragraph deals with one topic. Usually the first sentence is the topic sentence. It tells you what the rest of the paragraph will be about.

**Paragraph 1**

My name is \_\_\_\_\_.

I am \_\_\_\_\_ years old.

I live in \_\_\_\_\_.

**Paragraph 2**

In my family there are \_\_\_\_\_ people.

I live with my \_\_\_\_\_.

I have a pet \_\_\_\_\_.

**Paragraph 3**

I go to \_\_\_\_\_ school.

I am in Grade \_\_\_\_\_.

My favourite subject is \_\_\_\_\_.

**Paragraph 4**

After school I like to \_\_\_\_\_.

My friends are \_\_\_\_\_.

At night before I sleep I \_\_\_\_\_.

A  
L  
L  
  
A  
B  
O  
U  
T  
  
M  
E

Date: \_\_\_\_\_

NEW  
ORDS



Let's write

Use your mind map to write up the story about yourself. We usually leave one line blank between paragraphs.

When you have completed writing your story let your friend read it and correct any errors.

Begin by writing your story in rough.

Then write it neatly in your book.

Paragraph 1

Paragraph 2

Paragraph 3

Paragraph 4

TEACHER: Sign \_\_\_\_\_ Date \_\_\_\_\_



Let's read

Read the poem aloud. As you read, listen to its beat or rhythm, and to the pattern of the words that rhyme. Listen to the words that sound like animal noises.

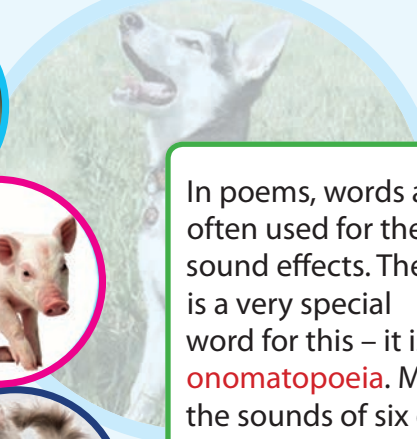
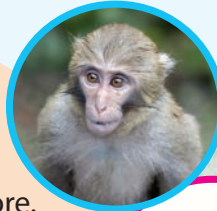
## ANIMAL TALK

Cats purr, lions roar,  
Owls hoot, bears snore.  
Crickets creak, mice squeak,  
Sheep baa, but I SPEAK!

Monkeys chatter, cows moo,  
Ducks quack, doves coo.  
Pigs squeal, horses neigh,  
Chickens cluck, but I SAY!

Flies hum, dogs growl,  
Bats screech, wolves howl.  
Frogs croak, parrots squawk,  
Bees buzz, but I TALK.

A Shapiro (adapted)



In poems, words are often used for their sound effects. There is a very special word for this – it is **onomatopoeia**. Make the sounds of six of the animals mentioned in the poem. Let your friends try to guess what animal you are.



Let's write

Fill in the names of six of the animals mentioned in the poem and below each one fill in the sound it makes.



cat
purr



Now fill in words from the poem that rhyme with these words.



roar
snore

say

moo


talk

growl



Let's read

Now read the next poem aloud and then underline the pairs of rhyming words in different colours. Underline all the verbs that tell us what the turtle did. Then answer the questions.

### THE LITTLE TURTLE

There was a little turtle,  
He lived in a box.  
He swam in a puddle,  
He climbed on the rocks.

He snapped at a mosquito,  
He snapped at a flea.  
He snapped at a butterfly,  
And he snapped at me.

He caught the mosquito,  
He caught the flea.  
He caught the butterfly,  
But he did not catch me.

C Lindsay: Adapted



Let's write

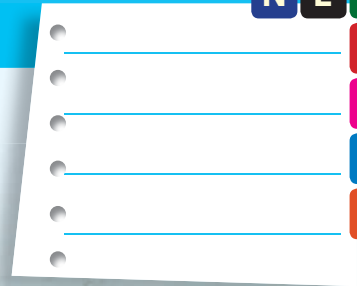
Where did the turtle live?

Where did the turtle swim?

Where did the turtle climb?

What did the turtle snap at?

What did the turtle catch?



# Writing a poem of your own



Let's write

Complete this poem by filling in the missing rhyming words.

- glass
- train
- class
- rain
- told
- cold

## A poem about me

I am in the Grade 4 .

I always drink my juice from a .

I like it when it doesn't .

Then I go by bike and not by .

I do not like it when it's .

I always do what I am .



Let's write

Write a poem of your own. Try to use rhyming words at the end of all the even-numbered lines.

Title of the poem

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_



# Abstract nouns



Let's write

Fill in the names of the emotions that these faces show. These are abstract nouns.

fear

happiness

anger

sadness

**Look out for abstract nouns**

An abstract noun is something that you cannot see, hear, smell, touch or taste.



--	--	--	--



Let's write

Complete these sentences by filling in the abstract nouns.

1. Mandu was in great \_\_\_\_\_ when she hurt her ankle.

disappointed

2. She had feelings of \_\_\_\_\_ because she could not play in the match.

annoyed

3. She felt \_\_\_\_\_ with herself for not looking where she was going.

joy

4. It was a \_\_\_\_\_ to see her walk onto the field.

despair

5. It took great \_\_\_\_\_ for Mandu to play again.

courage

6. The Sea View team left with \_\_\_\_\_.

pain





Let's read

Read the letter and then fill in the nouns so that the letter makes sense.

- Fill in **proper nouns** that start with capital letters on the **green lines**.
- Fill in **common nouns** that name things on the **red lines**.
- Fill in **abstract nouns** that say how you feel on the **blue lines**.

Dear \_\_\_\_\_

I am writing to you from my holiday. I came with my sister, \_\_\_\_\_.

It is really nice in \_\_\_\_\_.

Yesterday we went to the \_\_\_\_\_ and after that we played \_\_\_\_\_.

Later we went to the supermarket. We bought some groceries.

We needed \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

Last night we went to see a film called "Dinosaurs in our world".

I felt \_\_\_\_\_ each time I saw a big dinosaur with big \_\_\_\_\_. We screamed!

After that I could not sleep. I was filled with \_\_\_\_\_ and had a nightmare.

We will be back next weekend. I am looking forward to coming back to school.

Regards

\_\_\_\_\_

24 Steve Biko Road

Sea View

0120

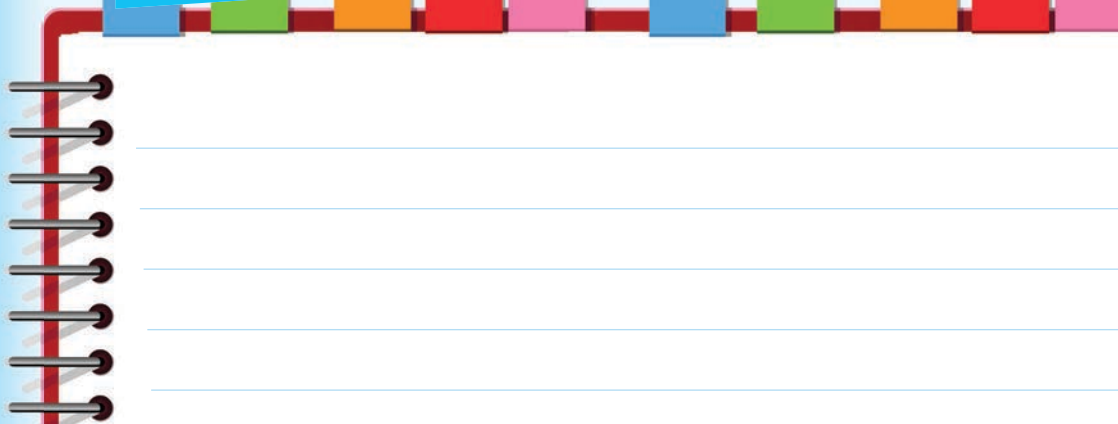
12 February 20\_\_\_\_



Let's write

Let's now think about a book that you have enjoyed. Retell the story in about 3 – 4 sentences.

Now write an SMS to a friend saying briefly how the story made you feel.



Date: \_\_\_\_\_

# Proper nouns



**N** **E** **W**  
**O**  
**R**  
**D**  
**S**



Fill in this card about yourself. All the answers are proper nouns, so they must all start with a capital letter.

Let's write

## All about me

What is your name?	
Where were you born?	
In what month is your birthday?	
What is the name of your school?	
In which province do you live?	
What is the name of one of your friends?	
What is your class teacher's name?	
What is the title of your favourite book?	
What is your favourite TV programme?	
What country would you like to visit?	



Let's write

Now circle the proper nouns in the table below. They will probably be the names of people, places, days or months.

johannesburg	veronica	mandu	lusikisiki	grandfather
monday	chair	book	durban	mandla
cape town	flower	bisho	flower	dan
anna	cake	polokwane	bike	pen
boots	cow	bull	tiger	shoe
thursday	october	july	bird	nest

Write the proper nouns from the above list in the correct columns below. Write the common nouns in the last two columns.

Proper nouns			Common nouns	
Person	Place	Time	Thing	Thing



Let's read

## INVITATION

New Town Primary School Environmental Club

Dear Grade 4s

If you would like to learn more about animals and insects,  
join the environmental club!

### What's happening these holidays?

A special insect-spotting trip is planned for the  
April school holidays.

Come and discover the bees and the butterflies,  
the ants, the ladybirds and the grasshoppers in the  
Green Valley Gardens.

Time: 09:00–16:00

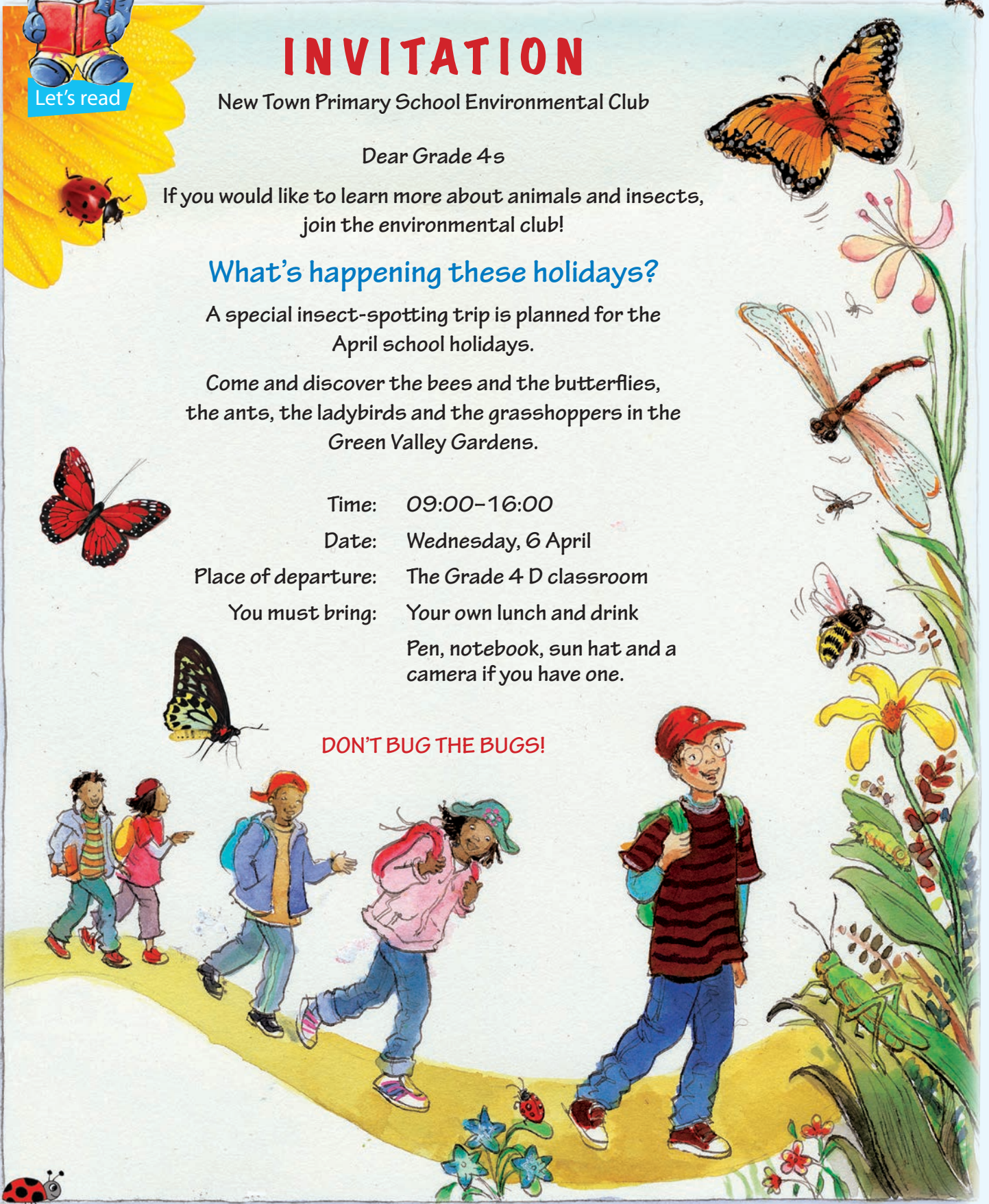
Date: Wednesday, 6 April

Place of departure: The Grade 4 D classroom

You must bring: Your own lunch and drink

Pen, notebook, sun hat and a  
camera if you have one.

**DON'T BUG THE BUGS!**



Date: \_\_\_\_\_

**N E W**  
**O**  
**R**  
**D**  
**S**



Let's write

Read the invitation. Underline all the nouns in the invitation and say what type of noun they are. Now answer these questions.

What trip were the Grade 4 children invited to go on?

On what day and at what time will the trip start?

What must the children bring with them?

What does "Don't bug the bugs" mean?

Would you like to go on such a school trip? Why?

## INSECTS

An insect has three body parts,  
No more, no less than three.  
A head, a thorax and abdomen,  
Are all the parts we see.

The head has mouthparts well designed,  
With compound eyes as well.  
Its antennae sense the world around,  
They feel and hear and smell.

The thorax is where legs are joined.  
Three pairs, six legs in all.  
It's where the wings are joined on to.  
To fly or jump or crawl.

The abdomen is where the systems are.  
The systems that it needs.  
To breathe, reproduce and digest.  
The food on which it feeds.

Let's write

Read the poem aloud. Underline the pairs of rhyming words. Then use the description in the poem as a guide to draw a picture of an insect.



TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_

# Butterfly, where have you been?



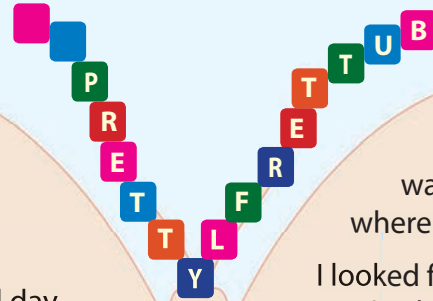
Let's talk

Look at these poems. What do you notice about them? How are they different from the other poems you have read? Do you like them? Say why.



Let's read

Now read the poems.



Pretty lady butterfly where have you been?

Why is it that all day you've hardly been seen?

Pretty, pretty butterfly where have you been?

I have been looking for you in gardens oh so green.

The sunlight was glowing where did you hide?

I looked for your pretty wings both far and wide.

Pretty, pretty butterfly I've been looking for you.

Where did you glide?

Among the flowers in the garden, red white and blue.



My bike my joy!





Let's write

Now write your own shape poems on these drawings. Begin by thinking about the drawings. Then think about words or sentences you will use.



Let's write

Punctuate these sentences. Remember to use capital letters for proper nouns. Use the correct punctuation at the end of the sentences:



tumi will have her birthday party in durban in july

is jabu the captain of the swallows junior team

i shouted at my sister nomsa and told her to stop

i bought a newspaper a magazine a book and a pen

i made a sandwich with cheese chicken lettuce tomato and cucumber


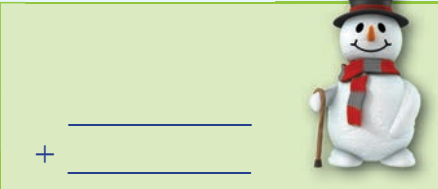


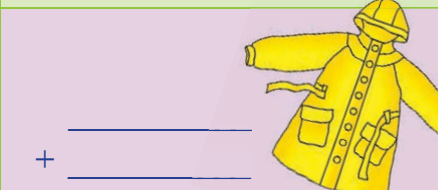
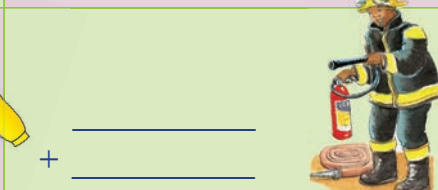
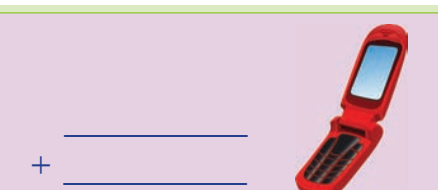
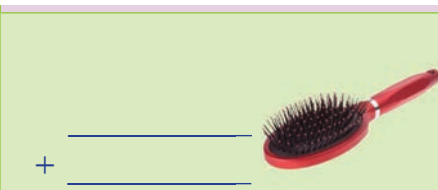


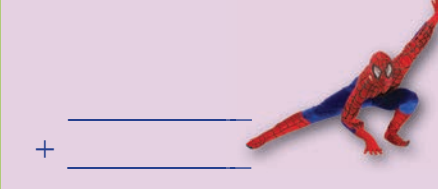

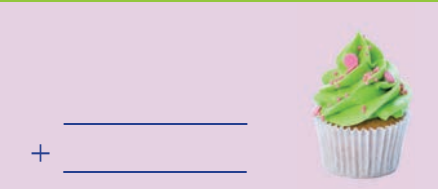
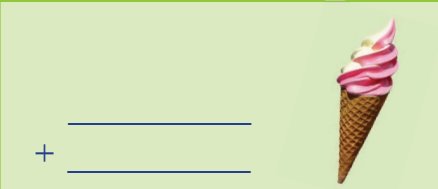
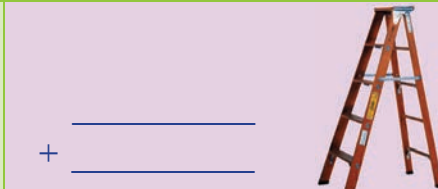
veronica and i like visiting aunt lulu in polokwane

# Joining nouns



Let's write

Look at the pictures and try to work out which two common nouns are combined to form these **compound nouns**.

 <p>                 + <u>star</u>                  + <u>fish</u>                  = <i>starfish</i> </p>	 <p>                 + _____                  + _____                  = _____             </p>	 <p>                 + _____                  + _____                  = _____             </p>
 <p>                 + _____                  + _____                  = _____             </p>	 <p>                 + _____                  + _____                  = _____             </p>	 <p>                 + _____                  + _____                  = _____             </p>
 <p>                 + _____                  + _____                  = _____             </p>	 <p>                 + _____                  + _____                  = _____             </p>	 <p>                 + _____                  + _____                  = _____             </p>
 <p>                 + _____                  + _____                  = _____             </p>	 <p>                 + _____                  + _____                  = _____             </p>	 <p>                 + _____                  + _____                  = _____             </p>
 <p>                 + _____                  + _____                  = _____             </p>	 <p>                 + _____                  + _____                  = _____             </p>	 <p>                 + _____                  + _____                  = _____             </p>



Let's do

Draw and label some compound words of your own.

+ _____ + _____	+ _____ + _____	+ _____ + _____
--------------------	--------------------	--------------------



Date: \_\_\_\_\_

# Sound words

NEW  
WORDS



Let's write

Draw a line to match the sound with the correct picture.



tick tock

meow

cheep

toot toot

drip drip

ring ring

squeak

ting-a-ling



Let's do

Draw some sound words.

SPLISH SPLASH

HOOT



Let's write

Separate these words to find 15 abstract nouns.

friendship/sadness/confidence/kindness/truth/friendship/warmth/caring/anger/joy/unhappiness/freedom/knowledge/hunger/safety

TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_



Fun

Sing this song as a group.

**Teacher's note:**

If you don't know the tune for this song, ask another teacher to sing it for you so that you can sing it with the class.

## THE LION SLEEPS TONIGHT

In the jungle the mighty jungle  
the lion sleeps tonight,

In the jungle the quiet jungle  
the lion sleeps tonight.

**Chorus**

He, ha hehelemama

Ohi'mbube

In the village, the peaceful village,  
the lion sleeps tonight,

In the village, the quiet village,  
the lion sleeps tonight.

**Chorus**

Hush my darling, don't fear my darling,  
the lion sleeps tonight,

Hush my darling, don't fear my darling,  
the lion sleeps tonight.

**Chorus**

Let's talk

Tell your friend about the setting of this song. What time of the day is it?  
What does the place look like? Do you think it is peaceful or not? Is it a city or a village?  
What do jungles look like?



**Let's write**

Punctuate the following paragraph carefully so that you can read about the origin of this song.

in 1930 a zulu singer called solomon linda made the first recording of this song in johannesburg

\_\_\_\_\_

he called the song *mbube* the zulu word for lion

\_\_\_\_\_

the song is the most famous song ever to come from africa

\_\_\_\_\_

the *lion sleeps tonight* has been recorded in french japanese spanish and danish

\_\_\_\_\_

Remember to use capital letters for all names and a comma between lists of nouns.



**Something to remember**

**Countable and uncountable nouns**  
If you can't count it, it does not have a plural. Look at these.

Singular	Amount
milk	some milk
sugar	a lot of sugar
oil	a bit of oil
sand	some sand
water	a lot of water
flour	some flour
salt	some salt

Just checking	😊	☹️
I can read a story and understand the key messages.		
I can answer comprehension questions based on text.		
I can predict the end of a story.		
I can describe the characters in a story.		
I can retell a story that I read in the correct sequence.		
I can plan a story using a mind map.		
I can write a story with a beginning, middle and end.		
I can identify common, proper and abstract nouns.		
I can identify countable and uncountable nouns.		
I can punctuate sentences.		
I can write simple sentences.		
I can form compound nouns by joining two nouns together.		
I can understand the information printed on a book cover.		
I can write a book review.		
I can extract information from a text or poem.		
I can predict a story from a series of pictures.		
I can write a diary entry.		
I can write an SMS.		
I can write a poem.		
I can write a shape poem.		
I can identify sound words in a poem.		
I can identify rhyming words in a poem.		
Other:		
Other:		





Let's write

Plan to write your own story. Decide what you will write your story about. Fill in the mind map below to give your story a beginning, a middle and an end.

Then fill in the following mind map.



Who are the characters?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

What is the setting?  
 Where does the story happen?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

What will you write about?

What happens?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

How did it end?  
 What was interesting about it?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Beginning**  
 Start by saying what happened in the beginning.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Middle**  
 Say what happened in the middle of the story.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

My own story

**Next**  
 Say what happened next.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**End**  
 How did the story end?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Cut out the next page to make a book. On the cover, write the title of your book. Put your name under the title, because you are the writer. Draw a picture on the cover. Now write your story with a beginning, a middle and an end.

- Use a mind map to help you to plan your writing
- Write a rough draft
- Ask a friend to edit the draft
- Revise your text and make the necessary corrections
- Then write it neatly in your book.



BACK COVER



ABOUT THE WRITER

Write your name

Your age

Where you live

8

STEP 4: Cut on the solid line after you have stapled your book

COVER

Draw picture here.



Write the title of the book here.

Fill in your name (you are the writer).

1

STEP 1: Fold on the dotted line

Step 2: Fold on the dotted line

Step 3: Staple on this side

5



Continue with your story here.

Draw picture here.



4



Write the middle of your story here.

Draw picture here.

Draw picture here.



Start writing your story here.



Four horizontal blue lines for writing.

2

Draw picture here.



Finish your story.

Four horizontal blue lines for writing.

7

3

Four horizontal blue lines for writing.

Continue with your story here.



Draw picture here.

9



Write what happens at the end of your story.



Draw picture here.

# Theme 2: Fact and fiction



## Folk tales

### Term 1: Weeks 5 - 6

#### 17 The boy who cried "wolf" 36

Introduction to folk tales.  
Answers multiple choice comprehension questions based on story.  
Discussion on the story: the message, characters and setting.  
Present a role play about the story.  
Vocabulary exercise.

#### 18 The boy who cried "spaceship" 38

Role play based on the story.  
Discussion and written activity on the setting, characters and plot.  
Comparing the two folk tales.  
Learners to use the writing process and a frame to compile their story.  
Records new words and meanings in personal dictionary.

#### 19 Prefixes 40

Introduction to prefixes and root words.  
What common prefixes mean.  
Identifying prefixes and using them to change the meaning of sentences.  
Playing a Spaceship game.  
Using simple sentences and imperatives.

#### 20 Proverbs and suffixes 42

Discussion on what proverbs mean.  
Matching proverbs with their meanings.  
Introduction to suffixes.  
What common suffixes mean.  
Identifying suffixes and root words.  
Using given suffixes in sentences.  
Records new words and meanings in personal dictionary.

#### 21 The leaf of many colours 44

Reading the story.  
Discussion on the animal characters with human qualities, the plot and how the story might end.  
Retells the sequence of events in relation to the various characters.  
The vocabulary used in the text.  
Drawing a "map" based on the events in the story.  
Group discussion predicting how the story will end.  
Summarising the sequence of the

story using linking words, first, then, afterwards and finally.

#### 22 What happens next 46

Continuation of the story.  
Develop a role play to show the development of the plot.  
Summarising the story according to the sequence of events.  
Records new words and meanings in personal dictionary.

#### 23 Retelling the story 48

Illustrating the various stages of the story and then writing the story in sequence focusing on the beginning, middle and end.  
Records new words and meanings in personal dictionary.

#### 24 Prefixes and proverbs 50

Discussing proverbs, illustrating and describing them.  
Word game. The suffix-prefix race.  
Identifying prefixes and suffixes and root words.  
Using words from the game to form sentences.

## Instructional text

### Term 1: weeks 7 - 8

#### 25 Reading a recipe 52

Reading a recipe for fruit salad.  
Calculating the costs and identifying the ingredients and utensils needed.  
Writing a recipe for a favourite dish.  
Using personal pronouns.  
Identifying demonstrative pronouns.  
Writing sentences using demonstrative pronouns.

#### 26 Working with pronouns 54

Using demonstrative pronouns – this, that, these, those.  
Writing sentences using demonstrative pronouns.

#### 27 Whose are these? 56

Identifying and using possessive pronouns.  
Choosing the correct pronouns.  
Records new words and meanings in personal dictionary.



#### 28 Make a pom-pom chick 58

Reading instructional text.  
Answering comprehension questions on the instructions.  
Discussion on sequence and the use of imperatives.  
Giving clear instructions.  
Discussion on materials needed and on the procedure.  
Developing instructions and materials required from a series of diagrams on how to make a carton chick.  
Using the drafting process for writing a set of instructions.

## Information text

### Term 1: weeks 9 - 10

#### 29 What's in the news? 60

Reading two newspaper articles.  
Focus on headline, by-line, date, introductory paragraph and use of visuals and captions.  
Answers questions on text for meaning and for identifying conventions.  
Uses correct punctuation and endings.  
Uses definite and indefinite articles.

#### 30 Telling the news 62

Plans and drafts a newspaper article using "wh" words.  
Brainstorms ideas with group.  
Uses writing process.  
Writes news in the past tense.  
Writes newspaper article using conventions of headline, by-line etc.  
Prepares and presents a speech based on a newspaper article.  
Prepares notes for the speech to be written in the past tense.  
Uses plurals.  
Records new words and meanings in personal dictionary.

#### 31 Presenting a speech 64

Tips for presenting a prepared speech.  
Plurals  
Check yourself.

#### 32 Writing a story 66

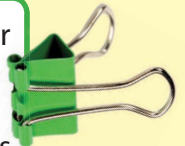
Planning to write a story focusing on characters, plot, setting and ending.  
Writing the story on a cut-out book template.





Let's read

This story is a folk tale. Folk tales are stories that people first told one another a long time ago. They were not written down and they spread as people retold them. We all know some folk tales and folklore, like nursery rhymes, fables, hero tales, myths and folk songs. Most of them have special messages.



Once upon a time there was a ten-year-old shepherd boy. Every day he took the sheep to the fields to eat grass. Every day, he sat under the same tree on top of a hill and watched the flock of sheep. Eventually, he began to feel bored. One day, to amuse himself, he called out, "Wolf! Wolf! Help! A wolf is chasing the sheep!"

Hearing his cry for help, the villagers came running up the hill to chase the wolf away. But when they arrived at the top of the hill, they did not find a wolf. They only found the boy, who laughed at them.

"Don't cry 'wolf' when there is no wolf!" scolded one of the villagers as they all went grumbling back down the hill.

The next day, the boy again called out, "Wolf! Wolf! Help me! The wolf is chasing the sheep!" Again the villagers ran up the hill to help him drive the wolf away.

When the villagers again saw no wolf, they said, "Little boy, you must only call for help when there is really something wrong! Don't cry 'wolf' when there is no wolf!"

The boy just grinned and watched them go grumbling down the hill once more.

A few days later, the boy saw a real wolf sniffing about his sheep. He was very frightened and he called out loudly, "Wolf! Wolf! Please help me!"

But the villagers thought he was trying to fool them again and so no one went to help him.

Later that night, the people in the village wondered why the shepherd boy had not returned to the village with the sheep. They went to look for him and found him weeping and alone.

"There really was a wolf! He ate some sheep and the others have run away! I called for help! Why didn't you come?" he sobbed.

One of the old villagers tried to comfort the boy as they walked back to the village.

"We'll help you look for the lost sheep in the morning," he said, putting his arm around the boy. "But now you must learn that if you always tell a lie, nobody will believe you ... even when you tell the truth!"





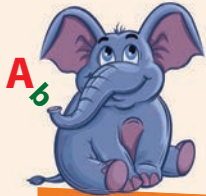


Let's talk



Why did nobody come to help the boy?

Make up a role play about the story. You need a boy, a wolf, some sheep and some villagers.



A6

Word work

Find these words in the word soup.

grumble

frighten

weeping

amuse

call

lie

grin

g	r	u	m	b	l	e	x
r	m	n	b	z	x	q	w
i	x	c	a	l	l	m	e
n	x	x	a	m	u	s	e
x	z	x	q	r	g	r	p
x	z	l	x	z	m	m	i
f	r	i	g	h	t	e	n
w	e	e	x	v	m	w	g



Let's write

Read these questions and then circle the letter next to the correct answer.

Why did the shepherd boy cry "Wolf"?

- A He was bored and wanted to attract attention.
- B He thought there was a wolf.
- C He wanted to tell a lie.
- D He wanted to scare the wolf away.

Why did the villagers not come when he called?

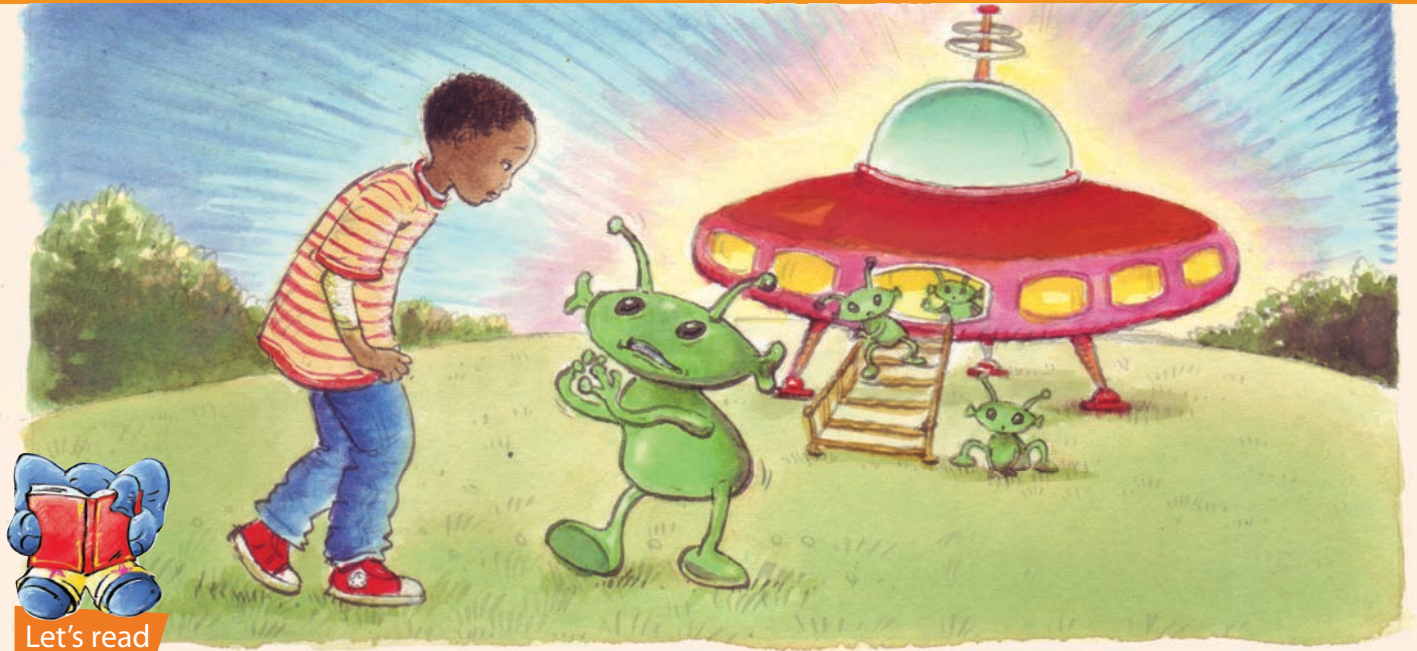
- A They were busy working on their farms.
- B They thought he was lying again.
- C They did not hear him.
- D They wanted the wolf to eat the sheep.

Which of the following is the best title for the story?

- A The day the wolf ate the sheep
- B The little shepherd boy
- C The boy who called for help
- D A sunny day on the hillside

What is the moral of the story?

- A If you call for help no one will help you.
- B Don't make too much noise.
- C If you always tell a lie, no one will believe you even when you are truthful.
- D You must be honest.



Let's read

Thabo liked to draw attention to himself. He often called out for his family and friends to come and see a spaceship that he said he had spotted. "Come and see the spaceship!" he would shout, or "Help, a UFO has just landed!" (UFO is the short form for "unidentified flying object".)

Each time Thabo called, the whole town would run to the site to see the spaceship. And then there was nothing to be seen. "It's already gone!" he would tell everyone.

Thabo did this once, twice, thrice – too many times.

And then, one day, Thabo really did see a spaceship. "Help!" he called, "A spaceship has landed in the field. Help, please! Someone help!"

But nobody came.

Just then, a green alien jumped out of the spaceship and said to Thabo, "Please help me! I need petrol and food for my family. My children need food urgently! Please bring us some leaves, as many as you can!"

"Help!" screamed Thabo. "There are hungry aliens in the field!"

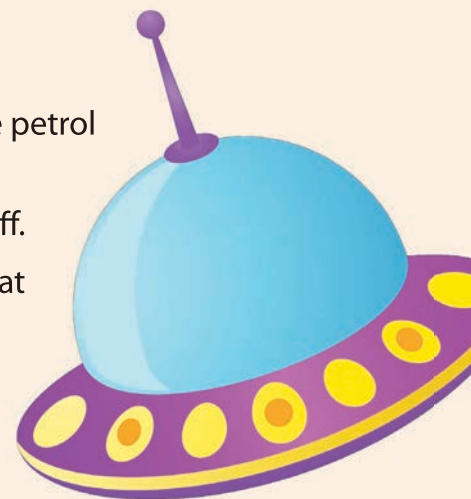
But nobody came.

So Thabo ran from tree to tree picking leaves and then ran off to the petrol station to buy some petrol. The green alien was grateful.

Thabo was exhausted and fell to the ground as the spaceship took off.

"What is that, Thabo?" called his mother as she saw the spaceship float out of sight.

"What's the good of telling you, Mom," Thabo said, shrugging his shoulders. "You won't believe me."



Date: \_\_\_\_\_



Let's talk

Role play this story. You will need an alien, some alien children, Thabo and his mother.

In what way is this story similar to "The boy who cried 'Wolf!'?"



Let's write

Think about both stories and then fill in the table.

Story	Who is the main character?	What is the plot?	What is the message of the story?
The boy who cried "Wolf!"			
The boy who cried "Spaceship!"			



Let's write

Now write your own story of approximately 120 words about a boy or girl who cried for help. First write your story on rough paper and ask your friend to check it. Then write it neatly in the space below.



Title for your story	
What does he or she cry about?	
What happens one day when no one answers?	
What is the result of this?	
What is the message or moral of the story?	

TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_



## What is a prefix?

A prefix is not a full word. It's a word part that is added at the beginning of a full word (called a root word). Every prefix has its own meaning. When a prefix is added to a root word, it changes the meaning of the root word.



*A prefix changes the meaning of a word.*



Let's do

Look at this example. What happens when you join the prefix and the root word? What does the new word mean?

Prefix	Root word
un-	tidy

What do these prefixes mean?

Prefix	Meaning
re	again
un	not
tri	three
pre	before
mis	wrong

Circle the prefixes in each of these words. Then underline the root word.



Let's write

misplace    misunderstand    redo

unsure    refill    prepaid    replace    renew

unhappy    tricycle    prereading    rewrite

unfair    untidy    unkind    misbehave

triathlon    mislaid



Let's write

Add prefixes to the underlined words to change the meaning of these sentences.

He always behaved in class.

She was very tidy.



Date: \_\_\_\_\_

**N** **E** **W**  
**O**  
**R**  
**D**  
**S**

The soccer player was happy.

\_\_\_\_\_

You must do your maths homework.

\_\_\_\_\_

He had a red cycle.

\_\_\_\_\_



Fun

Let's play a space game. Use a dice and markers to play, and blast off from number 1.

<b>16</b> You land safely back on earth. 	<b>15</b> 	<b>14</b> 	<b>13</b> You meet an alien. Miss a turn while you talk to it. 
<b>9</b> You are able to walk on the moon. Blast off to 12. 	<b>10</b> 	<b>11</b> You can see earth. Blast off to 15. 	<b>12</b> 
<b>8</b> 	<b>7</b> You need to put on your space suit. Miss a turn. 	<b>6</b> 	<b>5</b> You land on the moon. Take another turn. 
<b>1</b> Blast off. 	<b>2</b> 	<b>3</b> Blast off to 10. 	<b>4</b> 

TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_



Let's talk

Talk about what you think these proverbs mean. Then draw a line to the meaning in the right-hand column.

Proverbs are very short sayings that give us a special message.



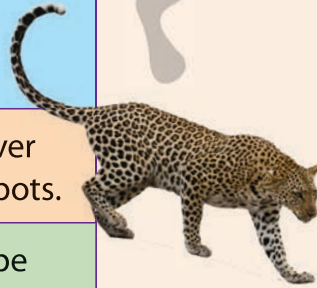
Put your best foot forward.

Barking dogs don't bite.

A leopard never changes its spots.

It's better to be safe than sorry.

Let sleeping dogs lie.



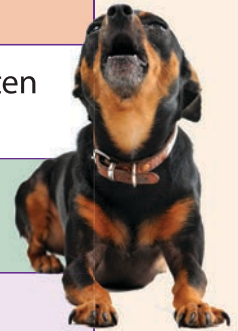
Don't disturb a situation that is going well as it will lead to problems.

Start a task or a journey with a strong purpose.

Don't be afraid of people who threaten you. They rarely take action.

People do not change.

We should be careful in a dangerous situation. It is better to stay safe than to have an accident (and be sorry about it).



## What are suffixes?

Suffixes are like prefixes, except that they are added to the end of a root word to change its meaning.

An example: the ending -ful means "full of", so the word beautiful means full of beauty.



What do these suffixes mean?

Suffix	Meaning
less	without
ful	full of
able	able to





Let's write

Underline the root words.  
Then circle the suffixes at the end of these words.

grateful

hopeless

hopeful

cordless

playful

colourful

speechless

careful

enjoyable

successful

wonderful

powerful

readable

capable

harmless

fearless

cheerful

truthful

careless

reliable

joyful

gladness

beautiful

Select five of the words and use them in sentences.


Select the correct word, add the suffix **-ful** to it and write the new word in the space.

truth

She seemed \_\_\_\_\_ with her family around her.

play

The school play was \_\_\_\_\_ last night.

cheer

If only the shepherd boy was more \_\_\_\_\_.

colour

Her painting is very \_\_\_\_\_.

delight

My kitten is \_\_\_\_\_.

joy

My granny had a \_\_\_\_\_ birthday party.





Let's read

In many folk tales the animals behave and talk like humans. Read this story and think about the animal characters.


**Before you read**

- Look at the pictures and headings and try to predict what the text will be about.
- Skim the page to see what you will read about.

**While you read**

- Compare your predictions with what you read.
- If you don't understand a section, read it again slowly. Read it aloud.



A tree stood in the garden. The wind began to blow and a little leaf began to shake.

It fell off the tree. It fell down and down and down, until it landed on the grass under the tree. A cat was sitting on the grass. "Hello, little green leaf," said the cat. "Can I play with you?"



The little leaf was about to say yes, when the wind began to blow again. Whoosh! went the wind, and it lifted up the little leaf, up and up into the sky. The wind took it a long way. Then it dropped the little leaf gently at the side of the road.

"Hello, little yellow leaf," said a bird by the side of the road. "Are you going to stay with me?" "That's funny," said the little leaf. "The cat said I was green. Now the bird says I am yellow. I wonder what colour I am?"



The leaf was about to ask the bird when the wind began to blow again. Whoosh! went the wind, and it lifted the little leaf up and up into the sky. The wind took it a long way. Then it dropped the little leaf gently in a big field.

There were cows in the field, eating the grass. One of the cows came over to look at the little leaf. "Moo," said the cow. "Hello, little orange leaf." "That's funny," said the little leaf. "The cat said I was green and the bird said I was yellow. Now the cow says I am orange. I wonder what colour I am?"



The little leaf was just about to ask the cow when the wind began to blow again. Whoosh! went the wind and it lifted the little leaf up and up into the sky. The wind took it a long way. Then it dropped the little leaf gently on the top of a big hill.



Date: \_\_\_\_\_

**N** **E** **W**  
**O**  
**R**  
**D**  
**S**



Let's talk

What caused the leaf to fall from the tree?  
How did the leaf move from one animal to the next?  
Why does the writer use the word "whoosh"?  
Are there other stories you know of where the animals speak?  
What do you think will happen next in the story?  
How do you think the story will end?



Let's do

Draw the path that the leaf travelled from the tree to the cow.



Let's write

Now describe your picture using the words "first", "then", "after that" and "finally".

First the leaf
Then it
After that
Finally

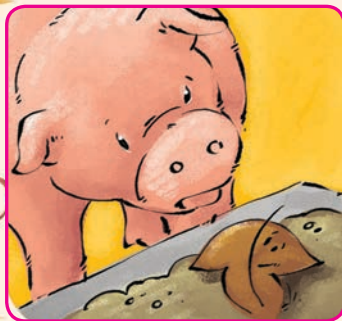


Let's read

Let see how the story ends



The little leaf lay there for some time. Then a goat came up to it. "Hello, little red leaf," said the goat. "Have you come to live on the hill with me?" "That's funny," said the little leaf. "The cat said I was green and the bird said I was yellow and the cow said I was orange. Now the goat says I am red. I wonder what colour I am?"



The little leaf lay quite still. "Hello, little brown leaf," said a pig. "I nearly ate you just now. Did the wind bring you here?" "That's funny," said the little leaf. "The cat said I was green, the bird said I was yellow, the cow said I was orange and the goat said I was red. Now the pig says I am brown. I wonder what colour I am?"



Just then a little boy saw the leaf and picked it up. "Look," he said to his mother. "Look at this little gold leaf. And look at all the other leaves. They are green and yellow and orange and red and brown and gold." "Yes," said his mother. "Now that summer is over, the leaves are the colours of autumn."



Let's do

Make up a role play about this story. You need nine actors:

- One person to be the leaf
- Five children to act as the animals
- One person to act as the boy
- One person to be the mother
- Finally, one person to be a narrator

The narrator tells the part of the story which is not spoken by the animals, the boy, the mother and the leaf.

Date: \_\_\_\_\_



Let's write

How many animals did the leaf speak to? List them and then say what each animal told the leaf.

Animal	What did it say to the leaf?
1	
2	
3	
4	
5	

What did the little boy say about the colour of the leaf?

What did the boy's mother eventually say about the colour of the leaf?

Do you think the story is true? Why?

In what month do you think this story happened? Why do you say this?

TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_

# Retelling the story



Let's talk

Look back at the story of the little leaf.

- Talk about how the story began.
- Say how the story ended.



Let's write

Draw a picture of how the story started and write a paragraph about the beginning of the story.

First write the story in rough and ask your friend to edit it. Then write it neatly in the spaces below. Your story should be about 120 – 140 words long.

Date:



Let's do

Draw a picture of what happened to the leaf as it blew along and write a paragraph about what happened in the middle of the story.

Draw a picture of how the story ended and write a paragraph about the ending.



TEACHER: Sign

Date



Let's do

Read the proverbs and talk about what they mean. Then draw a picture to illustrate them. Lastly write a sentence to explain the proverb.

1

Two heads are better than one.

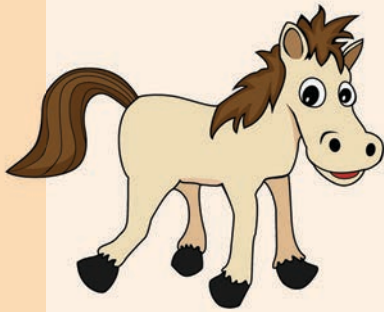
---



---

2

Don't put the cart before the horse.




---



---

3

The early bird gets the worm.




---



---

Date: \_\_\_\_\_

# Suffix-prefix race



Fun

Now try the suffix-prefix race. Race against your friend. See who is the fastest at finding and underlining the prefixes or the suffixes.



Let's write

Choose five words from the picture and use them to form sentences.


TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_



Let's read

## Recipe for a fruit salad

### Ingredients

- 2 apples
- 2 bananas
- 1 orange
- 2 teaspoons of sugar
- 1 pawpaw
- 1 pineapple

### Method

1. **Peel** the apples and cut into cubes.
2. **Slice** the bananas.
3. **Peel** the pawpaw and cut into cubes
4. **Peel** the pineapple and cut into cubes.
5. **Mix** fruit in a bowl.
6. **Squeeze** the orange.
7. **Pour** the juice over the salad.
8. **Sprinkle** with sugar.







See how each instruction starts with a verb.



Let's write

How much money will you need to make the fruit salad?

		Rand	Cents
	R1,50 each		
	R2,00 each		
	R6,00 each		
	R4,00 each		
	Total		



Let's talk

What do you do after slicing the bananas?

What do you do before sprinkling sugar onto the salad?

Work out what utensils you will need to make this salad. Write them down.




Date: \_\_\_\_\_



Let's write

Now write your own recipe for your favourite dish.



Let's do

Read each sentence, then circle the pronoun that you can use in the place of the nouns in **red**.

**The girl** lives in Durban.

I	you	we	she	he	it	they
---	-----	----	-----	----	----	------

**The boy** is a good soccer player.

I	you	we	she	he	it	they
---	-----	----	-----	----	----	------

**Jabu and Peter** like to play soccer after school.

I	you	we	she	he	it	they
---	-----	----	-----	----	----	------

**The dog** likes to swim in the river.

I	you	we	she	he	it	they
---	-----	----	-----	----	----	------



Recipe for \_\_\_\_\_

Ingredients


Method




A pronoun is a word that is used to take the place of a noun. Pronouns make sentences shorter and easier to say and read.

TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_



Let's write

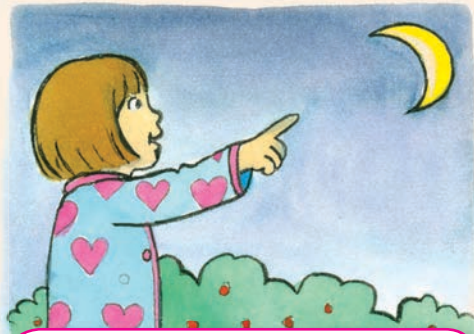
Fill in either **this** or **that**.

Demonstrative pronouns stand for things that are near or far away. We use **this** or **these** if the objects are near. We use **that** or **those** if the objects are far.

	near	far
singular	this	that
plural	these	those



\_\_\_\_\_ is my coat.



\_\_\_\_\_ is the moon.



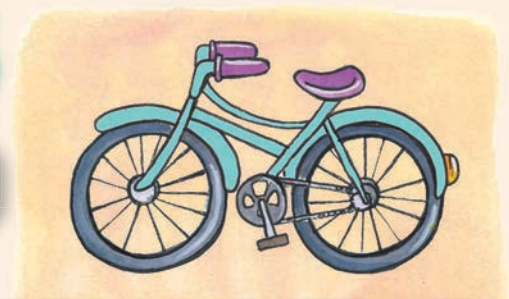
\_\_\_\_\_ is the road I live in.



\_\_\_\_\_ is a boat.



\_\_\_\_\_ is Biko Road.



\_\_\_\_\_ is my bike.



Let's write

Write four sentences starting with **this** or **that**.

---



---



---



---

Now try these plural forms of **demonstrative nouns**.

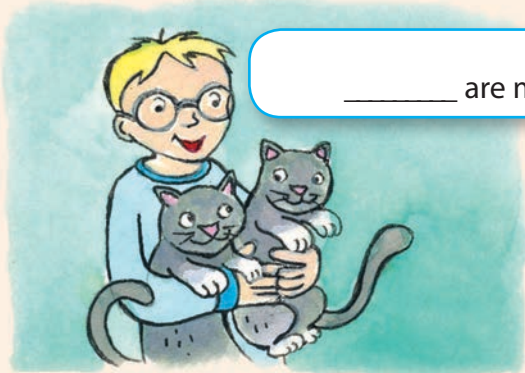
Fill in either **this** **that** **these** or **those**.



\_\_\_\_\_ is my cat.



\_\_\_\_\_ is my new dress.



\_\_\_\_\_ are my cats.



\_\_\_\_\_ is my teacher's car.



\_\_\_\_\_ are stars.



\_\_\_\_\_ are cars.



Let's write

Write four sentences starting with **these** or **those**.


# Whose are these?



Let's write

Underline the correct pronoun in each of these sentences.

This is his/him bike.

This is their/they car.

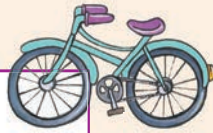
Is this your/you pen?

This is our/we school.

This is her/she coat.

Is this phone yours/you?

This is my/mine dog.



It is his/him.

It is theirs/them.

It is yours/you.

It is ours/our.

It is her/hers.

It is my/mine.

The dog is mine/my.



Let's write

Match the sentences on the left with the sentences on the right that have the correct possessive pronouns.

This is our car.

This is Nomsa's bike.

This is my dog.

These are my friends' books.

This is Thabo's shirt.

These are your books.

It's hers.

They're theirs.

They're yours.

It's his.

It's ours

It's mine.

A possessive pronoun is a word that takes the place of a noun and shows who it belongs to.



Use these possessive pronouns in the blank lines next to the correct sentences.

Use these words to help you.

theirs

hers

ours

his

It is John's car. It's his.

This is Ann's dress. It's \_\_\_\_\_.

This is our car. It's \_\_\_\_\_.

This is Thabo's phone. It's \_\_\_\_\_.

These are the boys' books.

They're \_\_\_\_\_.

This is Jim's cell phone. It's \_\_\_\_\_.

This is my family's farm. It's \_\_\_\_\_.



Let's write

Match the sentences in the first column with the correct ones in the second column. Look at the underlined words. They will help you to choose the correct pronouns.

<u>My family and I</u> don't live in Bisho.	He plays tennis.
<u>Maria</u> doesn't do her homework at night.	You play soccer.
Our <u>dog</u> doesn't eat fish.	They like oranges.
<u>You</u> don't play chess in the afternoons.	We live in Umtata.
<u>Jabu</u> doesn't swim at school.	She watches TV.
The <u>children</u> don't like apples.	It eats dog food.
<u>I</u> don't have a dog as a pet.	We go to bed at 9 o'clock.
<u>My brother and I</u> don't sleep at 8 o'clock.	I have an elephant.



Fun

Help Jim to find his way home. You must move in the direction that the bicycle is pointing to help him through the maze.



START


HOME



# Make a pompom chick



Let's talk

Read the instructions and then explain to your friend what you must do to make this chick.



Let's do

## What you need

- A ball of yellow knitting wool
- 1 pipe cleaner or twist tie
- Eyes, beak and feet from cut-out page
- Strong glue



## How to make your pompoms

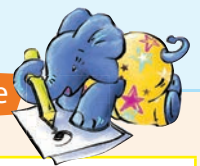


- 1** Draw two large circles, exactly the same, on a piece of cardboard. Now cut them out.
- 2** Draw two smaller circles inside the two large circles. Cut them out, so that your large cardboard circles now have a hole in the middle.
- 3** Put the circles together, and wrap the yellow wool through the hole in the middle and around the outside until the circles are fully covered. You can use two or three strands of wool together to cover the circles more quickly.
- 4** Using sharp scissors, cut the wool between the edges of the two circles.
- 5** Insert the pipe cleaner or the twist tie through the middle to make legs for the chick.
  - Place a strand of wool between the cardboard circles and tie it tightly. Make two knots, then remove the cards.
  - Now make the small pompom with the two small circles. Do exactly the same, except that this pompom doesn't need legs.

### Now make your chick.

- 6.** Glue the two pompoms together.
- 7.** Bend the pipe cleaner or twist tie to make two legs for the chick.
- 8.** Cut out the feet, eyes and beak from the cut-out page at the back of your book.
- 9.** Glue these onto the pompoms.

Let's write



Give your chick a name.	
What do you need to make the pompoms?	
What do you need the glue for?	

Date: \_\_\_\_\_

# Carton chick



Let's do

Look at the pictures and write instructions for making the egg carton chick. Write them in rough first and then write them neatly below.



You can use these words to help you.

paint

egg carton

outside

inside

trim

scissors

triangle shapes



What materials do you need?


Instructions

1

2

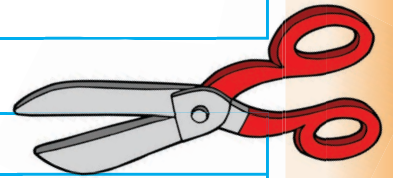
3

4

5

6

7



TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_

**A**

# KIDDY TIMES

Name of newspaper

Date

22 April 2015

## 11 year-old publishes cookbook

Headline

Zoe Bain

By-line



Introductory paragraph

**J**ack Witherspoon looks just like any other 11-year-old boy. He skateboards, plays football, and he loves to cook. But Jack, who

has spent a lot of his life fighting against a serious illness, has just published his first cookbook, called “Twist it up”.

Jack became interested in cooking at the age of six when he spent a long period of time in hospital. He often watched programmes on the hospital’s TV, and it was then that he discovered the Food Network channel. He started making up his own recipes while he was in hospital and then, when he came home, he tested them.

Jack’s book is selling all over the world, and he donates some of the money he gets from the book to organisations that help poor children who become ill.



Let's talk

Read both articles A and B. In your group, talk about article A and B.

Talk about answers to these questions.

What are the headlines and how do they attract our attention?

What is in each of the first paragraphs and how does this attract our attention?

Who is each article about?

What event does each article describe?

**Before you read**

- Look at the pictures and headings and try to predict what the text will be about.
- Skim the page to see what you will read about.



**While you read**

- Compare your predictions with what you read.
- If you don't understand a section, read it again slowly. Read it aloud.





# New Town School wins again

8 March 2015

Bheki Phakati

The New Town School Grade 4 class won a prize in the World Book Day celebration yesterday. The Grade 4 class read stories to the Grade 1 and 2 children in the school.

Each Grade 4 child read stories to children in the lower grades. The Grade 4 class made some of the books themselves. Other books were provided for free by the publishers. The small Grade 1 and 2 children loved the colourful books. Many of the children are from poor homes and do not have such nice books at home.

## Design a Bookmark Competition

Two girls in the Grade 4 class won the Design a Bookmark Competition. The excited winners, Bongzi Dube and Mary Smith, won a prize of 10 books for making the most unusual bookmarks.

Bongzi Dube and Mary Smith

Winners of the Design a Bookmark competition



Let's write

When do we use **a**, **an** or **the**?

I have ___ pen.	I want ___ ice cream.
Have you read ___ book about ___ chocolate factory?	She won a prize for ___ best bookmark.
___ boy was ill.	May I have ___ orange?
___ Grade 4 class won.	I have ___ new book.

Using **a**, **the** or **an**  
 We use **the** when we talk about a specific member of the group. "The boy was sick."  
 We use **a** or **an** when we are not talking about a specific object or person. "I got **an** apple from **a** friend."

Add the correct punctuation at the end of these sentences.

Wow! Jack wrote a best seller\_\_\_

Today was World Book Day\_\_\_

Who won the prize\_\_\_

Why did New Town School win the prize\_\_\_





Let's do

Work with a friend to plan your own newspaper article about an achievement in your school. Your article should be about 60 – 80 words long.

Think of the topic that you will write about. Fill in the topic of your article in the centre of the mind map and then fill in the four things you will write about in the four boxes. You can use the mind map as your guide when you write your newspaper article.

1

2

My newspaper article is:

3

4

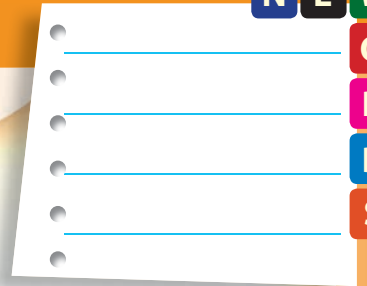


- Use a mind map to help you to plan your writing
- Write a rough draft
- Ask a friend to edit the draft
- Revise your text and make the necessary corrections
- Then write it neatly in your book.

Date:

NEW  
WORDS

# KIDDY TIMES



Heading

Date

Draw a picture about your article

TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_



Let's do

Prepare a speech based on your newspaper article.

Use these tips to help you.

## TIPS FOR PREPARED SPEECH

- Your presentation must have a beginning, middle and end.
- Sequence the events correctly.
- Remember to stand correctly.
- Use the right tone of voice.
- Make sure they can all hear you.
- Speak clearly.
- Look at your audience.



Let's write

Make short notes for yourself.





Let's write



For most plurals we simply add an "s": **one egg, two eggs.**

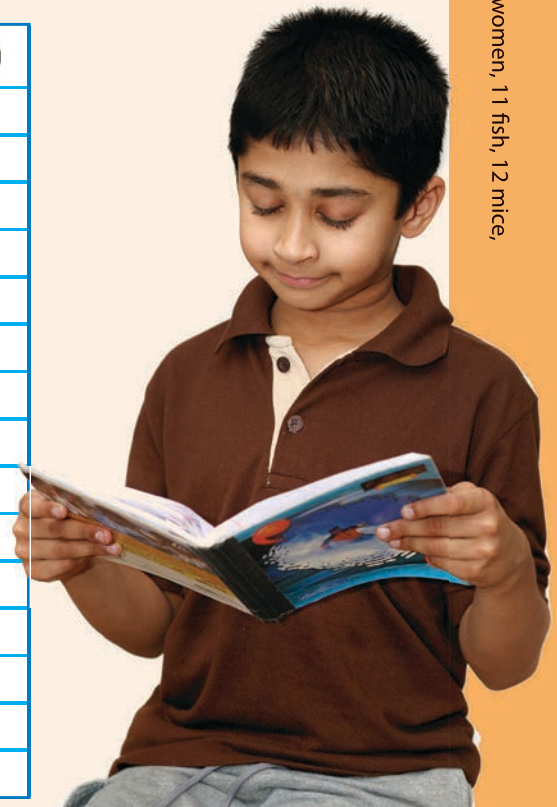
But there are some plurals you will have to learn and remember.

<p><b>1</b></p> <p>One child </p> <p>Two _____</p>	<p><b>2</b></p> <p>One tooth </p> <p>Two _____</p>	<p><b>3</b></p> <p>One goose </p> <p>Two _____</p>	<p><b>4</b></p> <p>One foot </p> <p>Two _____</p>
<p><b>5</b></p> <p>One tomato </p> <p>Two _____</p>	<p><b>6</b></p> <p>One potato </p> <p>Two _____</p>	<p><b>7</b></p> <p>One mango </p> <p>Two _____</p>	<p><b>8</b></p> <p>One sheep </p> <p>Two _____</p>
<p><b>9</b></p> <p>One man </p> <p>Two _____</p>	<p><b>10</b></p> <p>One woman </p> <p>Two _____</p>	<p><b>11</b></p> <p>One fish </p> <p>Two _____</p>	<p><b>12</b></p> <p>One mouse </p> <p>Two _____</p>
<p><b>13</b></p> <p>One country </p> <p>Many _____</p>	<p><b>14</b></p> <p>One baby </p> <p>Two _____</p>	<p><b>15</b></p> <p>One lady </p> <p>Two _____</p>	<p><b>16</b></p> <p>One wolf </p> <p>Two _____</p>

1 children, 2 teeth, 3 geese, 4 feet, 5 tomatoes, 6 potatoes, 7 mangoes, 8 sheep, 9 men, 10 women, 11 fish, 12 mice, 13 countries, 14 babies, 15 ladies, 16 wolves (invert at bottom of page)

Just checking

I can		
read a folk tale		
read a recipe		
read instructions		
read a newspaper article		
identify the headline, by-line, introduction		
plan and write a story		
plan and write instructions		
plan and write a recipe		
predict stories and their endings		
make up a role play about a story		
identify characters, plot, setting and characters		
use prefixes and suffixes		
use personal and demonstrative pronouns		
use definite and indefinite articles (a, the)		
use the correct punctuation at the end of a sentence		



# Write a story

Date: \_\_\_\_\_



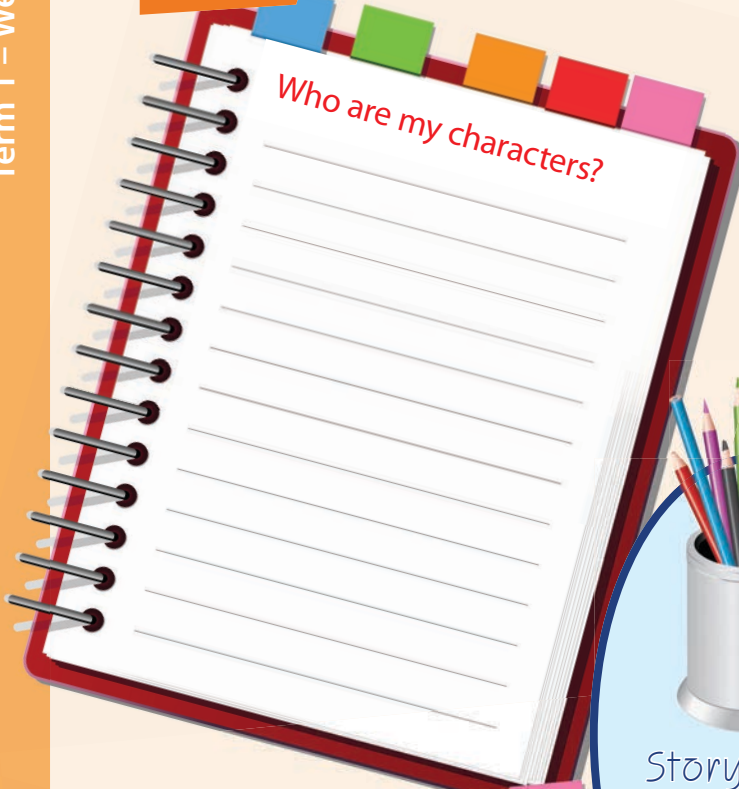
- Use a mind map to help you to plan your writing
- Write a rough draft
- Ask a friend to edit the draft
- Revise your text and make the necessary corrections
- Then write it neatly in your book.



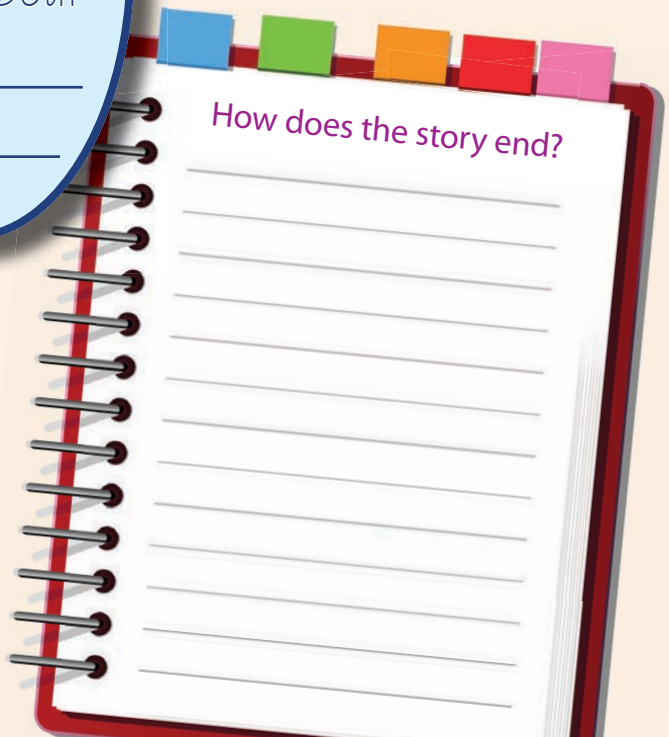
Let's write

Talk to your friend about a story you want to write. Then fill in your ideas on this page.

Term 1 – Week 9–10



Story about



Make your own book. Cut out the next page of this book. Cut on the dotted lines. Fold the page on the lines. Write the title of the book on the cover. Put your name under the title, because you are the story writer. Draw a picture on the cover. Now write your story into the book.

BACK COVER



ABOUT THE WRITER

Write your name

Your age

Where you live

8

Step 4: Cut on the solid line after you have stapled your book.

COVER

Draw picture here.



Write the title of the book here.

Fill in your name (you are the writer).

1

Step 1: Fold on the dotted line.

5

Continue with your story here.



Draw picture here.

7

Write the middle of your story here.



Draw picture here.

Step 2: Follow the dotted line.

Step 3: Staple on the ends.



Draw picture here.



Start writing your story here.

Four horizontal blue lines for writing.

2

Draw picture here.



Finish your story.

Four horizontal blue lines for writing.

7

3

Four horizontal blue lines for writing.

Continue with your story here.

Draw picture here.



9

Four horizontal blue lines for writing.

Write what happens at the end of your story.

Draw picture here.



# Theme 3: It's all in what you read



## Information text Term 2: Weeks 1 - 2

### 33 What about the weather? 70

Read information text with visuals.  
Read a weather chart and a bar chart on rainfall.  
Discussion based on weather chart.  
Extracting information from weather chart comparing weather in different places.

### 34 And today's weather is ... 72

Compile a weather chart using cut outs.  
Presents a TV weather programme.  
Learners rate their own presentations and the presentations of their peers.

### 35 Using adjectives to describe nouns 74

Using adjectives to describe pictures.  
Introduction to degrees of comparison.  
Forming sentences using given adjectives.  
Completing a story using appropriate adjectives.  
Records new words and meanings in personal dictionary.

### 36 It happened in the past 76

Past tense: regular and irregular verbs.  
Compiling a diary entry in the past tense. Identifying past tense verbs.  
Rewriting text from future to the simple past tense.  
Comparative adjectives/superlatives.

### 37 Reading for information 78

Reading informational text – a pamphlet.  
Comprehension based on the pamphlet.  
Compiling a pamphlet with visuals to give information.  
Records new words and meanings in personal dictionary.

### 38 Giving information 80

Planning to write a pamphlet.  
Compiling a pamphlet to give information using visuals and text.  
Records new words and meanings in personal dictionary.



### 39 Reading charts for information 82

Reading a bar chart on sport activities.  
Answering questions based on the bar chart.  
Conducting a survey and using the information to compile a bar chart.  
Presenting bar chart to the group.

### 40 Comparing things 84

An exercise on comparative adjectives.  
Using comparative adjectives to describe illustrations.  
Comparative adjectives to remember.  
Records new words and meanings in personal dictionary.

## Reading a short story and writing a description of a character. Term 2: Weeks 3 - 4

### 41 Reading a story: What Lulu was like 86

Completing a comprehension based on the story.  
Focuses on how the main character changes from the beginning to the end of the story.  
Write two character sketches on the character: before and after.  
Designing a role play to depict the various characters in the story.  
Using adjectives to describe the character in the story.

### 42 Thinking about the characters 88

Writing a diary entry from the perspective of the character.  
Identifying all the descriptive words used in the character sketch.  
Identifying the subjects and verbs in sentences.  
Records new words and meanings in personal dictionary.

### 43 Writing a story 90

Planning to write a story describing and developing a character.  
Using a mind map to describe key features of the character.  
Describing how the character changed from the beginning to the end of the story.

### 44 Verbs doing their work 92

Writing sentences based on verbs shown in illustrations.  
Matching present and past tense verbs and deleting incorrect verbs.  
Subject-verb agreement. Choosing the correct verbs.  
Records new words and meanings in personal dictionary.

### 45 Mandu's secret diary 94

Reading a story focusing on the main character.  
Comprehension with leading questions pertaining to the characters.

### 46 What are they like? 96

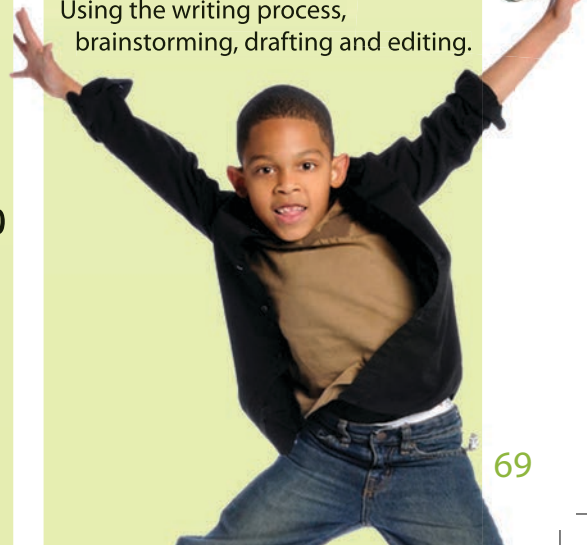
Summarising the story in the past tense in a diary.  
Discussing the main character and her characteristics.  
Identifying features of the main character and using adjectives to describe her.  
Writing a description of the main character.  
Punctuation: reported speech and sentence endings.

### 47 Verbs again 98

Irregular verbs  
Changing verbs in sentences from present to past tense.  
Subject-verb agreement  
Records new words and meanings in personal dictionary.

### 48 Planning to write a story 100

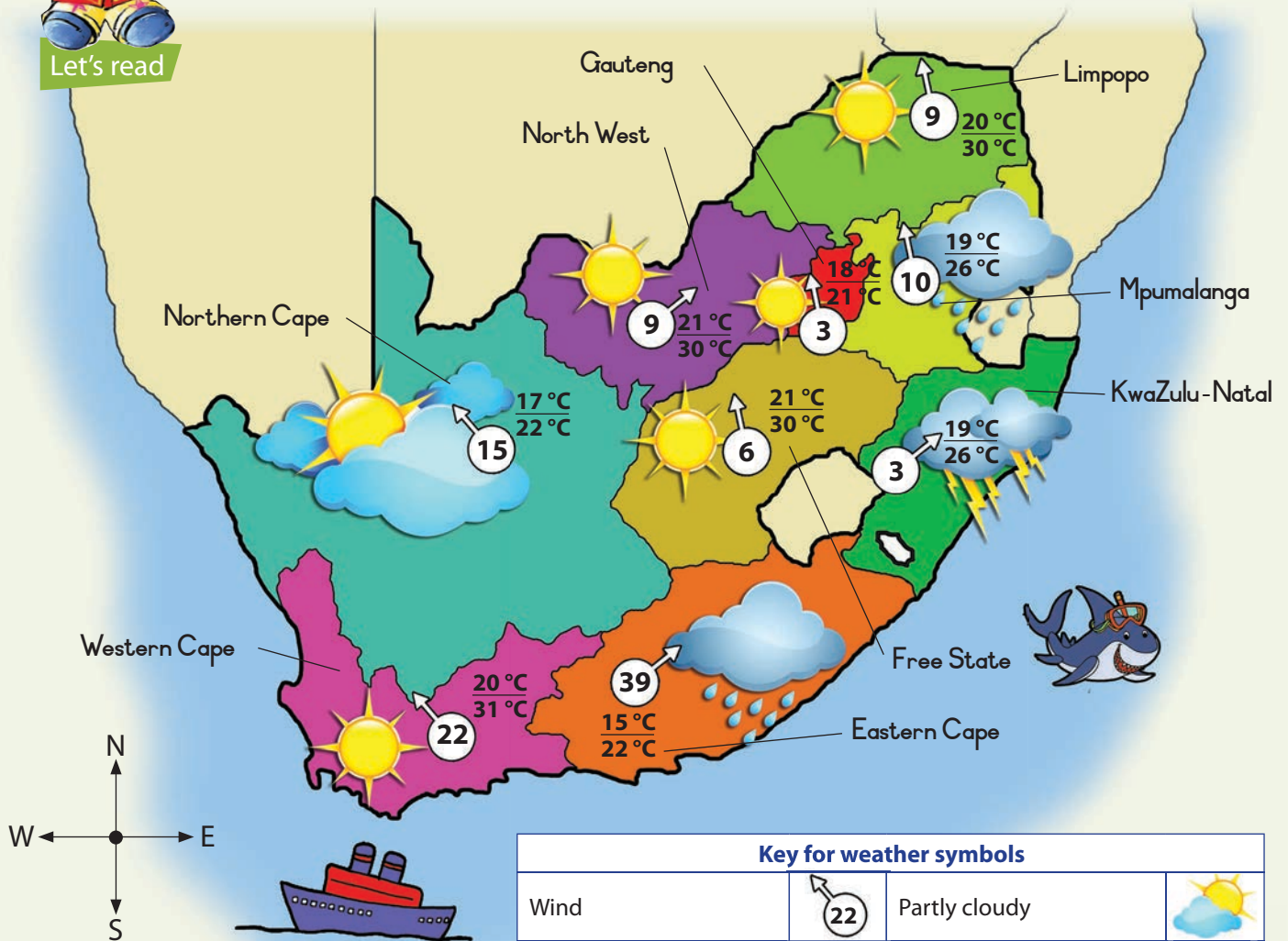
Using the writing process, brainstorming, drafting and editing.





Let's read

Let's read a weather map.



Key for weather symbols			
Wind		Partly cloudy	
Temperature	$\frac{20^\circ\text{C}}{31^\circ\text{C}}$	Rain	
Lightning and thunderstorms		Sunny	
Cloudy		Mist	



Let's talk

Talk to your friend about the weather map.

- What does the chart say about the weather in your province?
- Is the weather really like that today?
- Talk about the weather in the other provinces.
- What clothes would the people in the Eastern Cape wear in this kind of weather?
- Where is the weather the best? Where is it the worst? Say why.

Date: \_\_\_\_\_



# Monthly rainfall: Newville

Let's write

Imagine that you are going to read the weather forecast on TV using the map on the opposite page. Write down what you will say for each province.

Fill in the names of the provinces	Describe the weather. First say what the temperature will be, and then say whether it will be rainy, cloudy or sunny.



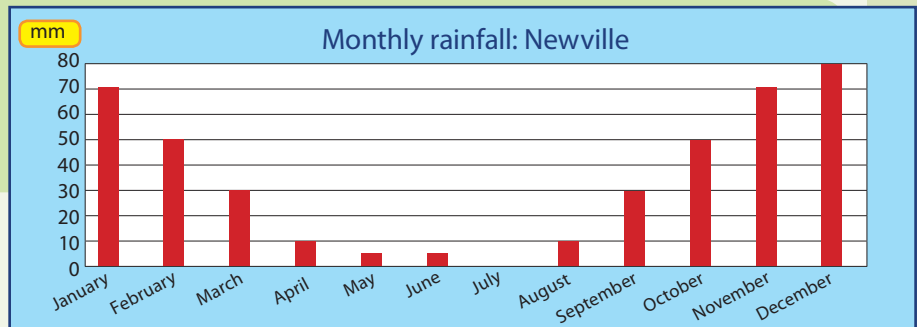
Let's read

Read the chart showing the amount of rainfall for Newville over 12 months. Talk to your partner about how much rain fell in each month.



Let's write

Now answer these questions.



Which month had the most rain?	
Which was the driest month?	
Which months make up the rainy season?	
How much rain fell this year?	
Which months had the same amount of rain?	
Which month(s) had no rain?	
When do you think is the best time for farmers to start planting their crops? Why?	



**hot**



**hotter**



**hottest**

TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_



Let's do

Make a weather chart. Cut out the weather icons from the bottom of the page and paste them onto this map in the different provinces.



Let's talk

Once you have pasted in the icons, talk to your friend about your weather chart. Say what the weather is in each of the provinces.

Rain

Cloudy

Partly cloudy

Sunny

Mist

Lightening and thunderstorms

Snow

Wind

Sunny





Let's write

Imagine that you are telling TV viewers about the weather. Describe the weather condition for each province. In each case, give a suggestion to viewers about what to wear for the weather condition. Tell them how the weather will affect tasks at home (e.g. doing the washing), or whether they should wear sun block. Tell farmers what weather they can expect.

Province	Weather condition
1	
2	
3	
4	
5	
6	
7	
8	
9	



Let's talk

Now present your weather forecast.



Just checking

Did I	✓	✗
present my weather forecast logically?		
give enough information about the weather in each province?		
use the right language for an adult audience?		
use the correct "weather" words?		
focus on my audience during my presentation?		

# Using adjectives to describe nouns

**ADJECTIVES:** You will remember that nouns are naming words for people, places and things. Adjectives give us information about a person, place or thing. They describe **nouns**.

They tell us how something or someone looks, feels, sounds, smells or tastes and they help to make what you write and say more interesting.



Let's talk

Look at these pictures. They all refer to nouns. Tell your friend how these things look, smell, feel or taste.



Let's write

Now match the adjectives in the first column with the nouns in the second column.

- crunchy
- pretty
- bumpy
- fast
- delicious
- hot
- cute
- warm
- smelly

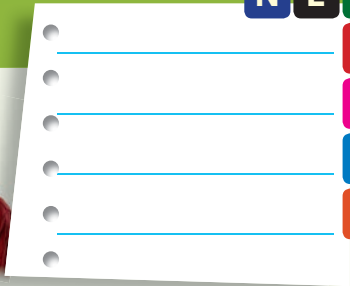
- tea
- road
- flower
- slippers
- crisps
- rubbish
- car
- cake
- kitten

Choose five pairs of nouns and adjectives from the lists and use them in five sentences.




Date: \_\_\_\_\_

**N** **E** **W**  
**O**  
**R**  
**D**  
**S**



Let's write

Read the story below. Then write an adjective for each noun and see how much more interesting the story becomes.

It was a \_\_\_\_\_ day.

My \_\_\_\_\_ clock rang.

I got out of my \_\_\_\_\_ bed.

I put on a pair of \_\_\_\_\_ pants and a \_\_\_\_\_ jersey.

I drank some \_\_\_\_\_ juice and ate a \_\_\_\_\_ sandwich.

I felt excited when I got onto the \_\_\_\_\_ bus and then \_\_\_\_\_.

Now write eight sentences about how this story ends. Use adjectives to describe all the nouns.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

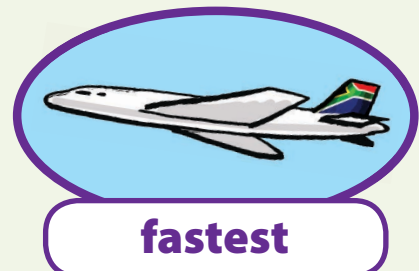
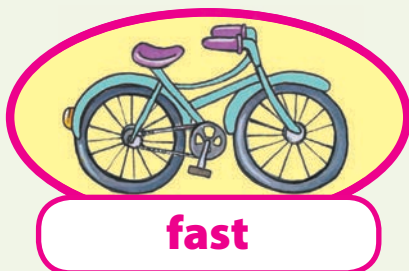
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



TEACHER: Sign \_\_\_\_\_ Date \_\_\_\_\_

**Past tense:** Usually when we write in the past tense we add **-ed** to the verb.

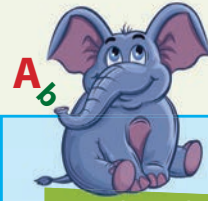
Some verbs are different and they change completely, for example **run – ran**. We call these irregular verbs.

Write a diary entry of approximately 40 words about what you did last weekend. All the **verbs** you use must be in the **past tense**.



Let's write

Dear Diary



Word work

Draw a line to match the present and past tense verbs.

eat	laughed
walk	woke
laugh	ate
wake	walked
play	started
start	played
want	went
go	wanted
take	ran
run	took
drive	sang
sing	swam
swim	drove
buy	slept
sleep	bought

Now circle the verbs that end in **-ed**. Underline those that are irregular and that have a different present and past tense, for example **buy – bought**.



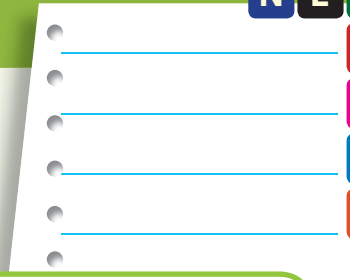
Date: \_\_\_\_\_

NEW  
ORDS



Let's read

Read Jim's e-mail to Mandu. He has written in the **future tense**. Circle the verbs in Jim's email. Then rewrite what he wrote in the **past tense**.



To [manduK@gmail.com](mailto:manduK@gmail.com)

From [jimS@yahoo.com](mailto:jimS@yahoo.com) 11 March 2015 15:14

Dear Mandu

Tomorrow I will go to a soccer camp. We will drive for three hours to get there. We will eat our supper after unpacking and will sleep after sunset. We will wake up early and we will eat breakfast. The coach will show us how to exercise. We will play a few games of soccer and then we will watch some soccer movies.

From  
Jim

Send

Blank lined writing area for student response.

**pretty**

**prettier**

**prettiest**



Let's read

Most school children exercise all the time without even thinking about it. They exercise when they play in the playground or kick a ball at school or run for the bus.

When you exercise, you help your body to grow strong so that it will be able to do what you need it to do. Try to be active every day! Why don't you try swimming, jogging, walking, cycling, stretching, dancing or playing soccer or netball?

**Exercise gives you a happy heart**

When you exercise your heart pumps more, you breathe faster and your body gets more oxygen. This makes your heart stronger.

Every minute of exercise is important.

**Exercise strengthens muscles**

Exercise makes your muscles stronger. You can do much more without feeling tired.

**Exercise makes you flexible**

Exercise and stretching make your body more flexible. This means that you can move your arms and legs freely without feeling tightness or pain.

**Exercise keeps your weight in balance**

When you exercise, your body stores just the right amount of fat. That helps you to keep your weight in balance – not too thin and not too fat.

Cut down on watching TV and playing computer games.

## Kid's health



Children should exercise more and spend less time watching TV



Let's write

Read the article and answer these questions.

What type of text is this?

A	A recipe
B	A fable
C	Informational text
D	A description

What does the text say children should spend less time doing?

A	Eating
B	Watching TV
C	Exercising
D	Travelling by car



Date:

NEW  
ORDS

The article mentions three benefits of exercise. What are they?

---

---

---

---

---

---

What do you think the writer means by a "happy heart"?

---

---

---

---

---

---



Let's do

Make a poster telling children about the importance of exercise and sport.

TEACHER: Sign

Date



Let's do

Plan to write a pamphlet of your own.

What will you write about?

- Use a mind map to help you to plan your writing
- Write a rough draft
- Ask a friend to edit the draft
- Revise your text and make the necessary corrections
- Then write it neatly in your book.

**1** What information will you give?

---

---

---

---

---

---

---

---

**2** Why is this information important?

---

---

---

---

---

---

---

---

**3** Who will benefit from this information?

---

---

---

---

---

---

---

---

**4** What do experts say about this topic?

---

---

---

---

---

---

---

---



What information do you want to give? Mention two ideas.

Why is this information important?

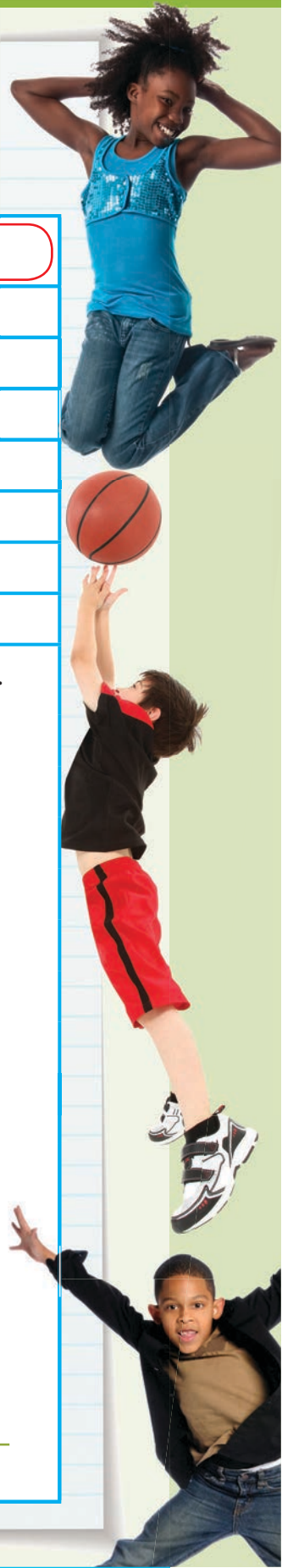
Date: \_\_\_\_\_



Let's write

After you have edited your text, write it neatly in the space provided. Write a heading in each box.

1	2
3	Draw a picture to illustrate the topic.
4	
	Write a caption for the picture.



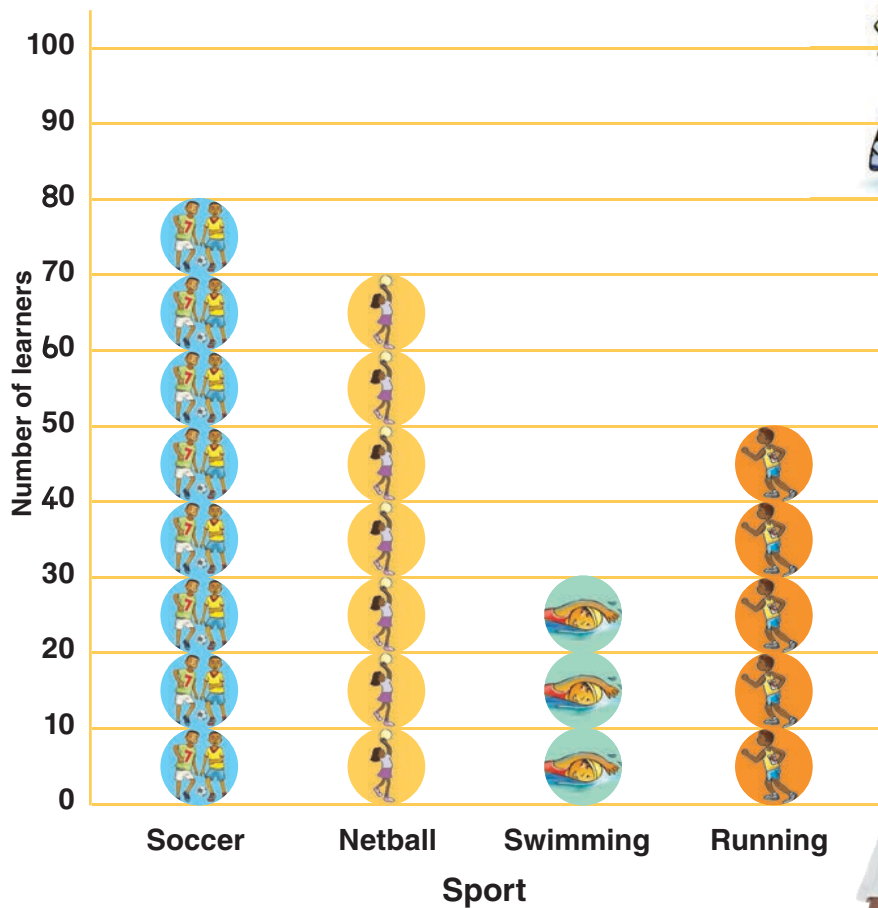


Let's talk

The drawing below tells us which sports children like. Look at it for a few minutes and talk to your friend about what it tells you.



The sports children like most



Let's talk

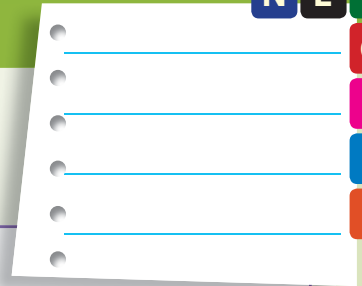
- This kind of picture is called a bar chart. This one tells us which sports children like.
- Look at the bottom line and tell your friend which sports are mentioned.
- Look at the numbers up the left side of the chart and say what numbers are mentioned.

Date: \_\_\_\_\_

**N E W**  
**O**  
**R**  
**D**  
**S**



Let's write Now answer these questions.



Which sport has the most participants?	
Which sport has the least number of participants?	
How many children like soccer?	
How many children like netball?	
How many children like running?	
How many children like swimming?	



Let's do

Ask ten friends which sport they like most. Colour in the blocks in the table below showing the sports they like most. Start at the bottom of the table.

10				
9				
8				
7				
6				
5				
4				
3				
2				
1				
	Soccer	Netball	Swimming	Running

Your table will look something like this.

10				
9				
8				
7				
6				
5				
4				
3				
2				
1				
	Soccer	Netball	Swimming	Running

Which sport do they like most? \_\_\_\_\_

Which sport do they like least? \_\_\_\_\_



TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_

# Comparing things

Term 2 – Week 1–2



Let's write

Fill in the correct adjective to describe each of these pictures.

- tall
- longest
- stronger
- thickest
- small
- big
- strong
- biggest
- longer
- smaller
- taller
- thick

You have learned that adjectives describe nouns, for example **the small dog** or **The dog is small**.

We also use adjectives to compare things: **The cat is small. The mouse is smaller. The ant is the smallest.**

	 bigger	
 long		
		 smallest
		 tallest
	 thicker	



Date: \_\_\_\_\_

# Superlatives



Let's write



Jim



Jabu



Ajay

Complete these comparisons

Jim has many flowers.

Jim's trousers are long.

Jabu has            flowers.

Jabu's trousers are           .

Ajay has the            flowers.

Ajay's trousers are the           .



Bongji



Pam



Devi

Bongji is tall.

Bongji has a big book.

Pam is           .

Pam's book is           .

Devi is the           .

Devi's book is the           .

I have a little money.

This medicine tastes bad.

He has            money.

This medicine tastes           .

She has the            money.

This medicine is the           .

These are some adjectives that you just have to remember.

bad

worse

worst

good

better

best

little

less

least

many

more

most

TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_



Let's talk

Look at the pictures and tell your partner what you think the story will be about.



Let's read

Read the story and then fill in a good title for it.

### The beginning

Lulu was a very selfish ten-year-old. She lived in a big house in a beautiful neighbourhood. As an only child she was spoiled. She always had nice things to eat, which she munched in front of her friends without sharing with them. She never shared her toys either.

One sunny Saturday afternoon, Adam, Muzi and Kate went to play with Lulu. They decided to teach her a good lesson.

### The middle

Muzi took his new skateboard along with him. The children took turns skating up and down the long driveway at Lulu's house on Muzi's skateboard.

Lulu had begged her parents for a skateboard at Christmas but they refused to get her one. She became angry and sulky when her friends wouldn't let her have a turn.

"You get your own skateboard, Lulu," called Adam. "Then you can join in the fun!"

Lulu felt very downhearted and disappointed. She had expected to enjoy the afternoon, but now she felt bored and sad. She realised how unkind she had been towards her friends and how sad they must have felt.

### The end

Suddenly she had an idea. "Why don't you all come inside and have some juice and chocolate cake?" she said to them. "And afterwards we can play on my computer."

Lulu's friends were surprised at her sudden change of attitude. They were happy that Lulu was no longer thinking only of herself. They thought that she would start sharing her toys and sweets more often.

(Adapted from ANA Exam 2012.)



#### Before you read

- Look at the pictures and headings and try to predict what the text will be about.
- Skim the page to see what you will read about.



#### While you read

- Compare your predictions with what you read.
- If you don't understand a section, read it again slowly. Read it aloud.



Date: \_\_\_\_\_

**N** **E** **W**  
**O**  
**R**  
**D**  
**S**



**Let's write** Circle the letter next to the correct answer.

What kind of friend was Lulu in the beginning?

- |   |                        |
|---|------------------------|
| A | Generous and kind      |
| B | Selfish and mean       |
| C | Friendly and unselfish |
| D | Rude and cruel         |

Where did Lulu live? In a ...

- |   |                             |
|---|-----------------------------|
| A | small quiet village         |
| B | busy road near the sea      |
| C | beautiful neighbourhood     |
| D | tall block of flats in town |

When did Lulu's friends visit her?

- |   |                              |
|---|------------------------------|
| A | one sunny Saturday afternoon |
| B | one cold Saturday evening    |
| C | one windy Saturday morning   |
| D | one afternoon after school   |

How did Lulu's friends make her see what she was doing wrong?

- |   |                                      |
|---|--------------------------------------|
| A | They bought her a Christmas present. |
| B | They talked to her about sharing.    |
| C | They wanted to play with her toys.   |
| D | They made her feel left out.         |

What sentences in the story tell us that Lulu was selfish?


How did Lulu's friends feel about her selfish behaviour?




**Let's do**

In your group, make up a role play of the story. You will need four characters: Lulu, Kate, Adam and Muzi.



TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_

# Thinking about the characters

Term 2 – Week 3–4



Let's write

Imagine you are Lulu. Write a paragraph of about 40 words summarising what happened to you today.

A large spiral-bound notebook with a red cover and ten horizontal blue lines for writing. The notebook is decorated with colorful tabs (blue, green, orange, red, pink) along the top edge.



Let's write

Fill in the adjectives that describe what Lulu was like at the beginning and the end of the story.

- unkind
- friendly
- unselfish
- rude
- clever
- selfish
- kind
- generous
- nasty
- greedy
- friendly
- helpful
- silly
- nasty
- spoiled
- angry
- sulky
- happy

<input style="width: 100%; height: 30px;" type="text"/>		<input style="width: 100%; height: 30px;" type="text"/>		<input style="width: 100%; height: 30px;" type="text"/>
<input style="width: 100%; height: 30px;" type="text"/>		<input style="width: 100%; height: 30px;" type="text"/>		<input style="width: 100%; height: 30px;" type="text"/>
<input style="width: 100%; height: 30px;" type="text"/>		<input style="width: 100%; height: 30px;" type="text"/>		<input style="width: 100%; height: 30px;" type="text"/>

Date: \_\_\_\_\_

**N** **E** **W**  
**O**  
**R**  
**D**  
**S**



Let's write

Write a description of Lulu's character at the beginning of the story. When you have completed it, underline all the descriptive words you have used.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Now write a 40 word description of your best friend. When you have completed it, underline all the descriptive words you have used.

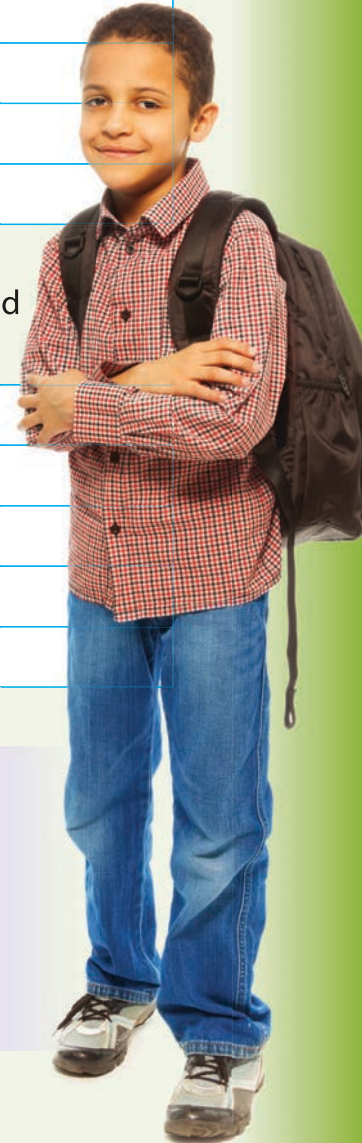
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



### Looking at verbs

Verbs are words that tell us what a person or a thing is doing.

The boy **kicks** the ball. The leaf **fell** onto the ground.

A verb is the most important word in a sentence; without it a sentence won't make sense, e.g. **The boy the ball** or **The leaf onto the ground**.



Let's write

Read the sentences and then underline all the verbs or doing words. You will see that they are all in the past tense. Then circle the person or thing that is doing the action. These words will all be nouns.

Lulu ate chocolate and chips.	The children played in Lulu's garden.
Lulu made the tea.	The dog chased Adam.
The children played on Lulu's computer.	Muzi rode his new skateboard.
Lulu shared her toys with the children.	Lulu poured the juice and the children drank it quickly.

TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_

# Writing a story



Let's talk

Plan a story about someone like Lulu who changes her behaviour during the story.

Work with your friends to make up a story about someone who was unfriendly but later became friendly.



- Use a mind map to help you to plan your writing
- Write a rough draft
- Ask a friend to edit the draft
- Revise your text and make the necessary corrections
- Then write it neatly in your book.



Let's write

Complete this mind map to plan your story.

Who is the main character?  
Who are the other characters?

What is the main character like at the beginning of the story?

Title

What happens to make him or her change?

What is the main character like at the end of the story?

Date:



Let's write



Let's do

Role play the story for the class.  
Say who the main character is  
and what the plot is.

Now use your mind map to help you to  
write the story.



Write the title

What is he or  
she like at the  
beginning of  
the story?

*The beginning*



What happens  
to make him or  
her change?

*The middle*



What is he or  
she like at the  
end of the  
story?

*The end*



TEACHER: Sign

Date

# Verbs doing their work

Term 2 – Week 3–4



Let's talk

With your partner, look at the pictures and say how many actions you can see. Look for actions like kicking or running. These are verbs.



Let's write

Now fill in the verbs in the first column and then write a sentence using the verb. Write the sentences in the present tense. *She kicks the ball.*

kick	She kicks the ball.

Now rewrite your sentences in the past tense.





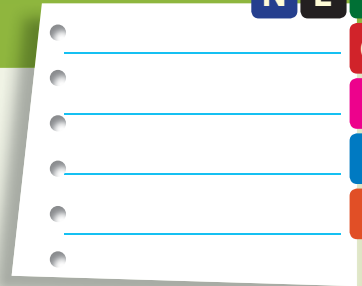

Date: \_\_\_\_\_

**N E W**  
**O**  
**R**  
**D**  
**S**



Let's write

Look at the list of present and past tense verbs. Write down all the present tense verbs in the table.



- eat write hear drank spoke drank slept sleeped  
 drink catch ate take caught fight taught eated  
 think thought speak heard teach sleep catched know took knew thought

Present tense	Past tense

Present tense	Past tense



Let's write

Now find the correct past tense verbs. Then write them next to the correct present tense verb in the table.



Fill in the verb that agrees with the subject.

wants	Jabu _____ to buy a new skateboard.
want	Those two boys _____ to buy new skateboards.
sleep	The little white dog _____ under Mandu's bed.
sleeps	The big dogs _____ in the garden.
like	The boy _____ sweets.
likes	The children _____ sweets.
ride	Anna _____ her bike.
rides	Anna and Mandu _____ their bikes.
is	He _____ at school right now.
are	We _____ at school right now.



Let's talk

Look at the title and at the pictures and say what you think this story will be about.

Do you keep a diary?

What do people write in diaries?



Let's read

**M**andu liked to write in her diary every day. Each day, she wrote down what she did during the day.

She also wrote down her secrets that she did not want anyone else to see. She knew she needed to have a good hiding place for her diary. She looked around her bedroom and wondered where she could hide it, where nobody else would find it. Eventually she decided to hide it under her bed.

One afternoon, when Mandu and her friend Anna came back from school, Mandu found her diary lying wide open on the floor of her bedroom.

"Oh, look Anna! Someone has been reading my diary!" she yelled.

"Don't worry," Anna advised her. "Just find a better place to keep it in future."

They examined the diary. "Look at these dirty fingerprints," Anna said.

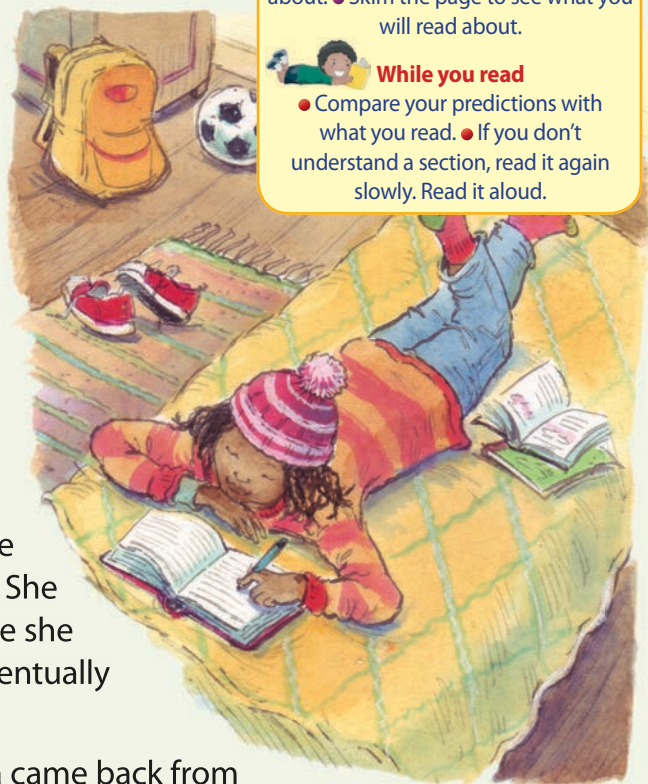
"This is a good clue."

"I bet it's my younger brother, Thabo," Mandu said. "Thabo always has dirty fingers." But then she remembered her brother was only 5 and he couldn't read yet.

Then she found a blond hair between the pages of the diary. "This is an important clue," she said. "Someone with blond hair must have read my diary. Everybody in my family has black hair. So who could it be? Who do I know that has blond hair?" she asked, looking suspiciously at Anna's blond hair.

The two girls decided to set a trap. Mandu put her diary back under her bed. She sprinkled some flour on the floor next to her bed.

If anyone came near her diary, they would find the footprints in the flour. The girls left the room, hid around the corner and waited!



**Before you read**

- Look at the pictures and headings and try to predict what the text will be about.
- Skim the page to see what you will read about.

**While you read**

- Compare your predictions with what you read.
- If you don't understand a section, read it again slowly. Read it aloud.



Suddenly, they heard scratching noises coming from the bedroom. They ran back into Mandu's room. What did they see?

The floor was covered in floury paw prints. And there was the culprit! Zola, Mandu's dog, which had long white hair, was playing with the diary! The girls could not believe their eyes.

So Zola was the diary reader! "Next time," said Anna, running her fingers through her blond hair, "you will have to find a much better place to hide your diary."



Adapted from ANA examination 2012.



Let's talk

Who are the main characters in the story?

What is the plot?

What is the setting, where the story takes place?



Let's write

Find a word in the story that means the same as these words:

the guilty one

screamed

doubtfully

Why did Mandu want to hide her diary?

Why did she suspect her younger brother Thabo?

What trap did they set?

Why did she suspect Anna?

# What are they like?



Let's do

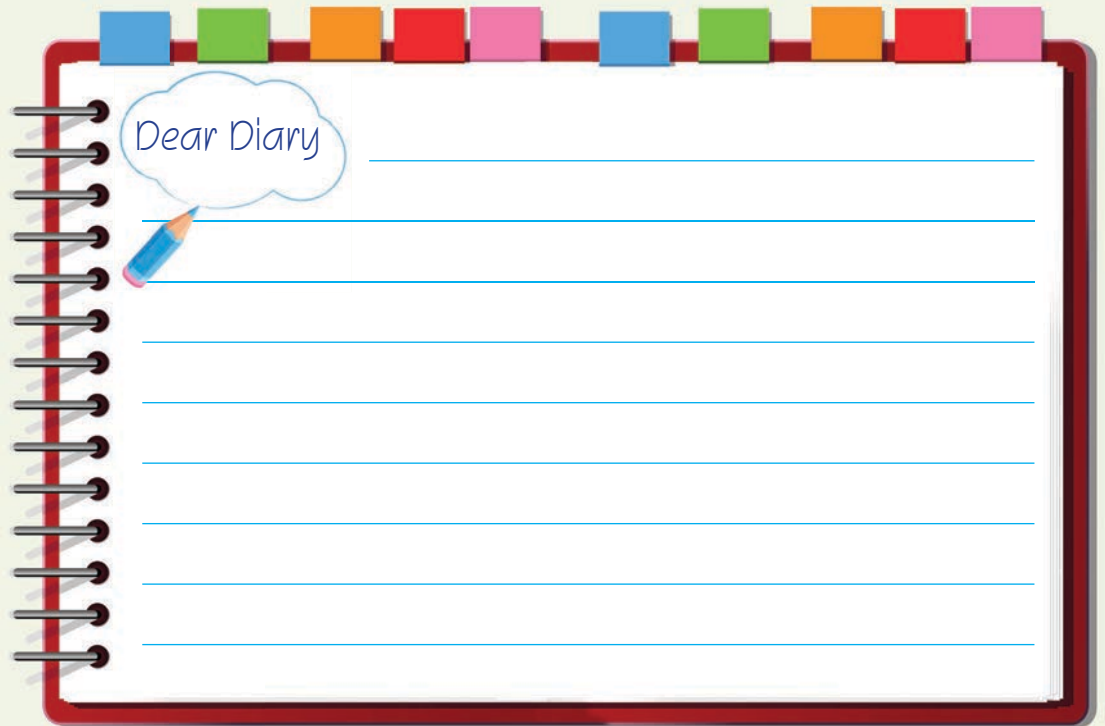
Number these sentences from 1 to 6 to show the correct sequence of the story.

- |                       |  |                       |  |
|-----------------------|--|-----------------------|--|
| <input type="radio"/> | She found a blond hair in the diary.       | <input type="radio"/> | She hid the diary.                               |
| <input type="radio"/> | She found fingerprints in her diary.       | <input type="radio"/> | She saw her dog playing with her diary.          |
| <input type="radio"/> | She found that someone had read her diary. | <input type="radio"/> | She set a trap by sprinkling flour on the floor. |



Let's write

Imagine you are Mandu. Write a diary entry summarising what happened to you today. Use the past tense.



Let's talk

Talk to your group about Mandu's character.  
 Talk about what Mandu says and what she does.  
 How do we know that Mandu does not give up easily?  
 How do we know that she is good at making plans?  
 What does she look like?



Let's write

Fill in some adjectives that describe Mandu.



Date: \_\_\_\_\_

**N** **E** **W**  
**O**  
**R**  
**D**  
**S**



Now write a paragraph describing Mandu.

Let's write

Mandu is an interesting character. She

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Rewrite these sentences in reported or indirect speech.

"Thabo, did you take my diary?"



Mandu asked

"No. I am only five and I can't read yet."



Thabo replied

"What should we do for the rest of the afternoon?"



Anna asked



Let's write

Punctuate these sentences.

after school the two girls caught a bus and then walked from the bus stop to mandu's house

\_\_\_\_\_

\_\_\_\_\_

on the way they stopped at a shop and bought some yoghurt bananas and milk

\_\_\_\_\_

\_\_\_\_\_

they went down mandela street and turned left into fifth avenue

\_\_\_\_\_

TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_

You have learned that we add -ed to most verbs when we use them in the past tense. You also know that irregular verbs change completely, and you need to learn them.



Let's write

Read these words carefully.

speak	spoke
break	broke
steal	stole
eat	ate
write	wrote
fall	fell

fly	flew
go	went
sing	sang
drive	drove
take	took
give	gave

get	got
have	had
catch	caught
think	thought
buy	bought
sleep	slept

Choose three sets of these irregular verbs and use them to complete these sentences.

Today

Yesterday

Today

Yesterday

Today

Yesterday



Let's write

Circle the correct word in these sentences.

You will see that all the sentences are written in the present tense. Rewrite them in the past tense. Use the list at the top of the page to help you.

Mandu **is/are** angry because someone read her diary.

Yesterday

I **are/am** riding on the skateboard.

Yesterday

Date: \_\_\_\_\_

**N** **E** **W**  
**O**  
**R**  
**D**  
**S**

The two girls **was/were** clever to catch the culprit.

Yesterday

The children **are/is** now back at school.

Yesterday

The soccer team **are/is** at the stadium.

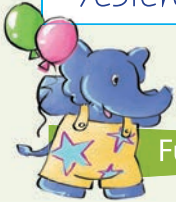
Yesterday

We **have/has** a new football coach.

Yesterday

I **have/has** a new school bag.

Yesterday



Fun

Help Mandu to follow the paw prints.



A 10x10 grid of paw prints for a maze. The grid is composed of black paw prints on various colored backgrounds. A red vertical bar on the left side of the grid is labeled "START" in yellow. A red vertical bar on the right side of the grid is labeled "END" in yellow. The maze starts at the top-left corner and ends at the bottom-right corner. The path is defined by the sequence of paw prints that form a continuous line from the start to the end.



TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_

- Use a mind map to help you to plan your writing
- Write a rough draft
- Ask a friend to edit the draft
- Revise your text and make the necessary corrections
- Then write it neatly in your book.



Let's write

Who are the characters?

---

---

---

---

---

---

---

---

---

---

What is the setting?

---

---

---

---

---

---

---

---

---

---

What is the plot?

---

---

---

---

---

---

---

---

---

---

How does it end?

---

---

---

---

---

---

---

---

---

---



Let's do

Role play your story for the class.





Date: \_\_\_\_\_



Let's write

Use your mind map to write a story of about 120 words.

**The beginning**

**The middle**

**The end**



TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_

## Just checking

### I can



read a weather chart		
read a bar chart		
read information text		
read stories		
draw a chart		
plan and write a story		
plan and write a pamphlet		
write a paragraph		
predict stories and their endings		
summarise a story		
write a character sketch		
use adjectives		
use regular and irregular verbs		
use simple present, past and future tense		
write a paragraph		
identify verbs		
ensure subject verb agreement		
use reported speech		

NEW

O

R

D

S

# Theme 4: Fact and fiction



## Fables Term 2: Weeks 5 - 6

### 49 Reading fables 104

Information on fables  
Prereading activities based on illustrations, headings and the different frames.  
Cut out the story and fold and staple it into a book.  
Read the interactive story of *The hare and tortoise*.  
Fill in the empty speech bubbles and empty text boxes to complete the story.

### 50 After the race 107

Discussion about the story, the characters, setting and plot.  
Learners to draw the race track based on the descriptions in the story.  
Comprehension: answering multiple choice questions.  
Using adjectives to describe the hare and the tortoise.  
Write a character description of one of the characters.

### 51 Telling the news 108

Summarising the story in sequence using connectives: First, then, after that, finally.  
Preparing to be a sports commentator to report on the race between the hare and the tortoise.  
Writing notes for the presentation.  
Checking one's presentation against a checklist.  
Introduction to finite verbs.  
Underlining the finite verbs in sentences and identifying the tense.  
Records new words and meanings in personal dictionary.

### 52 Verbs are busy words 110

Write a paragraph describing what you did last weekend. Underline the past tense verbs.  
Write a paragraph describing what you will do in the next school holidays. Underline the future tense words.  
Write a paragraph on what is going on in the class at the moment. Underline the present tense verbs.  
Play the irregular verb race game

### 53 The frog and the snail 112

Prereading: looking at the visuals and working out what the story will be about.  
Discussion on the characters, plot, setting and ending.

### 54 Thinking about the frog and the snail 114

Use given connectives and a writing frame with illustrations to write a story.

### 55 Subject, verb and object 116

Introduction to subject and object.  
Underlining subject verb and object in sentences.  
Introducing transitive and intransitive verbs.  
Comparing transitive and intransitive verbs.  
Finding and underlining transitive and intransitive verbs in sentences.  
Write a diary entry describing what you did last weekend. Identify the past tense verbs and objects in the diary entry.

### 56 What do you mean? 118

Discussing idioms, writing what they mean and then drawing a picture to illustrate them.

## Instructions Term 2: Weeks 7 - 8

### 57 Making crumpets 120

Speaking about the ingredients, the method and the utensils.  
Comprehension on the sequence of instructions.  
Understanding imperatives.  
Speaking about vocabulary and terminology used.

### 58 Writing my own recipe 122

Write a recipe using a given frame. Include the ingredients, method and utensils.  
Identify and underline all verbs used in the recipes.  
Introduction to modals.  
Using modals in sentences.  
Find and underline modals used in sentences.

Complete sentences starting with modals.

### 59 Giving directions 124

Giving oral directions to different places in the school.  
Draw a map of own school and write directions from the gate to different places in the school.  
Word division. Dividing words into syllables and counting the syllables.

### 60 Reading maps 126

Giving oral and written answers to questions based on the visual.  
Playing the tense game practising orally the present, future and past tenses.

### 61 Where things are 128

Reading a map using two different perspectives.  
Comparing perspectives and answering questions based on them.  
Introducing auxiliary verbs.  
Completing sentences using auxiliary verbs.  
Writing sentences using auxiliary verbs.

### 62 Giving directions 130

Giving oral directions using two different map formats.

### 63 Work out the recipe 132

Using pictures to work out the sequence of a recipe.  
Writing instructions to make a craft.

### 64 Let's write a book 134

Using a mind map to plan a story.  
Writing a story based on the mind map.





Let's read

In the first term you read a fable about *The boy who cried "wolf"*. In this fortnight we will look at other fables.



## What is a fable?

A fable is a story about magical creatures, animals, plants and places. It tells a story with a moral message. Most fables are very old and many, like "The boy who cried 'spaceship'", are retold in a modern setting, but with the same message. You will find animals that can speak, and natural settings with forests and rivers, in most fables.



Let's talk

- Look at the pictures on the opposite page. What is this fable about?
- Does it include animals that can talk?
- Look at the picture and say what the setting is, where the story happens.
- Remove the next page from your book. Cut the page on the red lines and fold it on the black lines to form a book. When you have done this, read the story in your group. Fill in the open speech bubbles. Also fill in any missing parts of the story on the open lines.



Let's do

After you have read the story, use the description to draw the race track where the hare and the tortoise had their race.

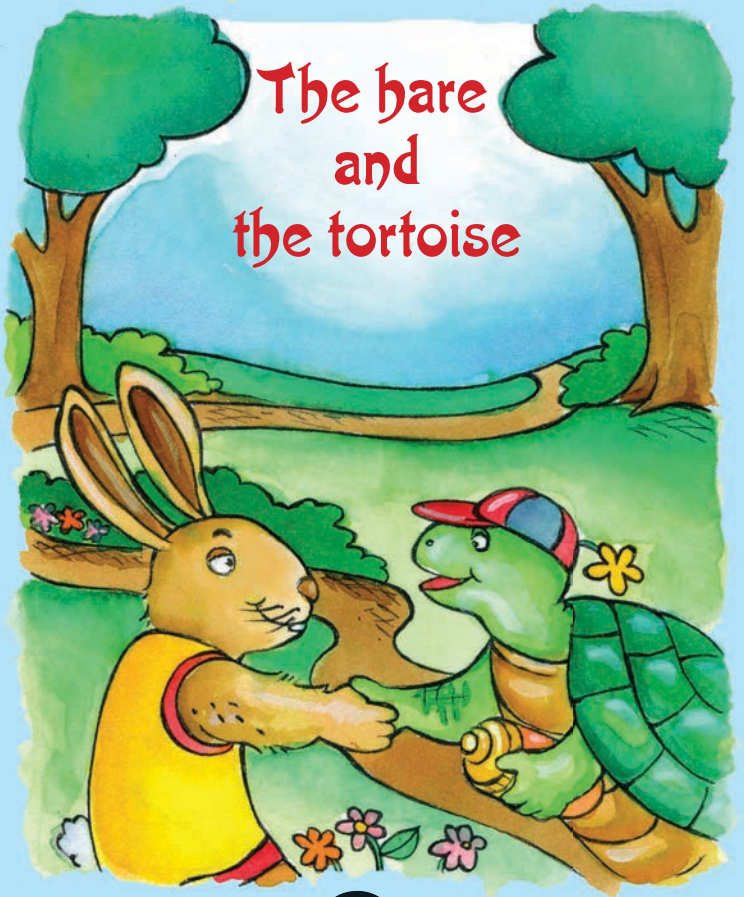
The animals cheered with excitement as the tortoise crossed the winning line. They cheered so loudly the noise was heard by the animals in the next forest several kilometres away. When the bear awarded the trophy to the tortoise, he said:



8

Step 2: Fold on the dotted line

# The hare and the tortoise



Step 3: Staple on the side

1

Step 1: Fold on the dotted line



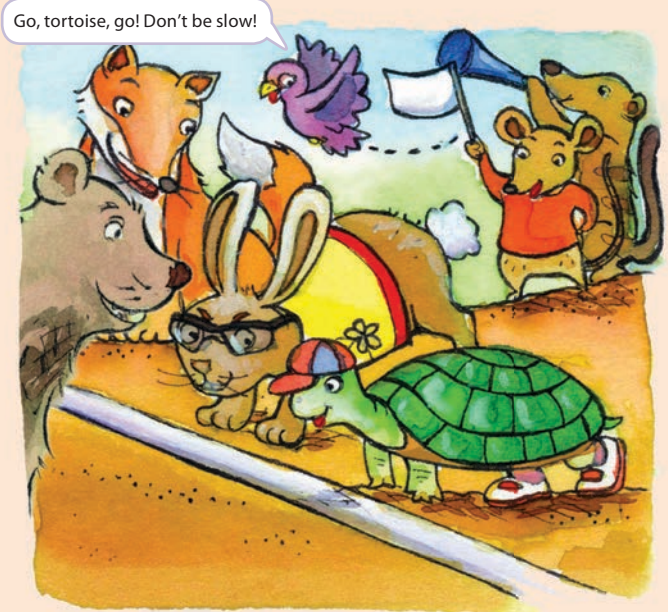
The hare ran ahead of the tortoise. He kept looking back to see the tortoise. He laughed at her.



5

Eventually the day of the race arrived. All the forest animals came to support the hare. They cheered and waved flags. They blew their vuvuzelas and sang songs.

The bear was the starter. "On your marks, get set, GO!" he shouted.



4



Hare and tortoise lived in the forest. The hare was very proud of his speed. He always made fun of the tortoise because she was so slow.

To the hare's surprise, the tortoise challenged him to a race. "We will run across the field, over the carrot patch and up to the duck pond," she said.

Soon the news of the race was all over the forest. All the animals and birds heard about it.

2

The animals were very excited and began to cheer when they saw the tortoise coming closer to the winning line. They cheered and blew their vuvuzelas.

The noise woke the rabbit up. The tortoise was almost at the winning line! He jumped up and raced up behind her.



7



The hare decided to train to get fit for the race.

---

---

---

---

---

3



6

The hare believed that he was the winner of the race. He decided to relax under a tree and listen to some music. When the tortoise got closer, he could just jump up and run to the winning line.



Let's write

Read these questions and then circle the letter next to the correct answer.

Who are the main characters of this fable?

- A tortoise and butterfly
- B hare and tortoise
- C bear and tortoise

What is the setting of this fable?

- A the forest
- B the zoo
- C the Kruger Park

Which of the following best describes the character of the hare?

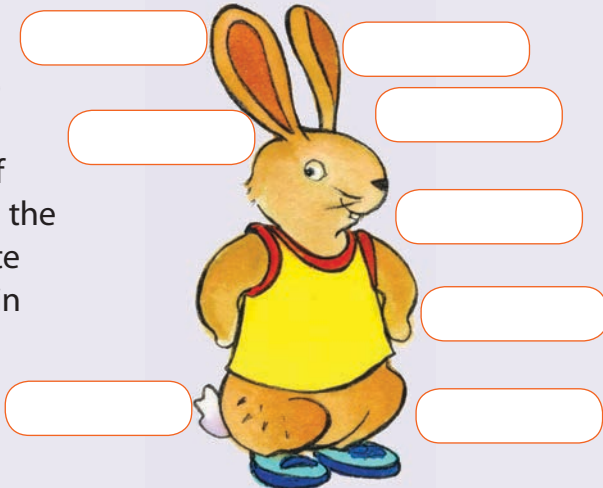
- A kind and caring
- B mean and nasty
- C proud and arrogant

What is the moral of the story?

- A If you call for help no one will help you.
- B Slow but steady progress wins the race.
- C You must be honest.

Do you agree that this story is a fable? Say why.

Think of adjectives to describe the characters of the hare and the tortoise. Write them down in the boxes.



Use some of the words from the previous activity to write a paragraph describing one of these two characters.



Let's write

Summarise the story of the hare and the tortoise in about eight sentences.

First

Then

Afterwards

Finally



Let's talk

Pretend you are a sports reporter and you have to give a report on the race between the hare and tortoise. What will you say?

Present your report to your group.

Write down some more ideas.

And now for today's sports news. \_\_\_\_\_ reporting. A race between the hare and the tortoise took place in the Green Tree Forest today.



## Just checking

Did I	✓	✗
Present my sports report logically, in the right order?		
Give enough information about the race, the characters and the setting?		
Use the right language for children?		







Let's write

Write five sentences about what you did last weekend.  
Then circle all the past tense verbs.


Write five sentences about what you want to do in the December holidays.  
Then circle all the future tense verbs.


Look around your classroom now. Write five sentences about everything that is happening now. Circle all the present tense verbs.


# Irregular verbs



Fun

Run a race. Read the present and past tense of each verb in the yellow track. Your friend must read the words in the blue track. See who wins. Then cover the past tense column and ask each other what the past tense of each verb is.

buy bought

go went

dig dug

have had

draw drew

keep kept

drive drove

know knew

eat ate

make made

fall fell

pay paid

feed fed

run ran

feel felt

see saw

find found

send sent

fly flew

shake shook

get got

sit sat

give gave

sleep slept

grow grew

speak spoke

have had

stand stood

hear heard

sweep swept

hide hid

swim swam

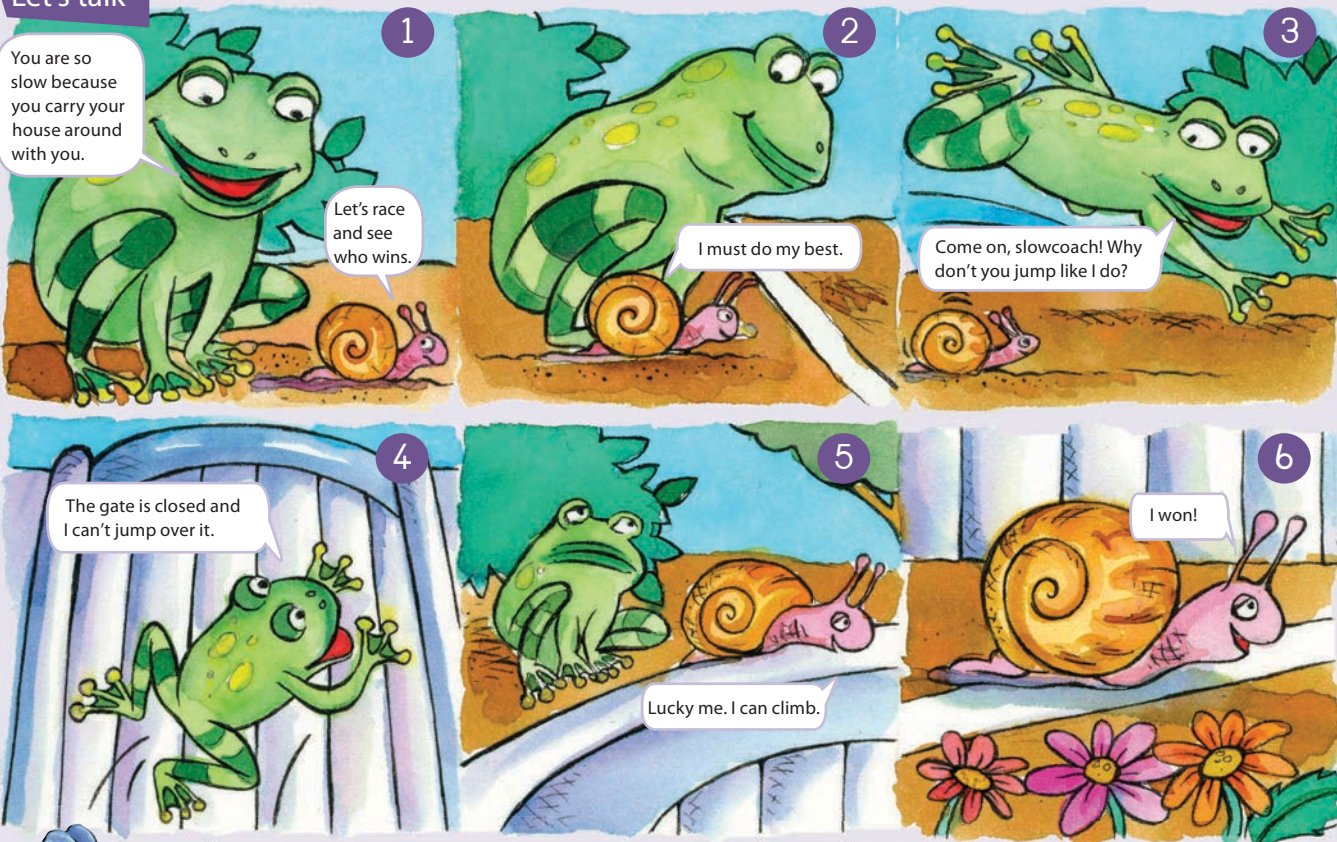


# The frog and the snail



Let's talk

Talk to your partner about the cartoon strip. It tells a story that is like the story about the hare and the tortoise. Look at the pictures and work out what the story is about.



Let's write

Who are the characters?

What is the setting?

What is the plot?

What is the ending?



- Use a mind map to help you to plan your writing
- Write a rough draft
- Ask a friend to edit the draft
- Revise your text and make the necessary corrections
- Then write it neatly in your book.

Date: \_\_\_\_\_



Let's write

Use the pictures to help you to write the story about the frog and the snail. Use some of these connectives to help you to link the paragraphs.

### Connectives

first, then, next, afterwards, just before that, at last, in the end and meanwhile



Blank writing area with horizontal lines for text.

The end

# Thinking about the snail and the frog



Let's read

Read your stories aloud to your group. Are the stories similar? In what ways are they different?



Let's do

Role play the story with your group. You will need a snail, a frog and a narrator who tells the story.



Let's write

Read through your story on the previous page and make a list of all the verbs that you used. Circle those that are in the past tense.




Let's talk

Pretend you are a sports reporter and you have to give a report on the race between the frog and snail. What will you say?

Present your report to your group.

Write down some more ideas.

---



---



---



---



---



---



---



---

And now for today's sports news. \_\_\_\_\_ reporting. A race between the frog and the snail took place in the Green Tree Village today.



## Just checking

Did I	✓	✗
Present my sports report logically, in the right order?		
Give enough information about the race, the characters and the setting?		
Use the right language for a young audience?		

Here is a list of special verbs called stative verbs. These are verbs such as *have, like, seem, understand, know*, which we use mainly to talk about a situation, instead of an action.

Examples: I *hate sweets* (hate is a stative verb) and I *eat sweets* (eat is an action verb)



Let's write

Fill in the correct verb in each of these sentences.

agree	I _____ that we have a lot of homework.
agrees	He _____ with me.
appear	It _____ to be raining.
appears	They _____ to be lost.
believe	I could not _____ the news.
believes	He _____ the news.
belong	This book _____ to my aunt.
belongs	Those books _____ to my aunt.
feel	I _____ sick.
feels	She _____ sick.
hate	She _____ cold weather.
hates	I _____ hot weather.
love	I _____ chocolate.
loves	They _____ sweets.
wish	I _____ I had a bicycle.
wishes	She _____ she could play soccer.
weigh	I _____ 35 kg.
weighs	The elephant _____ much more.



Now make up some sentences of your own using these verbs.

adore	
fit	
appreciate	
remember	
smell	
taste	



Let's write

Read these sentences with your friend.

Underline the **subject in red**. The subject is the person or thing doing the action.

Underline the **verb in blue**. The verb is the doing word.

Underline the **object in green**. This tells you what or who the verb affects.



- The cats chase the mice.
- Ann liked Jabu.
- The chef burned the food.
- The boy broke the window.
- The girl flew a kite.
- We baked a cake.



Find and underline the verbs in each of these sentences. Then circle the object.

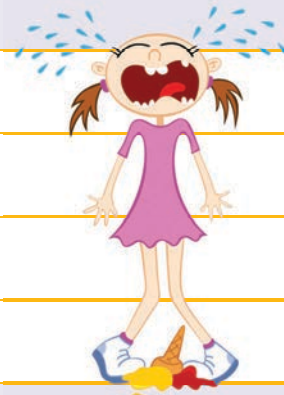
Some verbs do not make sense unless they have an object. They are called transitive verbs.

She <u>broke</u> the <u>window</u> .	I filled my glass.
He washes his face.	Mandu hid her diary.
The bear started the race.	Ann wrote an e-mail.

Now look at these sentences. Underline the subject and the verb. These sentences do not have objects.

Intransitive verbs do not need an object to make complete sense.

She reads.	The dog sleeps.
We eat.	They work.
She cries.	They run.
Cats purr.	The boat sank.





Date: \_\_\_\_\_



Let's write

Now find and underline the verbs in these sentences.

I wanted to sing in the concert but I had to go to the doctor.

The taxi did not arrive so I had to walk. The doctor recommended that I should eat more vegetables. I will grow them in my garden.



Let's write

Write a diary entry describing what you did last weekend. When you have done this, underline the **subject in red**, the **verb in blue** and the **object in green**.



TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_



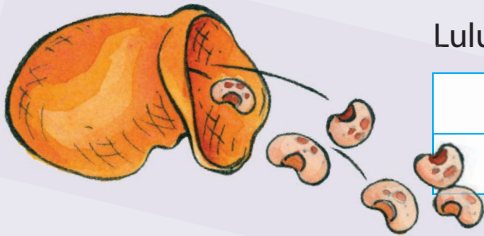
Let's talk

Talk to your group about the real meaning of the highlighted idioms. Then write down what you think the idioms mean.

Idioms are expressions that mean something different from the usual meaning of the words. We use them over and over when we speak.



Let's write My father has **green fingers**. His garden is beautiful.

Lulu **spilt the beans**. Now everyone knows my secret.



Joe is a real **bookworm**. He always has his **nose in a book**.




I went to see a scary movie. **My hair stood on end**.



Did I really get 100% for my test, or are you **pulling my leg**?




I can't afford that computer game. **It costs an arm and a leg**.

Date: \_\_\_\_\_

Jabu and his brother are so similar. They are like **two peas in a pod**.


We did not discuss it because it is a **hot potato**.

He really gets things done. **He is on the ball**.


That maths test was so easy. It was a **piece of cake**.


Let's do

Choose one of the idioms on this page and draw a picture of what the words seem to say.

TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_



Read the recipe and then answer the questions:

## Recipe for crumpets

### Ingredients

- |                         |   |
|-------------------------|---|
| 4 tablespoons of butter | 2 teaspoons of baking powder              |
| 1 cup of flour          | 2 eggs                                    |
| 3 table spoons of sugar | 1 cup of milk                             |
| A pinch of salt         | $\frac{1}{2}$ teaspoon of vanilla essence |



### Method

1. Melt the butter over a low heat.
2. Mix the dry ingredients together in a large mixing bowl.
3. Mix the wet ingredients including the melted butter in another smaller bowl.
4. Pour the wet ingredients into the bowl of dry ingredients and stir for about 1 minute.
5. Drop spoonfuls of the **batter** into a hot pan.
6. When bubbles appear on the top, flip the crumpets.
7. When both sides are **golden brown** serve with syrup.



Let's write

Read the recipe carefully and then answer the questions about it.

What are the dry ingredients? List them.


Date: \_\_\_\_\_



What are the wet ingredients? List them.


How should you serve the pancakes?


What do we mean by **low heat**?

--

What do we mean by **flip**?

--

What is **golden brown**?

--

What do we mean by a **pinch of salt**?

--

What is **batter**?

--

What must you do after pouring the wet ingredients into the bowl?


# Writing my own recipe



Let's write

Now write your own favourite recipe.

Underline all the verbs in your recipe and in the crumpet recipe.



Recipe for \_\_\_\_\_

Ingredients


Method


Utensils needed




Let's talk

- Explain the recipe in the correct sequence to your group.
- How many times did you use words like **should** and **must**?
- These are called modal words.

Look at these modal words.

can	must
have to	may
should	will

What do these modals tell us?

We use **can** to show ability.

We use **may** to ask for permission.

We use **must**, **have to** and **should** to show necessity.

We use **will** to show intention.



Date: \_\_\_\_\_



Let's write

Find and underline the modals in these sentences. We have done the first one for you.

You should bring your costume if you want to swim.

The bus will leave the school at 09:00.

You must bring your own lunch.

You should do your homework every day.

I will play soccer tomorrow.

You must not smoke.

I can't play today. I must learn for my test.

May I leave school early today?

He can play soccer very well.

I have to go to the dentist because I have toothache.



Let's write

Now complete these sentences.

You must not

You should

I have to

I can

May I

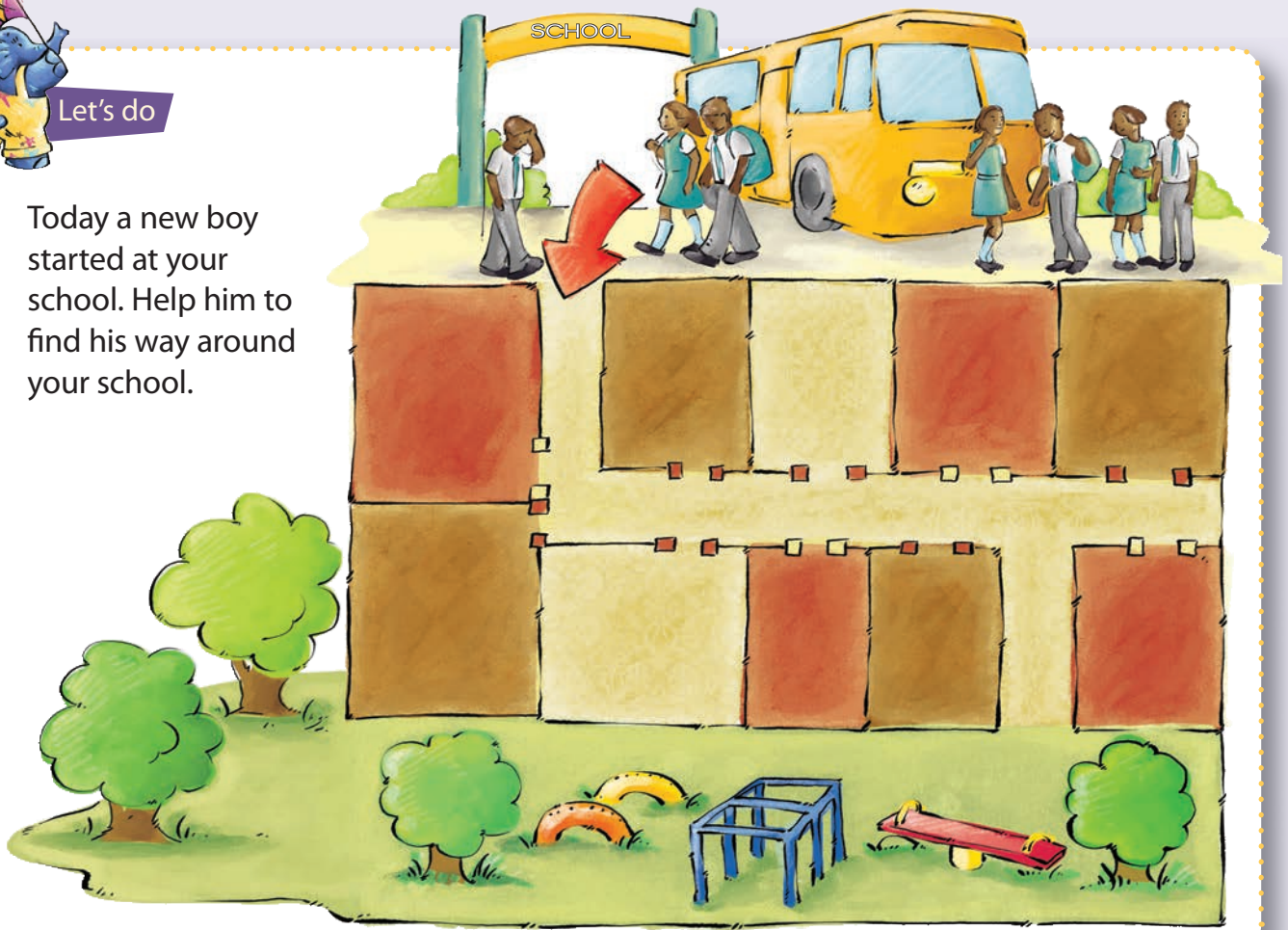
TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_



Let's do

Today a new boy started at your school. Help him to find his way around your school.



Let's do

Read the directions carefully. Then follow the directions to find the different places in the school plan above. When you have found the places, fill in their names on the map.

The Grade 4 classroom	It is the first classroom on his right.
The principal's office	When he comes in, he must turn left. It is the second room on the right-hand side.
The toilets	When he enters the school he must turn left. He will find them in the fourth room on the right.
The playground	When he enters he must turn left and then go through the door on his right.



Date: \_\_\_\_\_



Now draw a map of your school.

Fun



Let's write

Write directions from the school gate to your classroom.



Let's write

## Word division ÷

Divide these words into syllables. Then write the number of syllables in each word in the box. When you have done this, use 6 words to form sentences. Write them in your exercise book.

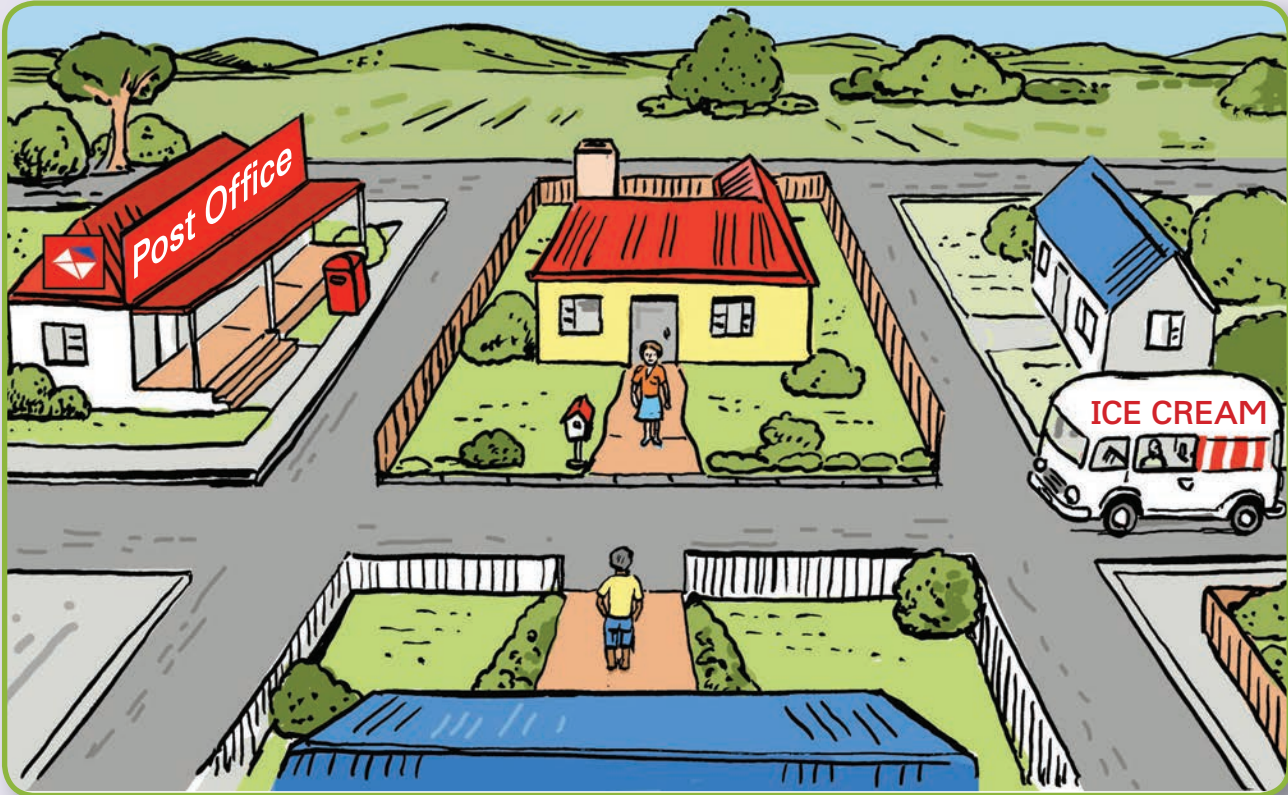
Note that these words all have suffixes.

co/lour/ful	<input type="text" value="3"/>	sadness	<input type="text"/>	explanation	<input type="text"/>	uglier	<input type="text"/>
helpless	<input type="text"/>	mouthful	<input type="text"/>	completely	<input type="text"/>	ugliest	<input type="text"/>
wonderful	<input type="text"/>	confident	<input type="text"/>	kindest	<input type="text"/>	waitress	<input type="text"/>
happiness	<input type="text"/>	reliable	<input type="text"/>	syllables	<input type="text"/>	conversation	<input type="text"/>
careless	<input type="text"/>	beautiful	<input type="text"/>	sleepless	<input type="text"/>	comfortable	<input type="text"/>

TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_

## Where Jabu and Thandi live



Let's write

Look at the picture and then fill in the missing words.

1. Thandi lives in a house with a yellow wall and a  roof.
2. If Thandi turns left she can walk to the  van.
3. Jabu lives in a house with a  roof. He is facing Thandi.
4. Jabu turns left. Then he turns . He can buy  there.
5. When Thandi wants to buy stamps, she turns  at her gate because the  is to her right.



# Tense game - who will be the winner?

- Throw your dice.
- Move a marker along.
- Use the time expression shown in the white ovals and form a sentence.
- The one who reaches the end first is the winner.



**Start sentences 18-26 with Later tonight I am going to ...**

**FINISH**

Change the form of the underlined verbs.

**Start sentences 9-17 with Yesterday I ...**

Change the form of the underlined verbs.

**Start sentences 27-34 with I am now ...**

**Start sentences 1-8 with Next Saturday I will ...**

**START**



# Where things are



Let's talk

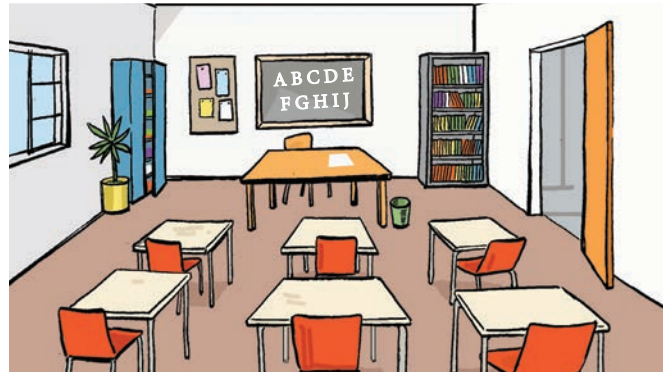
- If you stand on a chair in your classroom and look down, what do you see?
- If you stand at the back of the class and look at the classroom, what do you see?
- If you stand in the front of the class and look at the classroom, what do you see?
- Try it.



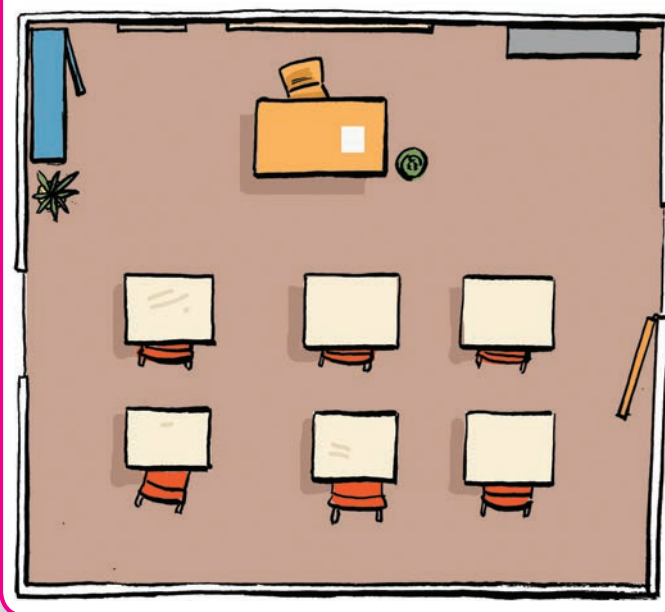
Let's write

Make a list of 12 things in the classroom in picture 1. Tick them if they also appear in picture 2.


Picture 1: A back view of a classroom



Picture 2: A plan view of the classroom



Let's write

Look at the two drawings and then answer the following.

Picture 1

Picture 2

Where was the artist standing when she drew this picture?	Back or above	Back or above
How many children can sit in this classroom?		
What is next to the window?		
How many windows are there in this classroom?		
How many shelves are there in the bookshelf?		



Let's write

You have learned a lot of different types of verbs this term. Select and then fill in the correct auxiliary verb in each sentence. Then underline the main verb.

**Auxiliary verbs  
are helpers**

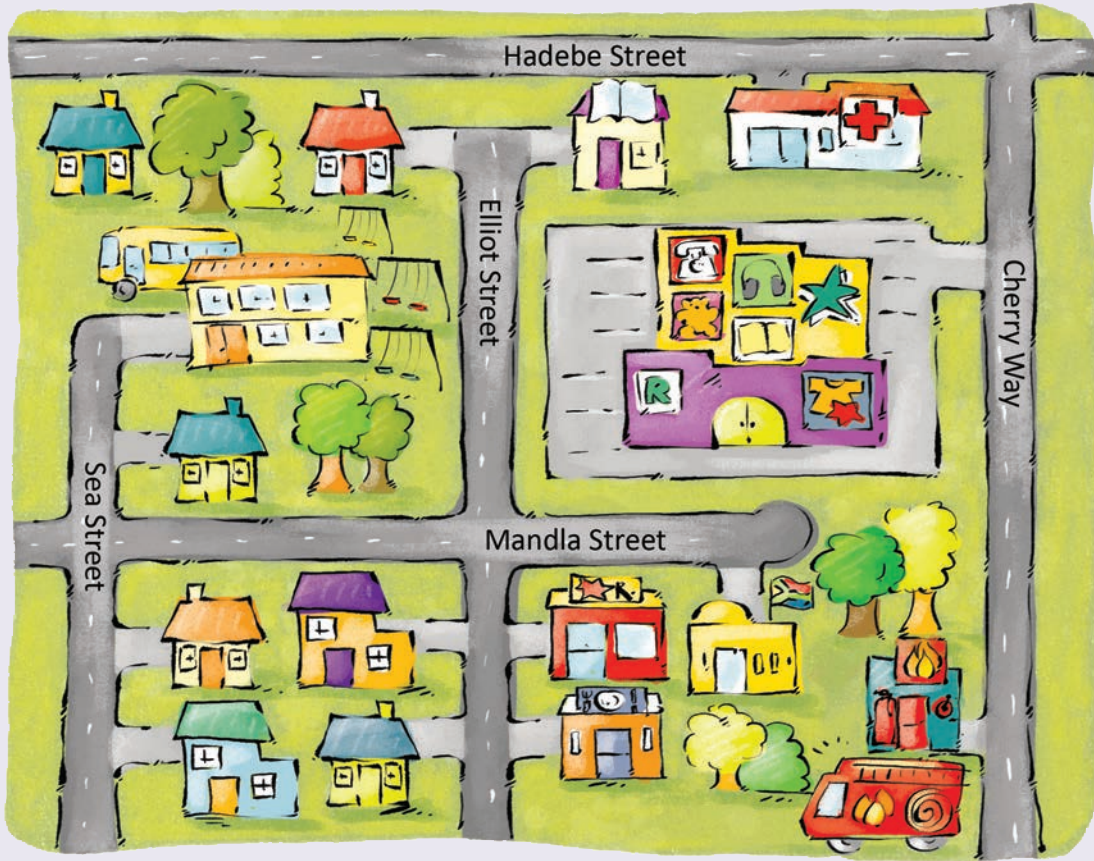
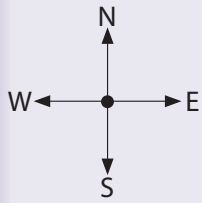
They help the **main verb** to complete its meaning. They come before the main verb in a sentence.

is	1.	We _____ playing netball.
are	2.	She _____ using the computer.
was	3.	He _____ asleep at seven o' clock.
were	4.	We _____ wondering what happened.
has	5.	I _____ read that book.
have	6.	She _____ gone on holiday.
is	7.	She _____ talking on the phone.
are	8.	The children _____ playing.
was	9.	He _____ studying in Johannesburg.
am	10.	I _____ reading.
have	11.	He _____ finished his homework.
has	12.	I _____ finished my homework.



1 are, 2 is, 3 was, 4 were, 5 have, 6 has, 7 is, 8 are, 9 was, 10 am, 11 has, 12 have.

Now select one word from each of the coloured boxes and make up your own sentences.

Let's write Circle the correct word.

Hadebe Street is north/south of Mandla Street.

The school is north/south of Mandla Street.

The hospital is north/south of Hadebe Street.

Now fill in the correct answer.

Which street is the hospital in?

Which street is the park in?

Which street is the fire station in?

Write three sentences about where things are on this map.


Date: \_\_\_\_\_

Example:

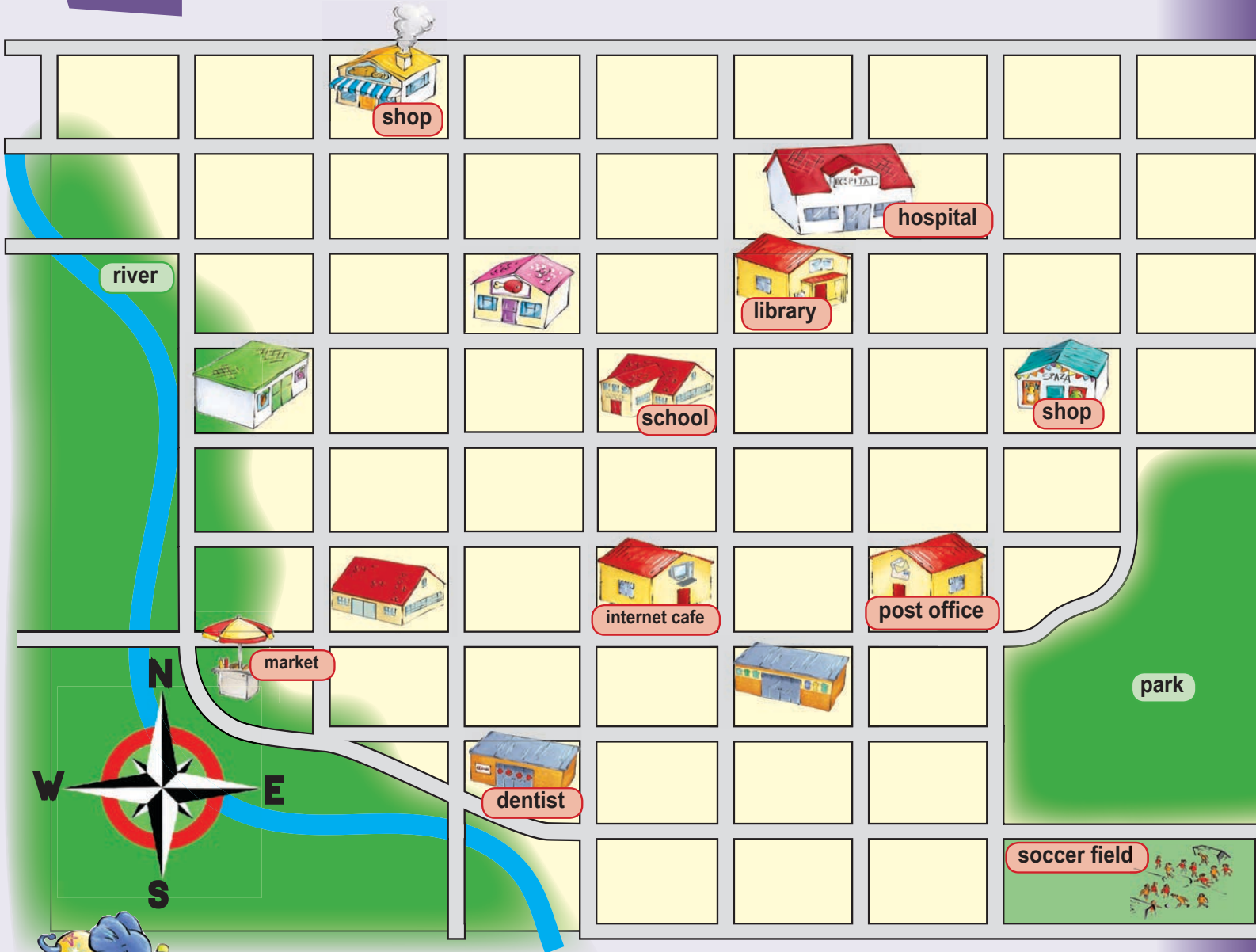
Question: I am going 4 blocks south and 1 block west. Where am I going?

Answer: To the dentist.



Let's talk

Now look at the map on this page. Give your friend directions to different places. Always start your directions from the school.



Let's write

Read these directions. Fill in the place the person is going to in the column on the right. Use the same map.

I am going 2 blocks east and 2 blocks south.	<i>The post office</i>
I am going 3 blocks south and 3 blocks west.	
I am going 3 blocks east.	
I am going 3 blocks north and 2 blocks west.	
I am going 2 blocks north and 1 block east.	
I am going 2 blocks south.	

# Work out the recipe



Let's do

Number the pictures in the correct sequence for making a sandwich.



Let's write

Now write up the recipe indicating what ingredients you will need.

## Making a peanut butter and banana sandwich

### Ingredients


Use the pictures you numbered to write the method in the correct sequence.

### Method

1	
2	
3	
4	
5	

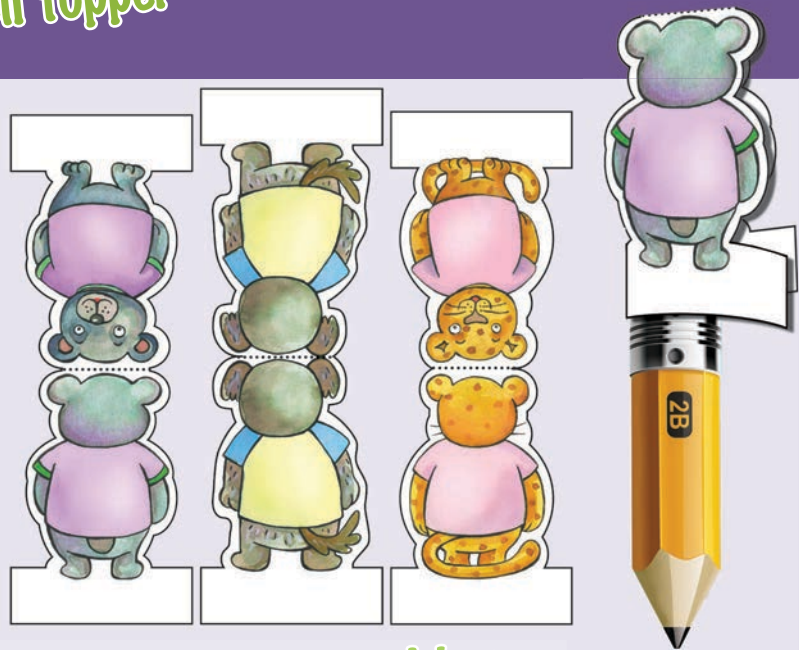


# Make a pencil topper



Let's do

- 1 Cut out the pencil toppers from the cut out pages at the back of the book.
- 2 Cut out the pencil topper on the thick outer lines.
- 3 Fold along the dotted line.
- 4 Unfold the topper and spread with glue
- 5 Let the glue dry for a few minutes.
- 6 Take a pencil. Wrap the bottom white strip of the pencil topper around the top of the pencil about 1 cm from the top.
- 7 Hold it firmly and tape the wrap to the pencil.



## Just checking

I can	😊	😞
read informational text, e.g. a weather chart		
write an informational text		
give information from a story		
write a story		
write a description of a character		
read and understand the message of a fable		
write a fable		
use adjectives		
give the degrees of comparison such as big, bigger, biggest		
use personal pronouns (he, she or it)		
use possessive pronouns (yours and mine)		
use demonstrative pronouns (these and those)		
identify the subject and object in sentences		
give the correct form of the verb to agree with the subject		
use the correct articles (a, an and the)		
give the correct plurals		
give the correct antonyms of words		
use the simple past tense		
use the future tense		
use the present tense		
identify different kinds of verbs (main verbs, transitive verbs, intransitive verbs)		
give the correct regular and irregular verbs		
identify stative verbs		
use finite and infinite verbs correctly		
use the correct auxiliary verbs		
break up words into syllables		





Let's talk

Talk to your friend about a story that you will write. Then fill in your ideas on this mind map.



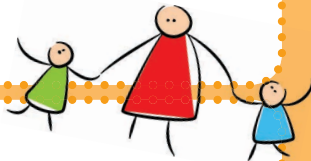
Make your own book. Cut out the next page of this book. Cut on the dotted lines. Fold the page on the lines. Write the title of the book on the cover. Put your name under the title, because you are the story writer. Draw a picture on the cover. Now write your story into the book.

BACK COVER



ABOUT THE WRITER

Write your name



Your age

Where you live

8

Step 4: Cut on the solid line after you have stapled your book

COVER

Draw picture here.



Write the title of the book here.

Fill in your name (you are the writer).

1

Step 1: Fold on the dotted line

5

Continue with your story here.

Draw picture here.



7

Write the middle of your story here.

Draw picture here.



Step 2: Fold on the dotted line

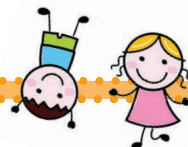
Step 3: Staple on the side



Draw picture here.



Draw picture here.



Start writing your story here.

Four horizontal blue lines for writing.

2

Finish your story.

Four horizontal blue lines for writing.

7

3

Four horizontal blue lines for writing.



Continue with your story here.

Draw picture here.

9

Four horizontal blue lines for writing.

Write what happens at the end of your story.



Draw picture here.

# My dictionary



A

a





B

b





C

c





D

d



# My dictionary



E  
e

Blank lined writing area for the letter E.

Blank lined writing area for the letter E.



F  
f

Blank lined writing area for the letter F.

Blank lined writing area for the letter F.



G  
g

Blank lined writing area for the letter G.

Blank lined writing area for the letter G.



H  
h

Blank lined writing area for the letter H.

Blank lined writing area for the letter H.

# My dictionary



I

i





J

j





K

k





L

l



# My dictionary



M  
m





N  
n





O  
o





P  
p





# My dictionary



Q

q





R

r





S

s





T

t



# My dictionary



U  
u

Blank writing area for uppercase U and lowercase u.

Blank writing area for uppercase Y and lowercase y.

Y  
y



V  
v

Blank writing area for uppercase V and lowercase v.

Blank writing area for uppercase Z and lowercase z.

Z  
z



W  
w

Blank writing area for uppercase W and lowercase w.

Blank writing area for uppercase X and lowercase x.

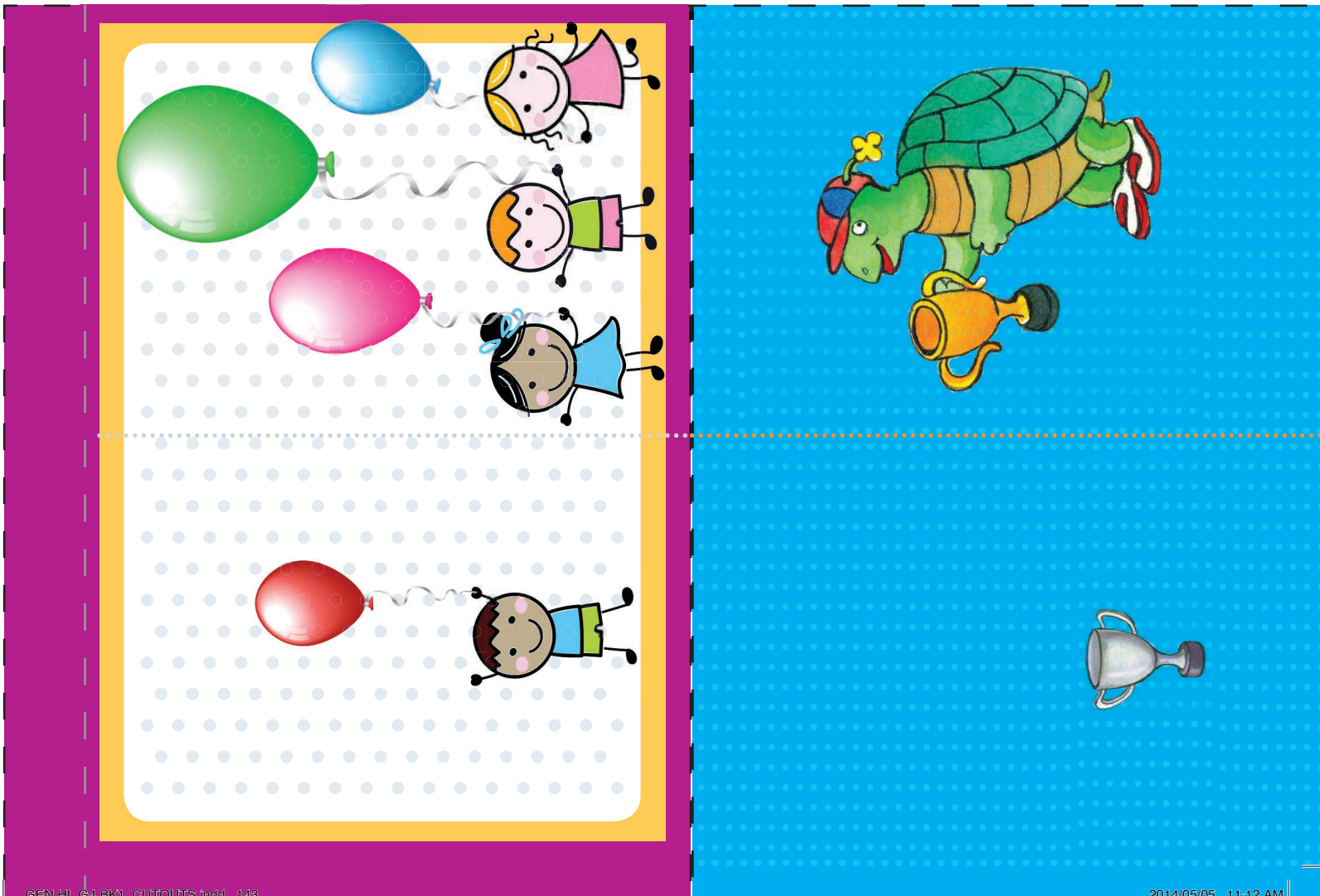
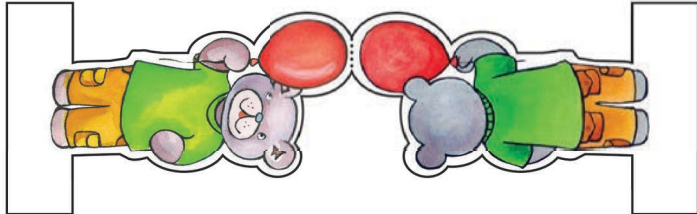
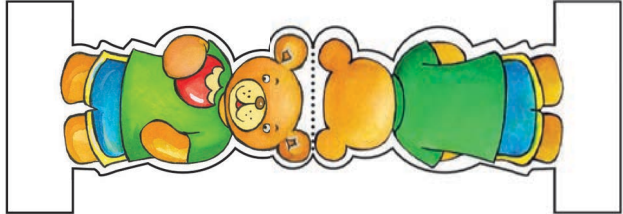
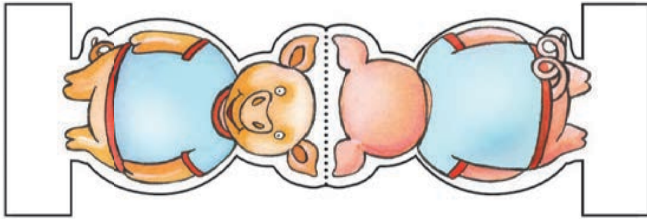
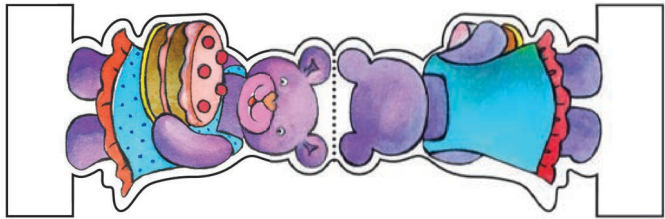


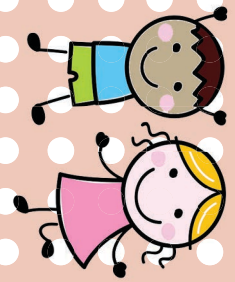
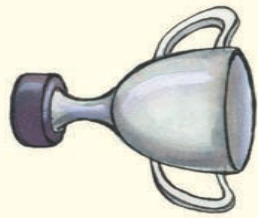
X  
x

Blank writing area for uppercase X and lowercase x.

Blank writing area for uppercase Y and lowercase y.

Please see page 133 for instructions on how to make these pencil toppers.





Handwriting practice lines on a yellow background, consisting of seven vertical red lines.

Handwriting practice lines on a brown background with a white polka-dot pattern, consisting of seven vertical purple lines.

